Do Now: Complete the following analogy and simile in your packet. Then discuss with a neighbor.

Engaging students is to __________________ as ______________ is to ______________.

Getting students to pay attention is like __________________.
Welcome
Fostering Student Engagement

Innovators in Education Fall Conference

October 16, 2015

Valerie Bailey
School Performance Manager
The Governor John Engler Center for Charter Schools | Central Michigan University
For my presentation today, I'll be reading the powerpoint slides word for word.
Today’s Outcomes

• Explore the observable differences between active learning and compliant behaviors

• Identify actionable techniques that will increase student engagement

• Develop an action plan to increase active learning in the classroom
Valerie Bailey
School Performance Manager
The Center--CMU

Turn and Talk:
Meet your Neighbor

- Educator for 16 years, M.Ed.
- Middle School ELA Teacher
- Writing Specialist
- Curriculum and Instruction Specialist
- Consultant/Facilitator
Quiz, Quiz, Trade with Musical High 5s
SAY, ERNIE, WOULD YOU LIKE SOME ICE CREAM?

SHERBERT
Are You Not Engaged?

Attention spans for pre-adolescents require you to change up instruction every 5-10 minutes. Adolescents and adults need it every 10-20 minutes!

Source: http://www.youtube.com
# Engagement Continuum

<table>
<thead>
<tr>
<th>Disengaged</th>
<th>Compliant</th>
<th>Engaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>(complete disinterest and lack of motivation)</td>
<td>(willingness to perform at required level of behavior and cognition)</td>
<td>(active learning with cognitive challenge and piqued interest)</td>
</tr>
<tr>
<td>• Sleeping</td>
<td>• Doing task required by teacher</td>
<td>• Asking questions</td>
</tr>
<tr>
<td>• Reading*</td>
<td>• Sitting quietly</td>
<td>• Solving problems</td>
</tr>
<tr>
<td>• Doing other work</td>
<td>• Facing forward</td>
<td>• Critically thinking</td>
</tr>
<tr>
<td>• Writing notes*</td>
<td>• Looking at teacher</td>
<td>• Discussing with peers</td>
</tr>
<tr>
<td>• Talking*</td>
<td>• Answering questions</td>
<td>• Researching/Exploring</td>
</tr>
<tr>
<td>• Playing around</td>
<td>• Nodding</td>
<td>• Applying/Connecting</td>
</tr>
<tr>
<td>• Getting out of seat*</td>
<td></td>
<td>• Analytically reasoning</td>
</tr>
<tr>
<td>• Using technology*</td>
<td></td>
<td>• Generating and testing hypothesis</td>
</tr>
<tr>
<td>*When not intentional for purpose of the lesson</td>
<td></td>
<td>• Constructing/Creating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Critiquing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Responding in writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Debating</td>
</tr>
</tbody>
</table>

- *When not intentional for purpose of the lesson
Unless you INTENTIONALLY PLAN for and REQUIRE students to demonstrate COGNITIVE ENGAGEMENT with the topic you are teaching, you have no way of knowing if they are learning or not.
Shift Your Mindset

Move away from:
  - Why aren’t they paying attention?
  - Why didn’t they learn it (retain it)?

Move to:
  - How can I make my classroom and lessons more engaging?
  - How can I ensure students are learning and applying knowledge?
Think about **WHO** is doing the work!

The Learning Pyramid*

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Teaching Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>Teaching Others</td>
</tr>
<tr>
<td>75%</td>
<td>Practice</td>
</tr>
<tr>
<td>50%</td>
<td>Group Discussion</td>
</tr>
<tr>
<td>30%</td>
<td>Demonstration</td>
</tr>
<tr>
<td>20%</td>
<td>Audio-Visual</td>
</tr>
<tr>
<td>10%</td>
<td>Reading</td>
</tr>
<tr>
<td>5%</td>
<td>Lecture</td>
</tr>
</tbody>
</table>

Average Retention Rates

*Adapted from National Training Laboratories, Bethel, Maine*
Teacher Talk

Research shows that teachers in a traditional classroom talk about 80% of the time (some over 90%)!

Assuming a 50-minute class period,
Teacher talk = 40 minutes
Student interaction = 10 minutes
30 students in a class which = 20 seconds or less per student!

Source: www.comicstrip generator.com
WHAT DOES A NOSY PEPPER DO?

GETS JALAPEÑO BUSINESS
Hook ‘Em!

*Plan a short introductory moment that captures the essence of the topic to pique interest and heighten motivation for learning.

*Provide a clear purpose for the learning.

*Help students see relevance and connections to the real world.
Cooperative Learning

Cross-town Buddies:
What is cooperative learning and how is it different than group work?

Source: sallyspencerthomas.blogspot.com
POSITIVE INTERDEPENDENCE
INDIVIDUAL ACCOUNTABILITY
EQUAL PARTICIPATION
SIMULTANEOUS INTERACTION
Make Learning Fun

Source: www.Wikipedia.org
Stand up and shout “WE WON!” when you get to the top.

Periodic Table of Elements

Breeds of Dogs

Subjects Taught in School

Colors

Trees

State Capitals
Give One / Get One!

- Do Now
- Built relationships (presenter info and Quiz, Quiz Trade with peers)
- Analogy
- Simile
- Humor/Jokes/Cartoons
- Timer
- Music
- Movement
- Facts/Research
- Video
- Partner Discussions (T-P-S, W-P-S, Cross-town, Give/Get Sharing)
- Self Reflection/Connections to Self
- Note-taking
- Hook
- Cooperative Learning
- Games (w/ celebration and prizes)
- Exit Ticket/Action Plan

Stand Hand Pair
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Exit Ticket: Action Plan

What?
(My key take-away)

So What?
(Why it matters)

Now What?
Resources

Teach Like a Champion by Doug Lemov

“Sit & Get” Won’t Grow Dendrites by Marcia L. Tate

Total Participation Techniques by Persida Himmele and William Himmele

The Highly Engaged Classroom by Robert Marzano and Debra Pickering
Contact Info/Questions

Valerie Bailey
School Performance Manager
The Governor John Engler Center for Charter Schools
Central Michigan University
616-514-8922
vbailey@thecenterforcharters.org
“YOU’RE OFF TO GREAT PLACES.
TODAY IS YOUR DAY.
YOUR MOUNTAIN IS WAITING,
SO GET ON YOUR WAY.”

-DR. SEUSS