

Welcome



Do Now

- In your packet, write a few of your favorite techniques or activities that foster student engagement.
- Find a partner who has similar shoes to yours to discuss your responses.



Course 101: Put a Ring On It!

Fostering Student Engagement and Motivation Through Strong Relationships

September 27, 2018



Facilitated by Valerie Bailey | School Performance Manager
The Governor John Engler Center for Charter Schools at Central Michigan University

For my presentation today,
I'm going to read my slides
word for word.



Group Agreement

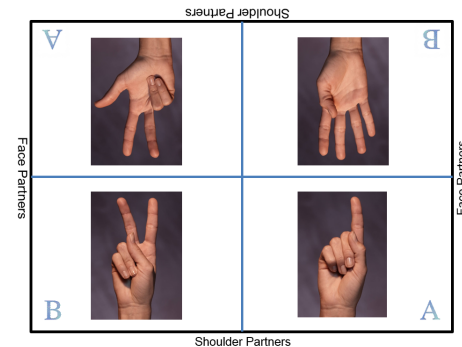
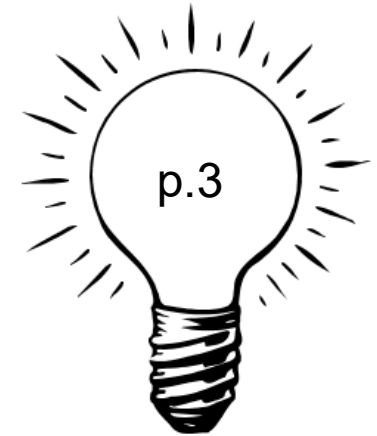


A close-up photograph of a person's hand holding a small, white rectangular card. The hand is positioned with the thumb and index finger gripping the top edge of the card. The card is held steady, displaying the words "GOOD NEWS!" in a bold, red, sans-serif font. The background is out of focus, showing a light blue shirt and a striped tie, suggesting a professional or formal setting. The lighting is bright and even, highlighting the texture of the skin and the crispness of the card.

**GOOD
NEWS!**

Today's Outcomes

- Analyze the effects of relationships on engagement and motivation
- 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





Turn and Talk to Meet Your Neighbor

- Educator for 19 years; M.Ed.
- Middle School ELA Teacher
- Writing Specialist
- Curriculum and Instruction Specialist
- Consultant/Facilitator



Are You Not Engaged?



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



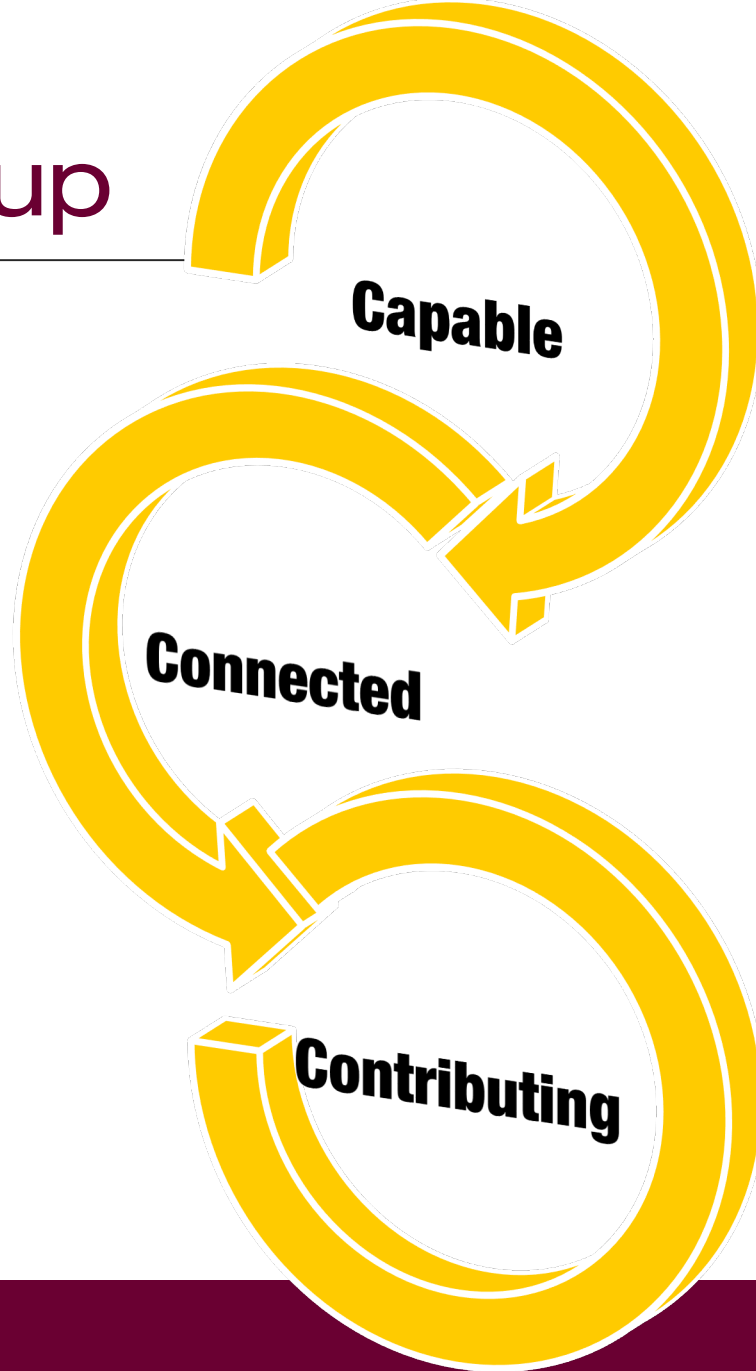
“Students must be actively involved in the learning process if their classroom experience is to lead to deeper understandings and the building of new knowledge.”

- Ron Nash, *The Active Classroom*



RELATIONSHIPS

Grow the Group





Quiz, Quiz, Trade with Musical High 5



**SAY, ERNIE, WOULD YOU
LIKE SOME ICE CREAM?**



Greeting

4-H

- Hello
- Handshake
- High 5
- Hug



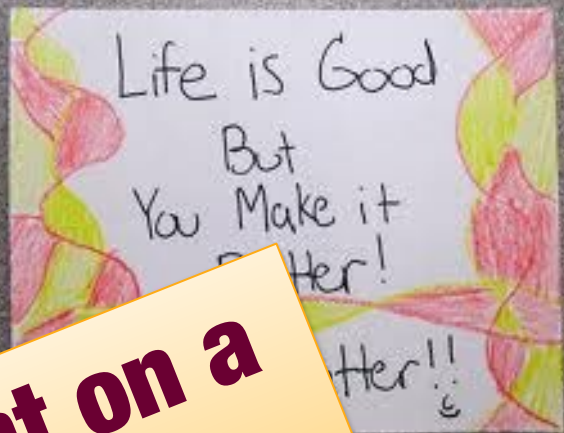
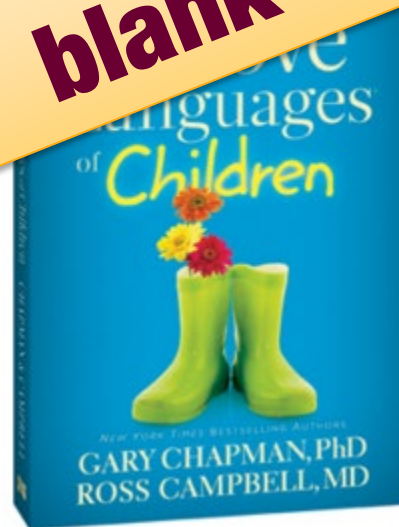
Affirmations



When
you...

