

Book Study #402 *Engaging Students with Poverty in Mind* by Eric Jensen.

You have the opportunity to earn more than 3 CEUs when you take the SORLA book–study class. To earn the additional CEUs, you will need to both read the book and also complete an assignment BEFORE coming to SORLA.

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Lakeville, Thursday, June 25, 8:30-11:30
Assignment to earn a total of 10 CEUs

Before you come to class, purchase or borrow a copy of the book *Engaging Students with Poverty in Mind* by Eric Jensen. You must READ the book and RESPOND to these questions before coming to the session. Choose a type of notebook that will work for you to respond to the following questions. Your notebook can be a bound book, loose paper, electronic type or any other type that you might enjoy. You will need to submit all responses at the end of the session except for that of chapter 5 to earn the extra 7 CEUs.

Introduction -

- Respond to the quote on page 4, “If all teachers needed to do to succeed with students who live in poverty was to use the same strategies they already use with middle-and upper-income students, there would be far less of an achievement gap.”

Chapter 1 - The Seven Engagement Factors

- Explain three big “take-aways” from this first chapter.

Chapter 2 - Rules for Engagement

- How will you upgrade your attitude? Explain your thinking. What are some strategies that you currently use to “get buy-in?” How do you show passion for teaching? How do you know that students pick up on your passion?

Chapter 3 - Engage for Positive Climate

- Do you agree or disagree with the strategy of replacing read aloud with cooperative groups engaging in a read around activity? Explain your thinking. See page 45.

- How will you plan to reduce lecture time in your class. Remember, lecture time is anytime you are teaching a lesson. The research is clear that you should not extend over 8 minutes in elementary and 12 minutes in secondary. How will you work with in those time frames?

Chapter 4 - Engage to Build Cognitive Capacity

- For each of the 5 Actions to Build Cognitive Capacity, explain how you can build those actions with children. Be specific.

Chapter 5 - Engage for Motivation and Effort

- Reflect on your own teaching practice by answering the questions that Jensen poses on page 72. “Ask yourself, how much effort have you made in the last year to upgrade your own knowledge, skills, and passion? How many resources on engagement have you read and applied? How often have you gone the extra mile to build strong relationships with your students? How many engagement strategies have you tried and tweaked over the last year?”

- These questions ask you to be honest in reflection and focus on yourself and your teaching practice instead of student behavior and skill set.

Chapter 6 - Engage for Deep Understanding

- Using the example in figure 6.1 and the reading of each of the five steps create a plan for one unit that you will teach next year using the 5 actions to Build Deeper Understanding.

Chapter 7 - Engage for Energy and Focus

- List at least two strategies that you currently use to get students up and moving. We will be making a list during our session. Be prepared to share and explain the strategies.

- List two lower energy to increase focus strategies that you will try next school year. Why do you think that these strategies will work for your students?

- How often do you play music in your classroom? What activities are conducive to music in your classroom?

Chapter 8 - How to Automate Engagement

- What are some rituals that you currently use in the classroom? Be ready to share at least two rituals and explain the steps.

- Respond to the following quote on page 149, "Using technology in the classroom also helps level the playing field for low-SES students, who are less likely than their higher-SES peers to have their own computers or Internet access at home. Keep in mind, however, that buying an iPad for every student won't guarantee a single percentage point increase in student achievement."

Chapter 9 - "Now What?": Meeting the Challenge of Implementation

- Where do you place yourself on the continuum mentioned on page 156 for implementing engagement in your classroom?

- Begin writing your plan for next year. What are you going to do to get organized? How are you going to engage with differentiation? What are you going to expect from your students and yourself