

The Phasing-in Process

How to prepare your classroom for ICEPs!

This sheet will assist you in preparing your students for small-group instruction with Instructional Conversations for Equitable Participation (ICEPs). Remember, all steps in the phases include a briefing & debriefing session.

Step-by-Step

1. **Create community values**
 - As a class, generate values to be posted in the classroom
 - Values should be positive and guide students' behavior and attitudes (these are not rules)
 - For example:
 - We Value: a) We help each other, b) We stay on task, c) We clean up after ourselves, and d) We do our best work.

2. **Phase I: Establishing the concept of follow-up work**
 - For half the class time, teach the students in a whole-class format
 - During the second half of class, design a follow-up activity where students extend their knowledge
 - a. Students can work in small groups, pairs, or independently
 - b. The teacher circulates and assists students

3. **Phase II: Establishing the concept of independent work**
 - Teach a mini-lesson in a whole-class format
 - Afterward, half of the class works with you in a follow-up activity, while the other half works on an independent activity
 - a. The teacher should remind the independent group to practice the classroom values and rely on each other for assistance
 - b. The teacher assists the follow-up group
 - c. Independent activity should be designed so students don't need your assistance
 - In the last third of the class, the two groups switch

4. **Phase III: Expanding the number of activities and practicing rotations**
 - Teach a mini-lesson in a whole-class format
 - In small groups (around 4-6 students), students engage in activities they can complete in 15-20 minutes. Students practice a routine to rotate to different activity centers.
 - The teacher circulates among the activities.

5. **Phase IV: Teacher Center and independent centers**
 - Instead of a mini-lesson in whole-class format, use a small-group Teacher Center to teach content
 - Students rotate through different small-group activity centers and the Teacher Center
 - Activities should still be designed so students can accomplish the work independently

6. **Phase V: Incorporating ICEPS**
 - The Teacher Center should transition to ICEPs. Ideally, an ICEP has:
 - a. Students talking (or participating nonverbally for younger learners) at least 50 % of the time
 - b. Connections to students' everyday experiences
 - c. Equitable participation by all students
 - d. Discussion about complex ideas using everyday language
 - e. Collaboration