



The On-Your-Feet Guide to

On-Your-Feet Guides

Research-based and made for
in-the-moment teaching

On-Your-Feet Guides Introduction

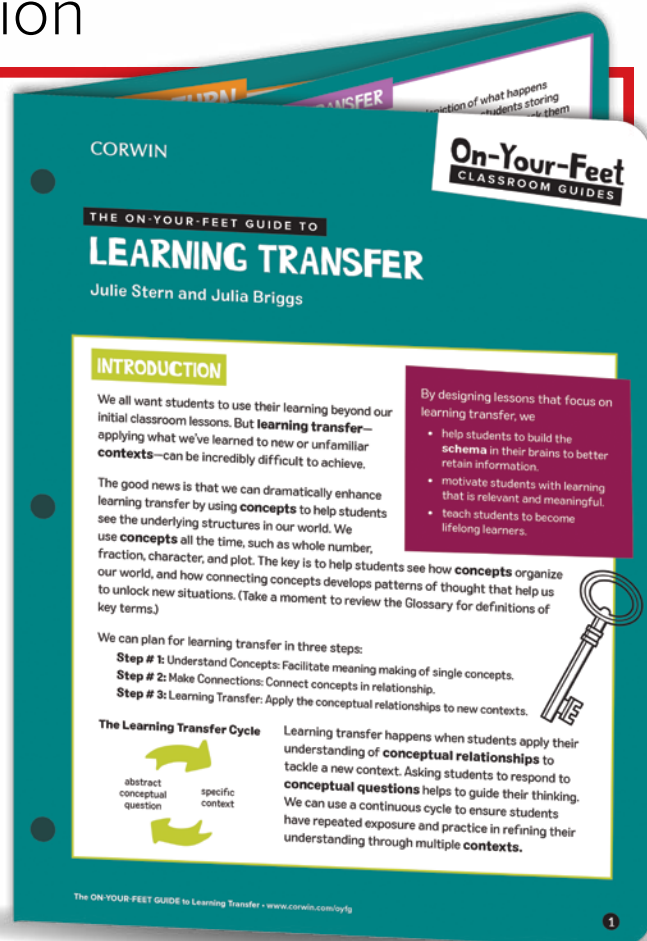
What's an On-Your-Feet Guide?

On-Your-Feet Guides (OYFGs) provide teachers with the ultimate “cheat sheet” to implement effective change in the classroom while in the moment of teaching. Designed for accessibility and providing step-by-step guidance, the OYFGs are written by experts who take research-based practices and make them doable for the busy teacher.

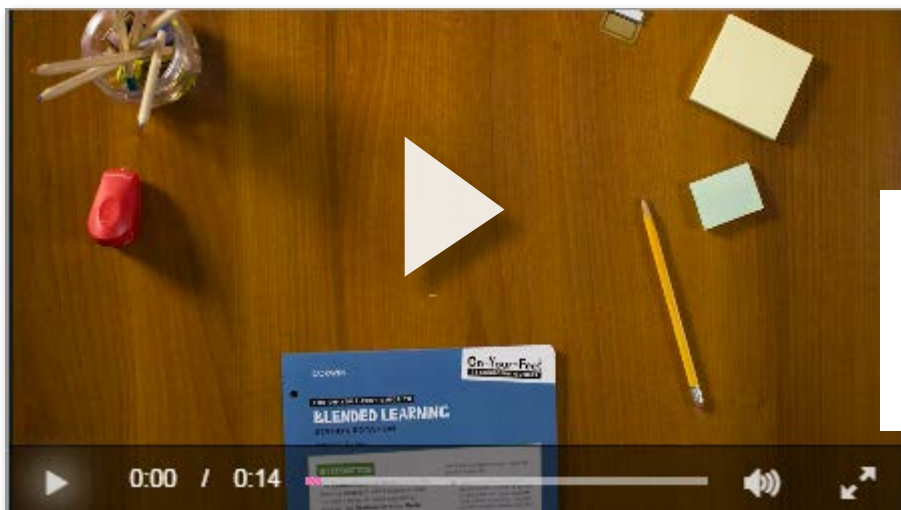
Why do On-Your-Feet Guides matter?

Teachers can use On-Your-Feet Guides in the classroom:

- When they know the “what” but need help with the “how”
- As a quick reference to support the practices they learned in a PD workshop or book
- To learn how to implement foundational practices
- When they want to help students learn a specific strategy, routine, or approach, but aren't sure how to do it



Each On-Your-Feet Guide is laminated 8.5" x 11" tri-fold (6 pages), and 3-hole punched.



