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Seven Steps to Engaging At-Risk Students With Text

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Seven Steps to Engaging At-Risk Students With Text

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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 (*Brophy, 1983; Brophy, 1983; Jussim & Harber, 2005*)
 - Greatest impact low-income; non-white (*Gill & Reynolds, 1999; Jussim et al., 1996*)
- Assess current expectations
- Clearly understand adolescent development
- Expose to exemplars with shared experience/background

In Short....

- **I**nspect to INSPIRE
- **N**urture Attributes
- **S**ew Success into Instruction
- **P**artner to Connect Emotionally
- **I**ntersect Interests and Experiences
with Instruction
- **R**eflect on Practice for
Improvement
- **E**xpect Nothing Short of Excellence