

Professional Development Institute
Bronx Academy High School
September 7, 2011

Promoting Student Engagement and
Rigor in the Classroom

The logo for 'Heart of Change' features a stylized heart shape on the left, formed by two overlapping curved lines. To the right of the heart, the word 'Heart' is written in a large, serif font, and 'of Change' is written below it in a smaller, lowercase serif font.

Heart
of Change

...the heart of change is a change of heart...

Karen Millard

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Overview and Agenda

✓ Welcome & Introductions

✓ Active Participation

- Definition
- Types

✓ Higher Order Thinking-Bloom's Taxonomy

- 3 Story Questions
- Converting Questions into Active Participation

Intro to Motivation
Level of Concern

Active Participation vs Passive Processing

In a typical 30 Minute Class with 25 students*:

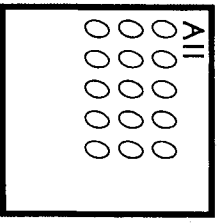
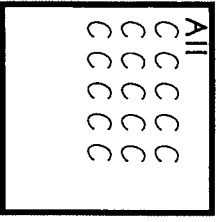
Teacher Talk	70%	21 Minutes
Management	5%	1.5 Minutes
Student Talk	25%	7.5 Minutes

So.....In a perfectly equitable class where every student got the same amount of time

Each student would have
18 seconds to talk.....

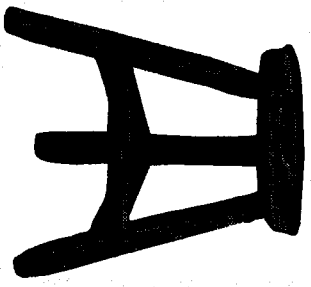
***Kerwin & Mendler**

Types



Active Participation

Critical
Attributes

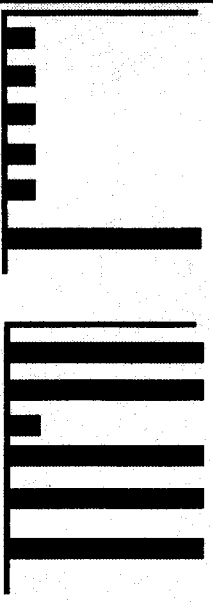


Definition



Theory

35 vs 151



Opportunities for Engagement
Rate and Degree of Original Learning

Active Participation

In the teacher directions below, please underline the part of the directions that indicate that the teacher expects ALL students to be engaged. Circle and label the part of the statement that indicates the specific type of participation (overt or covert).

Example: I want each of you to think of the answer and practice saying it in your mind..now everyone tell your partner.

1. Okay class, everyone, write the answer on your practice sheet.
2. I want all of you to get a picture in mind of the structure of typical ethylene-based long-chain polymers.
3. Each of you must listen carefully so that no reasons are repeated.....now everyone write all the reasons in your own words.

Create examples of your own:

1. Create three examples of you own, with at least one covert and one overt example.
- 2.
- 3.

Have a partner analyze your examples. Please underline the part of your examples that indicate that you expect ALL students to be engaged. Circle and label the part of the statement that indicates the specific type of participation (overt or covert).

The Three-Story Intellect

by Oliver Wendell Holmes

There are One-Story Intellectuals,
Two-Story Intellectuals,
And Three-Story Intellectuals With Skylights.

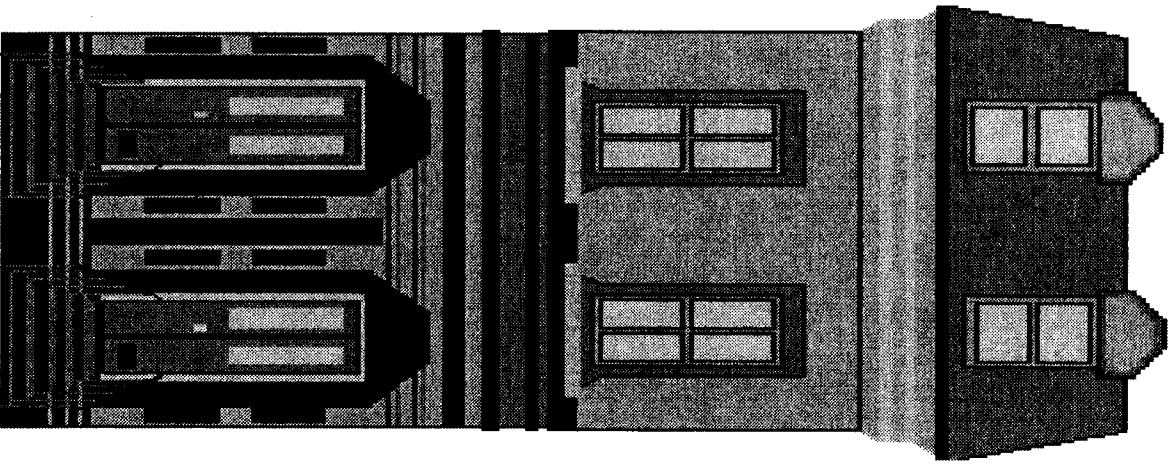
All Fact Collectors Who Have
No Aim Beyond Their Facts
Are One-Story Men.