Scan the QR code to watch



On-Your-Feet Guides Layout

Strategies for going deeper and moving past surface-level learning.

Related titles are clearly indicated for deeper and broader learning.

GOING DEEPER

Make sure the language of challenge and celebrating error is modeled by you and encouraged between students.

Once the random partner system becomes the expected norm, spend more time going over the meaning of the whole class success criteria for being a good talk partner. Give examples of what they mean. Some teachers take photographs of the students discussing together (either good or poor examples) to illustrate good listening, etc. for whole class discussion.

With older students, discuss in depth what persuasion and empathy, for instance, need to include. Give examples of where these skills might be useful in paired discussions.

Develop the self and peer evaluation element—this can be verbal for young children and written + discussion for older students. Ask students to take the comments they receive and actively work on that as their target for this week.

Extend the talk partner criteria by linking them with learning dispositions such as resilience, cooperation, concentration, persistence, and seeking challenge.

HELPFUL RESOURCES

Show students YouTube clips such as "famous failures", "neurons connecting", and Carol Dweck talking about growth mindsets.

Have exit cards with "My wonderful mistake" and "What I learned" columns for lessons that lend themselves to this (e.g., estimating in math). Make error normal and exciting.

What to do when you're stuck might include: don't panic, ask a friend, backtrack, get some resources, try a different strategy, ask the teacher. Give every student a question mark card (playing card size) that they can place on their desk above their work at any time they are stuck—an invitation for any student who sees it to leave their seat and spend a few minutes explaining or coaching that student.

Use craft sticks (available from online retailers) on which to write students' names for random calling/random choosing.

Use an online randomizer as an alternative (e.g., Random Team generator: www.randomlists.com).

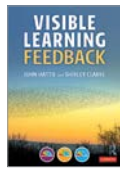
Create pictures, as shown: (1) two children facing the front and (2) two children facing each other as training prompts for young children (works well with ages 6 and above—"How quickly can you... [Picture 1] face me? [Picture 2] Face your learning partner?")



Visit www.shirleyclarke-education.org for the video platform of a range of high-quality video clips of talk partners in action from 4-year-olds to 17-year-olds.

Visit www.shirleyclarke-education.org for accounts from teachers of all phases about random talk partners (filter Learning team feedback/Talk partners).

RELATED TITLES



ABOUT THE AUTHOR

SHIRLEY CLARKE (M.Ed., HON.DOC) is a world expert in formative assessment, specializing in the practical application of its principles. Many thousands of teachers have worked with Shirley or read her books and, through them, the practice of formative assessment is continually evolving, developing and helping to transform students' achievements.

Shirley's latest publications are *Visible Learning Feedback* with John Hattie and *Thinking Classrooms* with Katherine Muncaster. Her website www.shirleyclarke-education.org contains a video-streaming platform of clips of formative assessment in action as well as detailed feedback from her action research teams.

REFERENCES

"Visible Learning Feedback" by John Hattie and Shirley Clarke (pp. 37-42) for more detail about the research on ability grouping.

"Outstanding Formative Assessment" by Shirley Clarke (Chapter 4) for more detail and case studies about the success of random talk partners.

"The Learning Challenge" by James Nottingham includes many variations of learning via the "pit." In words and graphics.

"Mindset" by Carol Dweck explains 30 years' research on motivation.

Rowe, M. B. (1974). "Relation of wait-time and rewards to the development of language, logic and fate control." *Journal of Research in Science Teaching*, 11(4), 291-305.



© Corwin 2019. All third party trademarks referenced or depicted herein are included solely for the purpose of illustration and are the property of their respective owners. References to these trademarks are not intended to be, nor should they be, construed as an endorsement by or on behalf of Corwin.



CORWIN

THE ON-YOUR-FEET GUIDE TO PARTNER TALK

Shirley Clarke

INTRODUCTION

Although "turn and talk" is a popular strategy for making sure all of the students in your class are thinking and learning, Shirley Clarke's work over 18 years has revealed that having randomly chosen talk partners who change frequently leads to significant gains both cognitively and socially. It avoids students being stuck with a partner for long periods and missing out on possible learning opportunities. Teachers say having random partners leads to

- Better behavior
- Greater focus and listening to each other
- Higher quality written work (because the discussions act as rehearsal for writing)
- More confidence to talk in front of the class
- Relief to be able to articulate their ideas, rather than hoping to be called on
- Learning from each other
- Developing mutual respect among students of different genders, races, etc.
- Making new friends
- Inclusion (as "hands raised" is eliminated)
- Great support for English language learners

Effective partner talk is not possible without a motivating learning culture, supporting each other, questioning, challenging, and sharing thoughts.

