

North Florida, Sunshine & South Carolina

Imagine¹⁰
the power of 10

Regions

Making Every Minute Powerful



“Educators who use effective classroom management techniques, employ good teaching practices and interactive learning activities have the power to turn on the **learning lights**” Department of Education

Research findings on **engaged time** or **time on task** demonstrate that the more engaged time students have the higher they achieve. Highly interactive instructional styles led to greater amounts of student-engaged time, and consequently, increased student learning. The time on task unit in the ER&D Foundation offers this data from the BTES study of reading and math instruction:

- Students were actively engaged in learning 84% of the time during teacher led activities but only 70% of the time during seatwork
- Seatwork and students working alone was the dominant activity pattern in classrooms studies- 65% in reading and 75% in math
- Student engagement dropped considerably lower when students spent 90% of their time doing seatwork



This research demonstrates that highly effective teachers use interactive presentations with modeling, questions and answers, guided practice and constructive feedback **before** students work independently. It is also interesting to note that high student engagement during teacher-led instruction and group work yielded high engagement during independent seatwork.

For the teacher, striking balance between challenge and success in the classroom is demanding and complex. To deliver lessons designed to maximize academic learning time teachers must:

- Accurately diagnose each student's knowledge and skill level
- Prescribe learning tasks appropriate to student's levels
- Structure engaging lessons around the learning tasks and give clear, concise task directions
- Provide opportunity for teacher-student interaction during the lesson, such as modeling, guiding students as they practice, asking probing question, giving corrective feedback

4 significant classroom management processes that

promote time on task:

-  Room arrangement
-  Rules and Procedures

-  Transitions
-  Preparation and Pacing

Student achievement at the end of the year is directly related to the degree to which a teacher establishes good control of the classroom procedures in the very first week of the school year.

Harry Wong

The First Days of School: How to be an Effective Teacher

Big FOUR

Content Planning

Establish a plan for preparing ample activities and materials that focus on the lesson momentum. Good pacing reduces dead time and keeps students involved and on-task.

Classroom Management

Equip students with effective *rules and procedures* to reduce the time spent on disruptions and disciplinary situations.

High Impact Instruction

Instruction

Engage students in efficient practiced transitions to move in and out of the room smoothly and get to work quickly at the beginning of class or on the next learning activity.

Assessment

Evaluate room arrangement. Well-organized room arrangements provide easy student movement and good teacher-student eye contact to easily monitor student engagement.

Using Whole Brain Teaching to engage students...

All Whole Brain Techniques are validated by contemporary brain research

- Class-Yes: primary attention getter activates the prefrontal cortex and is the brain switch that readies students for instruction.
- The Scoreboard: the “Mighty Oh Yeah” or “Mighty Groan” activates the limbic system deep inside the brain and the source of our emotions.
- Teach-Okay: emphasizes energetic instructional gestures to teach each other and engage five powerful brain areas (visual cortex, motor cortex, limbic, Broca's area, Wernicke's area).
- Hands & Eyes: intense focus on an important point and activates prefrontal cortex.
- Switch: targeting listening skills in addition to speaking skills.
- Mirror: activates mirror neurons where students mimic the appropriate gesture.



Give Me Five

1. Look at Speaker
2. Be Quiet
3. Be Still
4. Free Hands
5. Ready to Listen

Make, Take & Teach

Most teachers use silencing methods, such as flicking the lights, ringing a call bell, raising two fingers, saying "Attention, class," or using Harry Wong's Give Me 5 –you might also try a catchy call and response technique from the chart below:

Teacher says	Students respond with...
1Fish, 2Fish	Red fish, blue fish (fish face)
I'm Incredible...	...Like the hulk-GRRRR (kids flex)
Ayyyyyyyyyy....macarena (clap)
I get knocked down...	But I get up again, you're never going to keep me down
The only easy day...	..was yesterday (fist pump)

An effective teacher manages a classroom

An ineffective teacher disciplines a classroom

Harry Wong

The First Days of School: How to be an Effective Teacher

Practical ways to increase time on task:

In *The Art and Science of Teaching*, Robert Marzano identifies and explains four steps that work well in a variety of curriculum areas and classroom settings to promote time-on-task. They are:

Step 1: Explanation. Students require explanation for most curricular aims or learning goals. For example, if a teacher wants students to be able to perform oral presentations and assess their own skills, then the students need to be able to use an evaluation rubric containing four criteria. The teacher would explain –perhaps in lecture format- the meaning of the rubric’s four factors and how to apply those factors to assess a presentation.

Step 2: Modeling. It’s often helpful for students to see “what if would look like” to actually have mastered the learning goal. It is very helpful for students to see someone (not necessarily the teacher) model the successful use of the skill or knowledge.

Step 3: Guided Practice. Demanding learning goals require assistance and practice. Teachers need to include a number of instructional activities for students to practice with improvement-oriented guidance and feedback.

Step 4: Independent Practice. At this point students are to display genuine mastery of the learning goal. Engaged time-on-task is especially relevant here. Independent practice makes sure that students can apply the knowledge or skill in a variety of circumstances and is deeply understood.



Innovative educators use many interactive strategies during the first three steps and particularly guided practice!

- 📖 Limit lecture time to 15-20 minutes and give students 2-3 opportunities within the lecture to answer questions or think, pair, share.
- 📖 Use small group work (cooperative learning groups) to learn new information, model , practice or review a learning goal
- 📖 Short writing exercises provide students with opportunity to identify parts of the lesson they did not understand or give key points from lesson
- 📖 Employ a variety of interactive methods such as peer instruction, role play, games, competition

Students who are active participants in their knowledge acquisition and skill development own their learning and will perform at high levels of accomplishment!

