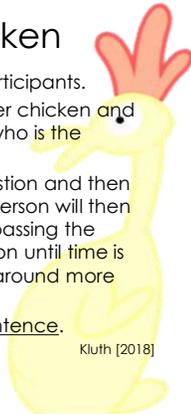




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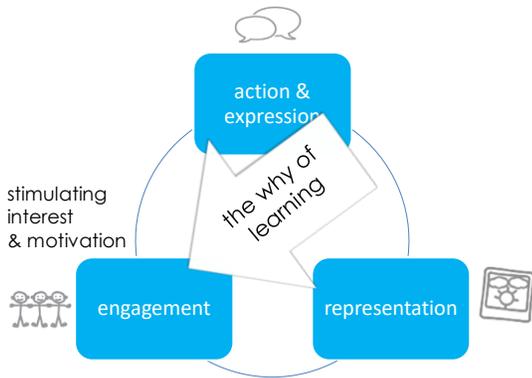
pass that chicken

- Get into a group with 5-6 other participants.
- Each group should take one rubber chicken and give it to the person in the group who is the youngest.
- This person should answer the question and then pass the chicken to the left. That person will then answer the same question. Keep passing the chicken and answering the question until time is called [even if it goes all the way around more than once].
- Keep each answer to only one sentence.

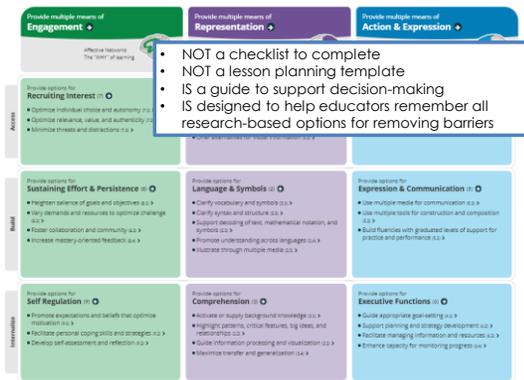


Kluth [2018]

2



3



• NOT a checklist to complete
 • NOT a lesson planning template
 • IS a guide to support decision-making
 • IS designed to help educators remember all research-based options for removing barriers

4



- options for recruiting interest (e.g., provide choices, tap into interests)
- options for sustaining effort (e.g., cooperative learning, community building)
- options for self-regulation (e.g., promote reflection, teach growth mindset)

www.cast.org

5

incoming states

boredom/apathy, frustration, anger, resentment, annoyance, fear, fatigue, etc.

+

teaching actions

humor, connection, novelty, relevance, etc.

=

target states

anticipation, confidence, curiosity, suspense, intrigue, expectancy, etc.



Jensen, E. *Engaging Students with Poverty in Mind*. ASCD. (p. 41)

6

Why does engagement matter?

When students are engaged, motivated & feel minimal stress:

- information flows freely;
- higher levels of cognition are achieved;
- connections are made more easily.



7

recruiting interest [spark excitement & curiosity]

8

surveys

Kluth, P. [2018] *Universal Design Daily*.

Day
74

Survey Students

Methods of Engagement



Distribute an informal assessment a few times a year to get feedback. Focus questions on needs, strengths, and student ideas. For example:

- > What do you want to learn this/next/by the end of the year?
- > What do you need to be comfortable in my classroom?
- > What was your favorite lesson so far?
- > What do you like most/least about our classroom space?
- > Who do you like working with the most? Who do you work with most effectively?
- > What games/structures/activities do you like best and why?
- > What is one thing you have learned so far in this class?

These questions will help you individualize instruction and get to know your students a little better.

9

choices: ideas

- level of challenge
- tools utilized
- sequence of tasks
- free time/genius hour
- partners/groupings
- topics of study
- class rules/practices



10

fun & games

Udvari-Solner & Kluth (2018). Joyful Learning.