**Write one to a student on a
blank card.**

Our team
because...



I'm glad you're
in our class
because...

Encouragement

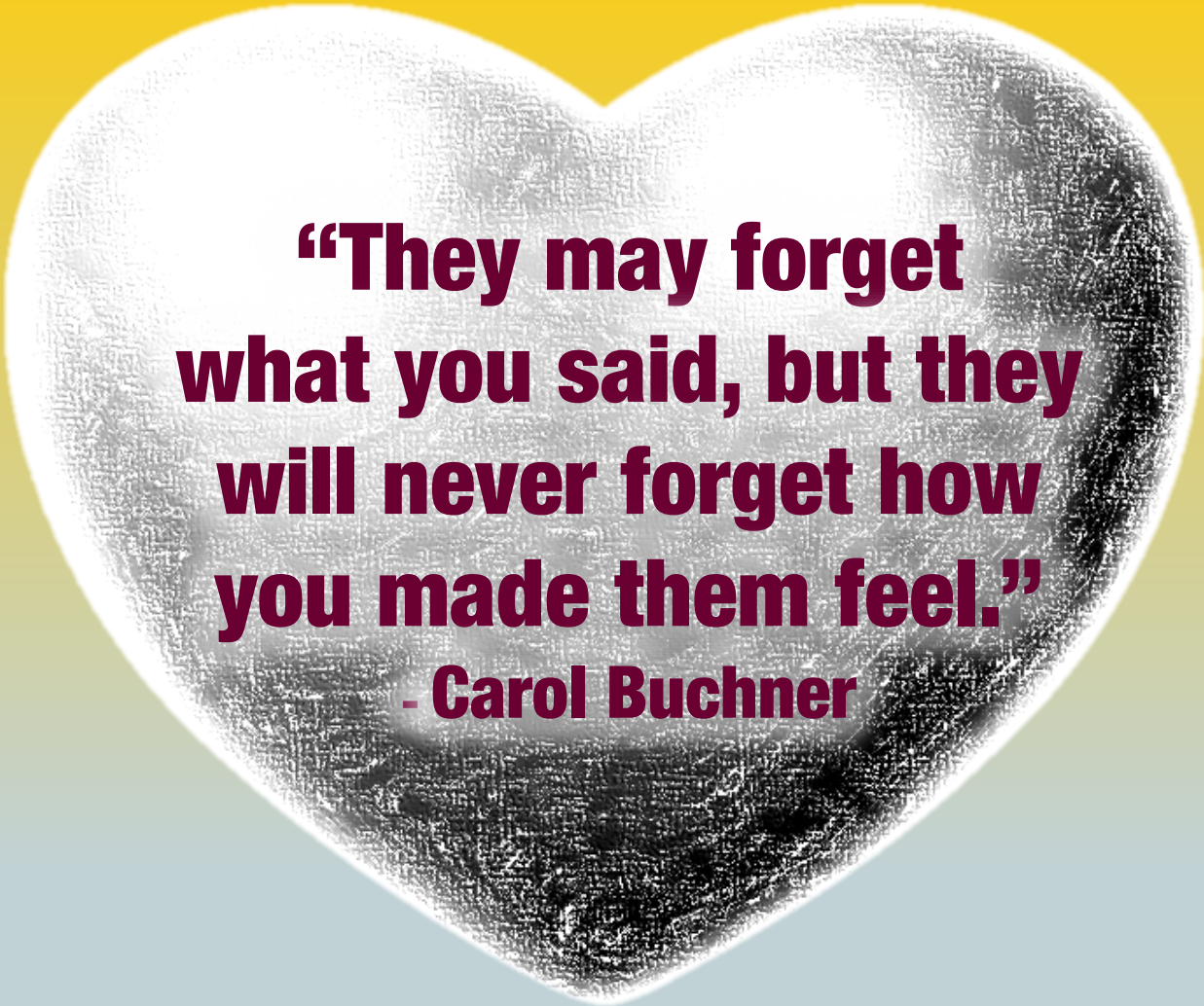


“Kids don’t learn from people they don’t like.”