Through this guide, you will be able to build the right learning culture and get your students started in effective partner talk.



Key concepts and strategies for enacting change.

Step-by-step directions for success.

Helpful headers to indicate what teachers can expect in each section.

KEY CONCEPTS AND STRATEGIES

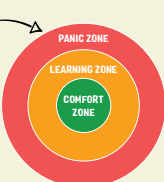
- Developing high levels of student self-efficacy (the belief that you can achieve)
 - Informing students that the brain can "grow"
 - Normalizing and celebrating mistakes
- Activating students as learning resources for one another
- Setting up random talk partners changing frequently
- Equity through mixed ability (even within tracked classes)
- A wide range of both cognitive and social experiences and relationships
- Improving student focus as well as speaking and listening skills through
 - Talk partner success criteria
 - Talk partner self and peer evaluation

BUILD THE LEARNING CULTURE

- EXPLAIN** via YouTube clips that the brain can grow (see "Helpful Resources") and that the harder you are thinking, the more neurons are connected.
- TELL** students about the **IMPORTANCE OF ERROR** and "going into the pit" (see James Nottingham's *The Learning Challenge*), which scientists do all the time, knowing that struggle is a necessary part of deep learning when you are in the process of developing understanding.
- Have a poster of **"ARE YOU STUCK?"** strategies that are constantly referred to, appropriate to your age group.
- Display the **LEARNING ZONE'S BULLSEYE** (panic zone, learning zone, comfort zone) as a reference for all. Not too hard, not too easy, but just right for me: the *Goldilocks* principle.
- USE language that conveys the **IMPORTANCE OF CHALLENGE** and being stuck:
 - "When you're finding something hard, that means your brain is growing!"
 - "The next time you say you can't do this, add the word 'yet'!"
 - "The pain isn't to get it right away, it's to grow your understanding little by little."

ARE YOU STUCK?

- Don't panic—take a deep breath
- Go back over your work so far
- Check your success criteria
- Look around the classroom for any resources that might help you
- Ask a friend to explain (not just give you the answer)
- Ask an adult



TRY

- CHOOSE A WAY TO PICK RANDOM PAIRS:** Use an online randomizer, named craft sticks in a pot drawn out two at a time, or small photos of each child in a bag drawn out two at a time and displayed for the week (popular for younger children).
- EXPLAIN WHY WE'RE CHOOSING RANDOM PARTNERS:** This is for sharing ideas and helping each other learn, a chance to discuss before being called on, and to get to know all students in the class.
- CHANGE PARTNERS REGULARLY.** Elementary students typically change partners at the end of the week, and secondary at the beginning of every fourth lesson.
- CO-CREATE SUCCESS CRITERIA FOR PARTNER TALK** by modelling, with an assistant (or older student), a conversation in which the assistant is the perfect partner and you are not. The juxtaposition of good and bad makes clear to students the criteria for success (and entertains). Criteria for younger children might be: hold eye contact, be kind, listen—don't talk over them, don't interrupt, share your ideas, disagree politely etc. For older children, extra criteria might include: share responsibility for learning, keep an open mind, use persuasive arguments to express your opinion, and be patient.
- INTRODUCE END-OF-WEEK COMPLIMENT SLIPS** (I thank you for being my learning partner. I enjoyed working with you because...) or self and peer evaluation slips (I think I'm doing well etc., but need to improve...).
- ASK FOR HANDS RAISED FOR QUESTIONS ONLY.** Use named craft sticks for random calling, asking "What did you and your partner decide/think?"
- AFTER ASKING THE CLASS A QUESTION, GIVE A SHORT TIME (E.G., 30 SECONDS) FOR ONE THING TO BE DISCUSSED,** rather than 5 minutes to discuss 6 features, for instance. Gather the responses after the 30 seconds (e.g., "With your partner find one strategy that adds suspense in this piece of writing and decide why it is effective—30 seconds—go!")

