

As you arrive, answer the following questions:

1. What is the most challenging thing you face at the beginning of a class?
2. What is a strategy you have used to make classes start smoothly?
3. How do you help students focus and get ready to learn?

Work independently and be prepared to discuss your answers.

Would you rather . . .
... have an open coffee bar
or an open bar in the
faculty lounge?





Welcome to Let's Begin - Starting a Class through Multiple Lenses

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Agenda

Discuss our Starter

The Purpose of a Starter

Examples of Starters

Grading

Social and Emotional Learning
Starters

Feedback

Starters

Volunteers? What did you say was an issue as class begins?



Research

Doug Fisher, professor of Educational Leadership at San Diego State University, conducted a study to see how and how much time is wasted in schools. He found that 17% of instructional minutes were spent with students waiting for something to happen (Fisher, 2009).

Teachers took attendance, organized materials or just stood around waiting on bells.

Students reported that they had no sense of urgency getting to class because “nothing happens for the first five minutes at least.”

Is 17% a big deal?

In Minutes . . .

At my school, we roughly have 1,241 instructional minutes in a year.

17% represents 211 minutes of wasted time.

In Days . . .

That means we have wasted 30 days in a school year. That is 30 days of students waiting for something to happen.

We need to be smarter. We need to work smarter. We need to be greedy with our time.

The Purpose of a Starter

- Have something for students to work on as they enter the room
 - Have a way to get their head in the game
 - Review prior material
 - Give them an incentive to be organized
 - Give them a ready made review for assessments
 - Give you a chance to take attendance while they work
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Perpetrators



Gabby Gunner

Gabby is always first to arrive and ready to go. She needs something to occupy her as other students enter.



Randy Roamer

Randy is a social butterfly and likes talking to friends in the hall. He needs an incentive to come to class timely.



Marcia Messy

Marcia loses everything including her schoolwork. She needs an incentive to get organized and stay that way.



Dennis Dreamer

Dennis's mind wanders. He needs a way to get him concentrating on your class quickly and a reminder of what's going on.

Examples of Starters

- AP classes - College Board released multiple choice and free response questions covering material from the previous lesson(s)
 - Regular level classes - questions about prior lesson(s) in a testing format
 - Discussion questions - have student write their response and be prepared for class discussion
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AP Statistics

1.4 Starter
Time Limit: _____

Name: _____
Date: _____ Score: _____ of _____

_____ 1. Which of the following could be used to show a cause-and-effect relationship between two variables?

- a) a census
- b) a controlled experiment
- c) an observational study
- d) a sample survey
- e) a cross-sectional study

_____ 2. Which of the following are important in designing a good experiment?

- I. Randomization in assigning subjects to treatments.
- II. Control of potentially confounding variables.
- III. Replication of the experiment on a sufficient number of subjects.

- a) I only
- b) I and II
- c) I and III
- d) II and III
- e) all three

_____ 3. Which of the following situations qualifies as an observational study?

- a) Two groups of dogs are fed different foods, and their level of activity is recorded.
- b) Weights are hung on a spring and the distance the spring stretches is measured.
- c) Two plots are planted with the same type of tomato seed. One plot is watered with $\frac{1}{2}$ inch of water each day while the other gets $\frac{1}{2}$ inch of water every other day. At the end of two months the growth of the plants is observed.
- d) A team of researchers records the number and type of cars that pass an intersection.
- e) Select 5 first period classes at random from all first period classes in a school to participate in a blind taste test.

_____ 4. A group of college students are enrolled in a blind taste test. A local coffee shop wants to find the best tasting coffee drink. They decide to try two types of coffee beans (Java and Arabica); three types of flavored syrup (vanilla, hazelnut or cinnamon); and three types of milk (soy, whole milk, and low fat). The best-tasting combination of ingredients is sought, based on the students' rating of the taste of each drink. Which is true?

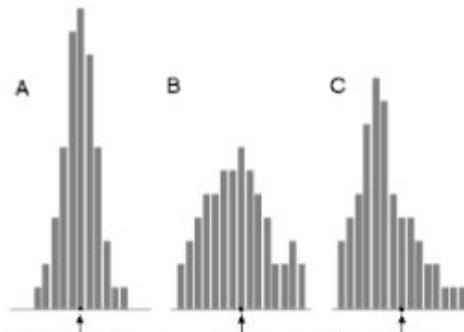
- a) 8 factors, 18 treatments, response variable = taste of drink
- b) 3 factors, 8 treatments, response variable = students' rating of drinks
- c) 8 factors, 18 treatments, response variable = combination of ingredients
- d) 3 factors, 8 levels, response variable = taste of drink
- e) none of these

AP Statistics

§.2 Starter
Time Limit: _____

Name: _____
Date: _____ Score: _____ of _____

Below are histograms of the values taken by three sample statistics in several hundred samples from the same population. The true value of the population parameter is marked on each histogram.

