



Welcome

In the center of your table is a graphic organizer called the Prayer Model.

Please complete it according to the directions in each square for the concept of engagement.



Organized Chaos: Classrooms that Engage Students

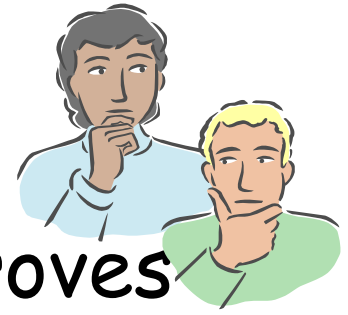
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Region 5 TTAC at JMU

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Kandy Grant

Non-Example



True or False?



1. High levels of engagement improves attendance.
2. A student does not have to see inherent value to be committed to a task.
3. Low levels of engagement promote disruptive behavior.
4. An engaged classroom is also a structured classroom.
5. Use of engagement strategies do not support learning of specific skills and concepts.

Shaking Up the School House

The difference between being engaged and being on task:

Engagement is active. It requires that students be attentive as well as in attendance; it requires the student to be committed to the task and find some inherent value in what he or she is being asked to do. The engaged student not only **does the task assigned** but also does it **with enthusiasm and diligence.** Moreover, the student performs the task because he or she perceives the task to be associated with a near-term end that he or she values. (Schlechty, 2001, 64)



The Instructional Match

- High rate of on-task behavior
- Task Completion
- Comprehension

OPTIMAL LEARNING CONDITIONS
ARE PRESENT AT THIS LEVEL.



Frustration Level: less than 93% accuracy

Instructional Level: 93% - 96% accuracy


Independent Level: 97% - 100% accuracy

WORKING MEMORY CAPACITY

Age

3	0
5	00
7	000
9	0000
11	00000
13	000000

Children only hold a certain amount of new information in their mind at one time.





TIME ON TASK

Age

5

7 minutes

Children can attend or focus on a task for the same amount of minutes as their age plus two.

6

8 minutes

7

9 minutes

8

10 minutes

9

11 minutes

REPETITION, REPETITION, REPETITION

IQ 120 = 25 TIMES

IQ 100 = 35 TIMES

IQ 80 = 55 TIMES

A decorative border of colorful handprints in various colors (blue, yellow, red, green, purple) surrounds the central text. The handprints are arranged in a roughly rectangular frame around the content.

Characteristics of Engaging Experiences

- Activate prior knowledge
- Foster active investigation
- Promote group interaction
- Encourage collaboration
- Allow for choice
- Include games and humor

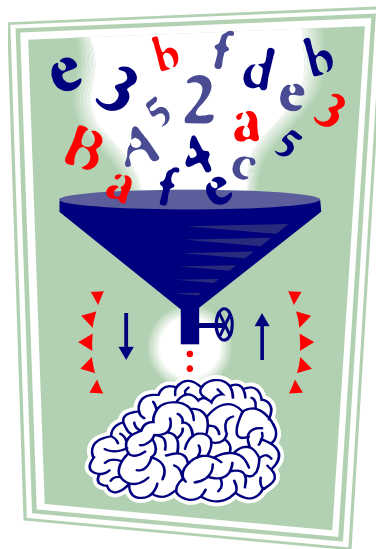
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Characteristics Continued

- Support mastery
- Nurture independent thinking
- Provide feedback quickly



How many ways can you activate prior knowledge?



The background features six handprints of various colors: a purple one in the top left, a yellow one in the top center, a red one in the middle left, a green one in the middle right, a yellow one in the bottom left, and a purple one in the bottom right. The text is centered over the green and red handprints.

“For students to become active in their learning, teachers have to surrender some control.”

This We Believe in Action, 2005



Foster Active Investigation

- How many ways can you do this?
- See what you can find out
 - Expose students to new information
 - Promote excitement through discovery
 - Activates prior knowledge
 - Requires active investigation
 - Encourages collaboration
 - Allows choice



Promote Group Interaction Encourage Collaboration

- Cooperative Learning
 - Build interdependency, yet evaluation is independent
- Think, Pair, Share
- Pass the Problem
- TP the Room

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Allow for Choice

- How to go about the task
- What information will be gathered
- How the information will be recorded



We Learn

- 1% of what we do on a worksheet
- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we hear and see
- 70% of what is discussed with others
- 80% of what we experience personally
- 95% of what we teach someone else
- 98% of what we teach using art, music, physical movement and/or drama

