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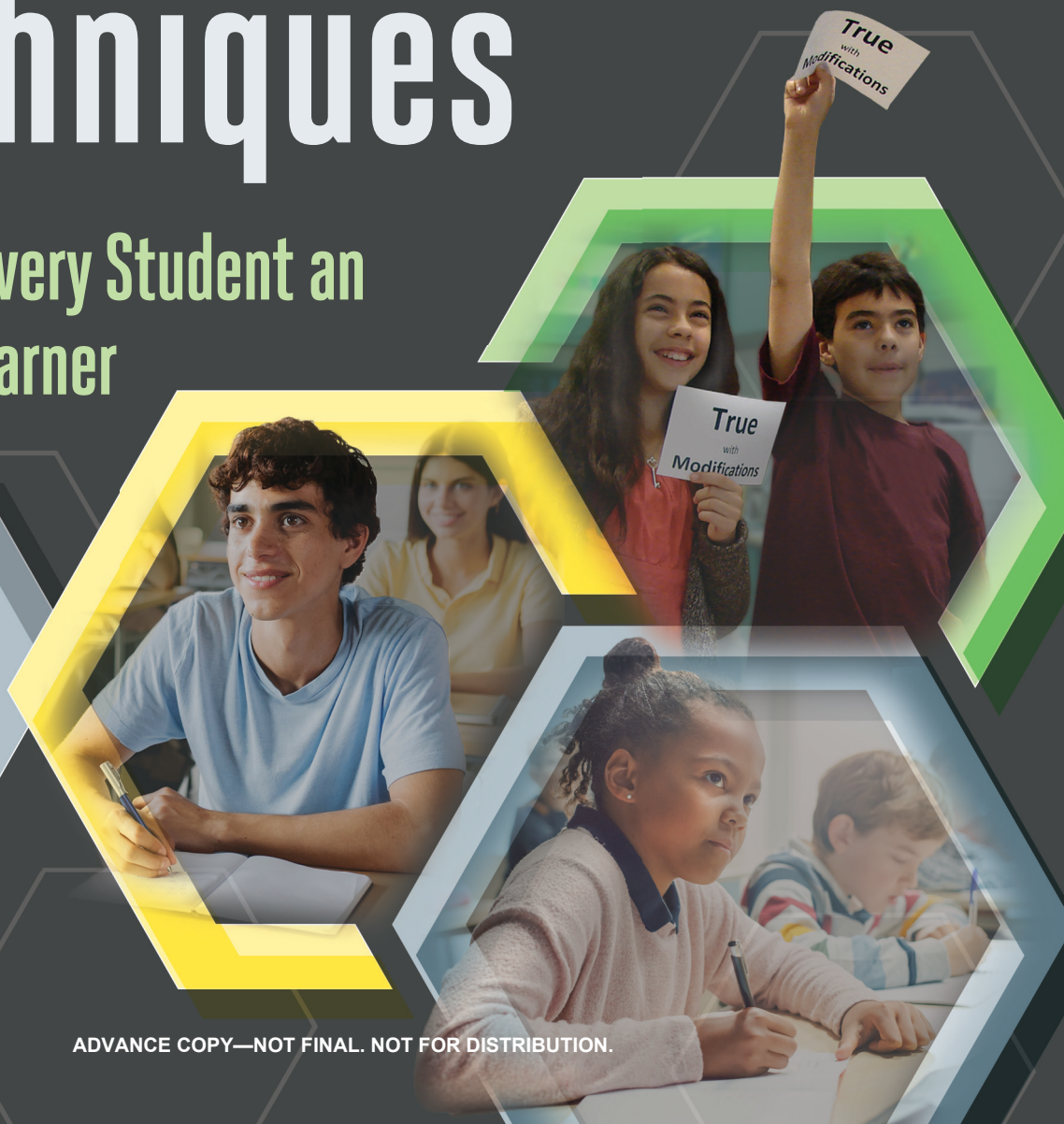
TOTAL Participation Techniques

Making Every Student an Active Learner

3rd Edition



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Introduction

Have you ever noticed how teachers react to the type of professional development seminars known as "stand and deliver" where presenters stand and deliver long, drawn-out presentations in lecture style? The next time you're a recipient of this type of presentation, look around and observe your peers. Most likely some of them have their laptops open and are reading or writing email messages, posting on social media, or texting friends; others are openly chattering away; and some are quietly heading for another cup of coffee just to maintain their respectful composure. All this goes on while the speaker drones on and on.

