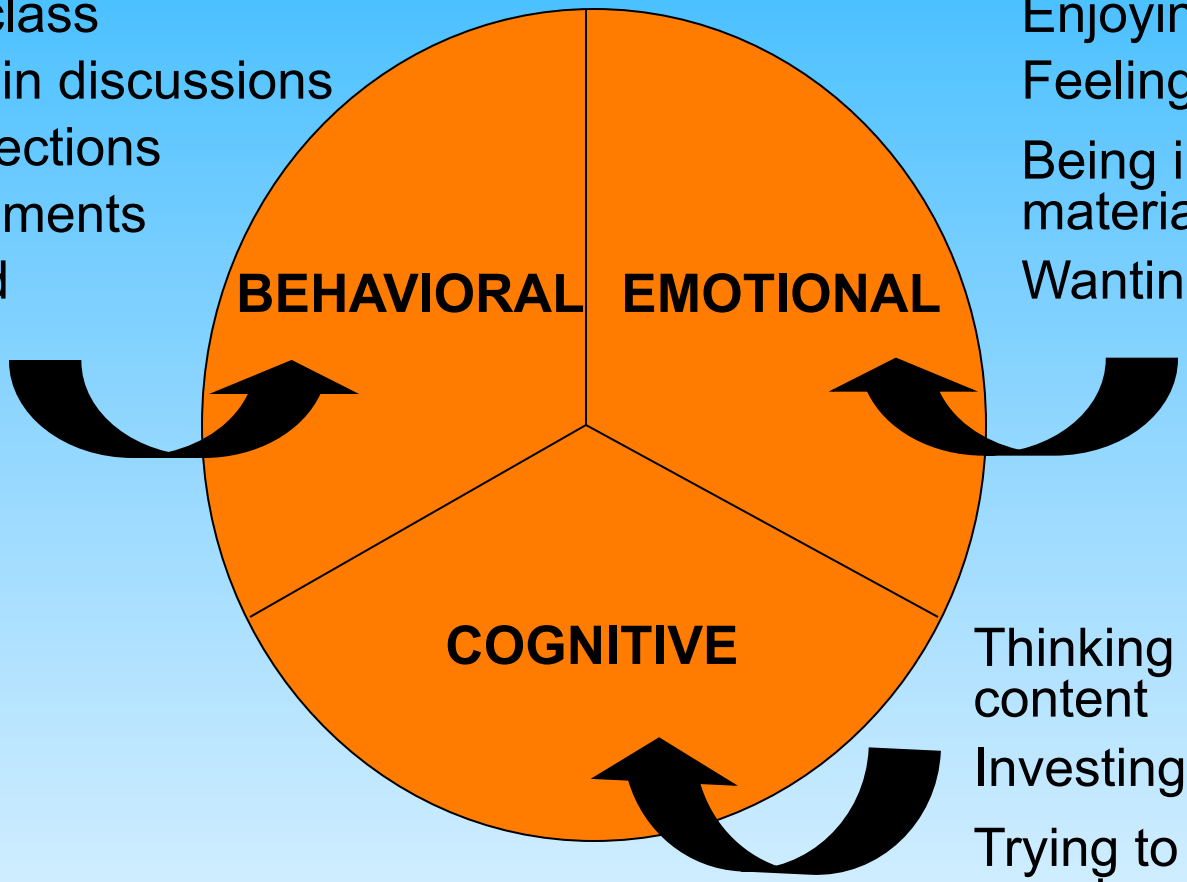
Student Engagement

- What do you THINK you know about student engagement?
- What questions or PUZZLES do you have about student engagement?
- How might we EXPLORE the puzzles we have around student engagement?

Dimensions of Student Engagement

Listening in class
Participating in discussions
Following directions
Doing assignments
Working hard



Enjoying class
Feeling comfortable
Being interested in the material
Wanting to do well

Thinking about the content
Investing mental energy
Trying to figure out what one doesn't understand

What would it take students to..

share their ideas?

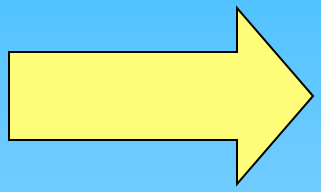
think deeply?

be willing to make mistakes?

take a risk?

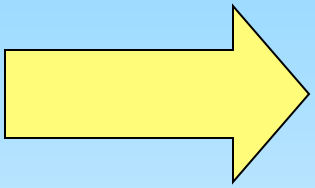
Dr. Marzano's Four Questions

- How do I feel?
- Am I interested?



