

Students must answer each of the four questions positively to be fully engaged.

STRATEGIES & INTERVENTIONS (ACADEMIC AND SOCIAL-EMOTIONAL)

How do I feel?

“If students sense that they are not welcomed, accepted, and supported in the classroom, the probability is low that they will engage in the activities in the classroom.”
(Marzano, Pickering, & Heflebower, 2010).

What factors determine how they feel?

- 1. Effective pacing influences feelings** (National Research Council, 2004)

STRATEGIES

EXPLANATION

Administrative tasks	- Absent student procedures: “Welcome Back” drawers/folders with handouts, grouping students into “families” who are responsible to share notes and missed information. -Grouping students: World partners, clock buddies, crosstown partners, etc.
Transitions	Telling students how long they have for a task and sticking with that time
Presentation of new content	Chunk n’ chew: Present new info in chunks of knowledge: -After each chunk, students interact in small groups, partners, or individually and DO something with the new content -Example: Stop n’ Do: Stop the lecture and have students create a bumper sticker phrase or a “tweet” for what was just learned...have students share and then continue to next topic in lecture

2. Physical movement

“When we sit for more than twenty minutes, our blood pools in our seat and in our feet. By getting up and moving, we recirculate that blood. Within a minute, there is about 15 percent more blood in our brain. We do think better on our feet than on our seat! Students sit too much in classrooms, especially in secondary schools. Look for ways to get students up and moving, especially when they are verbally rehearsing what they have learned.” (Sousa, 2001)

STRATEGIES	EXPLANATION
Crosstown partners	A designated partner who is <i>across the room</i>
Gallery/Carousel activities	Posting pictures or PowerPoint slides up around the room for students to write comments/opinions on post-it notes. Students then walk around and view the post-it comments on that topic and pick one they think is thought-provoking.
A,B,C,D posters around the room	Post prediction possibilities on the screen and have students walk to A,B,C, or D corner for their response or opinion.

4. Students’ perception of acceptance

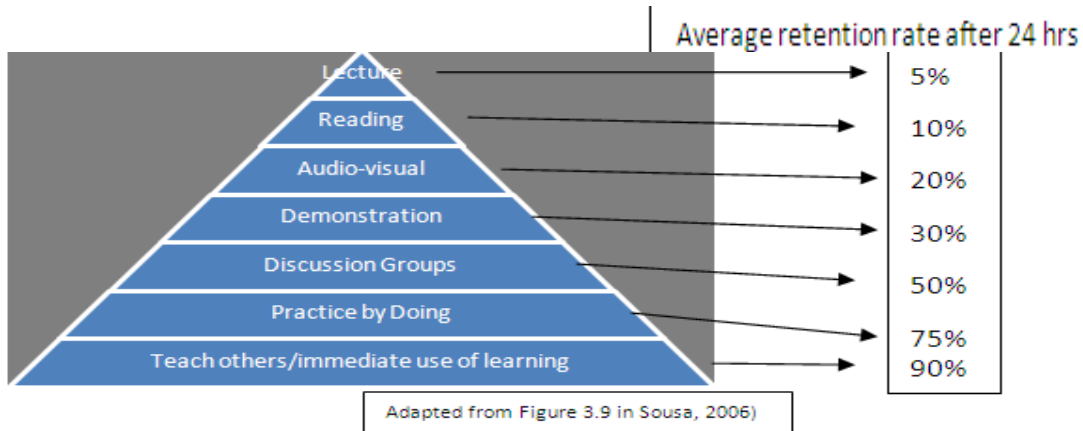
“The longer students were rejected by their peers, the less likely they were to participate in classroom activities.” (Ladd et al., 2009)

*Building positive relationships

STRATEGIES	EXPLANATION
Identify and use positive information about students	-Ask students to complete a personal interest survey at the beginning of the semester (clubs, sports, family, hobbies, learning goals/concerns, etc). -Have students write you a letter about themselves. *Give students CHOICE: A letter may bring out more information than just filling in blanks of a survey. But, other students may open up more with concrete questions.
2x10 Social-Emotional Intervention: 2 minutes a day for ten days	look through your roster and determine which students you do not know any information about from outside of class (interests, etc). Choose a student to talk with for two minutes a day for ten days.

Am I interested?

Creating Situational Interest



What factors determine interest?