- catch
- musical pairs
- walk it to know it



11



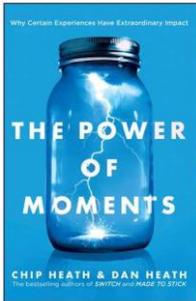
12



- Movement helps divergent thinking (e.g., generating creative uses for objects).
- Benefit was present during walking or after walking.
- Participants experienced an impressive boost in creativity (60%)

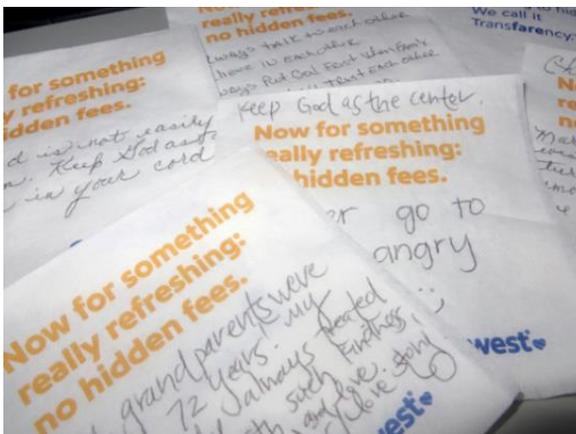
13

moments



- welcome surprises
- celebrations
- novelty
- connection
- humor

14



15

<http://musingsfromthemiddleschool.blogspot.com/2017/01/host-book-tasting-in-your-classroom.html>

5:01 PM - January 14, 2017

Host a Book Tasting in Your Classroom!



16

Anybody want a "pup quiz"?



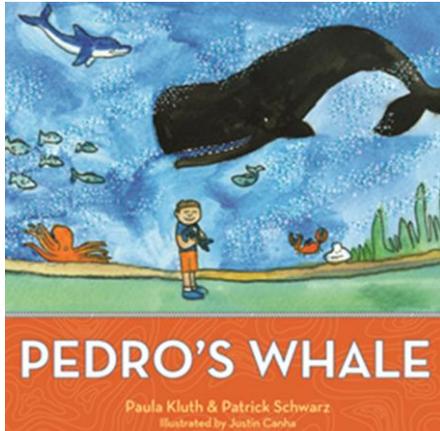
17

consider relevance

- personal relevance
- regional relevance
- cultural relevance



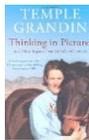
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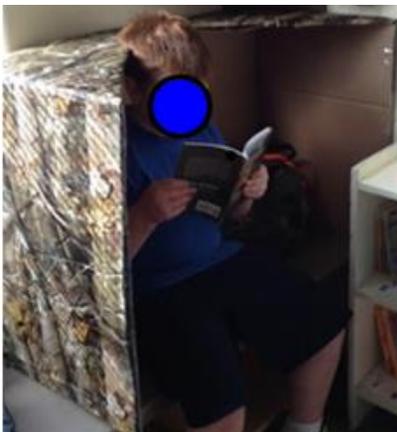
19

“If my teacher had challenged me to learn how the electronic box that opened the door worked, I would have dived head first into electronics. Fixations can be tremendous motivators.”

Grandin (2006)



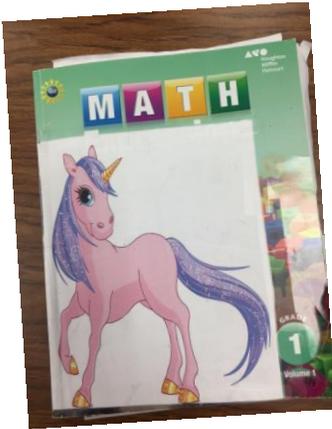
20



21



22



23

James White had 3 rushing plays during the game. On one play he lost 4 yards. On another play, he gained 29 yards. On the third play, he gained 2 yards. How many yards did James White gain during the game

he gained a total of 18 yards. How many total yards after contact did James White have in the game?

24

<https://teacher-blog.education.com>

Education.com

Teaching Thanksgiving from the Perspective of Native Americans

by Christina "Krea" Gomez, Guest Author

During the month of November, students all over the country can be found studying Native American culture and making cute little turkey hands in anticipation for Thanksgiving. Many teachers are hoping to achieve the goal of honoring the historical significance of Thanksgiving, but exploring this topic in an honest and meaningful way can be a challenge. While we wish to pay homage to the Europeans who braved the Atlantic ocean in search of a land where they could practice religious freedom, it is also necessary to recognize and teach about the tragic and heartbreaking impact this journey had on millions of American Indians as a result.



28

PostEverything

How history got the Rosa Parks story wrong

The quiet seamstress we want on our \$10 bill was a radical active in the Black Power movement.

by Jeanne Theoharis

Jeanne Theoharis is distinguished professor of political science at Brooklyn College of CUNY and author of the award-winning "The Rebellious Life of Mrs. Rosa Parks." Theoharis and Brian Purnell are editors of the forthcoming book, "The Strange Careers of the Jim Crow North."