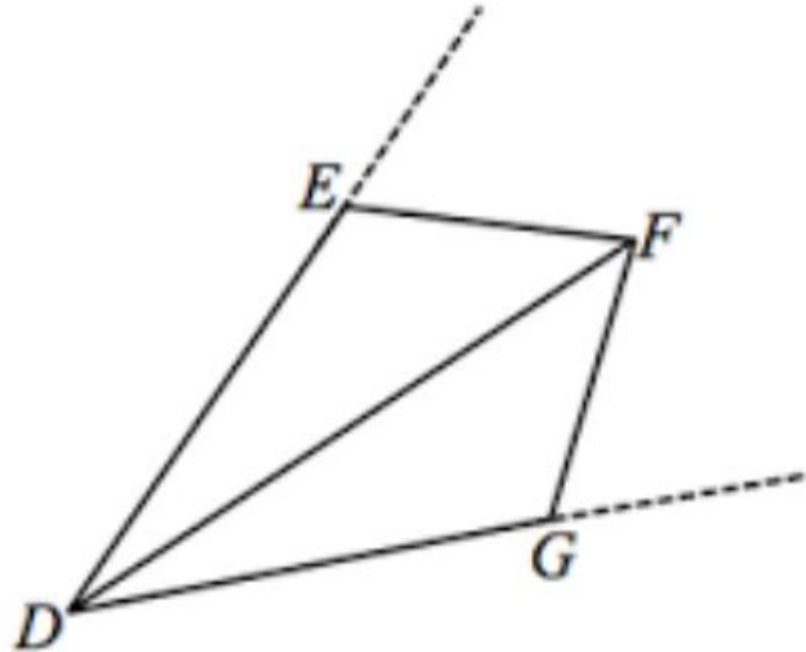


- (a) Which statistic has the largest bias among these three? Justify your answer.
- (b) Which statistic has the lowest variability among these three? Justify your answer.
- (c) Based on the performance of the three statistics in many samples, which is preferred as an estimate of the parameter? Why?

Geometry

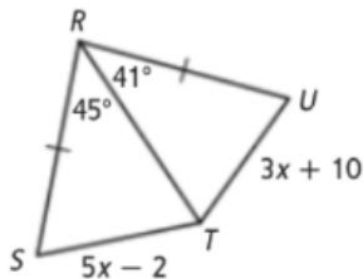
Given: $DE = DG$, $EF = GF$

Prove: $\overline{DF}$ is the angle bisector of $\angle EDG$



Geometry

In the figure, $\overline{RS} \cong \overline{RU}$.



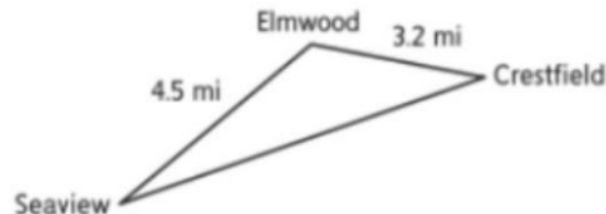
Which of the following inequalities best describes the possible values of x ? **TEKS** G.6(D)

MP G.1(D), G.1(F)

- A $x > 4$
- B $x < 6$
- C $x > 6$
- D $x > 1$

Warm-up

Three towns are connected by straight roads as shown in the figure. Nick is driving from Crestfield to Seaview.



What is the greatest whole number of miles Nick may have to drive? **TEKS** G.5(D) **MP** G.1(A), G.1(F)

- | | |
|--------|---------|
| A 2 mi | C 8 mi |
| B 7 mi | D 15 mi |

Grading: How to hold them Accountable?

I see Starters as a learning experience and therefore do not grade them for accuracy.

Students are responsible for correcting their Starter as we go over the answer.

Students must retain all Starters until the end of the unit. They must then staple them together and turn them in.

As many of us know, the lockdown led to many students feeling isolation which led to a decrease in mental health.

What you may not know is that this situation still exists and is said to be worsening. In fact the US Surgeon General has called for an increase in psychological support.

The FACTS per The World Health Organization:

- Globally, 1 in 7 10 -19 year olds experience a mental disorder
- Depression, anxiety and behavioral disorders are the leading causes of illness and disability among teens
- Suicide is the fourth leading cause of death among 15-29 year olds

Depression, anxiety and stress affect many aspects of the lives of young people, including energy levels, reliability, and concentration, also reducing their academic success rates.

It is essential that schools take on this issue along with the students. As a teacher, the best thing you can do is to get to know your students. The better you know them, the better prepared you will be to see changes in their behavior and performance.

Relationship building is the key!



Social and Emotional Learning (SEL) Starters

I try to include an SEL Starter in each class, especially for my younger learners.

I believe this helps build relationships - not only between me and my students, but between students as well.

They are required to talk to each other and me in a non-threatening, low stakes way.

Ideas for Social and Emotional Learning (SEL) Starters

- A “Would you Rather” question
 - What’s your favorite movie and why?
 - Who is your hero and why?
 - What’s your best memory?
 - Mood monitors
 - 5 minutes of meditation
 - Personality Assessments
 - What can you think of . . .
-

What do Students Say?

Based on an anonymous survey:

- 93% of my students reported the Starter helps them focus and get ready for learning.
 - 95% of my Geometry students reported that the “Would you Rather” question makes them feel heard and valued in class.
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What do WE Say?

- The Would You Rather Question is a fun way to start each class.
 - It allows me to bring the quieter students into the conversation. Having them speak on a LOW STAKES issue raises their confidence and has increased their participation in class as a whole.
 - I know my students better which has increased my job satisfaction.
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We hope you have enjoyed this presentation. We enjoyed sharing our practices with you. You will find a QR code at the bottom of the Starter you filled out. Please take a moment to give us feedback.
THANK YOU and HAPPY TEACHING!