-Rita Pierson

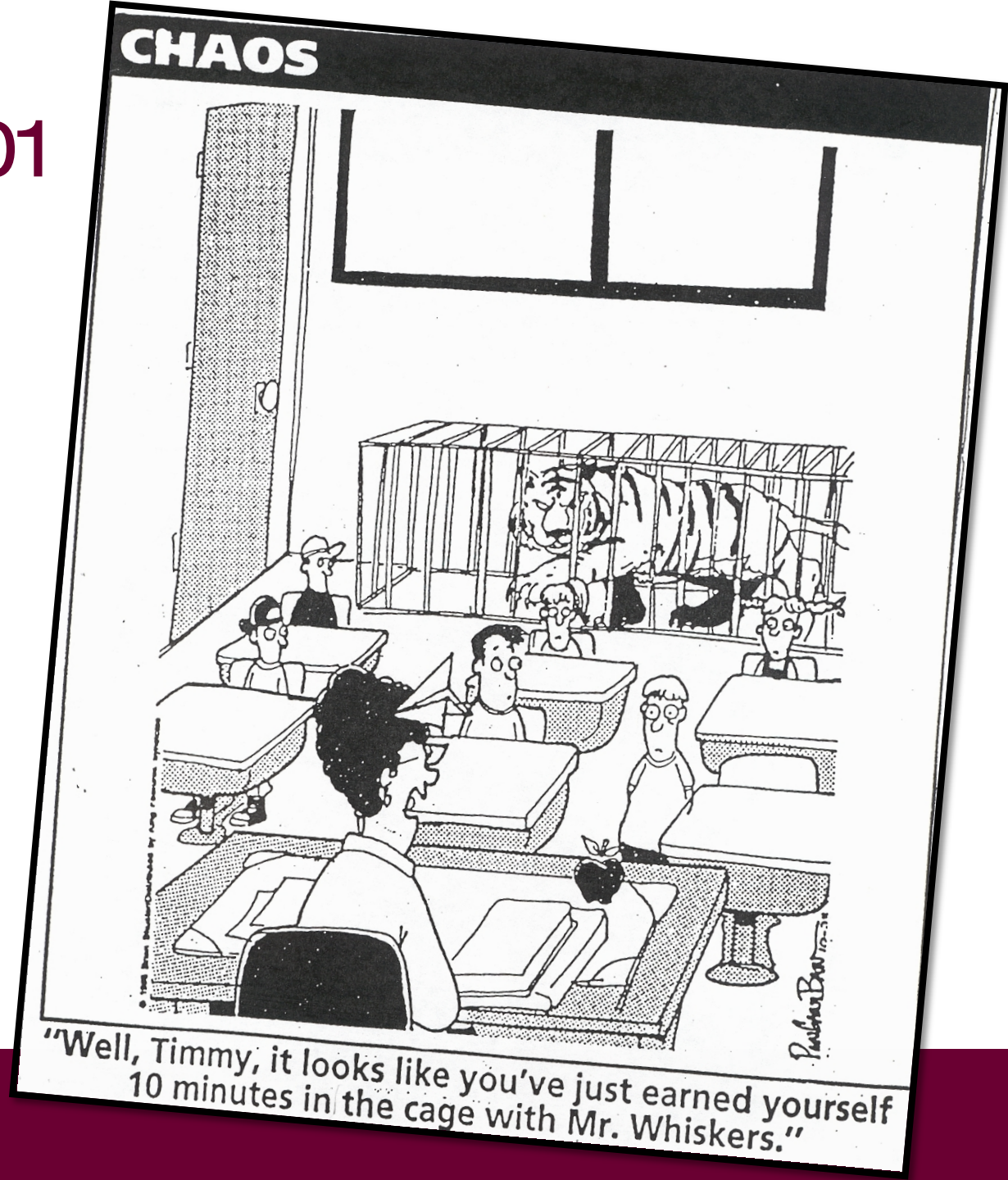


Face Partner Discussion



**“They may forget
what you said, but they
will never forget how
you made them feel.”
- Carol Buchner**

Motivation 101



Understanding Motivation

**Repeated Behavior is
Motivated Behavior**



Intrinsic / Extrinsic



Expectancy x Value = Motivation

What motivated you to be here today?

Think-Pair-Share with A/A and B/B Partners



“Students are motivated when they believe that teachers treat them like people and care about them personally and educationally.”

-Rogers & Renard, *Educational Leadership*

Principles for Maximizing Motivation

The goal is that students will legitimately feel:

- Smart or capable
- Valued, important, and part of a group
- Safe and secure
- Happy
- In “self-control” or autonomous (choices)

“Focus not on how to make students do or want to do something; instead, focus on creating situations in which students will want to do what needs to be done.”

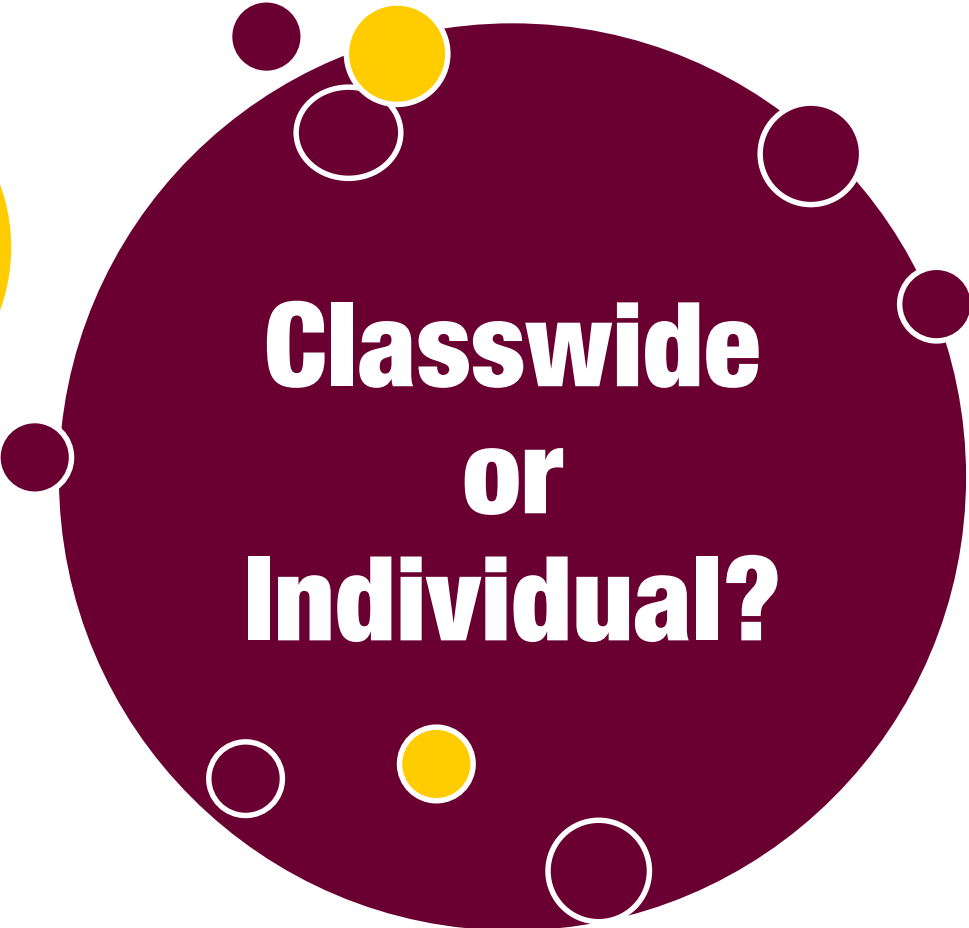
- Rogers, Ludington & Graham
Motivation & Learning



It's Time For A Break



Motivation Systems



**Classwide
or
Individual?**

Table Talk!



Write down your current techniques for increasing motivation.



What improvements can you make to increase effectiveness?

Demotivators

“The problem is not that many students aren’t motivated to learn, it’s that they’re not motivated to learn what we’re teaching or in the way that they’re being expected to learn.”

- Rogers, Ludington, & Graham, *Motivation and Learning*

12 Teacher Behaviors

that can quickly and effectively dismantle trust as it erodes the climate of the classroom:

1. Sarcasm
2. Negative tone of voice
3. Inconsistency
4. Favoritism
5. Negative body language
6. Put-downs
7. Outbursts
8. Public reprimands
9. Unfairness
10. Apathy
11. Lack of humor
12. Inflexibility

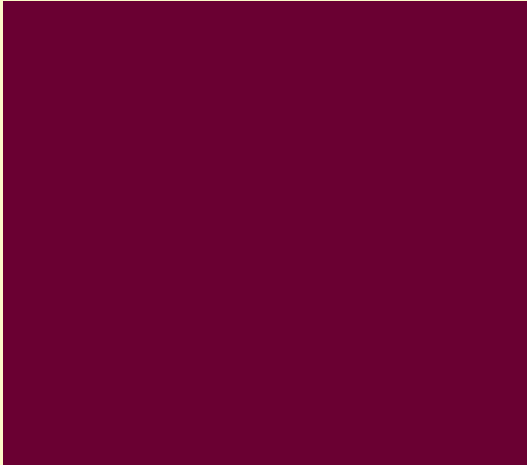



Write in your packet about a time in which one or more of these behaviors affected you.

“Children are born motivated—
observe any kindergarten class—
our job as educators is to discover
what demotivates them, and stop
those practices.”

- Ron Nash, *The Active Classroom*

Engagement Continuum

Disengaged (complete disinterest and lack of motivation)	Compliant (willingness to perform at required level of behavior and cognition)	Engaged (active learning with cognitive challenge and piqued interest)
<ul style="list-style-type: none">• Sleeping• Reading*• Doing other work• Writing notes*• Talking*• Playing around• Getting out of seat*• Using technology* <p><i>*When not intentional for purpose of the lesson</i></p>		

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?

The Learning Pyramid

- On Page 7, write each of the terms below in the order from least effective at the top to most effective at the bottom.
- Then, try to assign the average amount of student retention (%) for each.