Whereas adults have discovered activity-based coping mechanisms, children don't have that luxury. Although some students will find ways to become *actively* disengaged, many are respectfully but *passively* disengaged. Many aren't allowed to carry cell phones or laptops, and most aren't allowed to chatter away in class. Many children have learned to cope by simply following the teacher with their eyes. Often they're sitting on the periphery of the classroom, looking at the teacher, but in reality they are miles away—far from being actively and cognitively engaged. And unfortunately, too often students choose to respond to the boredom and disengagement by simply dropping out of school entirely. If stand-and-deliver teaching isn't good enough for our professional development seminars, why would it be good enough for our children?

This book aims to provide an alternative to stand-and-deliver teaching through Total Participation Techniques (TPTs; first introduced in Himmele & Himmele, 2009). We hope to provide ways to actively and cognitively engage all students in the learning process. We have written this book for teachers, using real classroom examples and a variety of field-tested techniques that can be implemented in your classrooms tomorrow. It is also for administrators who want to

provide teachers with a toolkit of such techniques and a model for analyzing lessons in a way that can help teachers make their classrooms engaging places where the content is made relevant and deep to students. It can even be used by college professors and professional developers who are tired of relentlessly lecturing. Yes, even with adult students, these techniques can enhance the delivery and understanding of the concepts that you are hoping to teach. Many of the Total Participation Techniques presented can be modified to work regardless of whether you teach kindergarten or college physics. As you read, we encourage you to pause and think about how you might modify and apply each technique to the specific audience that you teach.

The Third Edition

Since the release of the first two editions, this book has been the topic of an award-winning DVD, an online course, a quick reference guide for planning, and a deck of strategy cards. It has been featured in research studies, numerous dissertations, university extension courses, hundreds of professional development sessions, and both featured and keynote professional presentations. It has been cited in numerous books, studies, articles, online publications, and school and district improvement plans.

As we've presented on the topic of Total Participation Techniques, since the second edition, we've noticed ourselves presenting on tools and strategies with teacher-tested ideas that had not yet been included in either of the first two editions, so we wanted to share those with you in this, our third edition. We are honored that you have chosen to join us on this journey, and we hope you find the third edition of this book to be even more helpful than the first two. Thank you for taking the time to join us as we present ways to provide students with the very best opportunities to learn.

This third edition includes

- A more streamlined description of the two foundational principles that undergird the concept of TPTs.
- More than 65 classroom-ready tools and TPTs (we've added more tools and techniques throughout).
- Additional tools to support your planning around TPTs, such as a tools and supplies list with grades specified, appendix tools like bounce cards for intermediate and younger learners, and more.
- Photos of select TPTs that were hard to visualize using text alone.
- Updated and additional research.

In Support of Transformational Learning Principles

ASCD+ISTE, the publishers of this book, have developed a set of research-backed transformational learning principles that highlight essential elements of teaching and learning. The eight core principles, divided into three main themes, are described on the organization's website at https://iste-ascd.org/tlps.

The principles provide a common language and focus around creating classrooms that are not only effective but also safe and enjoyable. In Section 2 of this book, we'll show you how Total Participation Techniques (TPTs) provide teachers with opportunities to guide the student learning process by sparking curiosity, developing expertise, and elevating reflection. In Section 3, we'll address tips for building a cohesive classroom community, which supports the cultivation of belonging, connecting learning to the learner, and ensuring equity. A TPT mindset can help you be more intentional about designing learning opportunities that result in deep and transformational learning.

Book Overview

This book covers the *why,* the *what,* and the *how* of Total Participation Techniques (TPTs).

Section 1

In Chapter 1, we provide an overview for why TPTs are so important, and we look at the heavy toll disengagement takes on student success.

In Chapters 2 and 3, we present two fundamental principles that provide a foundation for understanding what is unique to TPTs and how they can change classrooms. These two chapters help lay the foundation for what defines outstanding teaching and how, by embracing and implementing a few simple ideas, we can dramatically improve teaching and learning.

Section 2

In Chapters 4 through 9, we bring the fun. We provide ideas for tools, such as TPT toolkits, that allow for smooth and seamless infusions of TPTs in your classrooms. Chapters 5–9 will make you everyone's favorite teacher or, at the very least, a highly effective teacher, with interactive techniques like Feature Walks and Relevance Wheels.