ATTENTION

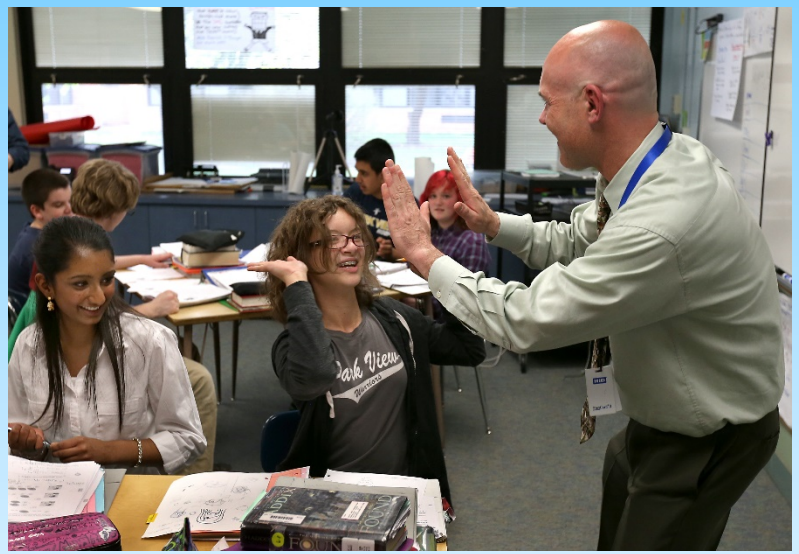
- Is this important?
- Can I do this?



ENGAGEMENT

How Do I Feel?

- Effective pacing
- Demonstrating intensity & enthusiasm



- Building positive relationships
- Using humor
- Physical movement

Movement

- “Amazingly, the part of the brain that processes movement is the same part of the brain that processes learning.” (Eric Jensen, *Teaching With the Brain in Mind*)

- “While sitting, you are more likely to get bored and lose focus. But while standing and listening to another, if it’s just for a few moments, your focus is stronger.” (Eric Jensen, *The Learning Brain*)

Approximate Attention Spans

For pre-adolescents:

Alter instruction approx. every **5 – 10** minutes

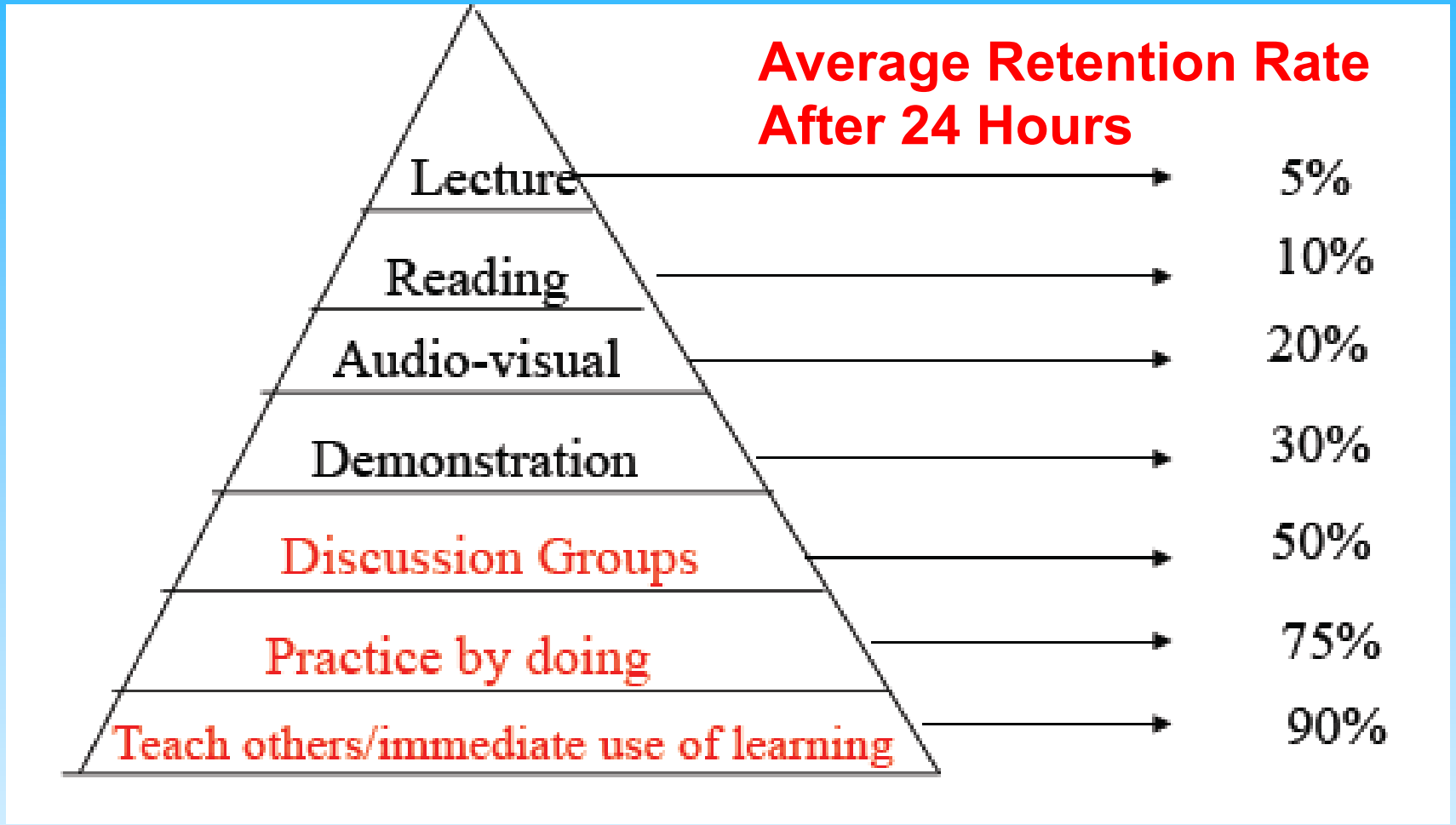
For adolescents into adults:

