

## Means of Participation Reference Guide - Common MOP Strategies

MOP	Quick Definition	Tips for Execution	Ideas for Usage
<b>Cold Call</b>	Calling on students whether or not they have volunteered.	<ul style="list-style-type: none"> <li>● Keep it positive</li> <li>● Make it predictable</li> <li>● Use wait time first</li> <li>● Prepare scaffolded questions if needed</li> </ul>	<p>Great For:</p> <ul style="list-style-type: none"> <li>● Review / retrieval Qs</li> <li>● “Quick Hit” CFUs</li> <li>● Qs students have had processing time with first</li> <li>● Increasing participation with a low-stakes task introduction</li> </ul> <p>Potential Sequencing:</p> <ul style="list-style-type: none"> <li>● After Everybody Writes or Turn &amp; Talk</li> <li>● Before volunteers in a complex discussion</li> </ul>
<b>Volunteers</b>	Asking students to signal they’d like to share their thoughts.	<ul style="list-style-type: none"> <li>● Increase wait time</li> <li>● Narrate hands</li> <li>● Be prepared to address call-outs</li> </ul>	<p>Great For:</p> <ul style="list-style-type: none"> <li>● Complex, meaty questions</li> <li>● Challenge questions</li> <li>● Questions with multiple interpretations</li> <li>● An opening MOP</li> </ul> <p>Potential Sequencing:</p> <ul style="list-style-type: none"> <li>● After Everybody Writes or Turn &amp; Talk</li> </ul>
<b>Turn &amp; Talk</b>	Allowing students opportunities to develop, refine, and rehearse their ideas through short, paired discussions.	<ul style="list-style-type: none"> <li>● Manage turns</li> <li>● Use a clear in-cue</li> <li>● Create a clean finish</li> <li>● “Crest of the wave”</li> <li>● Backstop with a CC</li> </ul>	<p>Great For:</p> <ul style="list-style-type: none"> <li>● Adding processing time and formative thinking</li> <li>● A back-pocket response to few volunteers</li> </ul> <p>Potential Sequencing:</p> <ul style="list-style-type: none"> <li>● As an opening MOP</li> <li>● After an Everybody Writes</li> <li>● After a Guided Discourse</li> </ul>
<b>Everybody Writes</b>	Asking students to write pencil-to-paper (or pen to white board)	<ul style="list-style-type: none"> <li>● Create predictable space</li> <li>● Use a clear in-cue</li> <li>● Create a clean finish</li> <li>● Backstop with CC or T/T</li> </ul>	<p>Great For:</p> <ul style="list-style-type: none"> <li>● Allowing individual processing time and boosting PR &amp; TR</li> </ul> <p>Potential Sequencing:</p> <ul style="list-style-type: none"> <li>● As an opening MOP</li> <li>● Before a Cold Call, Turn &amp; Talk, or Batched Processing</li> </ul>
<b>Batch Process</b>	Short sequences of peer-to-peer discussions with minimal teacher commentary in between. (Can be 3-4 students)	<ul style="list-style-type: none"> <li>● Ensure clear question &amp; expectation to build</li> <li>● Clarify if using volunteers or CC</li> <li>● Model listening</li> </ul>	<p>Great For:</p> <ul style="list-style-type: none"> <li>● Surfacing multiple interpretations</li> <li>● Cultivating evidence / rationale</li> <li>● Prompting for greater depth</li> </ul> <p>Potential Sequencing:</p> <ul style="list-style-type: none"> <li>● After a Turn &amp; Talk or Everybody Writes</li> </ul>
<b>Revise</b>	Asking students to make specific upgrades or changes to the ideas in their written work (often within the same lesson).	<ul style="list-style-type: none"> <li>● Incorporate regularly</li> <li>● Give a narrow, What to Do revision task</li> <li>● Use a doc-cam to model revisions</li> </ul>	<p>Great For:</p> <ul style="list-style-type: none"> <li>● Ensuring students do the lift to improve their thinking</li> </ul> <p>Potential Sequencing:</p> <ul style="list-style-type: none"> <li>● After Batched Processing or Show Call</li> <li>● At the end of a MOP sequence</li> </ul>
<b>Stamp</b>	Ensuring all students have the correct answer. Teacher-led or student-driven.	<ul style="list-style-type: none"> <li>● Economy of Language</li> <li>● Board = Paper</li> </ul>	<p>Great For:</p> <ul style="list-style-type: none"> <li>● Locking in key ideas</li> </ul> <p>Potential Sequencing:</p> <ul style="list-style-type: none"> <li>● At the end of a MOP sequence</li> </ul>

