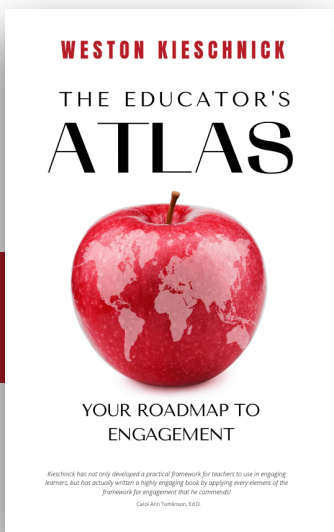


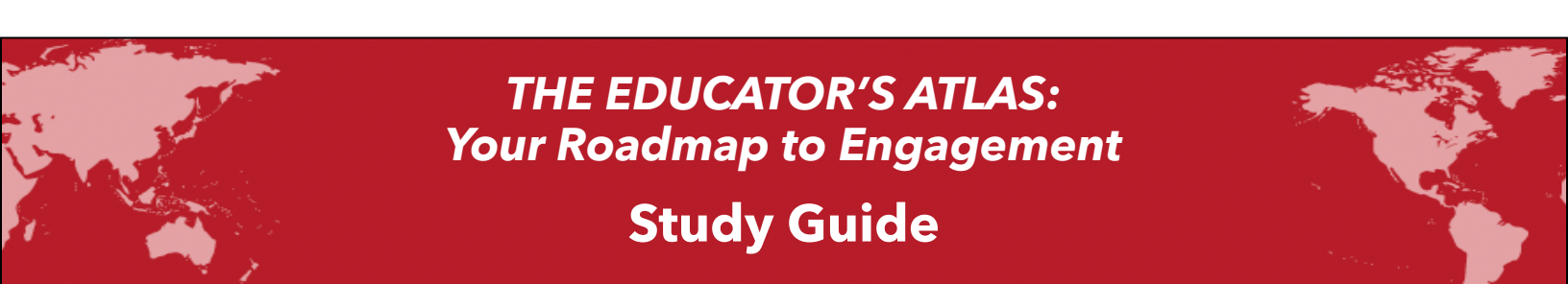
WESTON KIESCHNICK

THE EDUCATOR'S
ATLAS

YOUR ROADMAP TO
ENGAGEMENT



STUDY GUIDE



THE EDUCATOR'S ATLAS: ***Your Roadmap to Engagement*** **Study Guide**

This study guide was created to help readers like you cultivate a mindset that centers on engaging students in our classrooms and planning lessons designed to do just that. As you work through the study guide, you will see that it aligns with the five-point ATLAS roadmap for capturing student engagement in the first moments of class sustaining it all the way to the last. Here is an overview of the ATLAS engagement model:

A=Attention - The intentional opener to class that stokes students' curiosity and compels them to participate in the learning to follow.

T=Transition - The schematic bridge between something familiar in the Attention getter and the new content to come.

L=Lesson - The transference of hierarchically-presented priority points that support students' retention of the information.

A=Activity - The metacognitive action students take with new information to reinforce the retention and catalyze deep learning and understanding.

S=Summation - The intentional connection of priority points to positive emotion to boost student self-efficacy.

ATLAS

The Formula for Engagement that Leaves You in the Driver's Seat

A
ATTENTION

The intentional opener to class that stokes students' curiosity and compels them to participate in the learning to follow.

T
TRANSITION

The schematic bridge between something familiar in the Attention getter and the new content to come.

L
LESSON

The transference of hierarchically-presented priority points that support students' retention of the information.

A
ACTIVITY

The metacognitive action students take with new information to reinforce retention and catalyze deep learning and understanding.

S
SUMMATION

The intentional connection of priority points to positive emotion to boost student self-efficacy.





The ATLAS Model follows Kieschnick's earlier books, *Bold School: Old School Wisdom + New School Technologies = Blended Learning that Works* and *Breaking Bold: Dare to Defy the Tyranny of Trends and Live the Relationship Habits of a Master Educator*. In keeping with their cri de coeur, ATLAS holds both learner needs and teacher wisdom in equal importance. Central to this is a definition of student engagement that—once and for all—clarifies the teacher's actionable role. ATLAS holds both learner needs and teacher wisdom in equal importance. Central to this is a definition of student engagement that—once and for all—clarifies the teacher's actionable role.

As you read through the guided questions, feel free to discuss each question before reading the chapters or you may wait until you finish reading each chapter before engaging in a dialogue with your team. Each chapter is filled with content intended to provoke honest and meaningful discussion.

Thank you for investing in *The Educator's ATLAS*, but more importantly, for investing in yourself and others in order to inspire—and engage—our entire school community—in particular, the students we serve each day!

INTRODUCTION

1. Kieschnick makes the case that student engagement matters more than most other things in education. Why does he think this? To what extent do you agree?
2. Think back to your most engaging experience as a student. What made it so exhilarating and memorable? What made it so effective?
3. Think about a lesson you delivered or observed recently during which students seemed totally engaged in the learning. What were students doing and saying? What were teachers doing and saying?