Alter instruction approx. every **10 – 20** minutes

Am I interested?

- Using game-like activities
- Initiating friendly controversy
- Introducing unusual information
- Using effective questioning strategies

Boosting Retention



Adapted from David Sousa's figure 3.8 in his text, How the Brain Learns

Is This Important?

- Connecting to students' lives
- Connecting to students' life ambitions
- Encouraging application of knowledge

Relevance

Can I do this?

- Tracking and studying progress
- Using effective verbal feedback
- Providing examples of self-efficacy
- Teaching self-efficacy





Mindsets

Fixed Mindset	Growth Mindset
Intelligence is a fixed trait; talents are carved in stone	Intelligence is malleable quality, a potential that can be developed
Goals (Students Say)	**Goals (Students Say)**
Looking smart is most important	Learning is most important
Effort Beliefs	**Effort Beliefs**

"The main thing I want when I do my school

"I would try to cheat on the next test."

school work it makes me feel like I'm not very smart."

"It's much more important things in my to get the

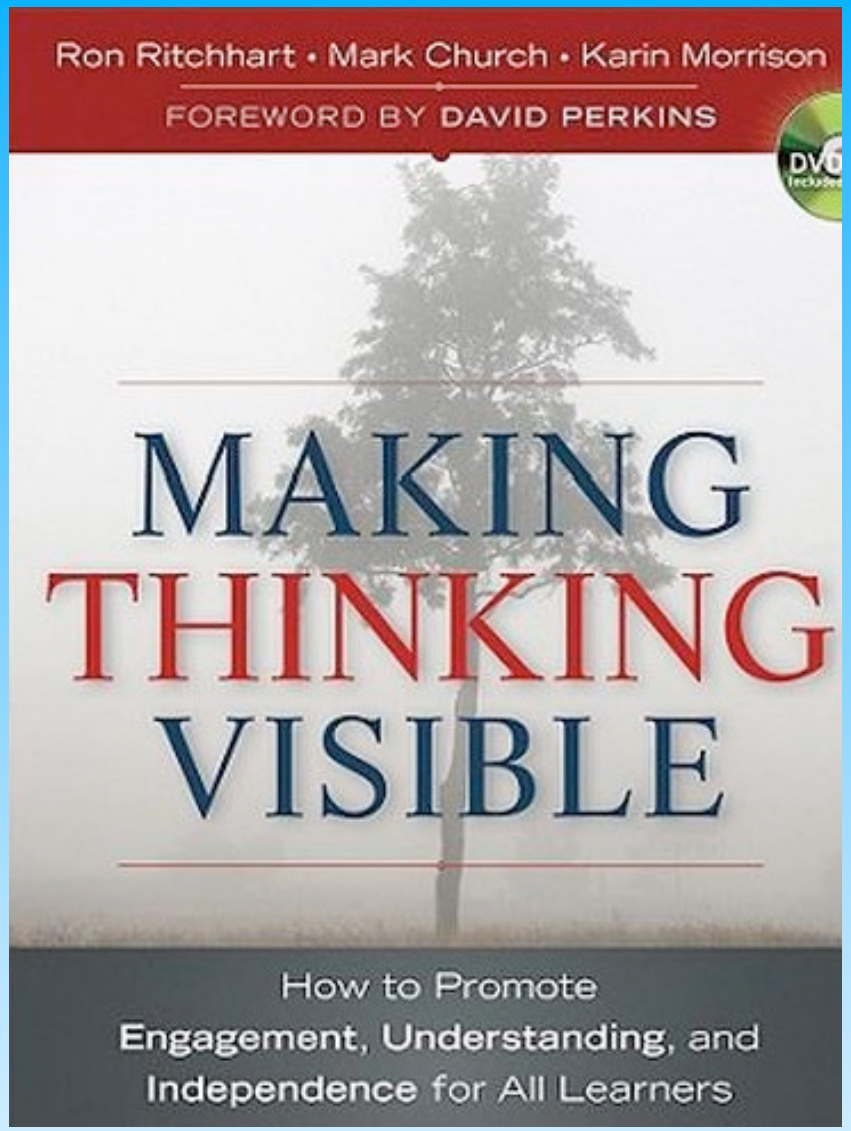
"I would spend more time studying for the tests."

you work ng, the better you'll be at it."

