Entertain the Brain!
Increasing Cognitive Engagement of Students

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Session Outcomes

- Analyze the connections between engagement and assessment
- Recognize engagement techniques that increase rigor and cognitive processing
- Identify actionable techniques that will increase student engagement
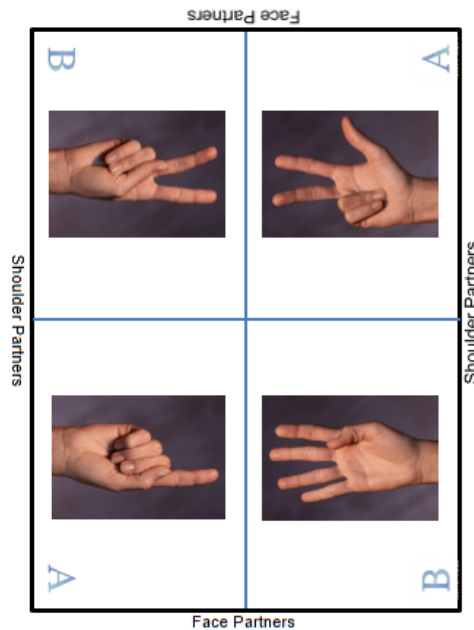- Develop an action plan to increase active learning in your building

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 _____.

Partnering Mat

Clock Partners

Find a partner for **only** 3, 6, 9 and 12 o'clock. Write your partner's name in the blank for that time on your paper, and that person will write his/her name on the same time on his/her own paper. When asked to get in groups for a specific time, that person will be your partner.

_____

_____   _____

12

9   3

6

_____
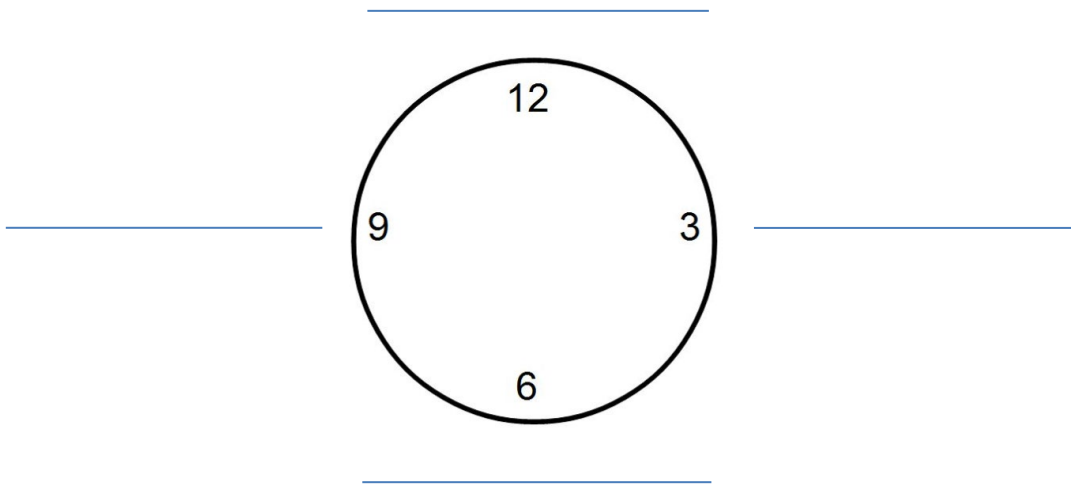
Think-Write-Pair-Share

- THINK about how assessment and rigor impact or connect to student engagement.
- WRITE a brief summary of your thoughts, highlighting key ideas that demonstrate the impact or connections.
- PAIR-SHARE with your 9 o'clock partner.

_____

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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)
• Sleeping • Reading* • Doing other work • Writing notes* • Talking* • Playing around • Getting out of seat* • Using technology* *When not intentional for purpose of the lesson		

Assessments

Pre-assessment: _____
_____

Post-assessment: _____
_____

Formative assessment: _____
_____

Interim assessment: _____
_____

Summative assessment: _____
_____

Self-assessment: _____
_____

Rate Your Knowledge - Unit on Football

Put an 'X' in the box that most accurately conveys your understanding.

4 = I could teach it to the group
3 = I am pretty sure what it means
2 = I recognize it but need a review
1 = I have no clue what it means

	Before Instruction					After Instruction			
Word	4	3	2	1		4	3	2	1
penalty									
safety									
field goal									
off-sides									
first down									
punt									

Rigor and Relevance

Rigor is _____

_____

_____

_____

Rigor is not _____

_____

_____

_____

The biggest challenge to increasing rigor in my school is _____

_____

_____

_____

Barbara Blackburn Video

Rigor

- Appropriately challenging student work
- Higher-order thinking
- Inquiry and student response

Relevance

- Appropriately challenging student work
- Authentic/real-world resources
- Learning connections

Rigor can be generated through _____, _____, and _____ fostered.