learn

REMEMBER

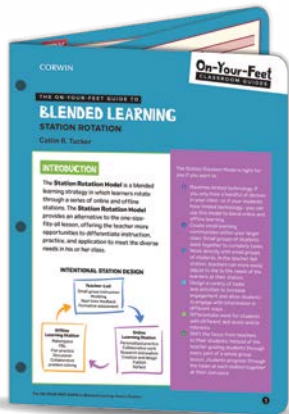
- >>> Students change their seat each week, unless they are on the autism spectrum or have a physical reason to stay in the same spot. You decide where the pairs sit—only the pairing is random.
- >>> When using the named craft sticks to call on students, alternate between "Billy, what did you and your partner think?" and "Billy, tell me what your partner said." **This focuses students on the need to listen!**
- >>> Display the partner talk success criteria as a useful check for the agreed rules.
- >>> Be flexible—make three-member groups if it seems appropriate or perhaps change partners mid-week. **Make it fit your context!**

TROUBLESHOOT

- Make sure parents and students know in advance the rationale for changing partners as occasionally there is confusion, lack of understanding, or resistance if it is put into action with no warning.
- Make sure school leaders are supportive before trying this for the first time.
- By the third change of partner, students get used to the system and are excited about finding out who their partner will be next time. Go through the "pain barrier".
- Very occasionally a very disruptive student makes it hard for anyone paired with them. Make a three-member group.
- Don't "fix" the pairings—often the most unexpected pairings prove to be the best in the long run (e.g., two quiet students need to learn to talk and two chattering children need to learn to listen).
- Over 25 years I have come across one high school in which students refused to sit with certain students. Make it clear that this is the expectation—best supported by the leadership in the school.
- If the same pairings come up for two consecutive weeks, choose names again. If students have had the same partner three times throughout the year, make sure they don't get that partner again, or they can miss out on learning and socializing with all the class members.



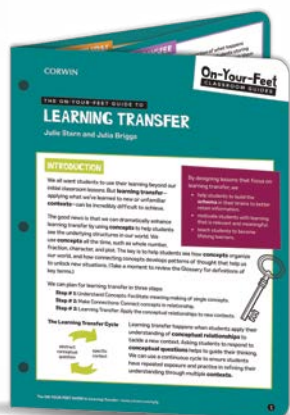
On-Your-Foot Guides to Watch



The On-Your-Foot Guide to Blended Learning: Station Rotation

Catlin Tucker

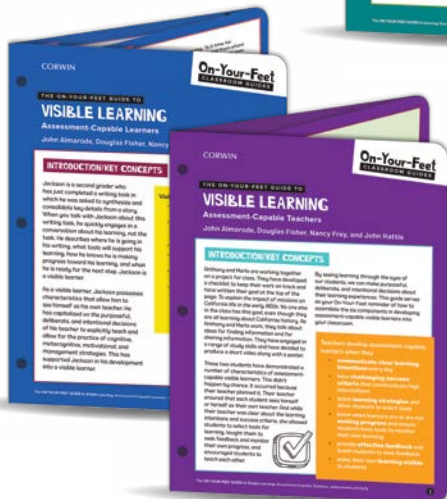
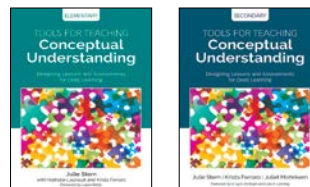
Related Titles: Balance With Blended Learning (2020), Power Up Blended Learning (2018), Blended Learning in Action (2016), Blended Learning in Grades 4–12 (2012)



The On-Your-Foot Guide to Learning Transfer

Julie Stern, Julia Briggs

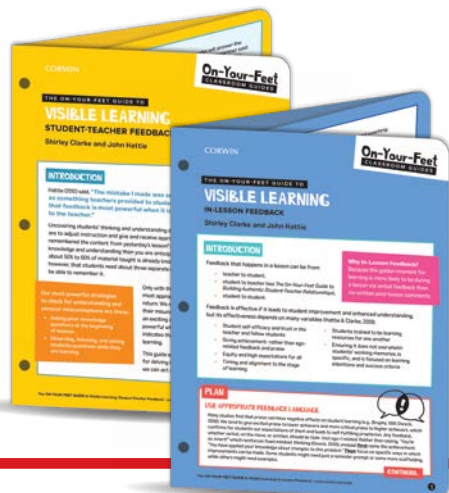
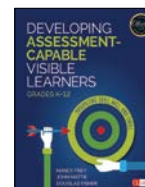
Related Titles: Tools for Teaching Conceptual Understanding, Elementary & Secondary (2017)