1. Question to increase response rates

STRATEGIES	EXPLANATION
Call on students randomly	Social-Emotional (SEL) Intervention: If you know of a particular student who will be anxious or need a boost in confidence in front of the class, approach them before class and discuss the question that you will ask them (and the answer!).
Simultaneous Individual Response	Use whiteboards, Turning Point technology, or hand signals to have each student answer the question simultaneously My Favorite No: have students answer a question (What does not belong), and either collect as entry slips or have them all write answers on a white board. While evaluating their answers, determine which one(s) is/are your favorite wrong answer(s) (your favorite "no"). Choose an answer that, even though it is not the answer you are looking for, has some correct info/logic to it and share that with the class. Or, share the answer and ask what is correct about it.
A/B Partner Response	Students determine who is "A" and who is "B". Ask partner A to discuss a topic, and partner B has to listen and add any info they can that "A" missed.
Response Chaining	John answers to the entire class, Bill is then asked to summarize what John's answer was and say whether he agrees/disagrees or add information

2. Use games and inconsequential competition (not just for test review days!)

STRATEGIES	EXPLANATION
Vocabulary Games	Catch Phrase/10,000 Pyramid: Starts with "C", Battle Names of Wars, Types of Colors: One partner faces the screen (giver) and one partner's back is to the screen (guesser). Use vocabulary that all starts with the same letter/category as a clue for the partner who is the guesser.
Turn questions into games	I Have, Who Has: explanation on next page

Directions for “I Have, Who Has” Vocabulary Game

- **Distributing Cards:** Distribute one card to each student, then distribute the extras to strong students in the beginning and to random students as the class becomes more familiar with the deck.
- **Class Play:** As you distribute the cards, encourage students to begin thinking about what the question for their card might be so that they are prepared to answer. When all cards are distributed, select the “0” card or any student to begin. Play continues until the game comes back to the original card. That student answers and then says “stop” to signal the end of the game.
- **Timed Play:** Consider using a stopwatch to time the class game. Record the time on the board so that students try each game to beat their current best time. This practice encourages students to stay attentive and prompts students to practice basic facts so that the class time improves. The current record for the multiplication deck is held by a fourth grade class in New Jersey who completed the deck in 59 seconds. If your class beats this record, be sure to send an e-mail with the facts.
- **Calling Out Answers:** Discourage this practice by adding 5 seconds onto the class time whenever you hear an answer from someone who does not hold the card. Use the same penalty for students who express vocal displeasure with delays by other students.
- **Partner or Small-Group Play:**
 - One student deals out the cards to all players.
 - Players arrange the cards face-up in front of them. Students will find that arranging the cards in order from least to greatest will help them locate cards quickly.
 - Play begins with the “0” card or any card held by the player to the dealer’s left.
 - Play continues as in the class game. Whoever has the card that answers the question reads that answer and then reads the question on that card.
 - Students turn over the cards after reading them.
 - The first person to turn over all his/her cards, wins the game. [Note: this is completely random but don’t tell the students!]
 - Shuffle the cards and repeat the game.

Taken directly from: <http://mathwire.com/whohas/whohas.html>

3. Initiate friendly controversy

STRATEGIES	EXPLANATION
<u>Agree/Disagree Human Graphs</u>	<u>SEL Intervention:</u> If a student feels anxious or worried about their viewpoint on an topic, they will typically stand in the “undecided” middle of the graph. Include them in the conversation by asking them about others’ viewpoints: -“Jack, why do you think Brian is standing over on the Strongly Agree side?” Then ask Brian whether there is anything he’d like to add about his viewpoint.
<u>Town-Hall Meetings</u>	<u>SEL intervention:</u> a variation of the Agree/Disagree Human Graph, this intervention can be used with students who the teacher determines are having a difficult time taking another perspective of the topic. Giving students nametags and assigning them a “role” will force them to use their logic to take the assigned role’s perspective and place themselves on the human graph <i>as that role</i> or participate in a townhall meeting about the topic.