Most of the techniques presented in Chapters 5 through 9 are presented in the following format:

- **Description**: We present an overview of the technique.
- **How It Works**: We present specific steps for using the technique.
- **How to Ensure Higher-Order Thinking**: We present ideas for going beyond surface-level comprehension.
- **Pause to Apply**: We encourage teachers to adapt and personalize the technique to the contexts and content areas that they teach.

Section 3

In Chapters 10 and 11, we talk about how formative assessment and equity go hand in hand. Chapter 10 is short and sweet, but the topic packs a punch. And, in Chapter 11, we'll present ideas for how to build a TPT-conducive classroom.

In Chapter 12, we address how to avoid common pitfalls to effectively implement TPTs.

Appendixes

In Appendixes A and B, we provide practical resources you can download and print for use in your classroom.

1

TPTs and Listening Objects

Train teachers to call only on students who raise their hands and to build on correct responses to maintain a brisk classroom pace. This would enhance the self-confidence of already proficient students and minimize class participation and engagement among those who enter with lower proficiency.

Kim Marshall, "A How-to Plan for Widening the Gap"

Think about the typical question-and-answer session in most classrooms. We call it "the beach ball scenario" because it reminds us of a scene in which a teacher is holding a beach ball. She tosses it to a student, who quickly catches the ball and tosses it back. She then tosses it to another student. The same scenario happens perhaps three or four times during what is poorly referred to as a "class discussion." Although the teacher asks three or four questions, only two or three eager students actually get an opportunity to demonstrate active cognitive engagement with the topic at hand (we say two or three because a couple of enthusiastic students usually answer more than one question). Often even seasoned teachers can relate to the problem of calling out a question and getting a response from only one or two students. They get little feedback from the others and don't get an accurate assessment of what the others have learned until it's too late. They remember the beach ball scenario because, for many, they did it just yesterday. Let's face it: we can all get stuck in the beach ball scenario.

The problem with tossing the beach ball is that too many students sit, either passively or actively disengaged, giving no indication of what they are thinking or of what they have learned. They have effectively learned to fly under the radar. Do you remember doing the same thing? Was it a high school or an upper-elementary content class many moons ago? Did you actually even read the book? Well, we'll

make no confessions here, for fear that high school diplomas can actually be revoked after issuance. But our point is this: unless you intentionally plan for and require students to demonstrate active participation and cognitive engagement with the topic that you are teaching, *you have no way of knowing what students are learning until it's often too late to repair misunderstandings.* With approximately six hours of actual instructional time per school day, what percentage of that time are students actively engaged and cognitively invested in what is being taught or learned in your classroom? What evidence do we as teachers have that students are actually cognitively in tune with us? And what wonderful and deep critical thinking are we missing out on by not requiring evidence of processing and content-based interactions by our students?

If we were given the opportunity to choose just one tool that could dramatically improve teaching and learning in K–12 classrooms, we would choose Total Participation Techniques as the quickest, simplest, most effective vehicle for doing so. Whether you're a student teacher, a novice teacher, or even a 30-year veteran, a total participation mindset is essential for ensuring active participation and cognitive engagement by all of your learners, as well as for providing you with effective ongoing formative assessment data. *Total Participation Techniques (TPTs) are teaching techniques that allow for all students to demonstrate, at the same time, active participation and cognitive engagement in the topic being studied.* Quite simply, we believe that if you infuse your teaching with TPTs, you'll be a stronger teacher, and fewer students will fall through the cracks of our educational system. TPTs can make us all better teachers.

TPTs function as formative assessment tools, in that they allow teachers to consistently gauge student understanding as the teaching and learning occur. Amber Benson and Ruby Voss are two 8th grade math co-teachers who were awarded AMLE's 2022 Educators of the Year Award. They have found that TPTs help them increase student engagement while monitoring student understanding so that they can decide how to proceed in their lessons. For Benson, the consistent use of formative assessment tools helps her to answer critical questions, like "Do all students understand, or do only a couple understand?" According to Voss, "this information drives meaningful instruction, saves time, and helps us address every student's needs." Chapter 10 addresses TPTs as formative assessment tools in more detail.