Strategies to Enhance Cognitive Processing

Ratio: _____

_____

C.E.R.: _____

_____

Reciprocal Teaching: _____

_____

Vocabulary: _____

_____

Provide a description, explanation, or example of the new term. Hyperbole: an extravagant statement or figure of speech not intended to be taken literally. E.g., "I'd give my right arm for a bite of that cake!"	Ask students to restate the description, explanation, or example in their own words.	Ask students to construct a picture, symbol, or graphic representing the term or phrase.
Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks. Idea: Ask student to come up with own examples from what they hear or see on TV or online or from friends	Periodically ask students to discuss the terms with one another. Idea: Elbow partners Clock partners 3 Musketeers A/B partners Table talk	Involve students periodically in games that allow them to play with terms. Idea: Pictionary Pyramid Jeopardy

Questioning: _____

_____

_____

Why do we ask questions?

Write your response then share with your 12 o'clock partner.

_____

_____

_____

_____

_____

Five Purposes of Questioning:

1. _____

2. _____

3. _____

4. _____

5. _____

Helping Mrs. Smith

Write your suggestions to help Mrs. Smith increase student engagement. Discuss with your 6 o'clock partner.

_____

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Schoology: To create a professional learning community of educators interested in increasing active student engagement.

Question	Answer
What is Schoology?	An online learning management system that provides capabilities for social & collaborative learning. Features include: • Courses and Groups with Facebook-like collaboration • Discussions / Graded Discussions • Online Quizzes, Assignments & Drop Box • Content and Resource sharing
Why are teachers and leaders using Schoology for learning communities?	Some of the objectives of using Schoology are to: • Provide a secure and private "place" for leaders and teachers to form a networking community • Engage leaders and teachers with capabilities to share and communicate with their community
How do I access Schoology?	Browser Version: www.schoology.com Mobile App: iOS and Android App Store
How will I access a Group?	Once you log into Schoology, use the "Join Group" feature and enter the access code to join: WH7XW-QB5FV

1. Go to www.schoology.com using your browser and click "Sign up." Click "Instructor" and "Register" and complete the required information. Watch the tour that is offered.
2. Now join a group. Select the "Groups" menu (located in the top bar), "Join" then enter the access code.
3. Adjust your "Notifications" to be alerted when others post, and be sure to check the "Resources" for printable materials. Then, post your comments or questions in the main feed area. Comment or like the posts of others too.
4. For help learning how to use specific features, Schoology has a Help Center available at http://help.schoology.com
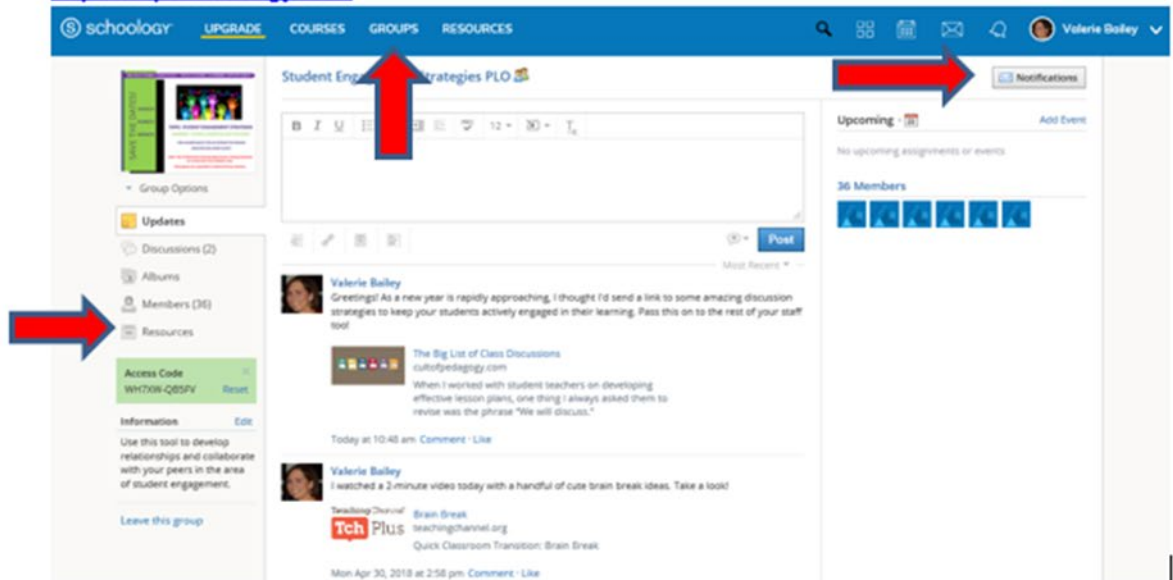
Reflection

Consider your own practices around engagement and ensuring cognitive challenge, and reflect upon today's learning.

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Action Planning

Based on your reflection and the learning from today, what action steps will you take to more effectively utilize data to inform instructional decisions to increase active, cognitive engagement of students?

_____

_____

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_____

Noting What I've Learned

Draw It!   **Write It!**

Concept: _____

Notes:_____

_____

_____

Concept: _____

Notes:_____

_____

_____

Concept: _____

Notes:_____

_____

_____

Concept: _____

Notes:_____

_____

_____

Noting What I've Learned

Draw It!

Write It!

Concept: _____

Notes:_____

_____

_____

Concept: _____

Notes:_____

_____

_____

Concept: _____

Notes:_____

_____

_____

Concept: _____

Notes:_____

_____

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