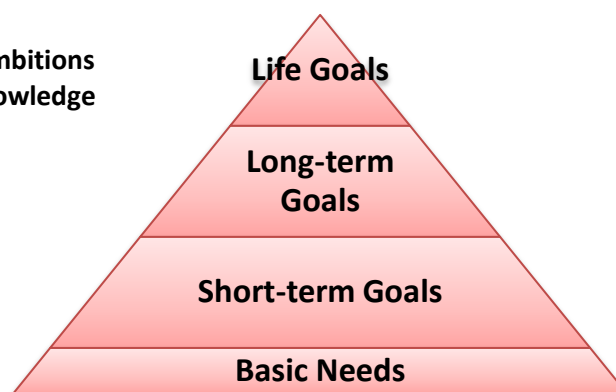
Is this important?

What factors make a student say “yes” to this question?

Research shows that the human mind is comprised of a hierarchy of goals. Therefore, for students to be engaged they must feel that topic is related to their personal goals, which will also result in higher levels of motivation (R. Marzano & J. Marzano, 2009)

What do we do when students do not perceive school goals as related to personal goals?

1. Connecting to students’ lives
2. Connecting to students’ life ambitions
3. Encouraging application of knowledge



STRATEGIES	EXPLANATION
<p><u>Provide Choice:</u> “Research has shown that providing students of all ages with choice typically increases intrinsic motivation.” (Ryan & Deci, 2009, p. 174)</p>	<p><u>SEL Intervention:</u> when students have a choice of how they will complete an assignment they are given the opportunity to select the option they are most confident in. -Choice can be in format or topic</p>
<p><u>Apply an assignment/project to an LT initiative</u></p>	<p><u>SEL intervention:</u> connecting classroom work with school-wide initiatives, personal goals, and/or community events continues to reinforce the information presented in class throughout students’ daily routines. LT: Anti-Bullying, ACT, R.O.A.R., LT Reads, Relay for Life, Invisible Children, Recycling</p>
<p><u>Incorporate student interests and goals</u></p>	<p><u>SEL intervention:</u> inquiring about students’ interests, utilizing interest inventories and/or college information discussed in group guidance with counselor, and/or incorporating activities or discussions about extracurricular activities connects the lessons to students’ personal goals. Personal: Applying to college, applying for a job, building family/friend relationships, clubs, community service, sports, festivals and celebrations, family traditions</p>

Can I do this?

“Even if students feel good, are interested in what is occurring, and believe it to be important, they will probably not engage fully if they believe the task is impossible.” (Marzano, Pickering, & Heflebower, 2010).

What factors make a student answer “yes” to this question?

“If a student demonstrated effort or preparation on a task, it should be acknowledged even though the task did not turn out well...If a student’s lack of effort or preparation was clearly a factor on the outcome of the task, the teacher should bring it to the student’s attention. However, he or she must tell them in a way that does not communicate that lack of effort or preparation implies anything permanent about the student. It is best to bring this up as a question, so that it does not imply any characteristics about the student or label the student.

Rather than focusing on the words verbatim, teachers should keep the message underlying their words in mind. That message should always be that if students try hard and prepare well, they can accomplish great things.”

(Marzano, Pickering, & Heflebower, 2010).

STRATEGIES	EXPLANATION
<u>Use effective praise and verbal feedback:</u>	<u>SEL Intervention:</u> Focus on student’s process, strategies, effort, choice, and progress. “You tried hard on this; nice job.” “You were very focused, keep it up.” “You were well-prepared; it sure paid off.” “You came well informed; very good.”
<u>Have students track their progress</u>	<u>Academic & SEL intervention:</u> Having students track and study their effort, homework completion, and quiz/test scores. This gives students further ownership of their academic success, and allows them to examine the correlation between effort, preparation, and progress.
<u>Teach about efficacy</u>	<u>SEL Intervention:</u> Post and use “I DON’T KNOW” POSTER -Have high expectations for ALL students <u>Fixed vs. Growth Mindset (Dweck, 2007):</u> <u>Fixed mindset-</u> the belief that intelligence and ability cannot be changed – <i>Fear of being wrong</i> <u>Growth mindset-</u> intelligence and ability can be improved through effort and learning - <i>Learn from mistakes.</i> Studies show that student’s mindset can shift from fixed to growth mindset with effective praise, self efficacy, and mentoring. (Dweck, 2000, 2006)
<u>Provide examples of efficacy</u>	<u>SEL intervention:</u> sharing stories, showing movie/tv/youtube clips, and/or sharing quotes give students inspiration and a connection to the path their role models took to achieve success.

“It’s not always the people who start out the smartest who end up the smartest.” (Alfred Binet)

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