Two-Story Men Compare, Reason,
Generalize, Using The Labor of
Fact Collectors As Their Own.

Three-Story Men Idealize,
Imagine, Predict - -
Their Best Illumination Comes
From Above The Skylight.

Bloom's Taxonomy and Three Story Questions

Thinking is an engagement of the mind that changes the mind.....Martin Heidegger



- 3rd Story Questions
 - ✓ Purpose
 - ✓ Syntax
 - ✓ Examples

- 2nd Story Questions
 - ✓ Purpose
 - ✓ Syntax
 - ✓ Examples

- 1st Story Questions
 - ✓ Purpose
 - ✓ Syntax
 - ✓ Examples

Subject-alike Planning Practicum

With the members of your team, use the space below to:

- ✓ identify a specific topic or lesson objective from shared curriculum
- ✓ create 8-10 questions along all three stories

✓ design a chart (with appropriate graphics) that you could hang in your room to help you remember and use more 2nd and 3rd story questions. Use only 1/2 of your sheet of chart paper because you will be adding to the other half of this chart later.

You will know you're finished when everyone on your team is able to explain the chart and give examples of each of the three levels of questions.

Application and Synthesis: Active Participation + 3 Story Questions

In a few minutes, you will be responsible for assuring that everyone on your team can define, explain and analyze classroom examples of Active Participation. Your group is successful when each member of the group can: 1. explain Active Participation in his/her own words. 2. distinguish and explain the similarities and differences between Overt and Covert Active Participation. 3. use precise language to explain how the teacher converted the questions on the left into Active Participation on the right.

Just a Question

Active Participation

How is Patrick's situation similar to and different from experiences you have had in your own life?.....Shania

Everybody say the answer to yourself: how is Patrick's situation similar to and different from experiences you have had in your own life.

What do you think will happen?David

Okay, all of you draw a diagram of what you predict will happen when these two forces act upon the object.

What is the function of X in this equation?....Helen

Each of you write down three words that you would use to describe the function of X in this equation.....After you write them, tell your partner why you picked those words.

What emotion was the character feeling when he was at the doctor's office?.....Sayed

Everyone, show me with your face the emotion that you think the character was feeling when he was at the doctor's office.

Xanisha do you think that makes sense?

I would like each and everyone of you to think about what you will say if I call on you.