What are they thinking?
What's under the hood?

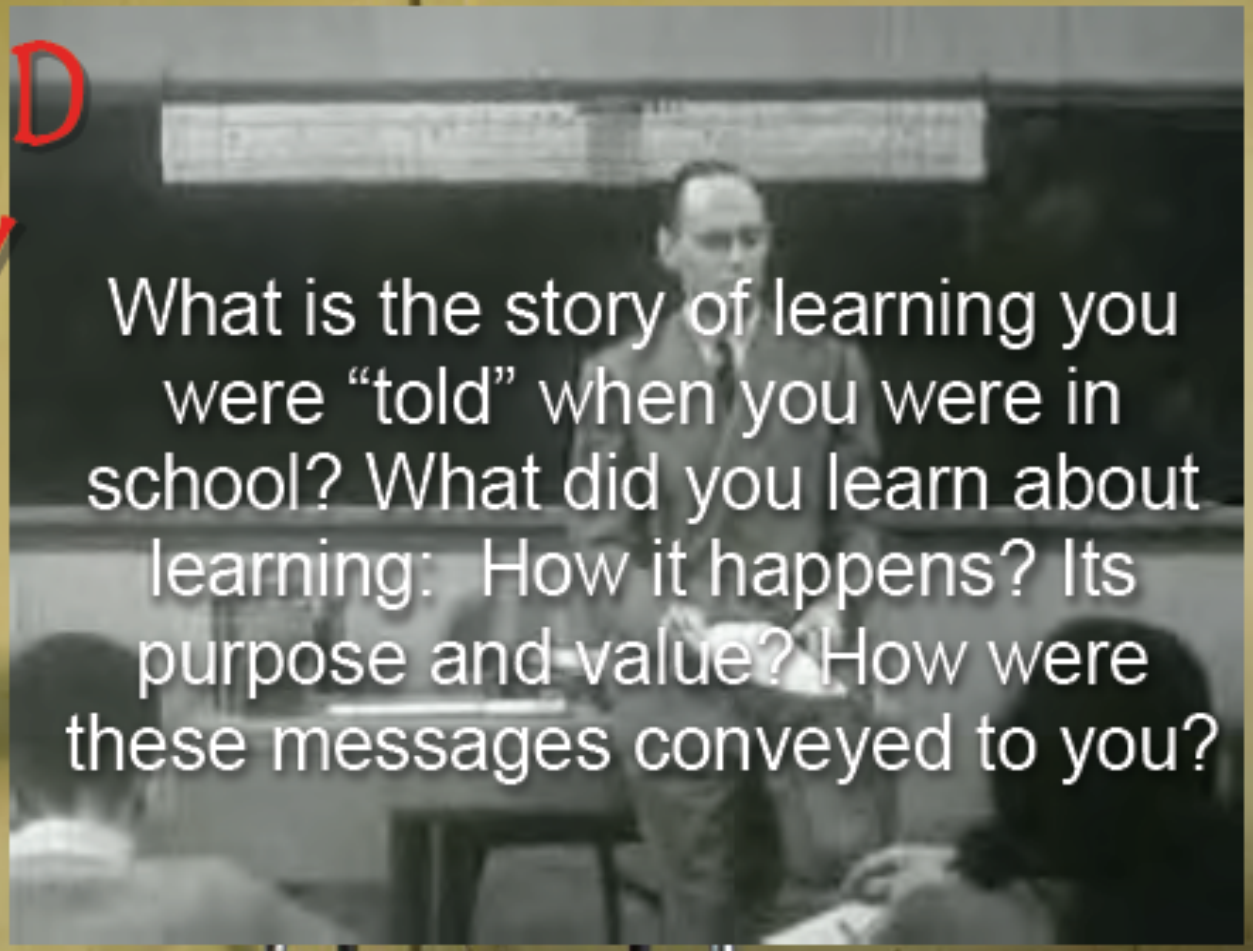
How?

What?


Ron Ritchhart • Mark Church • Karin Morrison
FOREWORD BY DAVID PERKINS
MAKING
THINKING
VISIBLE
How to Promote
Engagement, Understanding, and
Independence for All Learners