W. M. Glasser and Brain-Based Teaching and Learning

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Learning Styles

- Auditory
- Visual
- Tactile
- Kinesthetic



Learning Styles

- Auditory- 18%

- Visual- 32%

- Tactile- 25%

- Kinesthetic- 25%

Special education
High school dropouts
Incarcerated youth
Students at risk



Modalities Chart

Visual

Auditory

Tactile

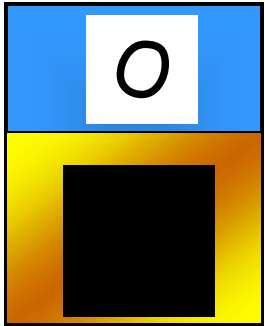
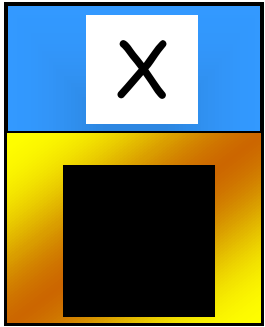
Kinesthetic



Include Games and Humor

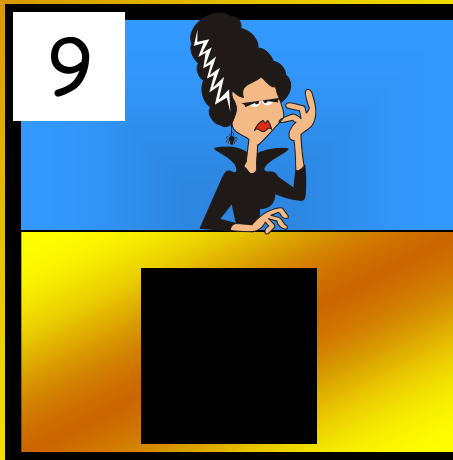
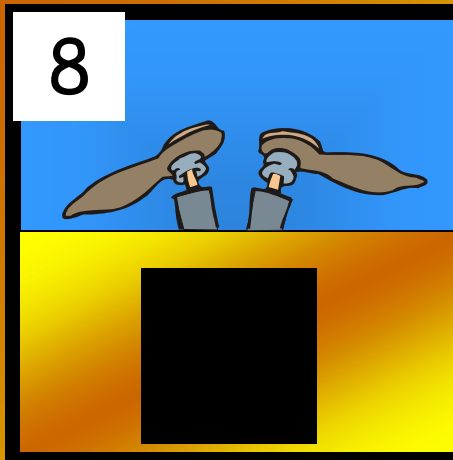
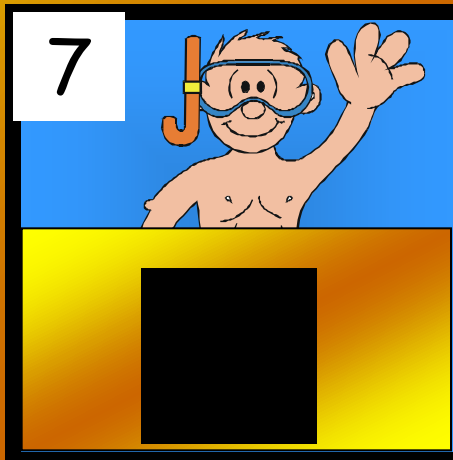
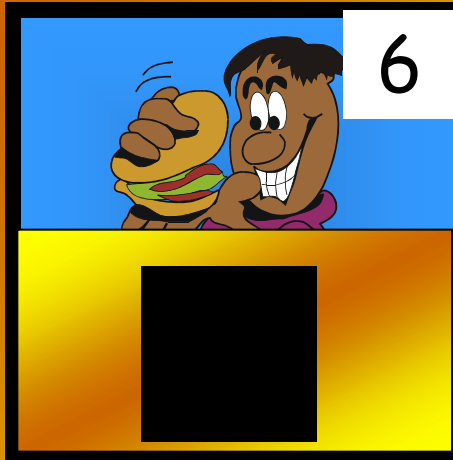
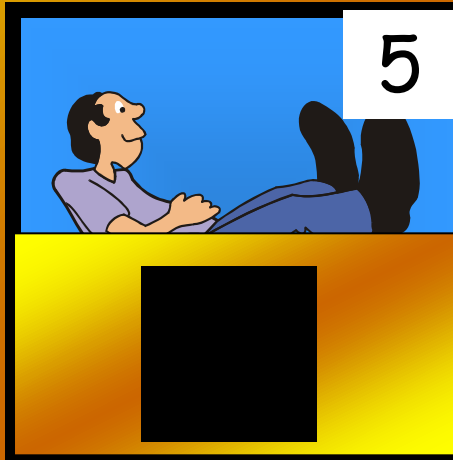
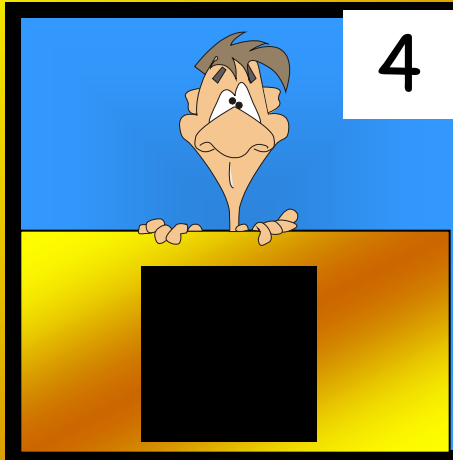
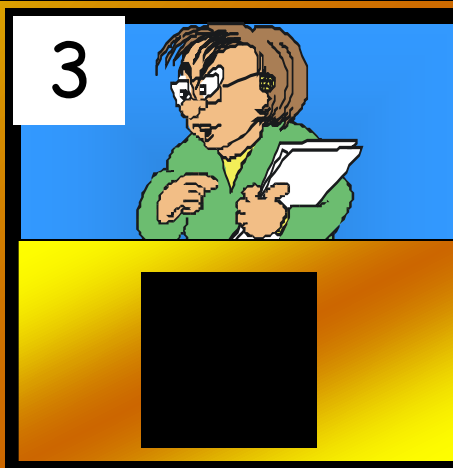
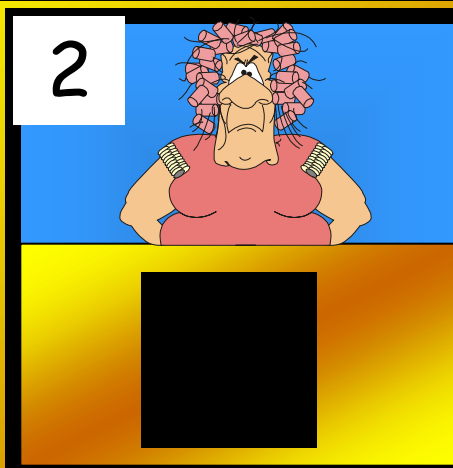
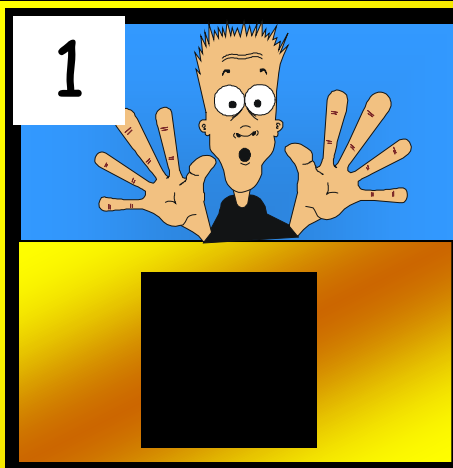
- Healthy, competitive, team play
- Growing array of "game products" that are standards-based and classroom appropriate
- Team points in cooperative learning setting
- Quick games during transition

Scoreboard



Click Here if
X Wins

Click Here if
O Wins



Support Mastery and Nurture Independent Thinking

- Challenge Questions
- T-Notes Plus
- Light bulb Moments
- Bubble Wrap Response

My notes drawing	My
My summary	

Provide Feedback

- Test and quiz results
- Respond to questions
- Ongoing formative assessment
- Clarification of rules and procedures
- Give positive reinforcement





Key Elements for Success

- Safe Environment
- Active Learning
- Multiple learning and teaching approaches
- Relevant, challenging, integrative, exploratory curriculum- make it meaningful!



Remember...

- The important thing is not so much that every child should be taught, as that every child should be given the wish to learn.

John Lubbock



References

- Jablon, J. & M. Wilkinson, 2006. Using engagement strategies to facilitate children's learning and success. *Beyond the Journal*. (March).
- Mallardi, M. & K. Brings, 2008. Keeping students engaged in the classroom. Online:
<http://nssea.wordpress.com/2008/07/24/keeping-students-engaged-in-the-classroom/>.