



FALCON FRIDAY FOCUS

Friday, September 5, 2014

Believe
In
Monroe

Hello MSCD Staff,

We are in our final third of the year 2014—can you believe that? 66 MCD work days until 2015. Looking at everyone's calendar, those 66 days are going to be packed.

With that in mind, how can we make the most of the time we have left with our students this year? One of the best strategies a teacher can use in the classroom—ensuring that all of your students are ENGAGED! Not just passively engaged, but actively engaged.

The Seven Engagement Factors

1. Health and nutrition
2. Vocabulary
3. Effort and energy
4. Mind-set
5. Cognitive capacity
6. Relationships
7. Stress level

With this in mind, there is a TON of research out there about engagement. When you have a minute (remember, we are learners too!) check out this article about 7 Factors of Engagement with Economically Disadvantaged Students. We sometimes forget the science behind the mind....it's an important factor!

<http://www.ascd.org/publications/books/113001/chapters/The-Seven-Engagement-Factors.aspx>

I tried to include a variety of resources about engagement in this edition of the FFF! Check out the other attachments about engagement as well!

FYI:

A six-year study by Hart and Risley (2003) found that by age 3, the children of professional parents were adding words to their vocabularies at about twice the rate of children in welfare families. Both the quantity and the quality of phrases directed at the children by caregivers correlated directly with income levels. Here's another stunning illustration of the vocabulary chasm: toddlers from middle- and upper-income families actually used more words in talking to their parents than low-SES mothers used in talking to their own children (Bracey, 2006).

Christie Biggerstaff, Instructional Supervisor

17 WAYS TO INCREASE STUDENT ENGAGEMENT IN THE CLASSROOM

1 Use the 10:2 method.

For every 10 minutes of instruction, allow students two minutes to process and respond to instruction.



2 Incorporate movement into your lessons.



3 Pick up the pace.

Researchers have found that teaching at a brisk instructional pace provides students with more opportunities to engage, respond, and move on to the next concept.

(Corbett & Hill, 1976; Weinstein, 1993; Fradette et al., 2001)



4 Provide frequent and effective feedback.



5 Allow students 5-7 seconds of 'think time' when asking a question.



6 Have students use the 3-2-1 method of summarizing.

At the end of a lesson, have students record three things they learned, two interesting things, and one question they have about what was taught. Allow time to share their thoughts with a peer.



7 Periodically pause mid-sentence.

Require students to fill in the blanks.



Desk Switch: Students have ten seconds (count down from ten) to find another desk to sit in that is in a different part of the room than his or her normal desk. Students stay in that desk for the rest of the lesson. Why? Two reasons, first switching desks gets them up and moving.

Second, sitting in a different place in the classroom will give them a different perspective and wake up their brains a bit.

Wander as you teach. If you don't need to be glued to the board, then wander throughout the classroom. Most kids will track you, which will keep them alert, and if you see someone having trouble focusing, you can stand right next to him or her for a quick perk-up.

Give each child a small ball of play dough to fidget with if you are doing a lecture-type lesson.

Throw students a foam ball when calling on them to answer a question.

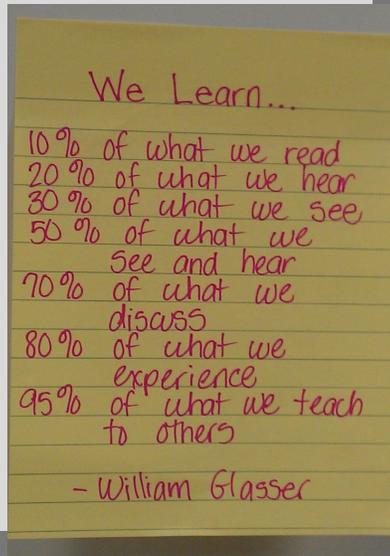
Randomly and frequently ask students to repeat what you just said.

Choose a fun word, such as "Shazam!" or "Bazinga!" Every time you say the word, students must use both hands to hit the tops of their desks two times and then clap two times. Say the word several times throughout the lesson. It will wake everyone up!

Throw in a higher level thinking question that is related to the lesson (but not part of your objective) and have a quick discussion. For example, if you are learning proper ways to use a comma, ask the students which punctuation mark they think is the most important and why. Questions like these are also fun to put at the bottom of a worksheet and have students answer on the back.

Check out the other attachments in the FF email!

- 30 Active Engagement Activities
- 10 Rules of Engagement and HOW TO's
- 27 ways to Increase Student Participation Task Card and Bloom's Questions



The Engaged Classroom

In the engaged classroom you will observe that all students are authentically engaged at least some of the time or that most students are authentically engaged most of the time. Passive compliance and retreatism is rarely observed and rebellion is non-existent.

The Compliant Classroom

The compliant classroom is the picture of traditional education. This type of classroom is orderly and most students will appear to be working so it would be easy to infer that learning is taking place. However, while there is little evidence of rebellion, retreatism is a very real danger as it is very common in the compliant classroom.