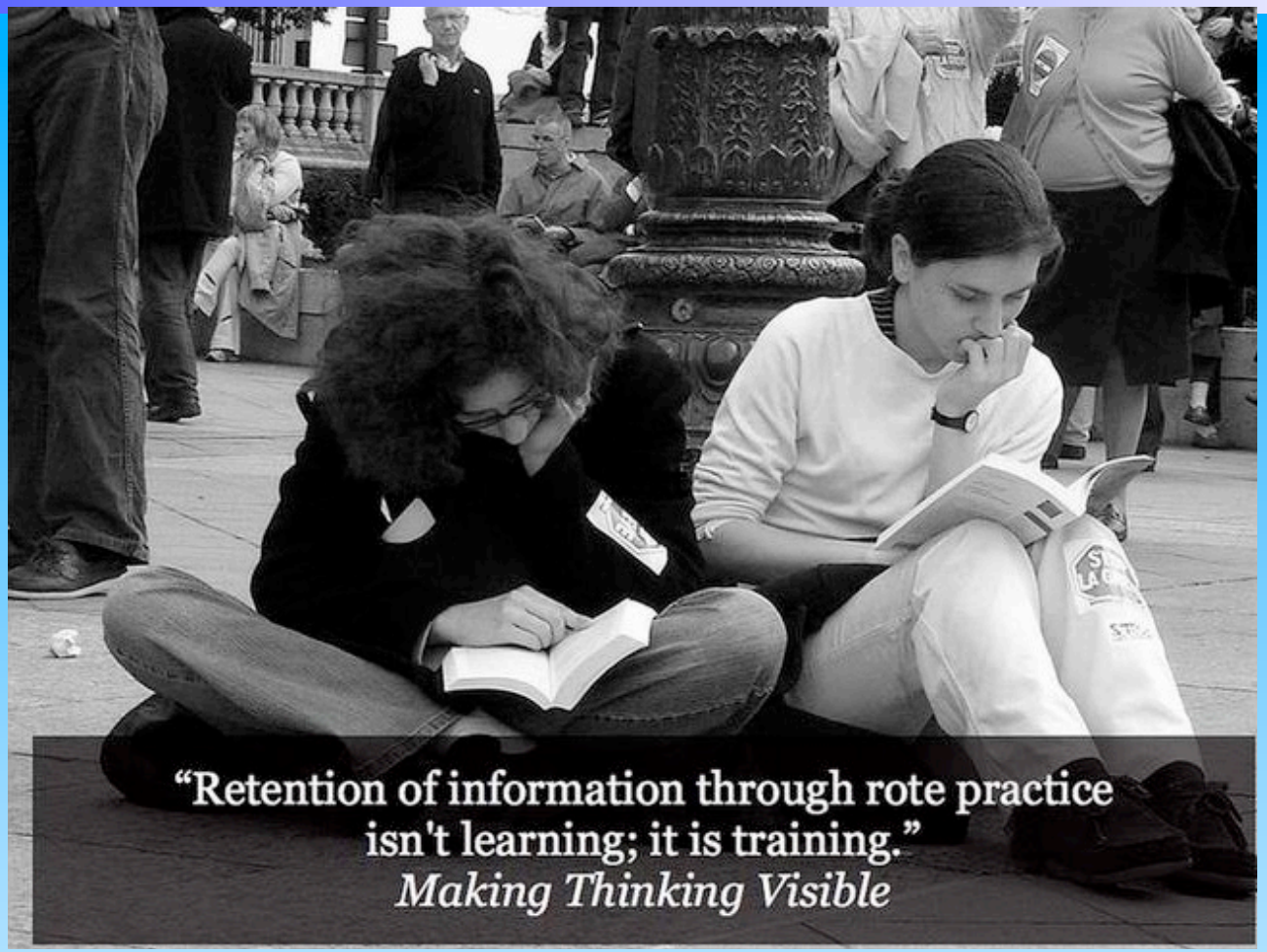
What do we want the children we teach to be like when they are adults?

THE OLD STORY



A Story of Work

- The goal of school is the completion of work done for someone else.
- The larger purpose behind activities isn't always clear. Thus, assignments become ends in themselves.
- Grades are the pay off/outcome for work.
- Doing school work is seen as the students' job.
- Good students do the work they are assigned without question.



Thinking – Our goal is to understand

Go beyond memorization, busy work, activities!

A Story of Alienation

- School isn't about me, my life, my culture.
- School isn't about learning, it's about having the answers.
- Some people are just smart and know how to do it, others (like me) can never get it.
- Rewards go to those who can guess what the teacher wants.
- You study by memorizing.
- Smart means being fast with the answer.

A Shift in The Story of School

WORK

LEARNING

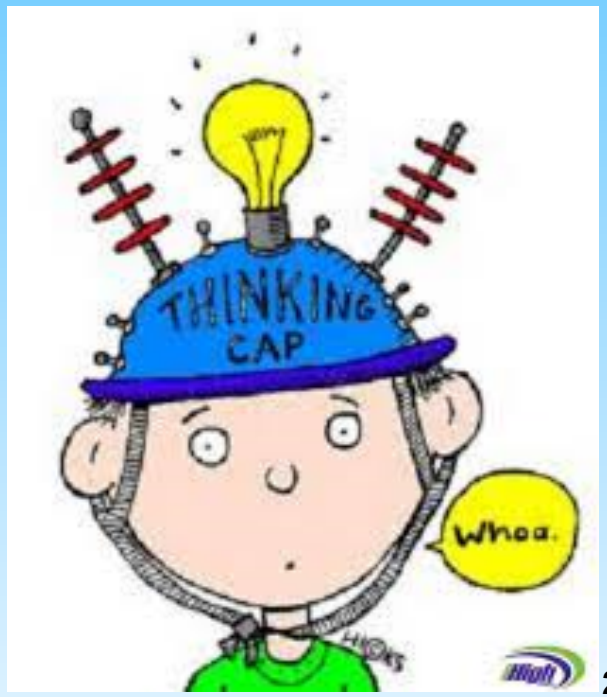
Beginnings of a NEW Story

- Learning is
  - a consequence of thinking.
  - often provisional and frequently changes with time.
  - an active process and involves getting personally involved.
- Learning and thinking are as much a collective enterprise as they are an individual endeavor.
- Learning involves uncovering complexity and delving deeply.
- Questions not only drive learning but also are outcomes of learning.