**Practice
by Doing**

READING

Audio-Visual

Discussion Group

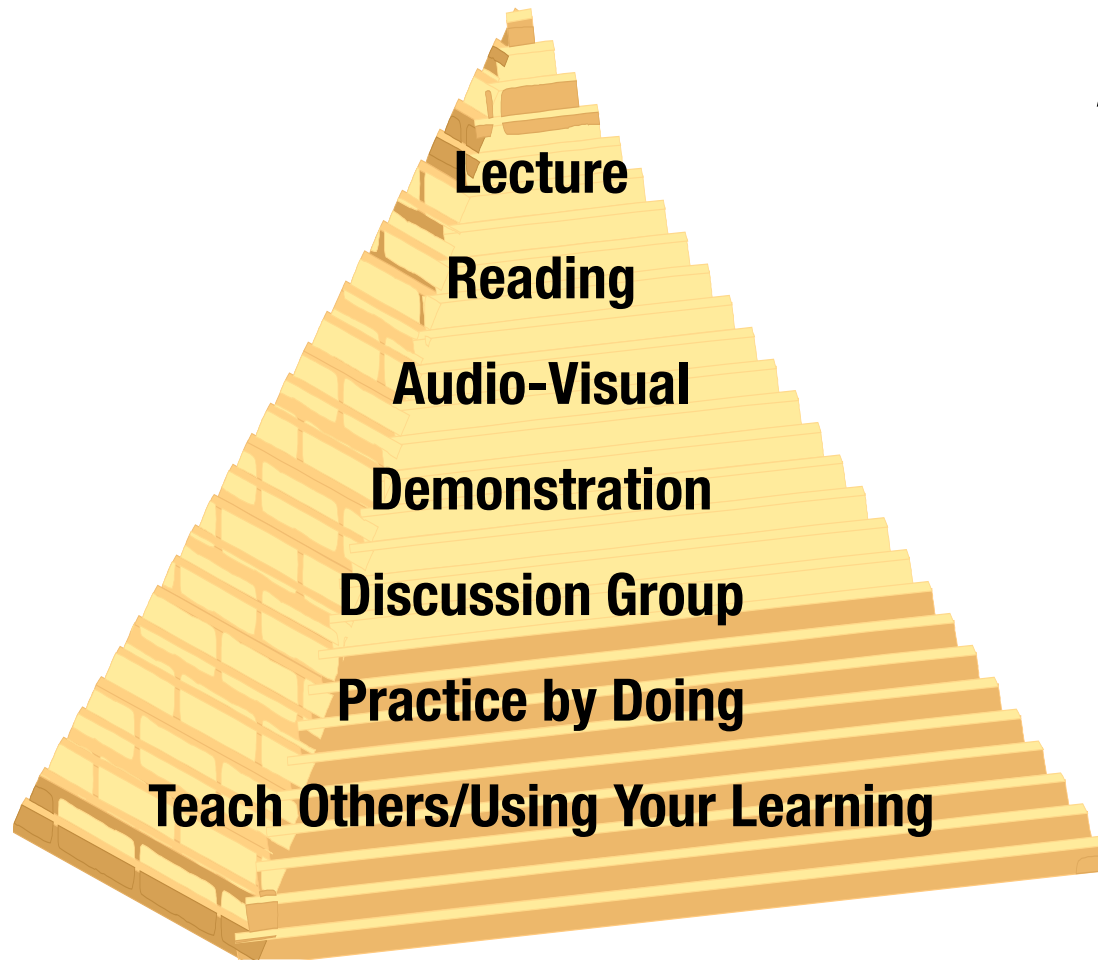
**Teach Others/
Use learning**

Demonstration

Lecture

The Learning Pyramid

Think about WHO is doing the WORK...



Average Retention

5%

10%

20%

30%

50%

75%

90%

Adapted from National Training Laboratories

Teacher Talk

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

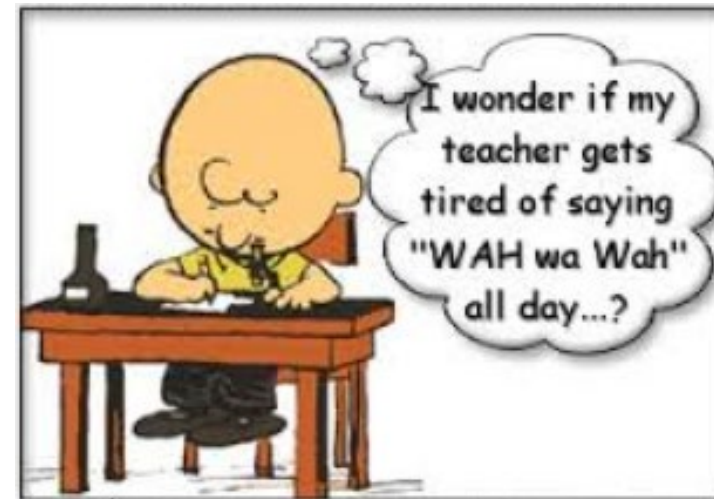
Assuming a 50-minute class period,

Teacher talk = 40 minutes

Student interaction = 10 minutes

30 students in a class which =

20 seconds or less per student!



Don't make students into
"listening objects"

Offering Choices - RAFT

ROLE	AUDIENCE	FORMAT	TOPIC
An animal you have selected	Humans who might want to live in the animal community	A written set of rules with reasons	What you need to know and do if you want to live here
A human	Other humans	A diagram with labels	The parts of an animal community and what each part is for
An object you have selected	Our class	Picture book	The best part of being in a community

Dear Decimal,

I have admired you for as long as I can remember. I envy your petite silhouette. Though I can mean the same thing as you when you appear at the Math Club as .72 and I need to be $72/100$, everyone looks at you and I am left in your shadow.

***Affectionately,
The Fuller-Figured Fraction***

R = Fraction

A = Decimal

F = Love Letter

T = Number Comparison

Extension Menus or Choice Boards

List and define each
Core Democratic Value.

Provide an example of an
event in your life where
you had to take a position
and defend a
Core Democratic Value.

Make an illustration to
represent each of the
Core Democratic Values.

Write a one-act play
dramatizing a scenario in
which a Core Democratic Value
had to be put into practice.

Student Choice

Use political cartoons
to illustrate five of the
Core Democratic Values.

Compose a song using
one or more of the
Core Democratic Values.

