

# Engaging Challenging Students

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**Midwest Clinic  
An International Band and Orchestra Conference  
December 16, 2016**

Engaging Students with Poverty in Mind:  
Practical Strategies for Raising Achievement  
by Eric Jensen      ASCD 2013

Visible Learning for Teachers:  
Maximizing Impact on Learning  
by John Hattie      Routledge 2012

Preface      page x

“Teaching students who live in poverty... like a Title I school-exposes every single weakness a teacher has. If you don't learn, adapt build relationships, and bring your 'A- Game' every single day, your class be a living hell”.

Jensen 2013

Can teachers help students:

- increase effort?
- increase cognitive capacity?
- improve attitude?
- Improve behavior?

## Understanding Effect Size

- Effect Size of .4 = 1yr of growth
- (.4 is the average growth with the meta-analysis).
- Effect Size is increased with additional techniques.
  - Under 0.0 = Negative Effect Size
  - .0 to .2 = Marginal
  - .2 to .4 = Positive
  - .4 to .6 = Substantial
  - .6 to 2.0 = Enormous

Jensen 2013

## Understanding Effect Size (continued)

- Effect Size can be calculated for groups or individuals.
- **Effect Size** = 
$$\frac{\text{Average (post test)} - \text{Average (Pretest)}}{\text{Spread (Standard Deviation)}}$$

Hattie 2012 p.271

Positive Relationship Plus Knowledge

- Teacher Knowledge .09 Effect Size
- Positive Relationships .7 Effect Size
- Teacher Credibility .9 Effect Size

Under Our Control

Reduce anxiety	.4
Professional Development	.51
Feedback	.75
Providing Formative Evaluation	.9
Decreasing Disruptive Behavior	.37
Classroom Management	.52

## 7 Engagement Factors

- Health and Nutrition
- Vocabulary
- Effort & Energy
- Mind Set
- Cognitive Capacity
- Relationships
- Stress Level

## Define Challenges

### Increase Levels of:

- Positive Attitude
- Connectedness
- Patience
- Effort and Motivation

## Praise Effort

- Praising ***intelligence*** causes students to take less risk.
- Praising ***effort*** allows students to take more risk

## Strategies to Re-engage All Students

- Where do I start?
- Why do they disengage?
- What can I do to bring them back?
- How can I make this the best hour they have spent all day?
- Will these changes influence how we make music in our classroom?

- **17% Higher Levels in Lower SES Students**
- **Disengagement**
  - **Shut Down**
- **'Act Out'**
  - **Blurt**
  
- **Lower stress helps increase brain activity**

Stress & Anxiety

- **Brain Breaks**
  - **Stretch**
    - **Organized**
    - **Timed**
  - **Move to the pulse/beat**
    - **Ski**
    - **Tap with heels**

Physical Movement

- Breathe with visualization  
<https://www.youtube.com/watch?v=Wdbbtgf05Ek>
- Disrupts Fight/Flight, Relieves Stress
  - Inhale 4 counts
  - Hold 4 counts
  - Exhale 4 counts
  - Hold 4 counts

Stress Relief

Stress Relief continued

- Put your distractions in a box (Literally)
  - Think about then write down distractions
  - Crumple paper and put in a box
  - Leave outside the door if they want to take with them as they exit.
    - Create shorthand version



- Start with yourself
  - Upgrade your attitude
  - Build relationships and respect
  - Get Buy-in
  - Embrace Clarity
  - Show your passion

### Five rules for increasing engagement

- How do you look to your students?
- What is your impression from video of your class?
- Engagement is about both attitude and strategy.
- Make the decision to engage every student everyday.
  - Use Affirmations. Post where you will see them.  
Repeat 10-20+ times per day. "I choose to engage every student everyday" Jensen 2013

### Upgrade your own attitude

- Before school.
  - Outside
  - At lockers
- In the hallway at passing time.
- At lunch
- After school.
  - \*Make a habit of saying something kind\*

Build positive relationships every where you go.

- High Income (6 positive to 1 negative comment)
  - Middle (2 to 1)
  - Low (1 to 2)
  - Optimal Ratio is 3 to 1 (Catalano & Fredrickson 2011)
- Jensen p. 47
- What is the ratio in your classroom?

Emotional Positivity

- Build an atmosphere conducive to allow creativity.
  - Respond with 'Thank you'. Hold applause.
- Give students permission to guess.
  - Give enough time
- If students feel embarrassed,  
they will avoid future risks

## Help Students Manage Risk

### Self Management

“Nothing puts learning in context more than asking students to apply it to a real-life problem or project.”

Jensen 2013 p.105

## In-Depth Authentic Projects

## In-Depth Authentic Projects (continued)

### Self Management

“Give students 100% visibility into what they are learning and why.”

Hattie 2012

## Get Buy-in

Student Motivation has a .48 Effect Size

- Concert Themes
- Order of Music performed

- Norms for class procedures
  - What seems reasonable to them?
    - Getting quiet.
    - Instrument set-up.
    - Having instrument, music, stand, pencil and folder ready.
    - Instrument care
    - Ready for dismissal (Final 4)
  - 5 minutes of wasted time per day could equal:
    - 900 minutes per year.
    - 15 rehearsals (3 weeks)
  
- Help in creating the arrangements. Introductions, Features and Coda.
- Performer Project
  - 3 performers that play their instrument
  - 3 recordings (their source)
  - Pick 1 recording as favorite
  - Gather Biographical info
  - 4 paragraph paper/Presentation

## Games

- Teacher / Students
- Students / Students
  - Tonic / Dominant
  - Terms
  - Classroom Management

•What will look the same?

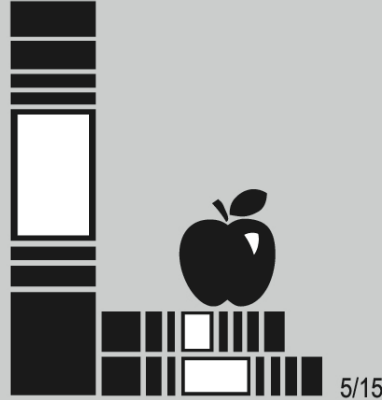
•What will look different?

If you make 10 minutes of change in your rehearsal, it will take 5 years for complete change.

What changes will you make ?

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# 'Know Thy Impact'

Hattie 2012

*Thank you for attending  
Have a great conference!*

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