“Learning is a consequence of thinking. Retention, understanding, and the active use of knowledge can be brought about only by learning experiences in which learners think about and think with what they are learning...Far from thinking coming after knowledge, knowledge comes on the coattails of thinking.” (David Perkins, *Smart Schools*)

What are Thinking Routines?

- Tools used to support thinking
- Structures and scaffolds to build and extend thinking
- Patterns of behavior



Thinking Routines

- Goal oriented; used for a specific purpose of directing or scaffolding thinking
- Can be used across grade levels and content areas
- Encourage active engagement with a topic
- Advance understanding and provide ways to make thinking visible to students, their peers and the teacher

How Can We Make Thinking Visible?

- Questioning
- Listening
- Documentation Practices

http://www.youtube.com/watch?v=ZqYIFoizPlM&list=PL7YSC59DmUiem4_1zQOAyHhYT1mVrw6tD&index=3

Routines – GISD Focus

Introducing & Exploring Ideas

- Think-Puzzle-Explore
- The Explanation Game
- Chalk Talk

Synthesizing & Organizing Ideas

- Headlines
- I Used to Think…, Now I Think

Digging Deeper

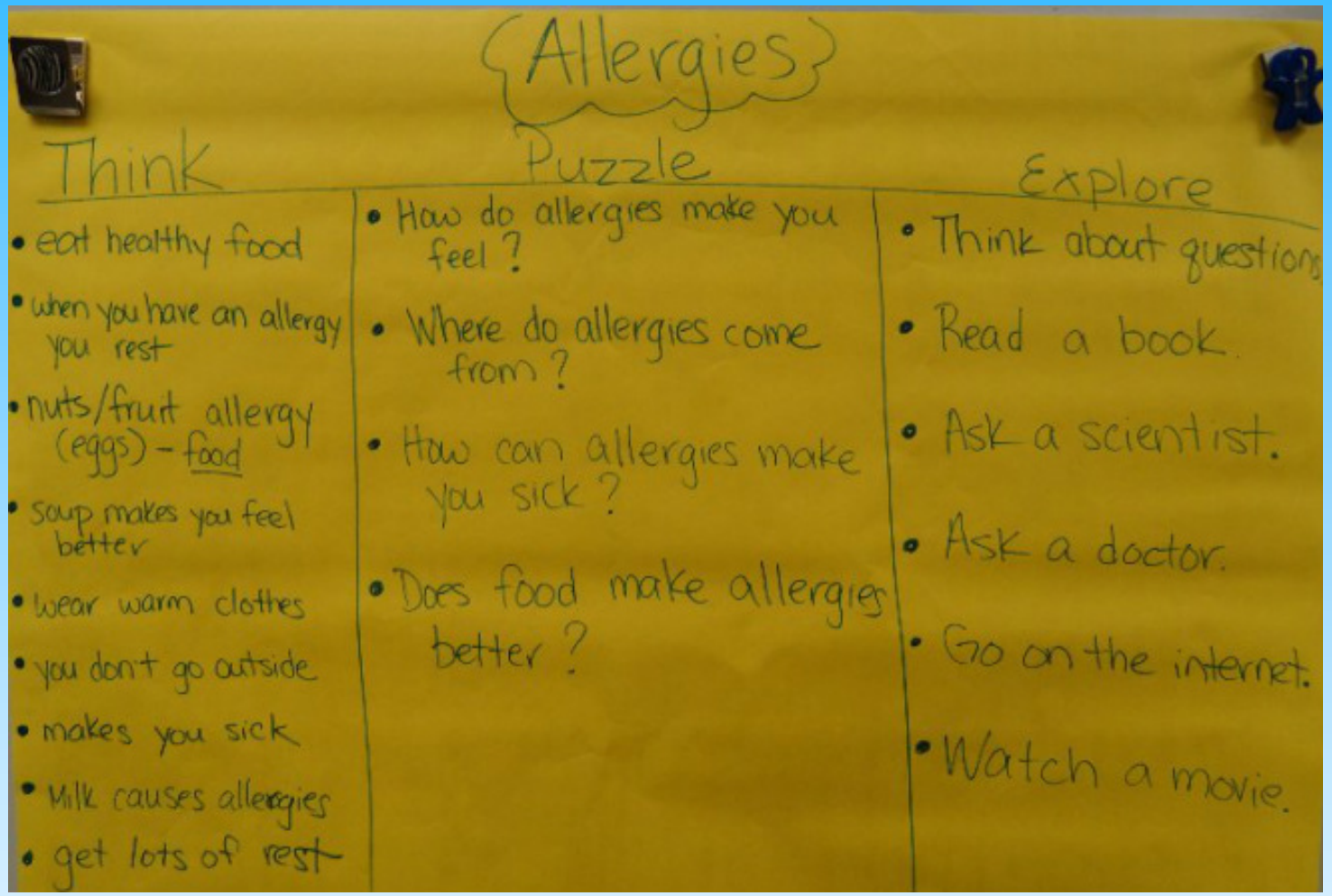
- What Makes You Say That?
- Sentence-Phrase-Word