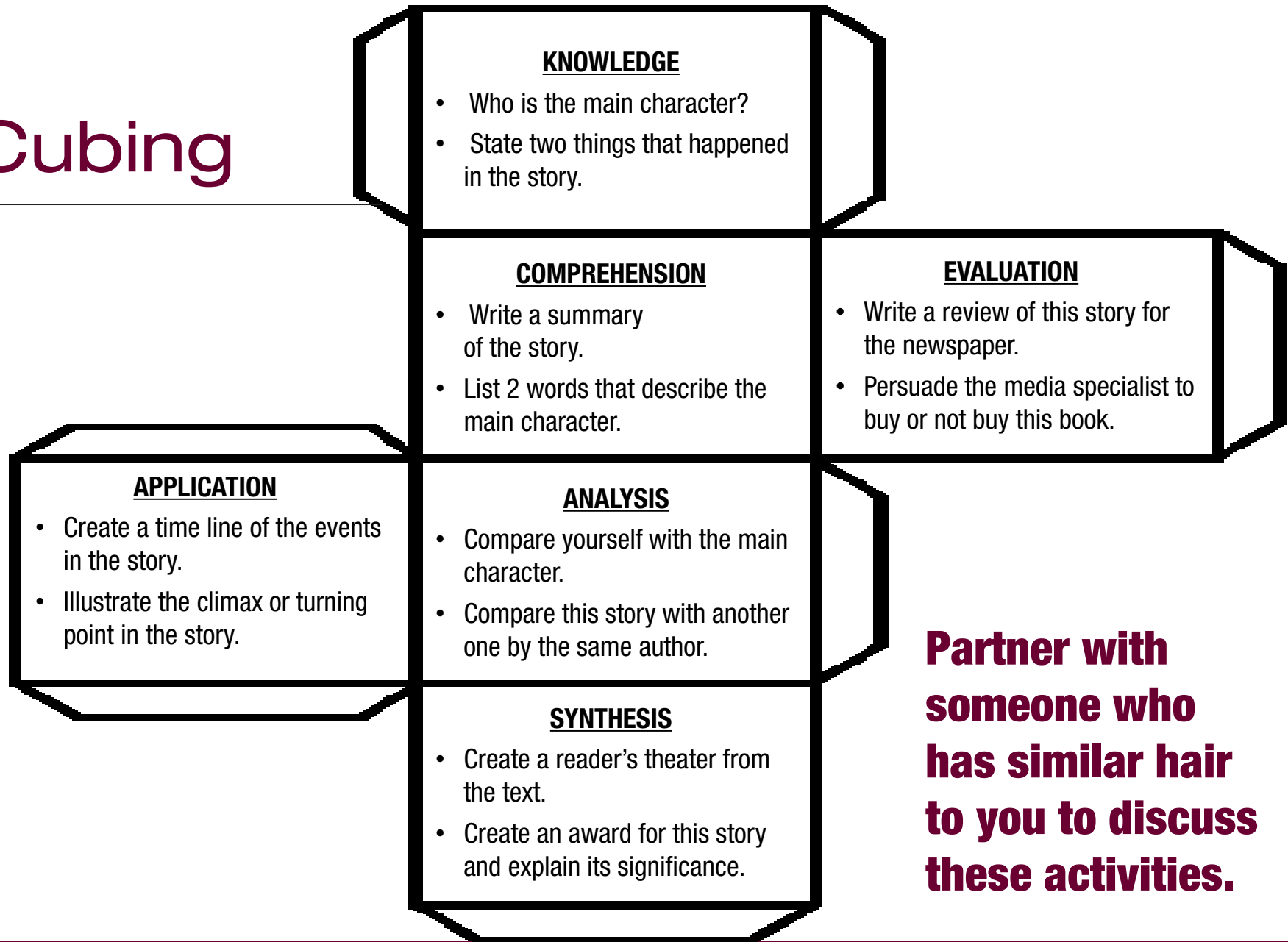
Make a poster that illustrates
why the Core Democratic
Values are important in a
school playground setting.

Make a board game about
the Core Democratic Values.
Teach it to your teacher.

Tic-Tac-Toe or Totally Ten (Reading)

DRAW <i>Draw a story.</i> 1	ACT IT OUT <i>Act out the story.</i> 2	TELL <i>Tell the story in your own words.</i> 3
SING <i>Sing a song that goes with your story.</i> 4	FREE CHOICE OF ACTIVITY 5	COUNT <i>Count all the students who like your story.</i> 6
LISTEN <i>Listen to a taped story. Tell the class how the taped story is different from your story.</i> 7	BUILD <i>Build a home for one of the characters in your story. Use the blocks at the block center.</i> 8	CHANGE IT <i>Create a new ending for your story. Tell the class about it.</i> 9

Cubing



Partner with someone who has similar hair to you to discuss these activities.

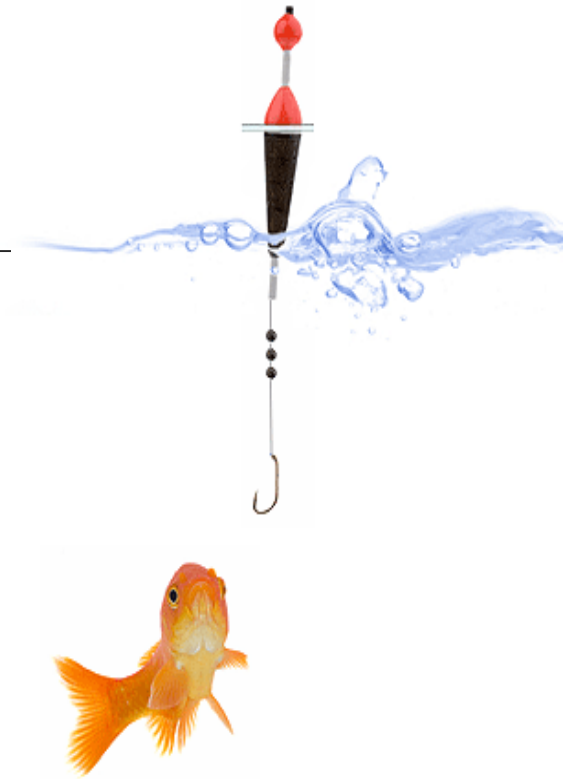
WHAT DOES A NOSY PEPPER DO?

