

Have A Life Teaching: Student Engagement

Course C: July 2022



What We'll Learn Today

01

**What Engagement
Is**

02

**Why Engagement Is
Important**

03

**Ways to
Engage
Students**

04

**A Note on Group
Work**

05

Your Turn



What Is Engagement?

- Student Goal Setting
- Student Participation and Voice in Class Discussion and Other Activities
- Student Interest in Class Materials and Content
- Student Active Learning – Strategic Thinking
- Student Collaboration and Group Work
- Student Pride in Their Work Product

Why is Student Engagement Important for Emotional and Cognitive Growth?

- Can Improve Student Autonomy and Agency (Self-Management)
- Can Improve Student Interpersonal Skills (Relationships)
- Can Increase Opportunities for Equity and Inclusion
- Can Increase a Student's Personal Sense of Self and Capabilities
- Can Increase Student Time on Task/Cognitive Practice



Ways to Engage Students

- Plan for Interactive Learning: Active Discussion Strategies (Including on Self/Peer Assessment)
- Integrate Student Interests And Background Knowledge
- Make Social-Emotional Connections in Learning: Connect to Life Skills
- Consider Student Frustration or Boredom – Proximal Zone of Learning

TYPICAL LESSON PLANNING TEMPLATE		
Unit:		
Standard/s:		
Lesson Objective:		
Introduction/Anticipatory Set (5 minutes)	Student Engagement Strategy?	Check on Understanding Strategy?
Mini-Lesson/I and We Do (10/15 minutes)	Student Engagement Strategy?	Check on Understanding Strategy?
Student Individual AND Group Practice /You Do (20/25 Minutes)	Student Engagement Strategy?	Check on Understanding Strategy?
Summary (10 Minutes)	Student Engagement Strategy?	Check on Understanding Strategy?

HAVE OUTCOME STATEMENTS (OBJECTIVES/LEARNING INTENTION) WRITTEN ON BOARD FOR STUDENTS – CAN INCLUDE ESSENTIAL QUESTIONS/AGENDA AS WELL

A – DO NOW/QUICK WRITE (5 Minutes)

- [Quick Write](#) (L2) then >
- [Pair/Share](#) (L1) then >
- [Popcorn](#) (L1) or [Whip Around](#) (L1)

B – MINI-LESSON/TEACHER MODELING (10-15 Minutes)

Please select 1 strategy per lesson (plus notetaking and/or annotating strategy for MS/HS). Use a different strategy from that above. Vary strategies over time.

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| <ul style="list-style-type: none"> • Signal Cards (T/F and/or A.B.C.D. Cards) (L2) • Signaling with Hands (L2) • Choral Response (L2) • Question Response Chaining (L2) • Place Your Bets (L2) • Note-Taking Strategy (L3) • Cover/Uncover (L2) | <ul style="list-style-type: none"> • Annotating (L3) • Jumbled Sequence (L2) • Whiteboards/Chalkboard Splash (L2) • Popcorn (L1) • Cold Calling (L1) • Whip Around (L1) |
|--|---|

Demonstration Retention Rate = 30%*

Q&A/Discussion Retention Rate = 50%*

C – INDEPENDENT STUDENT/GROUP PRACTICE (20 – 25 Minutes)

Please select 1 strategy per lesson (plus notetaking and/or annotating strategy for MS/HS). Use a different strategy from that above. Vary strategies over time.

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|--|---|
| <ul style="list-style-type: none"> • Jigsaw (L3) • Gallery Walk (L3) • Inside/Outside Circle (L3) • Give One, Take One (L3) • Roundtable (L3) • Reciprocal Teaching (L3) • Appointment Clock Buddies (L3) • Use of Graphic Organizers (L3) | <ul style="list-style-type: none"> • Stations (L3) • Four Corners/Line-Up Continuum (L3) • Draw a Picture/Diagram (L3) • List, Pass, Amass (Card Pass) (L3) • Pairs Check (L2) • Ranking/Categories (L3) • Note-taking (L3) • Annotating (L3) |
|--|---|

Practice Retention Rate = 75%*

Teaching Others Retention Rate = 90%*

D – SUMMARY (5 Minutes)

Please select 1 strategy per lesson. Use a different strategy from that above. Vary strategies over time.

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|--|---|
| <ul style="list-style-type: none"> • Numbered Heads (longer summary) (L2) • Alphabet Summary (L3) • Exit Ticket (L2) • Word Splash/Chalkboard Splash (L2) • Cover/Uncover (L2) • Think-Pair-Share (L1) | <ul style="list-style-type: none"> • Games, Games, Games! (longer summary – good for test preparation) (L2) • One Word/Sentence Summary (L2) • 3, 2, 1 (L2) • Summary Frames (L2) • X to Y to Z (L2) |
|--|---|

*Research by Dr. Paul Vermette of Niagara University

L1 = Basic Engagement Strategy (Recall and comprehension); L2 = Intermediate Engagement Strategy (Comprehension and Application); L3 = Deep Engagement Strategy (Analysis, Synthesis, Evaluation, and Creation)

Discussion and Assessment Strategies

Making SEL Connections

Goal 1: Develop self-awareness and self-management skills essential to success in school and in life.

