

# Actively Engaging Students

June 12, 2017



## Session Objectives

By the end of the session, participants will:

- Articulate the rationale for establishing classroom routines and incorporating active engagement strategies in the classroom.
- Create a classroom management (procedures and routine) toolbox to use during the 2017-18 school year.
- Be proficient in a variety of active engagement strategies as demonstrated through leading participants in at least one active learning activity.
- Select three active engagement strategies with which they feel most comfortable to commit to implementing throughout the 2017-18 school year. Participants will become the experts of at least one strategy and will share their expertise with peers.

## **Workshop Norms & Procedures**

- Participate as fully as you are able.
- Invite and welcome the contributions of every participant.
- Conduct personal business outside of the workshop.
- Hand up of the presenter means “attention, please!”
- Small groups will be assigned individual roles. Honor your role.
- If you have a relevant question, please raise your hand and wait to be called upon. If you wonder whether the question is relevant to the group, please write it on a sticky note and place in the “Parking Lot.”

**What does it mean to actively engage students?**

**Why is it important for the student learning experience?**

“Students must know from the very beginning what they are expected to DO in a classroom work environment. (Wong & Wong, 2000, p. 170)”

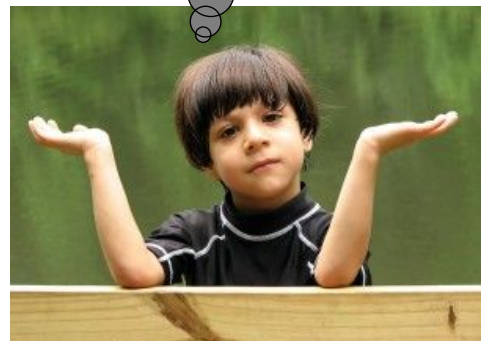
*Procedures are the foundation that set the class up for achievement.*

*Student achievement at the end of the school year is directly related to the degree to which the teacher establishes good control of the classroom procedures in the very first 9 week of the school year. When a class is managed with procedures and the students know these procedures, they will more willingly do whatever you want them to do.*

#### Procedures to Rehearse with Students

Entering the classroom	Passing in papers
Getting to work immediately	Exchanging papers
When you are tardy	Returning student work
End-of-period class dismissal	Getting materials without disturbing others
Listening to and responding to questions	Handing out playground materials
Participating in class discussions	Moving about the room
When you need pencil or paper	Going to the library or tech center
Keeping your desk orderly	Headings on papers
Checking out classroom materials	When you finish early
Indicating whether you understand	Returning to a task after an interruption
Coming to attention	Asking a question
When you are absent	When a schoolwide announcement is made
Working cooperatively	Walking in the hall during class time
Changing groups	Responding to a fire drill
Keeping your notebook	Responding to an earthquake
Going to the office	Responding to a severe weather alert
When you need help or conferencing	When visitors are in the classroom
Knowing the schedule for the day or class	If the teacher is out of the classroom
Keeping a progress report	If you are suddenly ill
Finding directions for each assignment	Saying “thank you”

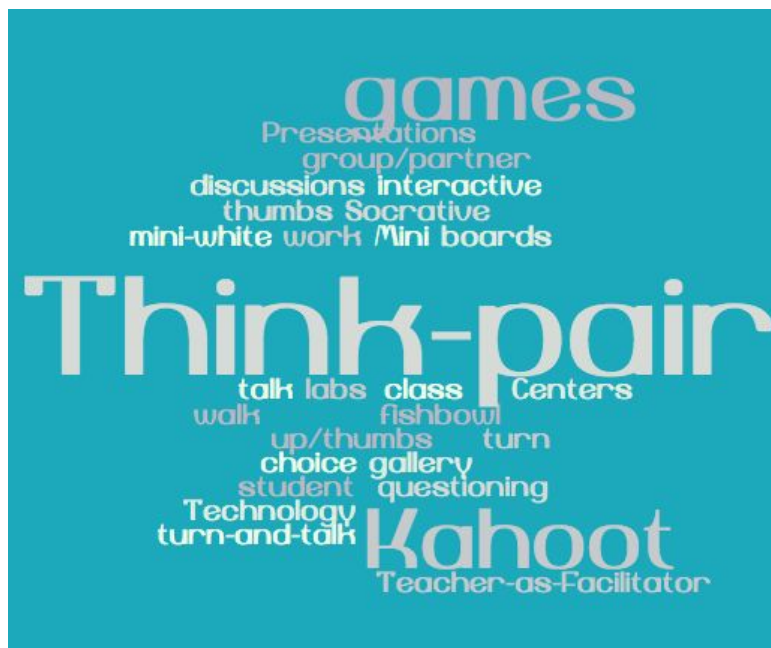
I don't know what to do unless you show me and let me practice



# What have you learned so far?

Can you...

- Articulate the rationale for establishing classroom routines in the classroom?
- Utilize the classroom management toolbox to assist you in writing expectations for your own class?



<https://worditout.com/word-cloud/create>

# Kagan's Principles of Active Engagement

	Principle	Critical Questions	Increased Active Engagement
P	Positive Interdependence	Does the success of one benefit others? Is everyone's contribution necessary?	Students encourage and tutor those who otherwise might give up. Every student's contribution is necessary.
I	Individual Accountability	Is individual, public performance required?	Students who otherwise would not participate are required to respond.
E	Equal Participation	How equal is the participation?	Shy and weaker students are given equal time.
S	Simultaneous Interaction	What percent are interacting at once?	Per pupil active engagement is increased dramatically.

On a scale of 1-5 how engaged have you been so far?

To what do you attribute the level of engagement?

## **Learning Specific Engagement Strategies**

1. You will work with a small group of 5-6 people.
2. The first 3 minutes will be spent independently reading the strategies within your small group.
3. The next 10 minutes will be spent discussing the engagement strategies and completing the graphic organizer provided. Each member of the group will have a role.
  - a. Checker: Check to make sure everyone has learned the material
  - b. Leader: Reads directions aloud, encourages discussion from teammates
  - c. Scribe: Takes the notes for the group
  - d. Spokesperson: Speaks on behalf of the group
  - e. Task Manager: Ensures all members stay on task
  - f. Timekeeper: Keeps time

## **Learning Specific Engagement Strategies, cont.**

4. The Spokesperson will have 3 minutes to share out the name of the strategy, when it would best be used, and a brief summary.

**Which three (new) strategies will you commit to implementing in 2017-18?**

Think-Pair-Share

Gallery Walk

Chalkboard Splash

Timed-Pair-Share

Jigsaw

Quiz, quiz, trade

Rally Robin

Inside - Outside Circle

Round Robin

Three 3s in a Row

Rally Coach

Confer, Compare & Clarify

Stand Up, Hand Up, Pair Up

Debate Team Carousel

Corners

Showdown

**Think about the learning activity you just practiced in your group. Describe how all 4 principles were met.**

## Final Thoughts

- Articulate the rationale for actively engaging students in the classroom.
- Which activity do you feel most comfortable implementing at the beginning of the year?
- Explain at least two other learning activities you could see yourself trying next year.
- What was your strongest takeaway from today?