

Team Poster Activity

- You will be placed in a team where the goal is to learn more about your teammates and yourself!
- First-create a team name (something that represents all of you)
- Second-create a team motto. It should be something that you all agree upon and is something that is also a goal.
- Next-create a symbol that represents your team
- Then-your team will need to choose one of the following words and define how the term describes your group (it should be at least one sentence)
 - Positive-attitude, Perseverance, Overcoming, Team-work, Inspiration, Never give up, Discipline, Dedication, Motivation
- Last-include one fact about each person on your team that people don't know

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 - Director of Second Chance High
 - Mitchell, SD
 - Serve 100 at-risk students a year
 - 25 years in education
 - 2016 National Life Changer of the Year



- **Poster Sharing**

BEST

PRACTICES

Best Practices

- * Limited lecture – 5-8 min
- * Graphic organizers
- * Student centered
- * Relevant vocabulary
- * Student movement
- * Higher order thinking
- * Model
- * Summarizing
- * Rigorous
- * Active learning
- * Provide frequent, meaningful feedback
- * Routine
- * Classroom management/Time on task

Creating A Routine

- **Prime Time One** – First 5 minutes of class – Engage your students as they enter your classroom
- **Essential Question** - What is the intended goal of the lesson? One essential question per lesson, and students must be able to answer this question by the end of the lesson.
- **For every 8 minutes of instruction** allow 2 minutes for students to process/respond (Examples) Student movement
 - Cold calling/ Coffee talk (groups of two)
 - Online quiz to check for understanding (Quia, Google Doc, and Kahoot)
 - Letter cards/Stoplight cards/Small whiteboards/Post on the walls/3-2-1/Discussion boards/
 - 1 on 1
- **Frequent and Relevant Feedback** – Example of poor feedback: “Good job!”, or “I like your writing!”
- **Model** what you want your students to do in your classroom/school

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- Within your group, please share two best practices that you use in your classroom or school.

• **GO!!!**

Continued

- **Graphic organizers**

- Routine note taking
- Guided notes

- **Student Centered**

- Use technology. It provides students with 21st-Century skills that are both engaging and relevant to real-world applications.
- Take a step away from the learning process to become facilitators rather than "givers of all knowledge" in the classroom.

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The image shows a graphic organizer titled "Note Taking Cards". It is a rectangular form with a double-line border. At the top, there are fields for "Name", "Date", and "Class Period". Below these is a "Topic" field and a "Directions" field with the instruction "Write the information in the boxes as indicated." The main body of the form is divided into several sections: "Facts" (a large box on the left), "Source" (a small box on the right), "Key Terms" (a box on the right), "People" (a box on the left), "Events" (a box on the right), and "Important Questions" (a large box at the bottom). The form is tilted slightly to the right.

- **Higher Order Thinking Questions**

- Present your students with at least three higher-order-thinking (“HOT”) questions during the lesson. This is proof that you are presenting all your students with challenging work.
- The rationale behind them is we want to give the kids an opportunity to be challenged in the classroom. The way you present these questions varies, and students' responses can be telling of their learning pace. The same question should be used for all students, but advanced learners may be required to respond in a different way. Students can respond on paper, as part of a classroom discussion, in paired discussion, or through homework.

- **Rigorous**

- Lessons must be rigorous. The activities should be challenging and move at a brisk pace. There should not be opportunities for students to get **bored** or periods when they have **nothing to do**.
- There are only 176+ days in the school year, and a percentage of students do not come in at grade level, so we have to move them with the class time that we have each day. It's not going to happen outside of your classroom!!!!

- Team Building – Suck It Up



- **Relevant Vocabulary**

- Relevant vocabulary must be present in your lesson. Keep your vocabulary limited to what your students are able to handle and make sure that it is actively used in context throughout the lesson. Also, have your students interactively use the words during the lesson.
- Use vocabulary that's relevant. Teachers must pick and choose what is going to be most important and most effective. You must teach vocabulary through a graphic organizer, through an experience, or whatever means you need to use to help the students get it.

Accountability

- **Testing** – Collect data to see how well your students are doing

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- Strong classroom management/Time on task

- Rebellion and withdrawing are easily witnessed within the **off-task classroom**. This type of classroom is each-student-for-them-self. Teachers in the off-task classroom spend most of their time dealing with rebelling students rather than teaching lessons that engage.



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- *At the end of a lesson have students use the 3-2-1 method of summarizing* by having students record three things they learned, two interesting things, and one question they have about what was taught. Allow time to share their findings with a peer.
 - We will now try the 3-2-1 method.
 - GO!!!

Failure to Connect

At-risk students build walls to protect themselves from disappointment or harm. It takes time, energy, and persistence to break the wall down.

- Make it a daily goal to:
- Greet tough kids in a friendly way as they come into your classroom: "Good morning, Jake."
- Get to know them beyond the classroom: "What are you doing this weekend?" "What skateboard moves are you trying?"
- Learn about their hopes and dreams: "What are your plans after you graduate?"
- At-risk students will continue to move towards their old behaviors. It takes time.. Don't expect them to be perfect. They will slip unintentionally or intentionally to test you. Don't try to carry their cross!!!! They need to learn how to deal with life situations... You are the guide!!!!
- Don't own their behavior, and please, **DON'T TAKE IT PERSONALLY BECAUSE IT'S NOT ABOUT YOU!!!!**

- **Team Building – Stack It..**



Share Your Experiences and Insight

- Choose stories that you feel are age appropriate and helpful, but do so in a neutral way, without any attachment to how the child will use this as a learning opportunity.
- Be open to sharing your age appropriate mistakes and failures too, as these are often where our biggest lessons are learned.
- It will also help the child be aware that challenges will arise, and the way you dealt with the situation might also help them gain insight about how to **build resilience**.

Keep an Open Mind

- You come from a different background and socioeconomic status. Leave behind preconceived notions, and be ready to learn as well as teach.
- It's about learning together in a safe, positive environment.

Secret Ingredient

- **Empathy**

Be Genuine

- Exude Passion --



Secret Ingredient

- Motivator



Be Accessible

- Taking on the role of a teacher/coach requires focus and significant energy and time.
 - Find a communication stream that fits you and the child.

Partner With the Parent

- A teacher is not a replacement for a parent—rather, the teacher and parent(s) should work together to help a child reach his/her potential. The teacher and parent need to trust each other and work together to provide stability and support for the child.

BE CONSISTENT..... Mentor by MODELING....

Secret Ingredient

● Build Trust





Leadership Opportunities



- Give at-risk students leadership opportunities

- Rotary Interact Service Project Club

- Student Board of Directors

- Scholarships

- ACE Scholarship – Mitchell Exchange Club

- Rotary Service – Mitchell Rotary Club



Success

- Both parents are dropouts – Breaking the cycle



Secret Ingredient

- SHOW THAT YOU CARE BY BEING A GOOD LISTENER
- BE THEIR ROCK!!!!!!

Success

- This student didn't care about school and had planned to dropout – How raising fish last year helped keep him engaged and in school..



Success

- This young lady dropped out of school 8 years ago as a 16 year old and I convinced her to come to Second Chance High. She is now completing her doctoral degree.



Success

- This young lady was on DOC and tried to commit suicide 7 years ago.. She lived on her own as an 18 year old.. Now she has a steady career, and two children. Loving life..