Research on Total Participation Techniques

Over the years, TPTs have been integrated into various studies examining their impact on student learning. One study conducted in four North Texas schools, with 211 5th grade English language learners (ELLs), found that those who attended the two TPT-practicing schools outperformed those in the two non-TPT-practicing schools on standardized reading tests. Even when comparing monitored students who had been exited within two years, whose proficiency levels would likely be similar, the students in the TPT-practicing schools outperformed those in the non-TPT-practicing schools at the end of the year on standardized reading tests (de la Isla, 2015).

Gray and colleagues (2019) examined the impact of interactive cooperative learning structures on student performance in high school AP Computer Science courses across the United States. Their study presented our Debate Team Carousel as one example of the techniques used to provide opportunities for increasing access to higher-order thinking. Students who participated in these highly collaborative cooperative learning structures were found to have had increased AP exam scores, with particularly higher pass rates for under-represented minority students.

The importance of student engagement is not limited to K–12 classrooms. University professors Witkowski and Cornell (2015) used the TPT Cognitive Engagement Model (Himmele & Himmele, 2011) and quadrant analyses to investigate the effects of collaborative activities and TPTs on student engagement and learning for 95 students in two undergraduate literacy classes. Self-reported student learning and motivation increased as a result of the integration of TPTs and collaborative approaches to teaching as well (Witkowski & Cornell, 2015). According to Witkowski and Cornell, "The TPT Cognitive Engagement Model and Quadrant Analysis helped us to dramatically change our methods of teaching" (p. 63). The TPT Cognitive Engagement Model will be further described in Chapter 3.

The more we observe excellent teachers teach, the more convinced we become that the common thread in their teaching is ensuring that students become actively, cognitively, and emotionally engaged in the content being taught. And although we are often the first to admit that "there is nothing new under the sun" and that the idea behind TPTs is truly a simple concept, we too often see that the actual implementation of techniques that cognitively engage students is not the norm in many classrooms. This situation is true whether we visit urban schools, rural schools, or well-to-do suburban schools. We find, over and over again, that too many teachers continue to fall back into the same old pattern of "delivering" the content while

allowing their students to fall into the pattern of delivering passive stares. Too much focus is often placed on the teacher as the distributor of knowledge. A TPT mindset can effectively take the focus off teaching and place it on what, and to what extent, your students are learning.

Listening Objects

Unfortunately, as mentioned in the Introduction, too much of today's teaching is characterized by a stand-and-deliver approach to presenting content, in which teachers simply stand at the front of the room and deliver the material to be learned. Paulo Freire (2000) describes students in this type of a scenario as "listening objects" (p. 71). Would you like to be a *listening object*? Think about it. Would it warm your heart to know that every day you pack your children's lunches and they eagerly race off to school, where they sit and become someone's *listening objects*? Education built around the notion of listening objects or stand-and-deliver teaching is not effective for young minds, and it doesn't work for adults, either. At any age, people need to pause and process what they're learning. They need to chew on concepts, jot down their thoughts, compare understandings with peers, articulate their questions, and as reading specialist Keely Potter puts it, "celebrate the learning that is happening right now in my head."

Thirteen percent of U.S. public high school students drop out; that's one of the higher rates for industrialized nations (Ressa & Andrews, 2022). When data is adjusted for race, the rates for Black (19 percent) and Latino students (17 percent), are significantly higher, almost twice that of their white peers (10 percent) (Irwin et al., 2023). With graduation rates at 69 percent, English language learners (ELLs) make up the group least likely to graduate (OELA, 2023; Le et al., 2024; Mullen & Nitkowski, 2024). Students with special needs also face a steep climb, with rates only slightly higher than those of their ELL peers (Irwin et al., 2023). The reasons for dropping out vary depending on the students, but among the top reasons—cited by the dropouts themselves—are boredom, lack of school success, and the irrelevance of school (America's Promise Alliance, 2014; Feldman et al., 2017; Bridgeland et al., 2006).

For six years we both volunteered in California's Chino State Prisons (Bill in the men's, Pérsida in the women's). If you don't yet understand the effect that your teaching can have on students, consider volunteering in a prison. The experience will make you an instant believer in the power of your teaching. In prisons, illiteracy is rampant. Dropping out of high school is not the exception—it is the norm. In fact,

three-quarters of state prison inmates have dropped out (Martin & Halperin, 2006). And academic self-confidence is close to nonexistent among prisoners. As soon as inmates discovered we were teachers, many would freely tell us about their academic inadequacies and failures. Many were quick to place the full extent of the blame on themselves. The cost of school failure doesn't end with the incarcerated. Think about the toll incarceration takes on the children of inmates, including the vicious circle of incarceration. We have both met mothers and fathers whose daughters and sons were serving a prison sentence at the same time as the parents. What kinds of educational experiences did these men and women participate in? Did they become "listening objects"? Would a better education have made a difference?