GETS JALAPEÑO BUSINESS

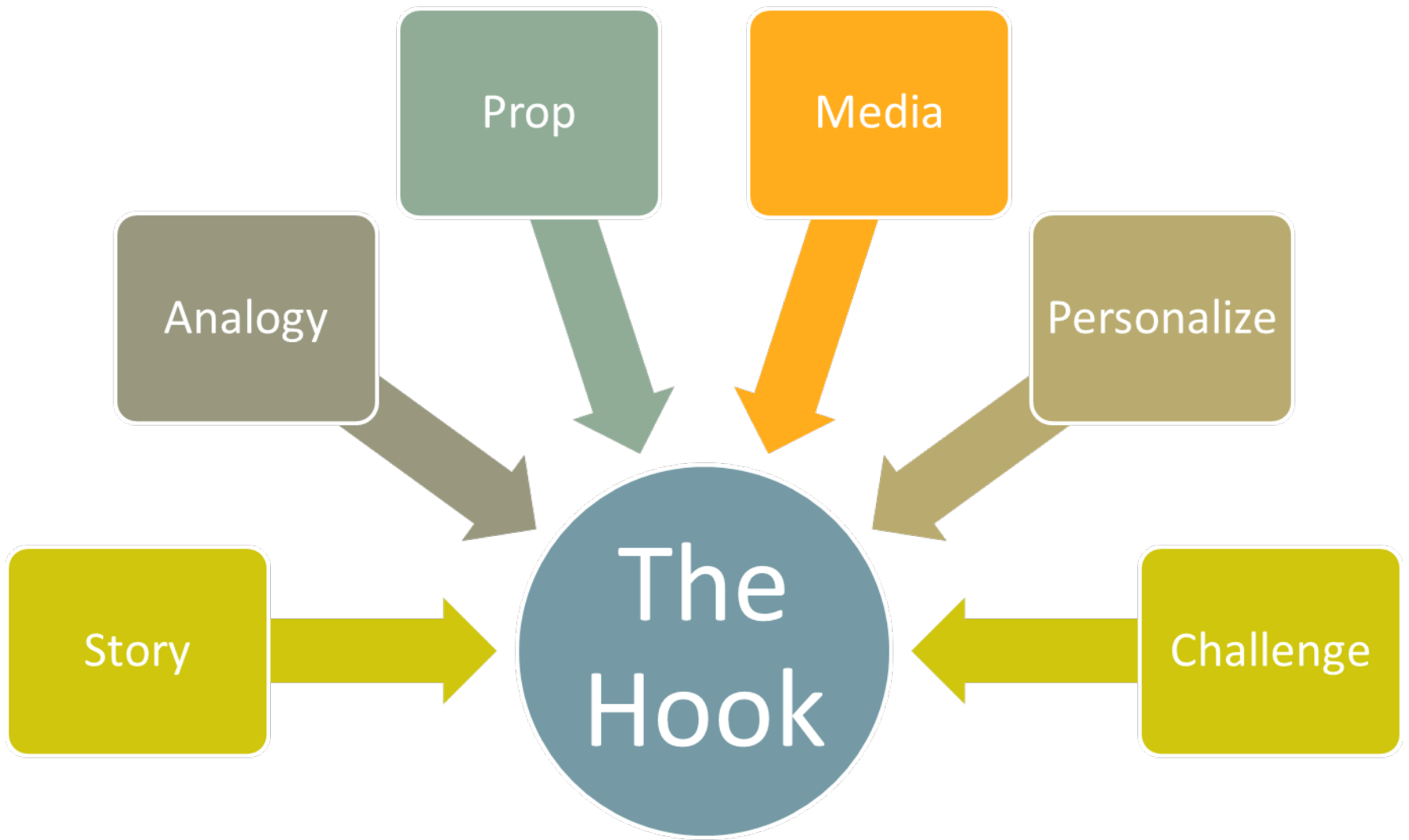


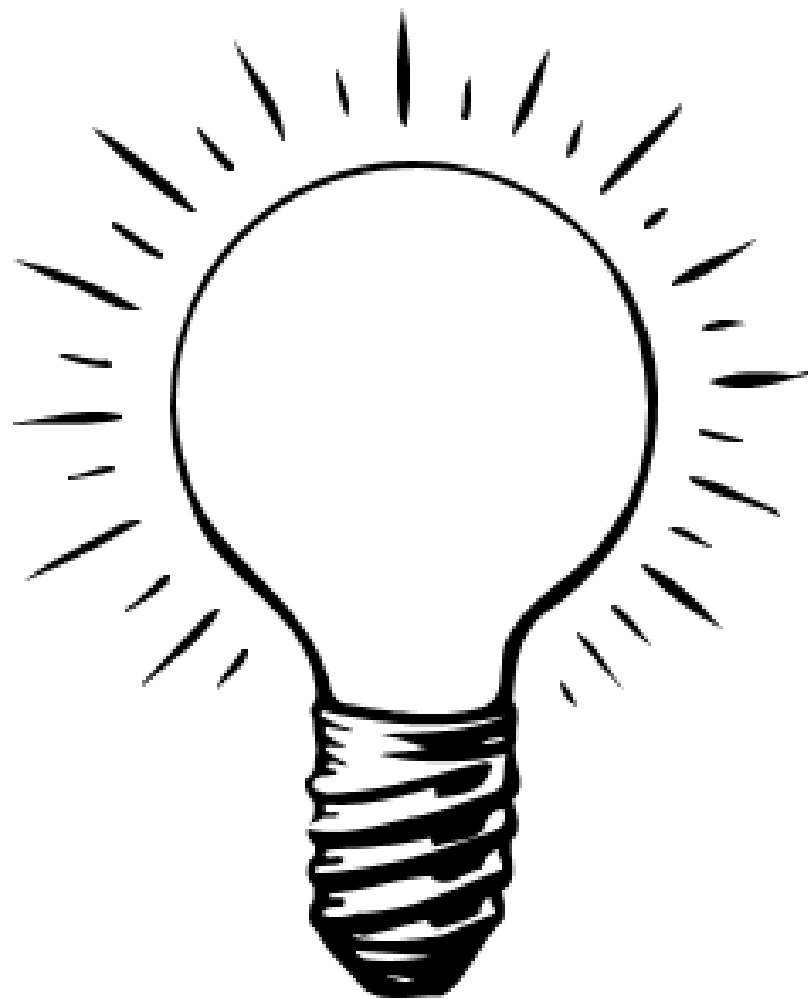
Hook 'Em!

- 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.



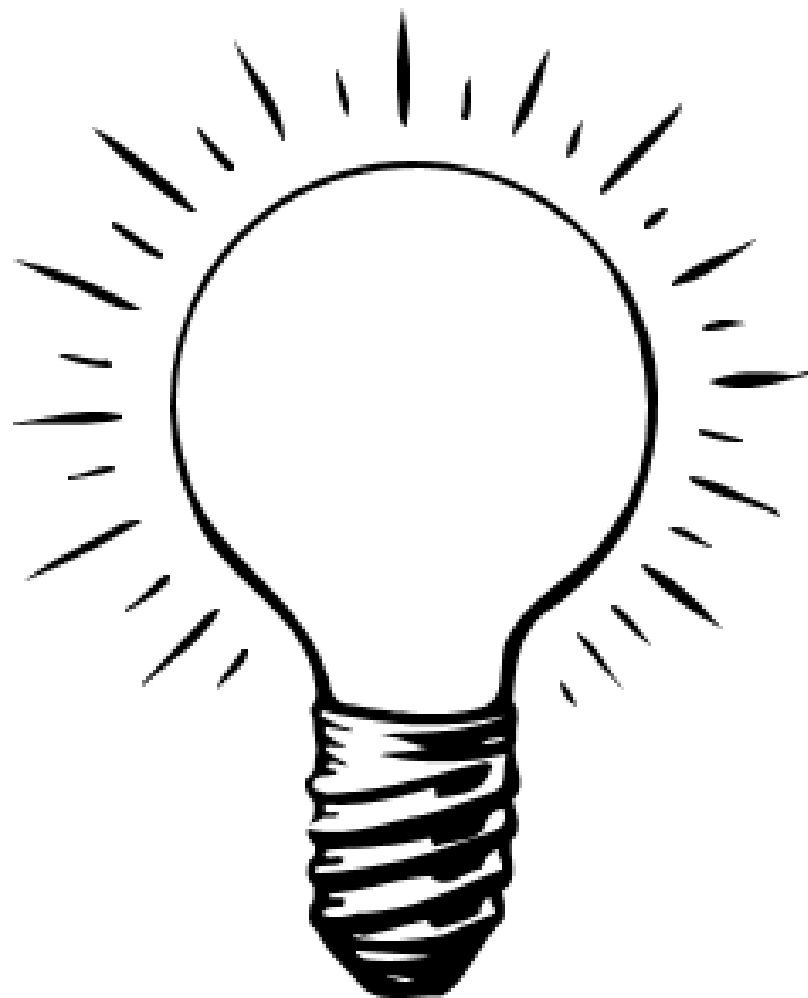
**Stand up-
Hand up-
Pair up**





Lunch!





Life is Like a Box of Chocolates...



1-Minute Quick Write
p. 10

Incorporating Structured Conversations



What Does That Mean Exactly?