The On-Your-Foot Guide to Visible Learning: Assessment-Capable Learners & Teachers

John Almarode, Douglas Fisher, Nancy Frey, John Hattie

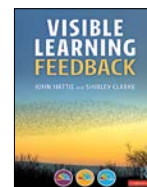
Related Titles: Developing Assessment-Capable Visible Learners, Grades K–12 (2018)



The On-Your-Foot Guide to Visible Learning: Student-Teacher Feedback & In-Lesson Feedback

Shirley Clarke, John Hattie

Related Titles: Visible Learning Feedback (2018)



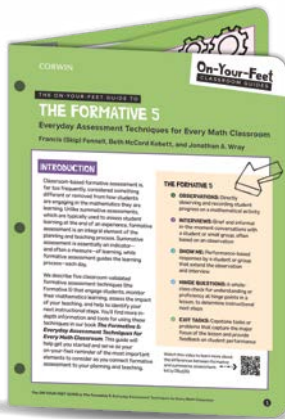
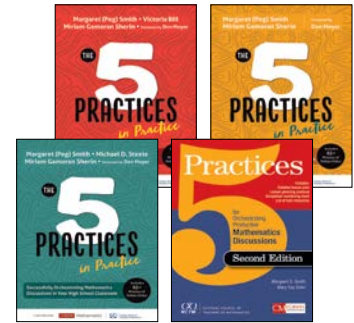
On-Your-Feet Guides to Watch



THE ON-YOUR-FEET GUIDE TO ORCHESTRATING MATHEMATICS DISCUSSIONS

Margaret "Peg" Smith, Miriam Gamoran Sherin

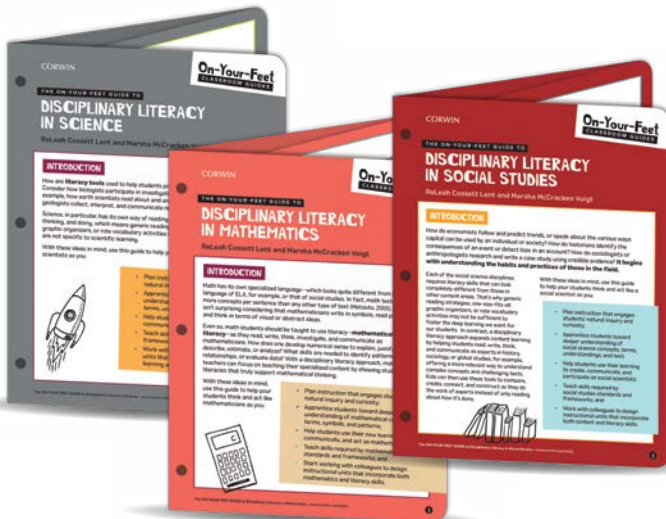
Related Titles: The Five Practices in Practice, Elementary (2019), The Five Practices in Practice, Middle School (2019), The Five Practices in Practice, High School (2020), 5 Practices for Orchestrating Productive Mathematics Discussions (2018)



THE ON-YOUR-FEET GUIDE TO THE FORMATIVE 5

Francis "Skip" Fennell, Beth McCord Kobett, Jonathan A. Wray

Related Titles: The Formative 5 (2017)