The State of Engagement

A 2024 Gallup poll asked students what it would take to make students more engaged in their learning. "Six in 10 say that, when they are most excited about or interested in what they are learning, it is because their teacher made the material interesting and exciting for them." Almost half pointed to opportunities to engage with material in hands-on ways, and more than a third said they "most enjoy what they are learning when they can connect it to the real world" (Hrynowski, 2024). This has long-term corollary implications in that, the more engaged students feel in the classroom, the more hopeful about and prepared they feel for their future. "Unfortunately, fewer than 2 in 10 students strongly agree that what they are learning in class feels important, interesting, or aligned with their natural talents." And, a previous Gallup poll (2015) showed that the more students advanced in grade levels, the less likely they were to agree with the statement "In the last seven days, I have learned something interesting at school." Although failure to engage students would certainly not be intentional, it may in large part be owed to the prevalence of lesson delivery methods based primarily on lecture.

Holquist and colleagues (2020) sought to study student engagement by analyzing feedback from student focus groups. Students defined engagement with simple descriptions like "If I always know what time it is, then I'm not engaged" (p.4) and described barriers and supports that might increase student engagement in learning. Students made references to the importance of practical learning, where they could see how the content applied to contexts outside school. As expected, relevance is key. Few people want to spend time learning about content that has no practical value to them. Embedded throughout the TPTs are frequent opportunities to help students identify the relevance of the content in their new learning.

The Limitations of Lecture

David Sousa (2022) discusses the impact of teaching methods on student retention of information. Overall, lecture appears to be the most common approach toward presenting content, although it is not always the best vehicle for doing so. "No one doubts that the lecture method allows a lot of information to be presented in a short time. However, the question is not what is presented, but what is learned" (p. 85). Additionally, students' own perceptions of learning in traditional lecture-style versus active learning may not be the best indicator of learning. Deslauriers and colleagues (2019) found that, although students believed that a traditional lecture format was more beneficial to them, the experimental group of students engaged in small-group active learning performed better on tests than their peers engaged in more traditional learning formats.

But even lectures can be made to be more effective in providing learning opportunities for students while providing teachers with evidence of student learning. By embedding Total Participation Techniques, students can be given opportunities to process information using opportunities to reflect, practice, and interact throughout. Additionally, Sousa points to the dramatic impact that teaching others can have on learning. "We have known for a long time that the best way to learn something well is to prepare to teach it. In other words, whoever explains, learns" (Sousa, 2022, p. 86). Additionally, even when students are only expecting to teach others about what they learned but don't actually follow through in teaching others, they demonstrate better learning of the content (Guerrero & Wiley, 2021).

Whether you work in suburban or urban schools, teaching average performers, gifted high achievers or underachievers, multilingual learners, students with special needs, students who repeatedly experience school failure, or simply your average passive performer teetering between staying in and dropping out, your excellence in effective teaching could be the answer to parents' prayers and the vehicle by which they see their dreams for their children realized. One teacher can make such a difference.

Evidence of Active Participation

In 2014, a blog post by Alexis Wiggins, 15-year teaching veteran and daughter of the late education guru Grant Wiggins, went viral. It was picked up by several major news outlets, including Valerie Strauss's column in the *Washington Post*. Wiggins had spent two days shadowing two students before she took on a new role as a high school learning coach.

These were her key takeaways (Strauss, 2014):

1. Students sit all day, and sitting is exhausting.
2. High school students are sitting passively and listening during approximately 90 percent of their classes.
3. Students feel a little bit like a nuisance all day long. ("I lost count of how many times we were told to be quiet and pay attention.")

Wiggins's discoveries are so important to the process of becoming an effective teacher that we've made her blog post required reading for our student teacher candidates. It contains essential reminders that we all need to hear periodically that can help to place us in the shoes of our students.

