

# October 2010



NMACSD Ensures that Successful Teaching and Learning are a Priority for All New Mexicans

## In This Issue

Whole Child/Whole Teacher Blog Join the Conversation!

The Challenge of Student Engagement

Engaged Teachers Make Engaged Students

NMACSD Award Nominations!

Mark Your Calendar: NMACSD Conference Nov 4&5

Quick Links

NMACSD.org

ASCD.org

The Definitive Source for New Mexico Educators



Welcome Meet the Board Calendar Membership Resources NMACSD Musings Whole Teacher, Whole Child Blog

Check out the NMACSD Healthy Child/Healthy Teacher Blog found on the NMACSD website <http://nmascd.org>. Click on *Whole Teacher, Whole Child Blog* (see above) and follow and contribute to the conversation! This month's topic is **Engaged Teacher/Engaged Child**.

### **NMACSD Excellence in Education Awards**

*Educators are the least recognized professionals. Each year NMACSD sponsors the Excellence in Education Award. Nominated from the membership, up to ten outstanding educators are honored from their respective fields: Elementary, Middle School, High School, Administration, Higher Education, Student teachers (any level) and Novice teachers (any level, first three years of teaching). The nominee for this award would be an educator who is innovative in spirit and practice and dedicated to the education of New Mexico's children. Please take time to nominate an outstanding member of our profession. Recipients will be honored at the NMACSD Fall Conference in Albuquerque. In addition, they will receive a one year complementary membership in NMACSD. Click [here](#) to nominate a deserving educator. Deadline for nominations is October 25, 2010.*

### **The Challenge of Student Engagement**

*Teri Trejo, Director of Accountability*



*Deming Public Schools*

*As we all know, engagement in school is key to student achievement, yet schools these days have a growing concern*

about the increasing number of disengaged students. In my current position, I have the opportunity to observe classrooms K-12. Although, I can't say for sure at what grade disengagement happens, unfortunately I can say that I see it at all levels in varying degrees. With the many distractions to today's youth ranging from cell phones to iPods to family issues and socioeconomic standing, it is no wonder this is happening. So what can you as an educator do about it?

According to ASCD's Whole Child Tenet on Engagement: "To learn at their best, students must be engaged and motivated. Substantial research shows that students who feel both valued by adults and a part of their schools perform better academically and also have more positive social attitudes, values, and behavior. Plus, they are less likely to engage in drug use, violence, or sexual activity. After-school programs can promote academic achievement, but their success requires targeted investment, stakeholder commitments, focused academic support, quality programming, and a process of continual improvement. Research tells us that only 55 percent of high school students feel they are an important part of their school community. Two-thirds of students report that they are bored in class every day or in every class. (Yazzie-Mintz, 2007); at least one in four high school students drops out before earning a diploma (Dinkes et al., 2006); Boredom is a leading reason that students leave school (Bridgeland, Dilulio, & Burke, 2006); high school dropouts are more than three times more likely than high school graduates to be arrested and more than eight times as likely to be incarcerated (Fight Crime: Invest in Kids, 2008)."

So you ask yourself "why are students not engaged by the tasks we give them in school?" Is it possible the way we present schoolwork to students is the cause of their resistance? Students want teachers to challenge them to think while nurturing their self-respect, let them do it their way while showing them they can make a difference, build on their interests, and tap into their creativity. Not always an easy



task! Classrooms with high levels of student engagement are not simply a result of "student quality." Teachers have direct control and can make changes to increase the level of engagement within in their classrooms. Some elements that support student engagement include:

- cultivating one-on-one relationships
- presenting students with a challenge
- connecting learning to real life - "Why do we need to learn this?"
- conveying importance - "What does this mean to the student personally?"
- acknowledging your audience - "Can the student present the

- completed task to others?”
- *providing active learning strategies such as cooperative learning and project-based learning.*

*While this is not a complete list, it is a start; the newest generations of youth are the first to be exposed to global resources that allow them to make multiple connections in seconds. They are accustomed to computers, video games, digital music players, instant messaging, and cell phones. As a result of this experience, their thinking patterns have changed in how they process information and solve problems. I challenge everyone to “purposefully plan” each and every lesson to include engagement activities and incorporate practices into their classrooms to meet the needs of this new generation. For more ideas on the engaged student/school visit ASCD’s Whole Child website.*

### ***Engaged Teachers Make Engaged Students***

*Marcy Oxford, Ph.D. Las Cruces Public Schools*

*One factor affecting student achievement is the engagement level of teachers. Teachers are best engaged in the learning process of their students when they are aware of, and respond to, classroom learning events. In order to effectively provide the appropriate experiences that meet the needs of today’s students, it is critical that teachers be adequately prepared to help students navigate our information and technology rich world. Professional development is now, more than ever, an important element in the education system. However, traditional methods of delivering professional development are becoming more and more difficult to fit into the school day and year. Budget shortfalls and legislative mandates are forcing schools to rethink how teachers are to gain the skills and knowledge they need to respond to student needs. Creative changes in the “who, how, and where” involved in professional development delivery allows educators to meet these challenges.*



*Professional learning communities offer a powerful way for teachers to collaboratively explore pedagogical concepts, discuss their merits, and reflect on attempts at implementation. When administrators are able to devise a schedule that allows teachers regular opportunities to spend time with their colleagues, there often emerges a body of collective wisdom that is greater than the sum of its parts. In effective PLCs, teachers feel supported and are free to share personal practice and work toward creating learning environments and experiences that lead to improved student achievement.*



*A valuable extension to the time teachers spend in a PLC can be provided through a variety of digital venues such as wikis, blogs, or content*

management systems (ie. Moodle or Blackboard). Web based discussion forums give teachers additional time outside of the face-to-face PLC time to share ideas and experiences and reflect on personal understandings. Use of these electronic formats for posting routine organizational information reserves valuable PLC time for more meaningful and engaging discussions regarding the art and science of teaching.

Whether you are a leader or a participant in a professional learning community (and it is vital that all educators have the opportunity to be both), it is important to remember what we have learned from Malcolm Knowles about how to engage adult learners:

1. Adults need to know the reason for learning something
2. Experience provides the basis for learning activities
3. Adults need to be responsible for their decisions on education; involvement in the planning and evaluation of their instruction
4. Adults are most interested in learning subjects having immediate relevance to their work
5. Adult learning is problem-centered rather than content-oriented
6. Adults respond better to internal versus external motivators (Motivation).

Check the [website](#) for Conference Registration!

This year's NMASCD fall conference centers on the theme **Whole Teacher/Whole Child—Building Bridges of Efficacy**. We believe it is teachers who must first be healthy, safe, engaged, supported, and challenged if they are going to effectively advocate for the Whole Child. Scheduled for **November 4-5, 2010**, at the Marriott Pyramid in **Albuquerque** the conference will focus on the five tenets of the Whole Teacher/Whole Child Movement as we seek to equip you with some **key strategies, ideas, and information**.

<b>NMASCD Executive Board</b>	
<p><b>Dr. Ladona Clayton</b> President Clovis Christian Schools Superintendent</p>	<p><b>Dr. Judy Tanner</b> Executive Director</p>
<p><b>Brian Peterson</b> President-elect Las Cruces Public Schools Principal Sunrise Elementary</p>	<p><b>Dr. Kathleen Pittman</b> Secretary Eastern New Mexico University Faculty</p>
<p><b>Penny Coppedge</b> Past President Cimarron Municipal Schools Principal</p>	

© NMASCD 2010

This message was sent to email@example.com from:

Marcy Oxford | 3150 Bowman | Las Cruces, NM 88005

[Manage Your Subscription](#)