Knowing one's emotions, how to manage them, and ways to express them constructively are essential life skills. These skills enable one to handle stress, control impulses, and motivate oneself to persevere when faced with personal, academic, or work-related obstacles. A related set of skills involves accurately assessing one's abilities and interests, building upon strengths, making effective use of family, school, and community supports and resources. Finally, it is critical for an individual to be able to establish and monitor one's own progress toward achieving goals, whether personal, academic, and career or work-related. These social emotional skills, thought processes and behavioral strategies can be contributing factors to one's sense of self-confidence and sense of optimism as they provide a strong foundation for achieving success in school and in life.

Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
A. Identify and manage one's emotions and behavior.	<p>1A.1a. Recognize and describe emotions and how they are linked to behavior.</p> <p>1A.1b. Demonstrate control of impulsive behavior.</p>	<p>1A.2a. Describe a range of emotions and the situations that cause them.</p> <p>1A.2b. Describe and demonstrate ways to express emotions in a constructive manner.</p> <p>1A.2c. Demonstrate control of behaviors that interfere with time on task.</p>	<p>1A.3a. Analyze factors that create stress or motivate successful performance.</p> <p>1A.3b. Apply strategies to manage stress and to motivate oneself to constructively address challenges.</p> <p>1A.3c. Demonstrate the capacity to maintain concentration on a task.</p>	<p>1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.</p> <p>1A.4b. Generate ways to develop more positive attitudes.</p> <p>1A.4c. Demonstrate the capacity to shift one's focus between tasks and maintain concentration on one's goal.</p>	<p>1A.5a. Evaluate how expressing one's emotions in different situations affects others.</p> <p>1A.5b. Evaluate how expressing more positive attitudes influences others.</p> <p>1A.5c. Demonstrate the ability to adjust one's behavior in response to changes in one's environment or to changes in one's goal(s).</p>

NYS SEL Benchmarks



Activities Related to Student Lives and History

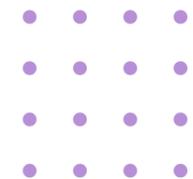


Cultural Learning Styles



Seeing Home Culture as an Asset: Bringing in Families

Student Background Knowledge: Cultural Pedagogy



Group Work

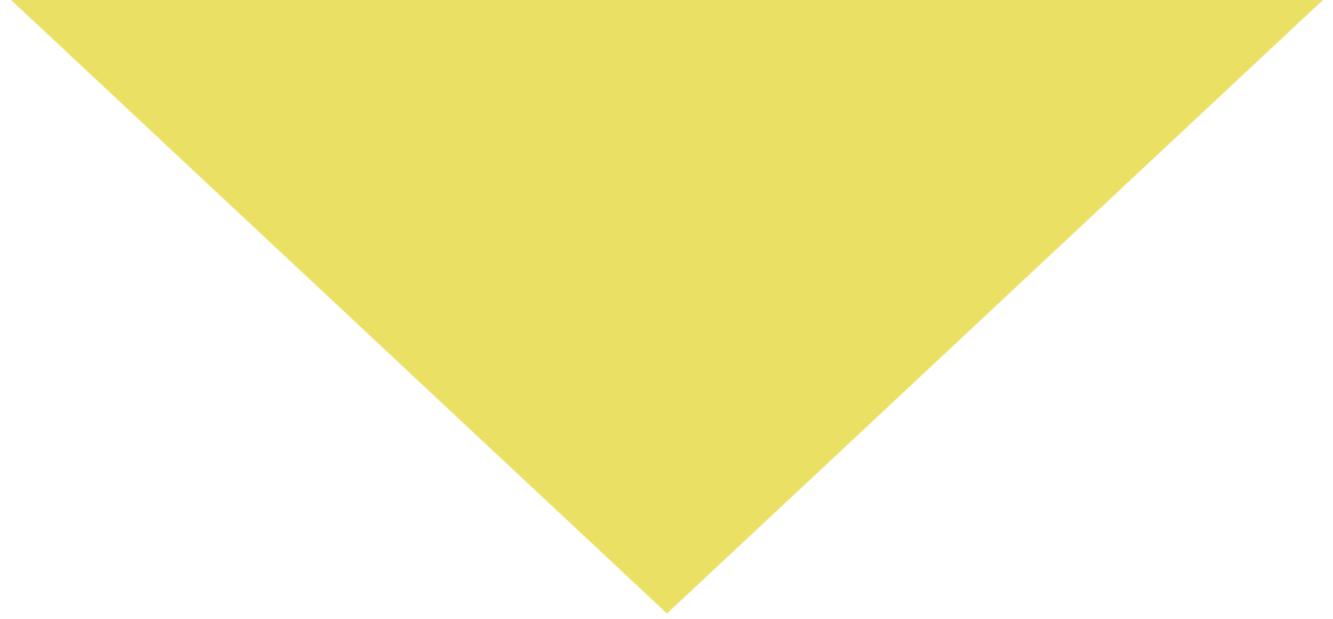
- Plan for Misconceptions – Have Written Directions, Checklists, and Questions to Be Discussed
- Assign Individual Roles Within Each Group
- Have Expected Outcomes and Time Work
- Expect that You Might Have to Teach Process AND Content
- Build in Student Assessment of Work



Your Turn:

- Take any learning objective that you have, how might you engage students in learning that objective?
- Use the lesson planning templates shared on slides #5 and #6.
- Remember the standards unwrapping process in Course A in order to develop effective lesson objectives.
- Remember that you can engage students in both discussion activities and through assessment. For assessment strategies, see Course B and slide #6 in this course.
- If you would like to review your work with me, contact <havealifeteaching@gmail.com> for information on discounted rates





Thank You!

I'll see you again with a new topic.



LinkedIn