Subject-alike Active Participation Practicum

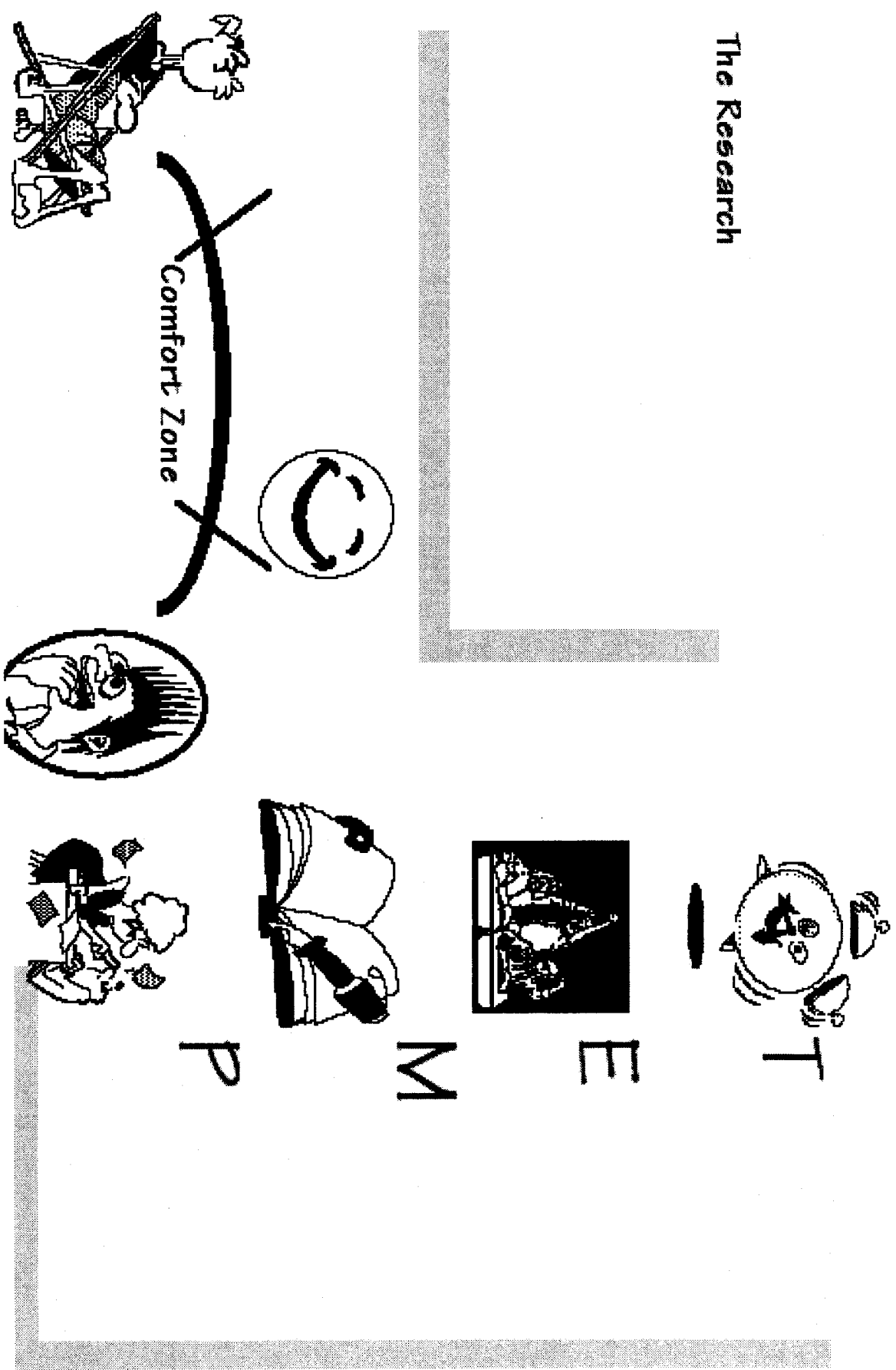
With the members of your team, use the space below to:

- ✓ Use the 8-10 questions that you created
- ✓ Translate the questions into Active Participation

You will know you're finished when everyone on your team is able to explain how your new examples of Active Participation will benefit students and enhance thinking.

Level of Concern

The Research



Level of Concern

In a few minutes, you will be responsible for assuring that everyone in your home group can define, explain and analyze classroom examples of Level of Concern Your group is successful when each member of the group can: 1. explain Level of Concern in his/her own words. 2. distinguish and explain the similarities and difference between the four LoC cues (T.E.M.P.)

3. precisely describe the effect on learners when a teacher employs Level of Concern and relate that effect to some specific of brain research (for instance, eustress or neural focus.) 4. use precise language to defend why the examples illustrate effective teaching practice in an instance when students may need to be extrinsically motivated

Examples:

- Everybody, take 15 seconds to get your answer ready. I will be calling on at least one person from each table.
- Each of you have to make sure you have at least 3 of the 4 completed before 10:05. I will be coming around to see who needs help. You can use your book.
- I want each of you to show me the number that comes next in this equation. Everybody will be holding up a number card, so I will be able to see who has the right answer. We will go slow on the first couple
- Everyone finished in under two minutes. Let's do a couple more to see if we can beat that time....GO!
- I will be walking around. Each of you work with a partner, and both of you have to be able to explain your answers because you don't know who I will be calling on to answer.
- This one is just for practice. Tomorrow we might have a test on this, and these next five minutes are a chance for each of you to work with your partner to get ready. I will be around to see how you are doing. I may be stopping you while you work to ask some questions about what you are doing, so be ready.
- Everyone practice the answer in your mind, I will be calling on at least five people, and you have to be ready you have 10 seconds.

Debrief and Next Steps

Feedback

What are some things you would like to tell your principal about this session and/or your learning in this session?

What are some things you would like to tell Karen about this session?

What are some things you would tell a colleague about this session?