How the Competitive Teaching Model Raised Engagement & Motivation in an Urban Middle School

Leticia Skae

My Story
- 12 years in education
- ELA grades 7-12
- FL and TN
- SCORE, TNEd Voice, Hope Street Group Fellow
- Vanderbilt M.Ed. (TLUS)
- MTSU Literacy Studies PhD
- Malawian

I needed a change
- But how?
- And what needed to change? Me? The kids? The school?

https://www.youtube.com/watch?v=iueVZJVEmEs
- Psychological Solutions
- Ted Talk: Perspective is Everything by Rory Sutherland

MNPS Demographics
- 70% socioeconomically disadvantaged
- 48% African American
- 33% Caucasian
- 16% Hispanic
- 3% Other

3 Major Components of Competitive Teaching Model
- 1) The need to win
- 2) The need to belong
- 3) The need to engage

We love winning!
- Why do we play the lottery?
- Why do we like receiving free things, even when we don’t need the things we receive?
- We need to feel successful.
What's better than winning?

- Winning with others!
- Why do we congregate to sporting events?

Motivation and Engagement

- According to Skinner and Belmont (1993), engagement refers to the intensity and emotional quality of children’s involvement in initiating and carrying out learning activities. Children who are engaged show sustained behavioural involvement in learning activities accompanied by a positive emotional tone.

- According to Edmunds and Bauserman (2006), “motivation has frequently made the difference between learning that was temporary and superficial and learning that was permanent and internalized.”

- According to Williams and Sheridan (2010), “To compete constructively in a conscious manner requires knowledge of how to be able to control the situation in a positive manner... Content and conditions are thus seen as inseparable in the development of constructive competition.”

The need to belong

- “In fact, Durkheim argues that to adhere to a group is the only thing that makes an individual human, since everything that we attribute as being special to humanity (language, the ability for rational thought, the ability for moral action, and so forth) is a product of social life.”

Activities

- Color-coded grouping
- Vocabulary bell ringers
- ACT Warm Ups
- Engagement charts
- Freeze-Frame Tableau
- S.T.A.R.
- Standards charts/posters
Need more ideas?


Your Turn!

- Frozen Frame Tableau
  - Group Activity
  - My jury will vote on the best tableau
  - Winning group gets a prize

- Competitive Model Planning
  - Partner up
  - How can you use this within your classes? School?
  - Share out

Your Personal Reading Pleasure