Introducing & Exploring Ideas

Think-Puzzle-Explore

Page 71-77

Think-Puzzle-Explore



Introducing & Exploring Ideas

The Explanation Game

(Pages 101 – 108)

Introducing & Exploring Ideas

Chalk Talk

(Pages 78 – 83)

Demonstration for Chalk Talk (2nd grade classroom)
http://www.youtube.com/watch?v=H8zlJgSqvA0

(From 8th grade PE classroom)

https://vimeo.com/94830880

Chalk Talk


What is Volleyball?
A team sport
A sport that involves
A lot of reaction time.
You need to have a fast
reaction time
Volleyball
Sport that
Inspires core
Values
A sport that involves team work.
sport using a ball and a net
A sport that nets are included

Synthesizing & Organizing Ideas

Headlines

(Pages 111 – 118)

Demonstration of Headlines
http://www.youtube.com/watch?v=rMginVgsYPs

Headlines

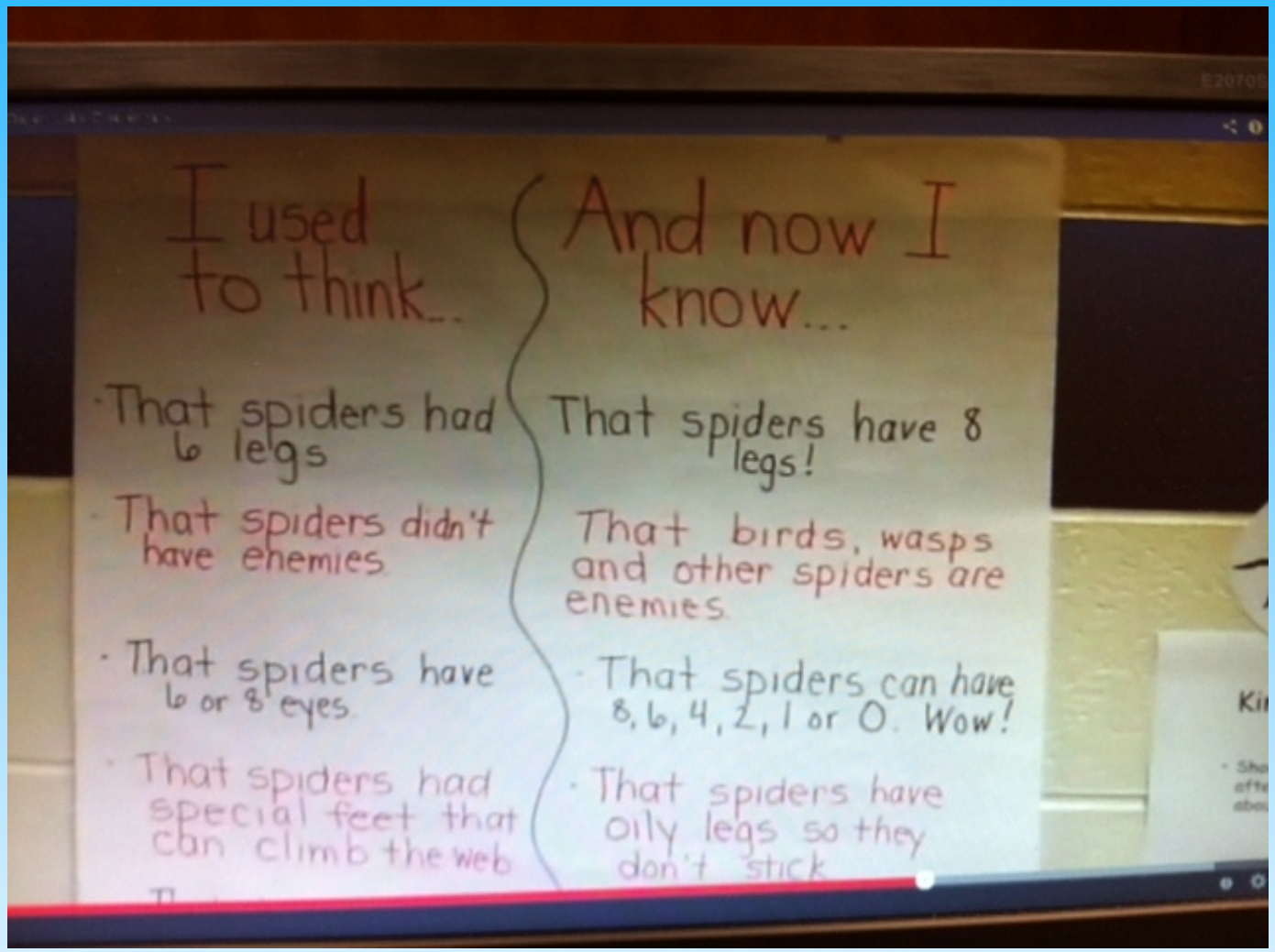

Using Headlines
to summarize our reading
Jonas feels PAIN
Jonas recieves good and bad memories
Jonas Feels Joy during Christmas
" Jonas experiences grandparents"
New Concepts Make Jonas Rethink
Community Control
Jonas' weird parents say "Love, is meaningless
Jonas feels "Love" for Gabriel

Synthesizing & Organizing Ideas

I Used to Think…,Now I Think

(Pages 154 – 161)

I Used to Think…,Now I Think



I Used to Think…,Now I Think

I used to think....

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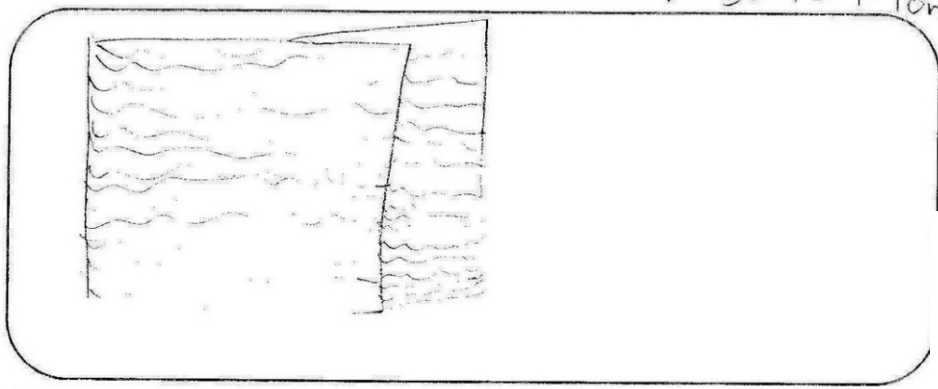
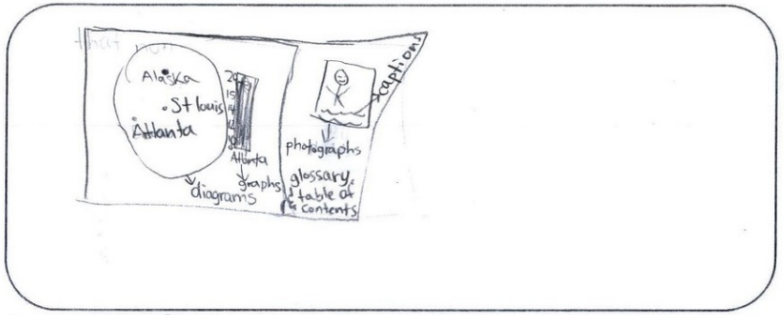


that nonfiction was just full of facts. I used to open nonfiction book, and see all that writing. It looked like so much facts to read. Because I turned every page and quickly glanced at the [illegible] I just saw facts and facts and more facts this is what I used to th

and now I think....