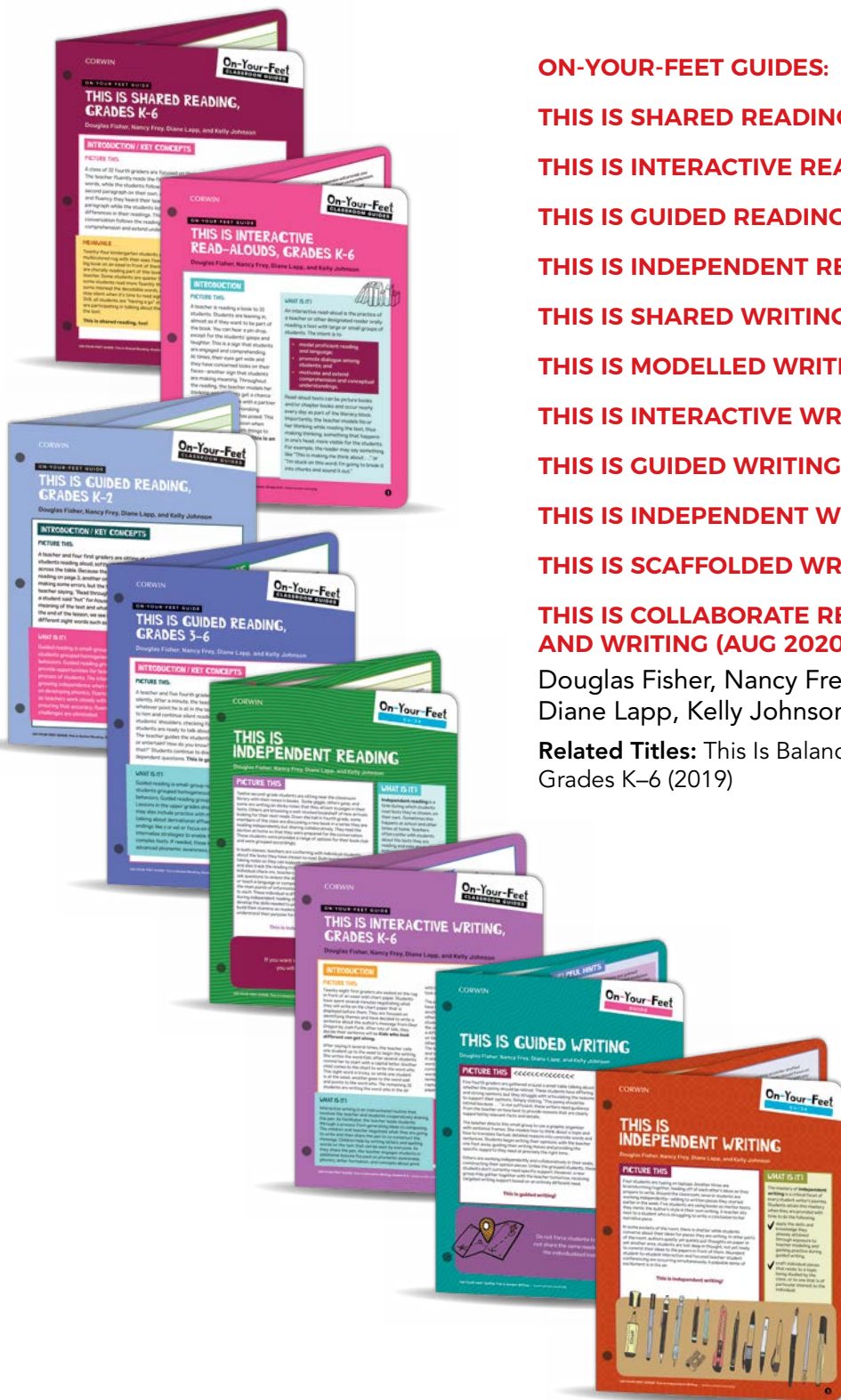
THE ON-YOUR-FEET GUIDE TO DISCIPLINARY LITERACY IN MATHEMATICS, SCIENCE, & SOCIAL STUDIES

ReLeah Lent, Marsha Voigt

Related Titles: Disciplinary Literacy in Action (2018), This is Disciplinary Literacy (2015)



On-Your-Feet Guides to Watch



- ON-YOUR-FEET GUIDES:
- THIS IS SHARED READING
- THIS IS INTERACTIVE READ-ALoudS
- THIS IS GUIDED READING K-2; 3-6
- THIS IS INDEPENDENT READING
- THIS IS SHARED WRITING
- THIS IS MODELLED WRITING
- THIS IS INTERACTIVE WRITING
- THIS IS GUIDED WRITING
- THIS IS INDEPENDENT WRITING
- THIS IS SCAFFOLDED WRITING (AUG 2020)

THIS IS COLLABORATE READING AND WRITING (AUG 2020)

Douglas Fisher, Nancy Frey, Diane Lapp, Kelly Johnson

Related Titles: This Is Balanced Literacy, Grades K-6 (2019)



On-Your-Feet Guides Available and Coming Soon

Available Now!

All On-Your-Feet Guides: **\$12.95 ea.**

The On-Your-Feet Guides to....