Explain the following terms in your own words in your packet:

- Small group:
- Collaborative group:
- Cooperative group:



Collaboration vs. Cooperation

A Classroom Strategy

Cooperative Learning



Table Talk!

Review your definitions of small group, collaborative group, and cooperative group. Try to come to a consensus.

What's That Mean Exactly?

- **Small group:** Generic term referring to the number of students (3-8) working on the same specific learning objective; often refers to a teacher working with a small group of students; must be learner-centered and students joining in free discussion around a particular topic.
- **Collaborative group:** A method in which students team together to explore a topic or complete a meaningful project. A group of students from different schools working on a shared assignment are both examples of collaborative group work.
- **Cooperative group:** A specific kind of collaborative learning in which students work together in small groups (3-4) on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team.

Small groups must collaborate to cooperate!

Another Way to Look at It...

Cooperative learning occurs when each member of a team is responsible not only for learning what is taught, but also for helping teammates learn, thus creating an atmosphere of achievement.





POSITIVE INTERDEPENDENCE

INDIVIDUAL ACCOUNTABILITY

EQUAL PARTICIPATION

SIMULTANEOUS INTERACTION

Positive Interdependence



- Students feel like they are all on the same side and are working together. Does the task require working together?
- Success cannot be obtained without the contribution of everyone.
- Students feel they need each other and they can't do it by themselves.

Individual Accountability



- “Is individual public performance required?”
- Each student must perform in front of someone else.
- Students feel that they can’t hide.

Equal Participation



- Is participation approximately equal?
- Equal time and/or equal opportunity
- Students feel that they have equal status.
- “All of us do not have equal talent, but all of us should have an equal opportunity to develop our talents.” - John F. Kennedy

Simultaneous Interaction



- What percent of students are overtly interacting at once?
- “Snapshot” reveals visual and/or audible interaction.
- Students feel engaged.

Brain Break!



7 Keys to Cooperative Learning

- Structures
- Teams
- Management
- Classbuilding
- Teambuilding
- Social Skills
- Basic Principles



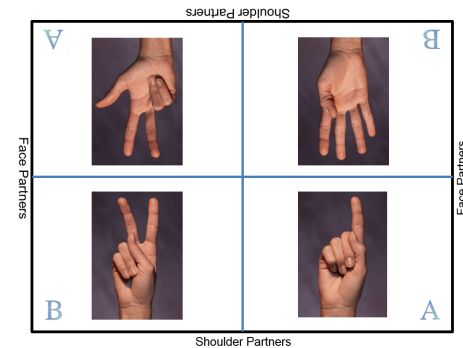
Structures

- Write-Pair-Share
- Mix-Pair-Share (or Musical High 5's)
- Stand Up-Hand Up-Pair Up
- Round Robin/Think-Write-Round Robin
- Quiz-Quiz Trade
- ***Inside-Outside Circle***
- Give One/Get One
- 4 Corners



Tips for Forming Teams

1. Disperse by readiness levels first (look at data).
2. 2 girls and 2 boys is ideal.
 - Avoid 3 boys and 1 girl.
 - 3 girls and 1 boy is okay.
3. Spread out students of different ethnicity.
4. Spread out ESL students.
5. Spread out Special Needs students.
6. Spread out “difficult clients.”



Management Tips

- Classroom Arrangement
- Attention Signal
- CHAMPS
- Must Do/May Do
- Group Roles



Cooperative Learning Roles

“Roles are parts students play in cooperative interactions related to the academic task. Cooperative roles are most useful when the team task is unstructured; that is when the team is given a project or a discussion topic, but is not told exactly how to perform the project or discussion.”



- Kagan Publishing, 2004

7 Reasons to “do” Classbuilding

1. Builds positive student relations

2. Enhances classroom climate

3. Reduces

4. Improves learning

5. Develops diversity skills

6. Develops synergy

7. Boosts self-esteem

**Structures that promote Classbuilding:
4 Corners; Find Someone Who...;
Inside/Outside Circle; Similarity Groups**



5 Aims of Teambuilding

1. Creates teams in which Together Everyone Achieves More
2. Promotes real-world team
3. **Structures that promote Teambuilding:**
Pairs Compare; Round Robin;
Team Projects (with roles)
4. Enhances classroom climate and fun
5. Enhances classroom climate and fun

Note: Teambuilding can be personal or academic in nature.

Rock – Paper - Scissors



Social Skills



“When cooperative learning teams fail, it is likely to be for one of two reasons. Either students do not **WANT** to work together or do not **KNOW HOW** to work together. Cooperative learning teams have problems either because the students lack the will to work together or the skill to work together.”

- Dr. Spencer Kagan, 2009

Circling Back to the Basic Principles



Positive Interdependence



Individual Accountability

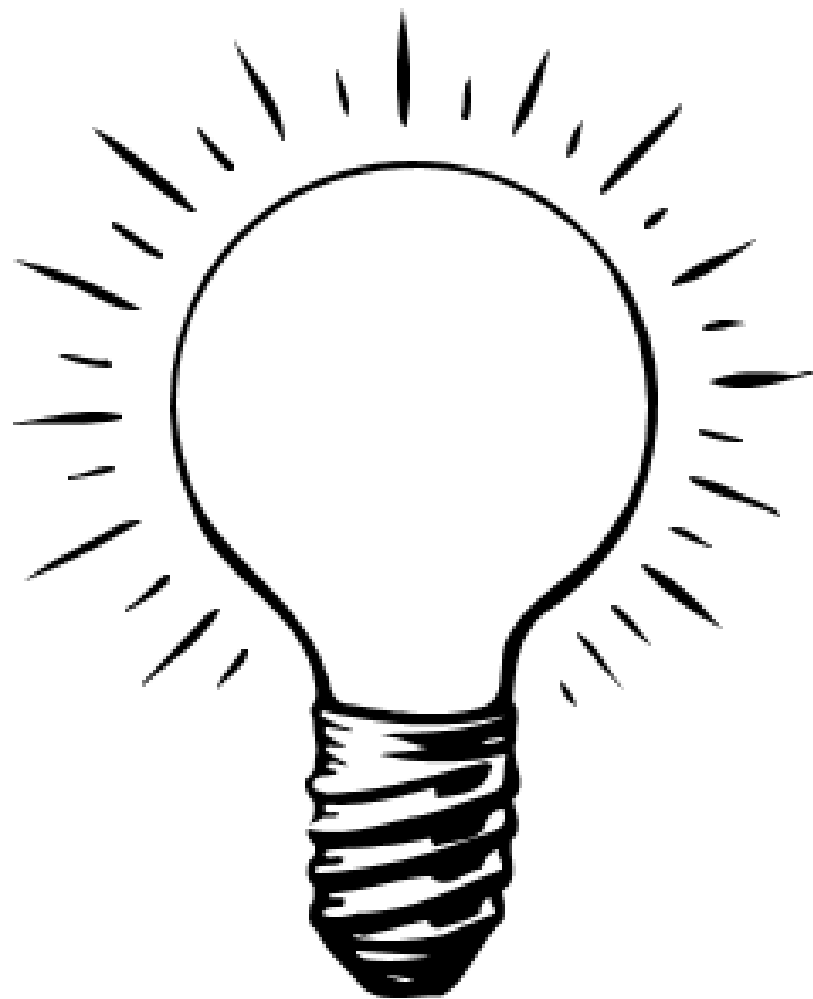


Equal Participation



Simultaneous Interaction







The Science Behind Student Engagement

"I hear, I know. I see, I remember. I do, I understand."

