Welcome
To Increasing Student Engagement Workshop

Please complete the following tasks before we begin:
1. Sign in
2. Think about it: What percentage of your students actively participate in class?

Michelle’s Teaching Journey
- B.S. Elementary Education & Spanish
- 5th grade teacher in Title 1 school in southern California
- High school English teacher
- M. Ed. from Harvard in School Leadership
- KIPP – high performing charter school in urban or rural areas
- 5th grade teacher at a turn-around school in Boston
- researcher and author for Infinite Horizons –
- Peace Corps Response Volunteer – Teacher trainer
- …now…continuing to support teachers and learners

Kathleen’s Teaching Journey

My Journey’s Destination:
To open the heart, nourish the mind, and inspire the spirits of learners and teachers

Today’s objectives:
By the end of the workshop we will:
- Understand that increasing student engagement is within our control as teachers
- Have strategies to create the environment and active structures that promote student engagement
What is the level of student motivation in my classroom?

- 4 fingers = 100% of students actively participate in every lesson.
- 3 fingers = The majority of my students are motivated and engaged.
- 2 fingers = Some students are very motivated, but many are disengaged.
- 1 finger = The majority of my students seem disengaged.
- 0 fingers = I haven’t thought about whether or not my students are engaged.

Norms for Our Professional Time Together

- Respect Others
- Stay engaged and involved
- Professional Use of Technology
- Practice forming new habits of the mind that challenge the limits of your potential.

Tossing Topics

- Stand in a circle.
- A question will be posed.
- Think of your answer, & put your hands out when you’re ready.
- One person will answer.
- If your answer is the same, clap. If not, hold out your hands to catch the ball.
- The person with the ball tosses the ball to someone with their hands out.

Core Groups
Core Groups

- Groups of 3 to 5
- Establish roles:
  - Coach
  - Organizer/Time Keeper
  - Recorder
  - Energizer

Birthday Questions:

- **Jan – March**: What is your favorite form of entertainment?
- **April – June**: Who do you consider a hero? And why?
- **July – Sept**: What is your favorite part of working in education?
- **Oct – Dec**: What was your best vacation ever?

What does student engagement look like in action?

- Watch the following video clips.
- What do you notice?
- What does the teacher do?
- How does she do it?
- What are the expectations of the students?
Walk & Talk

- What did you notice in the videos?
- What does the teacher do?
- How does she do it?
- What are the expectations of the students?
- Is any of this replicable?/Can I do that?

HOW DO THEY DO IT?

✓ Total Physical Response
✓ Whole brain teaching (auditory, kinesthetic, visual, etc)
✓ Attention getters
✓ Follow up (reward system)

Opening the door to student engagement

What are the two keys to increasing student engagement?

Classroom environment
Planning & Reflecting
Stephen Krashen’s –
Theory of the Affective Filter

values
motivation
attitudes
stereotypes
feelings
affective
domain

synthesis
recolleciton
comprehension
evaluation
analysis
cognitive
domain

Comprehensible
Input

Filter

Brain

Acquired
Competence
“The best methods [for second language acquisition] are therefore those that supply:

- **COMPREHENSIBLE INPUT** in low anxiety situations, containing messages that students really want to hear.”
Recap:
“The best methods [for second language acquisition] are therefore those that supply:

- ‘comprehensible input’
- in low anxiety situations,
- containing messages that students really want to hear.”

Low-anxiety situation
... in a way that feels safe

Containing messages that students want to hear
... about things that excite me!
Move it!

Create a move with your group to help you remember Stephen Krashen's theory of lowering the affective filter.

- Teach me so I get it – (comprehensible input)
- in a way that feels safe – (low stress)
- about things that excite me! (messages students want to hear)

A Helpful Resource:

Setting Expectations

- Use your daily work grade
- Students need to see their progress.
- Acknowledgement System
- Students should not expect additional reward
- Praise according to growth mindsets
  - Verbal recognition, shout-out, super handshake, Car Wash, etc.
  - Praise for effort/improvement
- Lead by example!
- Be consistent in establishing and upholding norms.
Trackers

Students can track their progress!

Can track by seating arrangement.

Teacher Reflection:

- We hold our kids AND ourselves accountable.
- What did I do that worked? How do I know?
- What could I improve?
- Where can I get the support I need?

PROCESS:

Turn & Talk

- What tracking systems do you already use with your classes?
- What are some new ideas that you just got from this session?
- What are you going to try first?

Grouping for Varied Purposes

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<thead>
<tr>
<th>Grouping</th>
<th>Members</th>
<th>Grouping Configuration</th>
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<tbody>
<tr>
<td>A</td>
<td>Kathleen, Joy, Alicia, Valarie, Josh, Alex, Jim, Susmit, Carly, Brian, Mark, April</td>
<td>Similar Readiness (ability)</td>
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<tr>
<td>B</td>
<td>Alicia, Josh, Carly, Kathleen, Michael, Brian, Valerie, Jim, April, Juan, Joy, Alex</td>
<td>Interest-based Groups - will change based on Interest Inventories</td>
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<tr>
<td>C</td>
<td>Valerie, Jim, Carly, Brain, Kris, Alicia, Josh, Juan, Susmit, Kris, April, Mark</td>
<td>Learning Profiles</td>
</tr>
<tr>
<td>D</td>
<td>Your Choice or Random</td>
<td>Student’s pick or You pick by random draw</td>
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Grouping/pairing

Team Shake

<table>
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<tr>
<th>Team</th>
<th>1</th>
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<tr>
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<tr>
<td>Team 2</td>
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<td>Team 3</td>
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<td>2</td>
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<td>4</td>
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<tr>
<td>Team 4</td>
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</tbody>
</table>

Speed Dial

Card match

antonyms

Clock buddies:

Core groups/ Numbered heads together

1. Coach – makes sure all members participate
2. Organizer – gets supplies
3. Recorder – writes answers
4. Energizer – keeps team on task and focused

ALL participate in group work and discussion!
Job share/

Numbered Heads Together

- Teacher gives a question to whole class.
- All Students have thinking + writing time
- Students put heads together, discuss until consensus.
- Teacher selects a number at random.
- Numbered students respond in a variety of ways.

Chew strategies
TPT

- HOLD UPS:
  - White board
  - Colored paper
  - Sign language

- HIGHER ORDER THINKING
  - DISCUSS/REVOTE
    - Question type (agree, somewhat agree, disagree, big ideas, cause & effect)
    - *analyze, defend position, make connections

- Line up
- Inner/outer circle
- Appointment agendas
- Bounce card
- Mouth it, air write
- Act it out role plays
- 3 sentence summaries (groups)
- A-Z SUMMARIES

* Only use popsicle sticks after process time (think – pair – share, etc)

Goals!

- Write down one professional goal in regards to increasing student engagement in your classes.
- Write down strategies you can use to help you achieve that goal.

Inside outside circle

- Kagan strategy
  - Form 2 concentric circles
  - Greet your partner with a handshake or high five
  - Discuss question.
  - Outer circle rotates one partner.
Thank you!! 😊

KEEP IN TOUCH:

• website:

  - Free resources
  - Contact information
  - Books
  - Grab our business cards! 😊
  - [Michellelynnleip@gmail.com](mailto:Michellelynnleip@gmail.com)