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

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www.52teachingtools.com
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 with 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 vs 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
Preconceptions of future student capacity, achievement, and behavior formed from current beliefs account for as much as 10% of achievement variance (Brophy, 1983; Brophy, 1983; Jussim & Harber, 2005). The greatest impact is on low-income; non-white students (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