Confucius

The 4 A's Protocol

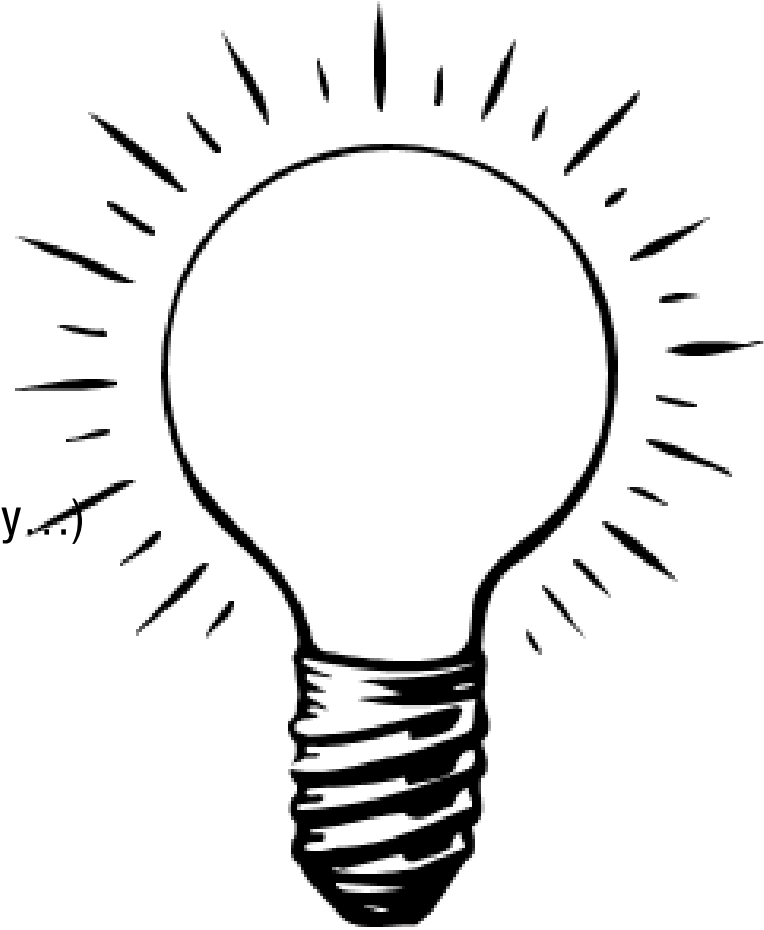
- Assumptions made
- Agree with
- Argue with
- Aspire to

Final Word Protocol

- Tallest person starts, selects and reads aloud an annotated line and the "A" from the silent reading.
- The group members take turns responding to the text.
- The original person closes the discussion with a reflection.

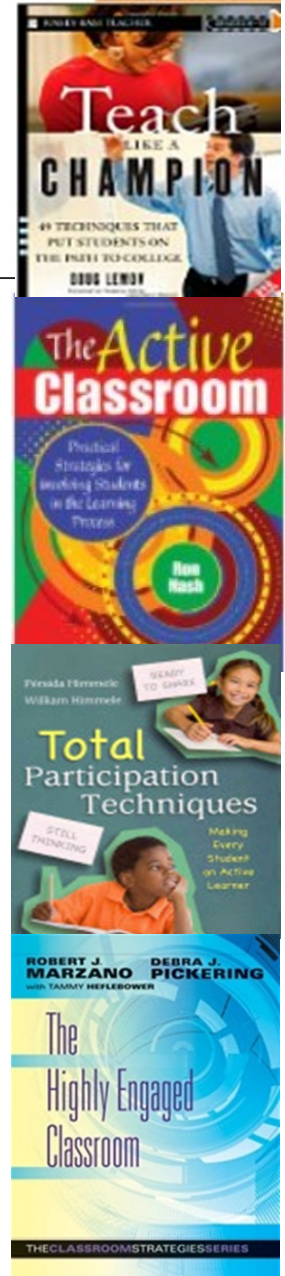
Give One / Get One!

- Do Now
- Built relationships (presenter info, team name, and Quiz, Quiz Trade)
- Humor/Jokes/Cartoons
- Timer
- Music
- Movement
- Celebrations (cheers)
- Facts/Research
- Videos
- Partnering Mat
- Partner Discussions (T-P-S, W-P-S, Cross-town Buddy ...)
- Self Reflection/Connections to Self
- Note-taking
- Hook
- Cooperative Learning
- 4 A's Protocol
- Final Word Protocol



Resources

- **Teach Like a Champion** by Doug Lemov
- **The Active Classroom** by Ron Nash
- **Total Participation Techniques** by Persida Himmele and William Himmele
- **The Highly Engaged Classroom** by Robert Marzano and Debra Pickering



Let's Stay Connected



Analyze, Reflect and Plan

What?

So
What?

Now
What?

Today's Outcomes

- Analyze the effects of relationships on engagement and motivation
- 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

Contact Info/Questions

Valerie Bailey

School Performance Manager

616-498-9202

vbailey@thecenterforcharters.org

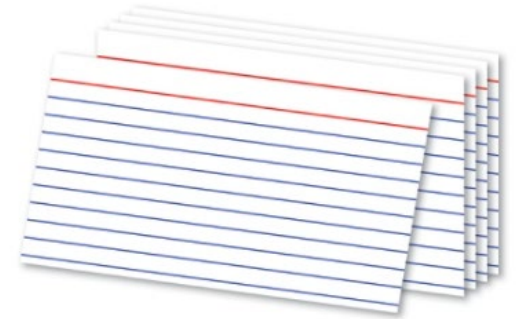


Check Schoology for a copy of the presentation and other materials!

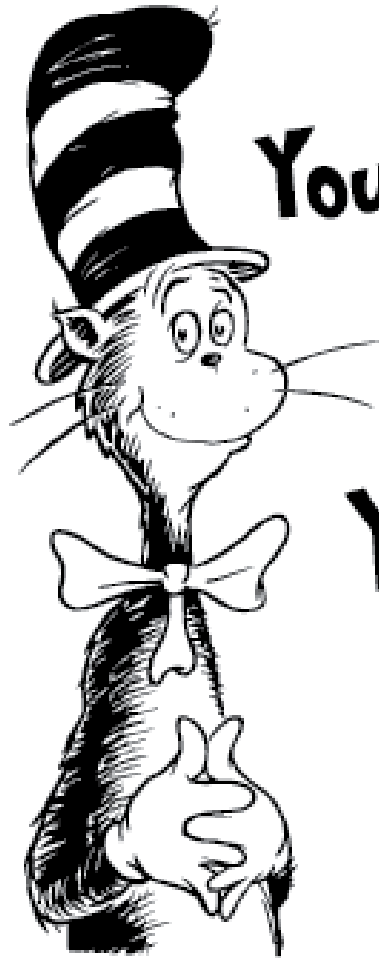
Commitment to Action

On an index card, write the following:

1. Your name and school name.
2. Your email and/or phone number.
3. Two ideas you plan to implement within 30 days of today.



Now, find a person with whom to switch cards.
This is your accountability partner!



You're off to **Great Places!**

Today is your day!

Your mountain is waiting,

So... get on your way!

- Dr. Seuss