The use of Total Participation Techniques provides teachers with evidence of active participation and cognitive engagement from every student. In a classroom that regularly embeds TPTs, students are not given the option of being passive and of hiding behind their peers who are always raising their hands. All students are demonstrating that they are learning and interacting and—believe it or not—doing so while they're having a great time. We will present techniques that make frequent use of interaction and a demonstration that students are making connections regarding the relevance of what is being taught and its impact on the world around them. You will notice that all the techniques we present require active processing at deep levels of thinking, and all make use of interaction.

Manheim Central Middle School

Let's look at the socially tenuous and risk-conscious environment that is often present in a typical middle school classroom. According to Keely Potter, a reading specialist at Manheim Central Middle School in south-central Pennsylvania, "By the time many students hit middle school, disengagement has become a learned behavior—not for all, but for some, especially those who hold little social capital among their peers. Too many are either resistant to engagement, afraid to engage, or afraid to appear *too* engaged. So that's one of the most important things that we can try to undo as effective middle school teachers."

Keely and several other teachers at the middle school made it their priority to infuse TPTs into their daily curriculum. They graciously invited us into their classrooms and are the source of many of the examples we use throughout this book. The best teaching that we have observed involves teachers setting the stage for students to demonstrate cognitive engagement in activities that require time to process, make connections, and interact with peers as well as their teachers. We are convinced that

the accountability and cognitive engagement that result from TPTs can make a difference between mediocrity and excellence in teaching—and between student failure and student success.

When asked about the role of Total Participation Techniques in teaching, 8th grade English teacher Matt Baker said, "I've completely bought into it." He went on to talk about how he arrived at this acceptance. And he shared his thoughts about his earlier eight years of teaching experience in a high school:

> Student interaction was rare. The idea of kids sharing something with one another, and the idea of kids sitting next to one another, was a foreign concept. The mentality was you can't ever let them work in groups because then one person does all the work and everybody gets a good grade, and it's not fair.… But that type of teaching doesn't work. Kids need to talk to one another. They cannot sit in a classroom for a whole period and not process what they are learning with one another.

In contrast, Baker's classroom at Manheim Central Middle School was characterized by a consistent give-and-take among students, and among students and the teacher. Students were constantly stopping, pairing up, and then joining other pairs to form small groups in order to process meaningful and complex concepts being presented through articles and literary works that were relevant to their own lives. Even if students wanted to sleep in Baker's class, they wouldn't be able to. Once a brief reading or content presentation had ended, students were out of their seats demonstrating that they could connect these concepts to their lives and to the effect that these issues have on society. In Baker's classroom, standards were met with a strong dose of relevance. And students were anxious to share their own take on the issues presented.

Ease of Use

It is not difficult to cognitively engage students, and it doesn't take a great deal of work. Sixth grade teacher Meghan Babcock and reading specialist Keely Potter implemented a four-week TPT-infused unit using Kate DiCamillo's book *The Tiger Rising* (2001). According to Babcock, "Using TPTs, the students were right with us every step of the way. It wasn't a lot of work; it just streamlined my thinking. It put more structures in place. I did the same amount of planning; I just did it in a little bit of a different way." Fifth grade teacher Courtney Cislo, who at the time had only been teaching two years, found that implementing TPTs was not dependent on the amount of experience a teacher had. She noted that all teachers can improve their

teaching through TPT-infused lessons. "I think for teachers that have never taught before, these techniques are so valuable, because you come out of college thinking, 'OK, I'm going to do this as my anticipatory set, and then I'll do this, and next I'll read that, and finally I'll close with this.'… But the point is not to get your own agenda across; the point is that the students learn."

Although implementing TPTs may require that you actively remind yourself to do so, if you stick to it, it becomes a way of thinking. Babcock found that "the more you deliberately implement them, the more they become an expectation." Fifth grade teacher Mike Pyle agreed: "I use them every day throughout every lesson. The more you use them, the more comfortable you become with using them." But he also pointed out "you really have to be intentional in the beginning of the year, because many students are used to traditional classrooms where they sit in rows. But for me, I have to have them in groups. They have to be sitting in clusters, because they do so much discussing of things, back and forth." TPTs work best in classrooms that practice this constant back-and-forth, from the text or teachers to students, from students to students, and from students to teachers. By definition, TPTs require active participation and cognitive engagement by everyone.

