Seven Steps to Engaging At-Risk Students With Text

Jelani Jabari Ph.D.
Pedagogical Solutions, LLC, jabari@pdlsolutions.com

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Seven Steps to Engaging At-Risk Students With Text

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Pedagogical Solutions, LLC
www.pdlsolutions.com
What Student Engagement Is

The *extent* to which students are *interested in*, *emotionally involved with*, and are *willing to participate in* the task at hand.
Inspect to INSPIRE: Become a Scholar of Students

- Technique for consistently gathering academic and personal student data

- Purpose?
  - More strategically match text-student
  - Enhances likelihood of stronger student-teacher relationships

- How Can I Become a Scholar of Students?
  - Listen then List
    - Four minute Fridays
      - Do, Go, Watch?
  - Heart Map
Nurture Attributes, Experience and Knowledge

- **Building on what they bring is the bridge for them to buy**
- **Deficit model**
  - Students need to be re-socialized through process of education
  - Deficient upbringing, skill, knowledge
- **Turn perceived deficits into deposits**
  - Love to interact with peers/group
  - Linguistically creative
  - Wanting to stay in motion
  - Desire for center stage
  - Verve
- **Peer interactive Strategies**
Sew Success into Instructional Fabric

- First success sells second step

1. Oral reading w/ **explicit strategy teaching**
   - Read under the *influence of emotions*
   - modelling
   - Scaffolding

2. **Manageable portions** of non-traditional or chunked text
   - infographic
   - poem
   - lyrics

3. Collaborative structures
   - Text talk
   - Literature circle
Partner to Enhance Emotional Connection

- *Control gets compliance; connection gets commitment*
- Affirm who they are/where they come from
- Belief in capacity to improve
- Four W’s
  - weaknesses, wants, wrecks, wins
- Intentionally create emotional connections
- **Demonstrate/implement 2 Ways to Connect Emotionally per day**
Intersect Interests and Experiences with Instruction

- Text selection informed by *scholarship of students*

- First text exposure from their world, experiences, reality
  - Characters with shared experiences, mores

- Allow choice in self-selecting text

- Prominently self-post testimonials on board after reads

- Book series (vs. standalone texts)

- Favorite Genre
  - Realistic fiction
  - Historical fiction

- Build classroom library to enhance accessibility
Reflect on Practice to Improve

- Research pre-service v practitioners
- Framing and reframing experiences
  - Enhancing understanding
  - Developing professional knowledge
  - Altering perspective

  ....to improve practice

- Reflective practice using authentic representations of practice helps:
  - Learn about teaching
  - More competent practitioners
  - Improves performance (Sherin & van Es, 2009, Loughran, 2002)

- Clarity on the *what*
- Collaboratively structured
- Recorded video essential
Expect Nothing Short of Excellence

- Preconceptions of future student capacity, achievement, and behavior formed from current beliefs
- Accounts for as much as 10% of achievement variance \( (\text{Brophy, 1983; Brophy, 1983; Jussim & Harber, 2005}) \)
  - Greatest impact low-income; non-white \( (\text{Gill & Reynolds, 1999; Jussim et al., 1996}) \)
- Assess current expectations
- Clearly understand adolescent development
- Expose to exemplars with shared experience/background
In Short....

- Inspect to INSPIRE
- Nurture Attributes
- Sew Success into Instruction
- Partner to Connect Emotionally
- Intersect Interests and Experiences with Instruction
- Reflect on Practice for Improvement
- Expect Nothing Short of Excellence