



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

Michelle Leip -



- ✓ 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



Secondary
and
Elementary
Classroom
Teacher



Special
Education



Talent
Development



Multicultural
Learners



Juvenile
Delinquents



Teacher of Teachers

My Journey's Destination:

To open the heart, nourish the mind,
and inspire the spirits of learners and teachers.

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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

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.

HAND RAISE/WATERFALL

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.



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.



elieher

Core Groups





Core Groups

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



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Let's practice... .



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

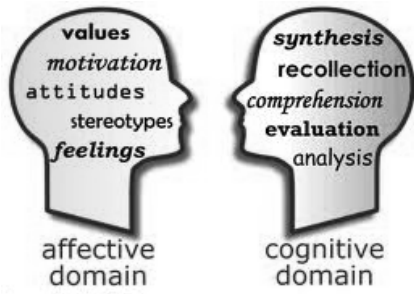
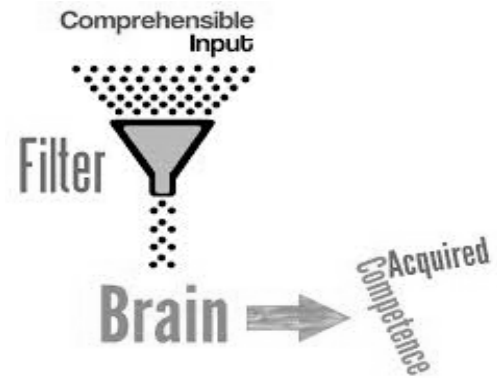


Image by Karin Kirk, SERC



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

COMPREHENSIBLE INPUT



in low anxiety situations,



KEEP
CALM
AND
LET AFFECTIVE
FILTER DOWN

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."



Comprehensible Input Techniques Teach me so I get it

Alberto J. Pantoja



Modeling



Hands-On



Realia



Pictures



Overhead Projector



Demonstration



Multi Media



Timeline

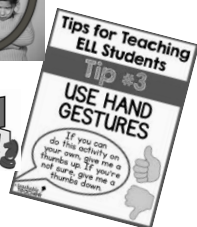
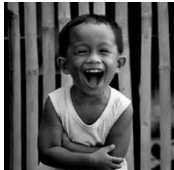


Maps



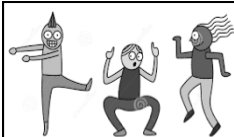
Graphs

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



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



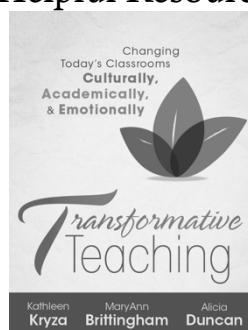


Move it!

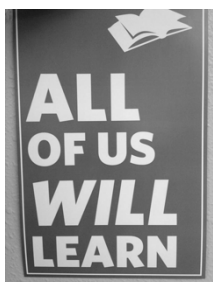
Create a move with your group to help you remember Stephen Krashen's theory of lowering the affective filter.

- ◆ 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



100% Participation

Accountability

- 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 duper handshake, Car Wash, etc.
 - Prizes for effort/improvement
- Lead by example!
 - Be consistent in establishing and upholding norms.

[illegible]

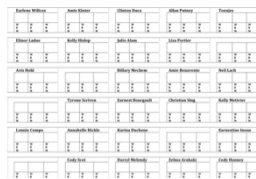
Trackers



Students can track their progress!



Can use attendance sheet.



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

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

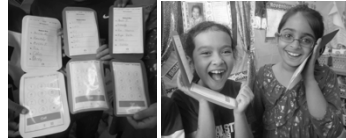
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Grouping/pairing



Team Shake

Teams		
Team 1 Kendall Maddie	Team 2 Jonathan Max	Team 3 Brenna Kaylee
Team 4 Jacob Kennedy	Team 5 Celine Eva	Team 6 Darius Rylie
Team 7 Sania Die	Team 8 Hake Jeffrey	Team 9 Jory D
Team 10 Jodi Shane	Team 11 Ariah Samantha	Team 12 Ariah Mikayla
Team 13 Jillan Sarah	Team 14 Kaden Elyse	



Speed Dial



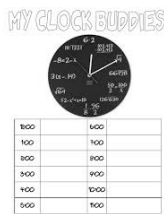
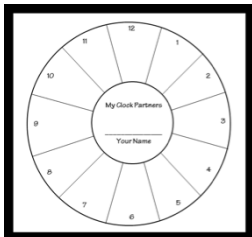
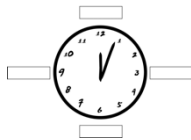
Card match



antonyms

Clock buddies:

Clock Partners



Core groups/ Numbered heads together

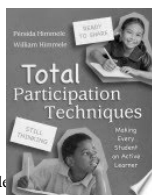


1. Coach – makes sure all members participate
2. Organizer – gets supplies
3. Recorder – writes answers
4. Energizer – keeps team on task and focused

ALL participate in group work and discussion! ☺



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:

www.Kathleenkryza.com

- ✓ Free resources
- ✓ Contact information
- ✓ Books
- ✓ Grab our business cards! ☺
- ✓ Michellelynnleip@gmail.com