ZINN EDUCATION PROJECT

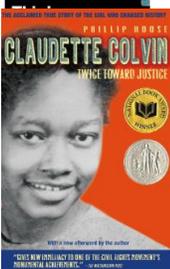
ABOUT WHY TEACHING MATERIALS CAMPAIGNS NEWS SUPPORT

TEACHING ACTIVITIES (FREE)

Stepping into Selma: Voting Rights History and Legacy Today

Teaching Activity: Teaching for Change 2015. Introducing lessons on key people and events in the long history of the Selma freedom movement.

2015 (one illustrated by the author)



29

How can you minimize distraction & keep students "on track"?

YouTube

Off the Page #3: Make it Work



970 views · Dec 11, 2017

Paula Kluth

30

sustaining effort & persistence

[tackle challenges with
focus and determination]

31

How does this foster
collaboration & community?

[CBS News: Teacher Has Personalized
Handshakes with Every One of His Students]



32

community-building ideas

- show & tell
- news & goods
- What's In Your Pocket?



33

Day 87

Focus On Feedback

Methods of Engagement



Feedback is an essential part of learning, so be sure your students are getting as much as possible from your guidance, comments, and support (Wiggins, 2012). Start by connecting your feedback to a goal, when possible, as in, "The song should make the audience feel something. It should be an emotional experience. How can you add some heart to the performance?" or "As people visit your station at the science fair, you want to not only have a high-quality project to share, but you also want it to be compelling. You want people to learn and to be interested. How do you think you are doing so far on that goal?"

Another element of effective feedback is making sure it is clear. Telling a learner to "add details" may mean nothing to that individual until they see a few sample essays with details highlighted in neon marker. A student told to "follow through" on their golf swing may have no clue what that means until they see some videos of positive and negative examples.

Finally, high-quality feedback is timely. When work is returned weeks after students have submitted it, the feedback is often totally ignored because it can feel disconnected from the "here and now." When feedback is received very quickly, however, it is better understood and can be immediately responded to as new work is produced. In order to give all students the best feedback possible, try to give it on-the-spot using mini-conferences and by making comments during observations. You can also provide more immediate feedback by enlisting the support of others. Have students work collaboratively to get and give feedback. Bring in classroom volunteers to support projects. Work with partners like therapists, administrators, and literacy specialists on certain tasks. Finally, you can offer well-timed feedback by using tech tools to share comments with individuals (e.g., Google Docs) or with a whole group (e.g., www.yammer.com).

34

feedback should be:

- clear [Do students understand it?; Is it actionable?]
- timely
- connected to a goal



35

vary demands & resources

- differentiate level of challenge
- alternatives in tools/scaffolds
- emphasize the wide range of ways to meet standards(e.g., progress, effort)

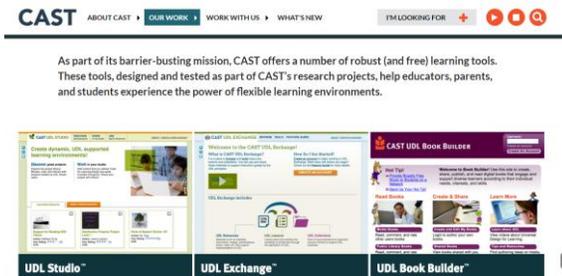


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resources

43

www.cast.org



44

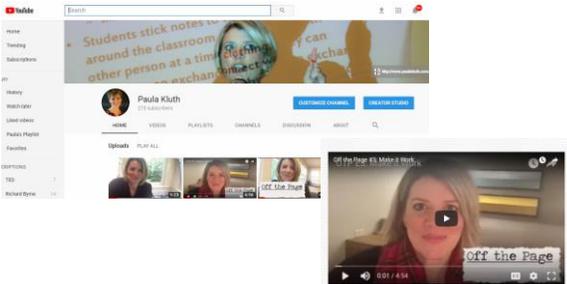
www.udldaily.com



45

Off the Page:

SUBSCRIBE to my **YouTube** channel for free tips to view, post & share



46

Want to learn more about inclusion, collaboration & UDL? Visit me on social media or on my website...



47

www.paulakluth.com



48