RAISING THE BAR

1

1. Reflect on the lesson that Mark delivered on pp. 10-13. What made this lesson so engaging? How can you incorporate such characteristics into your daily lessons?
2. "Some of the ebay learning happens before kids even realize it is happening." How does this quote apply to engaging instruction?
3. According to Kieschnick, who is most in control of student engagement? What are the implications of that conclusion?
4. Review the data the author shares on pp. 19-25. Do the findings align with your own experiences? Why is there such a strong link between engagement and achievement? Why is engagement so "elusive"?
5. The author states that engagement is far too important to leave it to chance? What does he suggest that we need to eliminate this chance?

THE ENGAGEMENT FORMULA

2

1. Kieschnick begins this chapter with a wonderful anecdote describing Miss Curry's "banana" lesson. What would have been the more typical way to open a lesson on the order of operations and why was her method so much more engaging?
2. What are the three components to Kieschnick's engagement formula as observed in students? In what ways does each of the three characteristics contribute to engagement?
3. On pp. 47-48, Kieschnick outlines for the first time ATLAS as a formula for engagement and creativity. How can this model help teachers ensure student engagement? Upon initial reflection, do any of the 5 components of the formula strike you as most important? Why?
4. The author makes the case that we can all be creative. How does he justify this position?
5. In what ways does engagement look like the letter "W" and why is that a fact of human nature rather than a failure on your part?

1. What does “Attention” mean and why does it matter?
2. Review the attention lapse times found in the 2010 study and described on p. 56. To what extent do these findings mirror your own experiences? What are the implications for educators?
3. List the five categories of effective attention getters. Which of the five seem most compelling to you as lesson openers? Which one(s) are you most proficient at planning and delivering?
4. What is the primary goal of the attention getter?
5. Go back to the five types of attention getters Weston describes. Alone or with colleagues, come up with two examples you could create for each. Keep in mind the “Best Practices of the Five Attention Getters” on page 70.

1. What is “schema” and how does it relate to engagement and the “Transition” component of ATLAS?
2. In what way do transitions lead to moments of “surprise learning”?
3. What was the transition moment of the Derek Sivers TED Talk? What did we learn that surprised us? What important device did he employ to let us know something important was about to follow?
4. What does the use of repetition achieve?
5. Choose one of the attention getters you created from Chapter 3. Now, plan the transition component of the lesson for that attention getter.

1. Reflect on the “Father Matt” story shared by the author. What were the keys to making his homilies more effective, allowing parishioners to retain what they heard?
2. Review the questions for prioritizing standards and prioritizing lessons? To what extent do these questions mirror the practices in your own setting? In what ways do you need to work with others to ensure this important component of lesson planning happens?
3. Kieschnick claims that our mission is not to cover material but to engage kids so that they discover for themselves. How does this apply to teachers in terms of teaching the required curriculum?
4. When designing lessons for student retention, what are four best practices Kieschnick identifies? Which of these are most important in your opinion and why?
5. Kieschnick makes the case for keeping the lecture (at least effective lectures) as an important component of lesson design. What are your thoughts? How does Weston say lectures can be more engaging?

1. Kieschnick defines “active learning” as learning that requires to do things and to think about what they are doing. What is your own definition? Why are both components of Weston’s definition so important?
2. In what ways does active learning promote deep learning, usable knowledge, and memory?
3. Go back to Weston’s most succinct definition of engagement (curiosity, participation, and perseverance). Which of these three engagement components does Activity focus on?
4. Kieschnick shares five best practices for Activity on pp. 119-120. Why is each of these so important? If we fail to link lesson activities to learning goals, what is the result? On pp. 120-126, the author describes ten metacognitive learning activities/strategies. Which of these have you previously used and how effective were they in engaging students? Are there any you have yet to use in your classroom? In what ways do each of these accomplish the second prong of the activity definition: getting kids to think about what they are doing?
5. Kieschnick makes the point repeatedly throughout the book that what he is describing is attainable for all educators to accomplish and that much of what he advocates is not overly complicated. WAs an example, what are two reliable prompts he offers that require metacognition and how can these be used in any classroom?

1. Kieschnick states, "How we leave people matters." How does he want students to feel upon leaving any classroom? How is this best accomplished?
2. Kieschnick refers back to Miss Curry's "banana" lesson in this chapter. Describe her Summation. How did this make students feel? Why does this matter?
3. In what ways are emotions a powerful component of learning? How does this relate to the Summation component of the ATLAS model?
4. Summation is "simply what you say and what you ask of students in the final minutes of class." In addition, what are the three aims of Summation and how can we accomplish these important aims?
5. According to Kieschnick, what is the most important gift we can give our children in schools? Do you agree? How does this relate to his engagement model?

1. In this final chapter, Kieschnick provides valuable resources relating to engagement: 6 ATLAS model lessons, each of which created lively, joyful, and engaging learning. Which of the 6 seemed most engaging to you and why?
2. After reading each of the 6 ATLAS exemplars, does this model for planning engaging lessons seem practical and within the reach of any educator? Why or why not?
3. Now, the big assignment: Using these 6 models as a guide (along with the entire book), create an ATLAS lesson exemplar of your own. Feel free to work independently or with job alike colleagues to design a lesson that includes each of the 5 ATLAS components.
4. Make a copy of the ATLAS infographic on page 148 and keep it in your workspace as you plan your lessons. Keep us posted on how you are doing and stay abreast of others who are working on student engagement the ATLAS way by following the hashtag #EducatorsAtlas on social media.