## Active Observation Cycles One-Pager–Excerpt

When	Teacher Actions
<b>Before the Lesson</b>	<p><b>Begin With the End (Lesson-Level)</b></p> <ul style="list-style-type: none"> <li>Complete The Exit Ticket: Solve the problems on the Exit Ticket in the format and at the level of quality you’d expect to see in an ideal student response. Unpack what students will need to “<u>know</u>” and be able to “<u>show</u>” to demonstrate mastery on it</li> <li>Identify Priority Questions: Select a few independent practice problem(s) that will give you the clearest picture of whether students are on the path to mastery of the objective/aim (Examples: “do-not-pass-go” problems; tasks that match or exceed the rigor of what students will be asked to do on the Exit Ticket, etc.)</li> </ul> <p><b>Develop a Data Tracker For Independent Work Task(s)</b></p> <ul style="list-style-type: none"> <li>Script Your Exemplar(s): Plan out an ideal student response to your priority question(s).</li> <li>Identify Lap “Look Fors”: Prioritize 1-2 things you’ll look for in responses while you circulate that would indicate students are on the path to a correct answer. Each lap “look for” should be bite-sized, observable, and task-specific. One or two “Look Fors” total per priority problem is often sufficient! (E.g, “Lap #1: “Coming around to check your y-intercepts.”).</li> <li>Plan Back-Pocket Feedback Prompts: Anticipate a likely error(s) for each lap and plan back-pocket cues or prompts that could help students get started or produce a more complete/accurate response (example: “Double-check your operation in step 2.”)</li> <li>Embed a Data Tracker: Include a data tracker/ space for note-taking adjacent to your exemplar where you can capture notes as you circulate</li> </ul>
<b>During Circulation</b>	<p><b>Launch the Task</b></p> <ul style="list-style-type: none"> <li>Clear What to Do: Communicate clear, specific, and observable expectations for <u>how</u> students should work during the task (e.g., silent and solo) as well as what materials—if any—they might reference (e.g. worked examples, notes, anchor charts, etc).</li> <li>Work the Clock: Set a clear, specific time frame(s) for the task and post a timer that you and students can use to manage pacing.</li> <li>Scan &amp; Narrate: Visibly scan for evidence that all students are getting to a productive start and use positive narration to motivate effort and urgency.</li> <li>(If needed) Unpack the Task: If students seem confused by the task, help them unpack it by annotating key words/numbers/figures, feeding or retrieving prerequisite knowledge, etc.</li> </ul> <p><b>Circulate With Intentionality:</b></p> <ul style="list-style-type: none"> <li>Name ActiveObs laps: State one thing you’re looking for in work at the start of each ActiveObs lap and remain disciplined about looking for it (“As I go around, I’m coming to check your” etc.). One to two laps per problem is often sufficient.</li> <li>Follow Your Pathway: Circulate along an intentionally chosen pathway with a pen, exemplar, and data tracker in hand. Strive to get to as many students as you can without rushing (note: it’s ok if it’s not every student!).</li> </ul> <p><b>Give Individual Feedback &amp; Collect Data</b></p> <ul style="list-style-type: none"> <li>1:1 Feedback: Provide quick affirming and/or corrective feedback that’s aligned to the lap “look for” you named. The feedback can be verbal and/or written. <ul style="list-style-type: none"> <li><u>Written</u>: Standardized markings or codes that students understand (e.g., “✓” if correct <u>OR</u> circle the point of error if incorrect; initials of students to Cold Call, etc)</li> <li><u>Verbal</u>: Concise, actionable feedback cues or prompts, delivered in 5-15 seconds or less (e.g., “check your remainder”; “look closely at your signs in step 3,” etc)</li> </ul> </li> <li>Collect Data: Capture quick notes on common gaps or trends to address in student work on your data tracker (e.g., tally marks by error trend or to track # of students whose responses show evidence of Look Fors; initials of students who you may want to call on, etc.)</li> </ul> <p><b>Mid-Task Batched Feedback &amp; Apply:</b> <u>I</u>f an intentional sampling of students reveals the same gap or error (3+ consecutively or ~25% of students checked), pause them where they are, and provide quick whole-class feedback (often verbally) before re-releasing them to implement it. Resume circulation to monitor for the change in student responses.</p> <ul style="list-style-type: none"> <li>Example: “Pause where you are. I’m noticing that we are nailing _____, but most of us are trying to use the quadratic formula to solve the equation, which is not the most efficient strategy. Try using the Greatest Common Factor.” [Then re-release to incorporate feedback and resume practice]</li> </ul>
<b>During Circulation (Cont’d)</b>	