that nonfiction is not just full of facts, but is also contained with text features too. For example: diagrams, graphs, photographs, captions, glossary and table of contents. That is what I think I know.

Digging Deeper

What Makes You Say That?

(Pages 165 – 170)

Digging Deeper

Sentence-Phrase-Word

(Pages 207 – 213)

Suggestions for Getting Started with Thinking Routines

- Have great expectations. Students surprise us daily with their connections, ideas, and the multiple languages they use to make their thinking visible.
- Do the routines pretty much as is initially. Wait to see what you learn from them before you adapt them.
- Match the routine to the topics and projects. The routines are the vehicles for exploring the content.
- Model the language for students, especially the younger and less language able students. Model your own thinking.

Suggestions for Getting Started with Thinking Routines

- Use the language of thinking as much as possible. ("You made a connection." "I find your point of view so interesting.")
- Document students' thinking. It shows that we value their thinking and provides opportunities to revisit, reflect on, or reinforce topics later.
- Focus on the thinking you want to promote. This will help you attend to students' thinking as it emerges.
- Understand that this is a process and takes time. Be patient, consistent and a risk taker.

"Most of all, have the confidence in every learner's ability to think and your capacity to nurture that thinking. The results will amaze and energize you." - Ron Ritchhart

Making Thinking Visible

Goals:

- To facilitate greater understanding
- To develop meta-strategic or meta-learning knowledge

As a result, students will..

- demonstrate greater understanding
- become more engaged
- display independence as learners