Additional Thoughts

Before we move on, we need to make a disclaimer. It took us years to overcome the tendency to drone on in our teaching. We are still developing our own use of TPTs. In many instances we discovered the importance of TPTs the hard way. And we still have days in our university classes when we simply talk too much. We've come to realize that when we are engaged and passionate about a topic, it's easy to get lost in our own talking—even when no one is listening. The wheels in our minds are turning, and the generation of ideas is refreshing (to us) as we talk and talk and talk, and everyone else is thinking about the many things on their to-do lists. One student is focusing on the phone call she just received, another on the laundry he forgot to take out of the washer three days ago, and yet another on life's important questions, like whether or not that mole on her arm is starting to look like her Aunt Martha. This is why we no longer rely on our own good judgment to inject TPTs in our lessons. We have realized that we need safeguards to ensure against getting lost in the talking. So we now write TPTs into our slides, and we attach posters (see Appendix B) to our college classroom walls to remind us that "calling on someone should be the last thing you do," and we highlight the TPTs in our notes so that we don't forget to stop talking. And you just may have to do the same thing in whatever way will help you

remember to repeatedly pause for student processing, interaction, and the reciprocity that needs to take place between students and students, as well as between teachers and students.

Deep cognitive engagement does not emerge from simply being *talked at.* "Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other" (Freire, 2000, p. 72). We have the ability to make this restless, impatient, continuing, and hopeful inquiry happen in our classrooms. But it will take a deliberate infusion of opportunities to process, reflect, question, and interact with each other. So this is what we aim to do in this text: to provide teachers with simple activities that make it difficult for students to think about the phone call, the laundry, or that mole. Instead, students will be too busy actively processing deep concepts in ways that require that they use higher-order thinking as they actively reflect on, analyze, and defend their judgments in meaningful interactions with their peers.

One student who participated in Potter and Babcock's TPT-infused unit offered this reflection: "I have family problems, and when I come here, it all seems perfect, and it goes away." This is our hope—that, through the use of TPTs, students will become so actively engaged and so lost in the learning, they won't have time to be distracted by other things.

Reflection Questions

- How can implementing Total Participation Techniques make you a better teacher?
- Which of your students would most benefit from your consistent use of TPTs?
- In your own words, restate the beach ball scenario. Why is it a formative assessment imposter?
- During your last lesson(s), how much responsibility for demonstrating cognitive engagement did you place on your students?

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About the Authors

Pérsida Himmele and William (Bill) Himmele have conducted hundreds of professional development seminars in the United States and around the world and have written six books on the topics of increasing student engagement, teaching English learners, and literacy development. ASCD has published four of their books, including *Why Are We Still Doing That?* and the bestseller *Total Participation Techniques,* along with multiple quick reference guides and resources.

The Himmeles have been married for more than 30 years. They met in college, graduated together with their PhDs, hooded each other on stage, and even shared a kiss before being politely escorted off (read: aggressively escorted off) by commencement personnel.

Pérsida Himmele, PhD, is a professor of Teacher Education at Millersville University in Pennsylvania, where she has taught for more than 20 years. She has ten years of public school experience as an elementary and middle school bilingual and multilingual classroom teacher in New York and California, as well as a district administrator in Pennsylvania. She has been a consultant to various school districts, the Pennsylvania Department of Education, and educational entities around the world. Pérsida is Puerto Rican, born and raised in New York state. Her name is Spanish and is pronounced *Pair-see-dah* (or *Per-see-duh*). Pérsida loves gospel choirs. She's been caught singing loudly in what she thought was an empty bathroom.

William Himmele, PhD, is a professor of Teacher Education at Millersville University in Pennsylvania, where he has taught for more than 20 years. He was an ESL teacher and speech pathologist in New York and California. He has served as a university coordinator, creating and implementing teacher education courses and programs aimed at supporting multilingual learners' academic and sociolinguistic development in K–12 classrooms. He has been a consultant to various school districts and educational entities around the world. Bill is mostly Irish and was born and raised in western New York. He is a die-hard Buffalo Bills and Buffalo Sabres fan. He begins every football and hockey season with a gleam in his eye, which slowly diminishes with each passing week.

Pérsida and Bill have a website, www.TotalParticipationTechniques.com, where you can find additional resources for supporting a TPT classroom as well as contact information for hosting a TPT presentation at your district or university. They would love to hear of your experiences with Total Participation Techniques. They can be reached via their website or by email at languagerich@gmail.com.

Fun fact: *Himmele* (Himm-uh-lee) rhymes with *simile*—the figure of speech that compares two things.