GENERAL TEACHING METHODS

The On-Your-Feet Guide to Learning Transfer
by Julie Stern, Julia Briggs

- Individual ISBN: 9781544382746
- 10-pack ISBN: 9781544395425

BUNDLE: Tools for Teaching Conceptual Understanding, Elementary + Stern: On-Your-Feet Guide to Learning Transfer, by Julie Stern, Nathalie Lauriat, Krista Ferraro, Julia Briggs
ISBN: 9781071806548

BUNDLE: Tools for Teaching Conceptual Understanding, Secondary + Stern: On-Your-Feet Guide to Learning Transfer, by Julie Stern, Nathalie Lauriat, Krista Ferraro, Julia Briggs
ISBN: 9781071806555

The On-Your-Feet-Guide to Blended Learning:
by Catlin R. Tucker

- Individual ISBN: 9781544377995
- 10-pack ISBN: 9781544382319

BUNDLE: Blended Learning in Action + The On-Your-Feet Guide to Blended Learning: Station Rotation, by Caitlin R. Tucker

- Individual ISBN: 9781544395272
- 10 pack ISBN: 9781071809280

BUNDLE: Blended Learning in Grades 4-12 + On-Your-Feet Guide to Blended Learning: Station Rotation, by Caitlin R. Tucker
ISBN: 9781544395432

The On-Your-Feet-Guide to Teaching Study Skills Grades 4-12 (July 2020), by Douglas Fisher, Nancy Frey, Svetlana Cvetkovic

- Individual ISBN: 9781071806661
- 10 pack ISBN: 9781071809280

The On-Your-Feet Guide to Partner Talk, by Shirley Clark

- Individual ISBN: 9781544377988
- 10 pack ISBN: 9781544382326

The On-Your-Feet Guide to Student-Led Discussions, by Laura Robb

- Individual ISBN: 9781544382180
- 10 pack ISBN: 9781544382906

The On-Your-Feet Guide to Building Authentic Student-Teacher Relationships, by Dominique Smith, Doug Fisher, Nancy Frey

- Individual ISBN: 9781544385198
- 10 pack ISBN: 9781544385129

On-Your-Feet Guide: Mentoring Conversations, by Carol Pelletier Radford

- Individual ISBN: 9781071810859
- 10 pack ISBN: 9781071817667

On-Your-Feet Guide: Jigsaw, Grades 4-12, by Doug Fisher, Nancy Frey, Diane Lapp, Kelly Johnson

- Individual ISBN: 9781071804186
- 10 pack ISBN: 9781071805312

VISIBLE LEARNING

On-Your-Feet Guide: Visible Learning, 10 Mindframes for Teachers, John Hattie, Klaus Zierer

- Individual ISBN: 9781544395241
- 10 pack ISBN: 9781071813812

The On-Your-Feet Guide to Visible Learning: In-Lesson Feedback, by Shirley Clark, John Hattie

- Individual ISBN: 9781544385181
- 10-Pack: 9781544395227

The On-Your-Feet Guide to Visible Learning Student-Teacher Feedback, by Shirley Clark, John Hattie

- Individual ISBN: 9781544383439
- 10-Pack: 9781544395234

The On-Your-Feet Guide to Visible Learning Assessment-Capable Learners, by John Almarode, Douglas Fisher, Nancy Frey, John Hattie

- Individual ISBN: 9781544385341
- 10-Pack: 9781544385396

The On-Your-Feet Guide to Visible Learning Assessment-Capable Teachers, by John Almarode, Douglas Fisher, Nancy Frey, John Hattie

- Individual ISBN: 9781544385389
- 10-Pack: 9781544393346

BUNDLE: Developing Assessment-Capable Visible Learners + OYFG to Visible Learning: Assessment-Capable Teachers + OYFG to Visible Learning: Assessment-Capable Learners, by Nancy Frey, John Hattie, Douglas Fisher, John Almarode
ISBN: 9781544387093

BUNDLE: Visible Learning Feedback + On-Your-Feet Guide to Visible Learning: Student-Teacher Feedback,

by John Hattie, Shirley Clarke
ISBN: 9781071806609

On-Your-Feet Guides Available and Coming Soon

The On-Your-Feet Guides to....

