The Tyranny of the Status Quo: Changing Schools via Student Engagement

IETC

DR. PJ CAPOSEY
Have you ever had a kid...
“Don’t think of introversion as something that needs to be cured... Spend your free time the way you like, not the way you think you’re supposed to.”

Susan Cain
Groups of Four

Youngest person is the LISTENER

Other three – Define / Describe student Engagement (whisper to the listener)

Wait for instructions
Level 3: Proficient Critical Attributes

- Most students are intellectually engaged in the lesson.
- Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.
- Students have some choice in how they complete learning tasks.
- There is a mix of different types of groupings suitable to the lesson objectives.
- Materials and resources support the learning goals and require intellectual engagement, as appropriate.
- The pacing of the lesson provides students time needed to be intellectually engaged.
1) Most people have very different ideas of what student engagement is – thus it becomes a moving target for most to hit
Principal in one study spent an average of 12.7% of their time on a variety of instruction-related tasks. The biggest chunk of that time—5.4%—was spent on classroom walk-throughs.

**TEACHERS’ PERSPECTIVE**

More than half of the principals in the Miami-Dade study reported that teachers “usually” or “always” viewed classroom walk-throughs as opportunities for professional development.

- **Never or Rarely**: 2.6%
- **Sometimes**: 43.6%
- **Usually**: 41%
- **Always**: 12.8%

*Source: Stanford University, Vanderbilt University*
• Lack Swagger
• Potential outcome equation
• Analysis paralysis with feedback

the truth
LET’S GET REAL.
1) We do not know how to define student engagement

2) School leaders spend little time on true instructional leadership
Measurement of how involved, enthusiastic, and committed one is to an organization.
Students who STRONGLY AGREE with statements:
My school is committed to building on the strengths of each student and I have at least one teacher who makes me excited about the future were 30x more likely to be engaged in school.
Engaged students are:

2.5x more likely to get excellent grades

4.5x more likely to be hopeful about the future
1) We do not know how to define student engagement
2) School leaders spend little time on true instructional leadership

3) Student engagement (as best quantified) is plummeting
The work is hard.
The quality of an education system cannot exceed the quality of its teachers. (World’s Best Performing School Systems, 2008.)

At the end of the day, TEACHERS are the most important people in the school system.

Exhibit 5: The effect of teacher quality

- Student performance
  - 100th percentile
  - 50th percentile
  - 0th percentile

- Age 8
- Age 11

Student with high-performing teacher
- 90th percentile
- 53 percentile points
- 37th percentile

Student with low-performing teacher

1) We do not know how to define student engagement
2) School leaders spend little time on true instructional leadership
3) Student engagement (as best quantified) is plummeting

4) Teachers are our best chance at changing schools. In fact, they may be our only real chance at significantly changing schools.
1) We do not know how define/quantify/explain define student engagement

2) School leaders spend little time on true instructional leadership

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4) Teachers are our best chance at changing schools. In fact, they may be our only real chance significantly changing schools.

WHAT DO WE FIX FIRST?
Maslow before you Bloom

#IETC19
Aligning Learning Performance with Need Fulfillment
Comparing Bloom's Taxonomy and Maslow's Hierarchy
Ray Wilson

Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)

Bloom’s Taxonomy (Revised)

Maslow’s Hierarchy of Needs
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When is the last time you upset your significant other in the AM? How productive was your morning?
 Cause I Ain’t Got a Pencil

I woke myself up
Because we ain’t got an alarm clock
Dug in the dirty clothes basket,
Cause ain’t nobody washed my uniform
Brushed my hair and teeth in the dark,
Cause the lights ain’t on
Even got my baby sister ready,
Cause my mama wasn’t home,
Got us both to school on time,
To eat us a good breakfast,
Then when I got to class the teacher fussed
Cause I ain’t got a pencil

Joshua T. Dickerson
Define Student Engagement

I would rather have one day of authentic student engagement than a career of handing out worksheets.

-Sean Junkins

#IETC19
As a teacher, I fundamentally underserved my students when I tried to make it easier on them. The data was clear and I was wrong. **Students rise to the level of their challenge.** It is our duty to allow them to think critically every single day.
When schools decided to spend money on technology for test prep and for teacher-proofing classes it has served to use technology to inhibit innovation instead of promoting innovation.
Levels of Student Engagement

- Engagement: High Attention + High Commitment
- Strategic Compliance: High Attention + Low Commitment
- Ritual Compliance: Low Attention + Low Commitment
- Retreatism: No Attention + No Commitment
- Rebellion: Diverted Attention + No Commitment

Based on P. Schlechty and visualization by R. Rios
ENGAGEMENT IS . . .

Commitment — Ability and willingness to ‘grind’ through complex and complicated work. GRIT

Attention — Focus on the topic at hand without distraction. COMPLIANCE

Rigor — Bloom’s Taxonomy higher than level four. CRITICAL THINKING
Simple Planning Protocol

IT IS NOT THE PLAN THAT IS IMPORTANT – IT IS THE PLANNING.

Edwards
Why am I teaching what I am teaching?  
What is the level of rigor of the lesson?  
Why I am teaching it the way I am teaching it?  
How will I know at the end of segment/day/unit if I was successful?  
Will students be able to answer the same question the same way I would?
4 Cs
Curate
Create
Connect
Communicate
Each and every one of us can make incremental change.
You are the seeds of change
OBSESSED WITH WHY
THOSE KIDS