LITERACY

The On-Your-Feet Guide to Boosting Vocabulary,
by *Laura Robb*

- Individual ISBN: 9781544382197
- 10-pack ISBN: 9781544382814

The On-Your-Feet Guide to Teaching Argument Writing,
by *Michael W. Smith, Jon-Philip Imbrenda*

- Individual ISBN: 9781544385877
- 10-pack ISBN: 9781544386409

The On-Your-Feet Guide to Real-Time Assessment for In-the-Moment Instructional Decisions, by *Julie Wright*

- Individual ISBN: 9781544381695
- 10-pack ISBN: 9781544382913

The On-Your-Feet-Guide to Disciplinary Literacy in Science,
by *ReLeah Cossett Lent, Marsha McCracken Voigt*

- Individual ISBN: 9781544386249
- 10-pack ISBN: 9781544386256

The On-Your-Feet Guide to Disciplinary Literacy in Mathematics, by *ReLeah Cossett Lent, Marsha McCracken Voigt*

- Individual ISBN: 9781544386584
- 10-pack ISBN: 9781544386263

The On-Your-Feet Guide to Disciplinary Literacy in Social Studies, by *ReLeah Cossett Lent, Marsha McCracken Voigt*

- Individual ISBN: 9781544386232
- 10-pack ISBN: 9781544386225

BALANCED LITERACY

The On-Your-Feet Guides by *Douglas Fisher, Nancy Frey, Diane Lapp, Kelly Johnson*

The On-Your-Feet Guide to Shared Reading

- Individual ISBN: 9781544378633
- Individual ISBN: 9781544389011

The On-Your-Feet Guide to Guided Reading K-2

- Individual ISBN: 9781544378602
- 10-pack ISBN: 9781544388991

The On-Your-Feet Guide to Guided reading 3-6

- Individual ISBN: 9781544388137
- 10-pack ISBN: 9781544389004

The On-Your-Feet Guide to Interactive Writing

- Individual ISBN: 9781544379708
- 10-pack ISBN: 9781544382807

The On-Your-Feet Guide to Interactive Read-Alouds

- Individual ISBN: 9781544378657
- 10-pack ISBN: 9781544389028

On-Your-Feet Guide: This is Independent Writing

- Individual ISBN: 9781071804933
- 10-pack ISBN: 9781071805909

On-Your-Feet Guide: This is Independent Reading

- Individual ISBN: 9781544378619
- 10-pack ISBN: 9781544382838

On-Your-Feet Guide: This is Modelled Writing

- Individual ISBN: 9781544378589
- 10-pack ISBN: 9781544382890

On-Your-Feet Guide: This is Scaffolded Writing Instruction

- Individual ISBN: 9781071818244
- 10-pack ISBN: 9781071821787

The On-Your-Feet Guide to Guided Writing

- Individual ISBN: 9781544378596
- 10-pack ISBN: 9781544382869

On-Your-Feet Guide: This is Collaborative Reading and Writing

- Individual ISBN: 9781544378626
- 10-pack ISBN: 9781544382845

MATHEMATICS

On-Your-Feet Guide: Modifying Mathematical Tasks by *Margaret (Peg) Smith, Victoria Bill, Michael D. Steele*

- Individual ISBN: 9781071807972
- 10 Pack ISBN: 9781071817674

The On-Your-Feet Guide to Orchestrating Mathematics Discussions, by *Margaret (Peg) Smith, Miriam Gamoran Sherin*

- Individual ISBN: 9781544377841
- 10 Pack ISBN: 9781544382739

The On-Your-Feet Guide to The Formative 5, by *Francis M. Fennell, Beth McCord Kobett, Jonathan A. Wray*

- Individual ISBN: 9781544377858
- 10 Pack ISBN: 9781544382784

BUNDLE: The Formative 5 Book + On-Your-Feet Guide to The Formative 5, by *Francis M. Fennell, Beth McCord Kobett, Jonathan A. Wray*
ISBN: 9781544395265

BUNDLE: The Five Practices in Practice Elementary + On-Your-Feet Guide to Orchestrating Mathematics Discussions: The Five Practices in Practice, by *Margaret (Peg) S. Smith, Victoria L. Bill, Miriam Gamoran Sherin*
ISBN: 9781071810798

BUNDLE: The Five Practices in Practice Middle School + On-Your-Feet Guide to Orchestrating Mathematics Discussions: The Five Practices in Practice, by *Margaret (Peg) S. Smith, Victoria L. Bill, Miriam Gamoran Sherin*
ISBN: 9781544395289

STAFF DEVELOPMENT

On-Your-Feet Guide: Understanding PLC+, by *Douglas Fisher, Nancy Frey, John Almarode, Dave Nagel, Karen Flories*

- Individual ISBN: 9781071810231
- 10 Pack ISBN: 9781071821770

*Official titles and release dates for all unreleased On-Your-Feet Guides are not final and are subject to change.