

Increasing Student Engagement



Connecticut State Department of Education

Increasing Student Engagement

Date: February 18, 2022
9:00am



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Learning Targets for Today



1. Determine how to intentionally plan for engagement opportunities
2. Engage in this professional development
3. Share ideas with colleagues
4. Explore available resources for your own professional learning and practices



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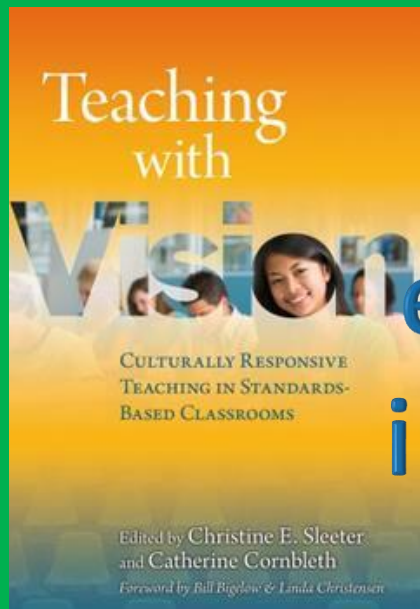
WHAT

Compliance \neq Engagement

DOES NOT
EQUAL



New definition of engagement:
Minds on, not just hands on
engagement. All students deserve
intellectually engaging instruction.



WHAT

Student engagement occurs when students are invested behaviorally, cognitively and emotionally in their learning.



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WHY

Disengaged students are more likely to:

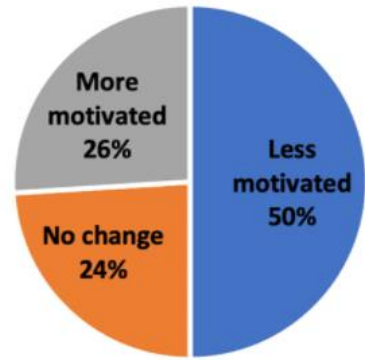
- skip classes
- engage in challenging anti-social behaviors
- more at risk of dropping out of school



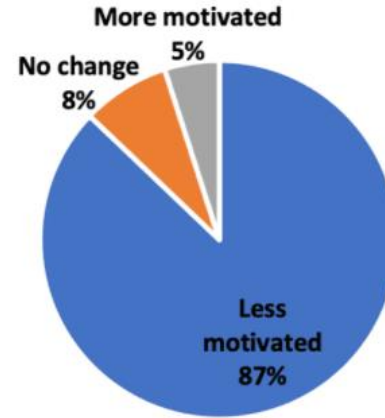
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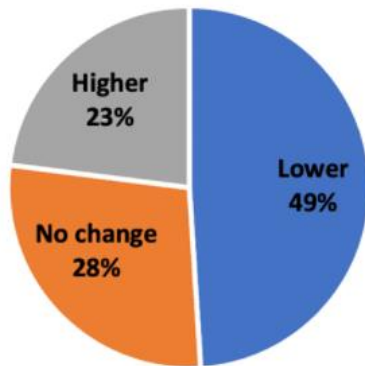
Student Self-Reported Motivation



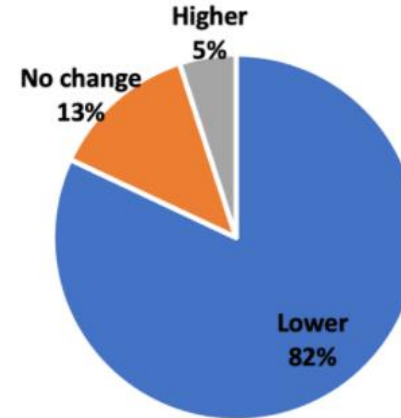
Teachers' View of Student Motivation



Student Self-Reported Morale



Teachers' View of Student Morale

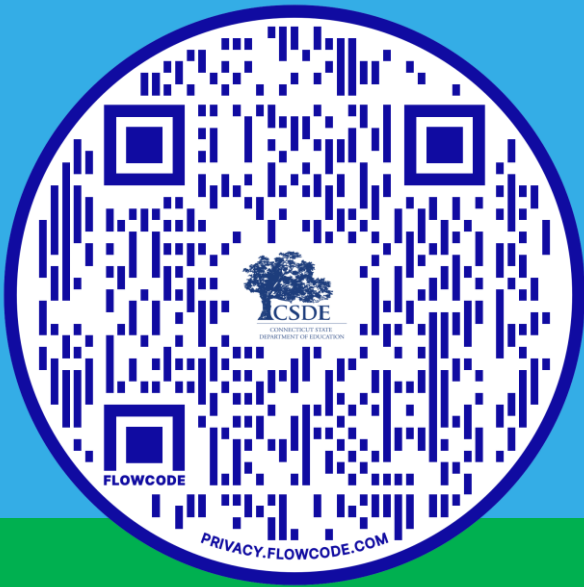


[Why Student Engagement is Important in a Post-COVID World – and 5 Strategies to Improve It](#)



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7,984
Participants



7,438
Thoughts



157,245
Ratings

Where is your school located?



%	Person Icon	Answer
23%	(1652)	City/Urban area
30%	(2148)	Suburb
30%	(2105)	Small town/rural area
17%	(1233)	I don't know

How have you attended school this year?



%	Person Icon	Answer
10%	(710)	In school every day
56%	(3969)	Hybrid (combination of in school and learning remotely)
34%	(2439)	Remote learning every day



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Engagement

High School	Lessons should be interesting and engaging Busy work does not teach us nor does it inspire anybody to want to learn more. We need labs in chemistry for example, our curriculum has been cut. (4.4)	Honestly just give us fun activities to do Everybody's spirits are down obviously because of covid and we do the same thing every day and there's so much work and it's honestly so draining. (4.4)	Learning online shouldn't be monotonous/tedious. Sitting at the computer all day does a number on attention spans. Incorporating different elements of learning besides busy work would help students stay excited to learn. (4.4)
Middle School	Keep making creative and fun assignments Keep students engaged. Builds and better mindset and social emotional well-being. (4.5)		We can do something fun (games) We can explain fun activities to do with a whole class (4.4)

Students would like to...

- Have engaging assignments that enhance curriculum
- Have fun activities



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Learning

High School

schools should focus on learning material rather than squeezing in last minute tests Learning should be prioritized over test grades (4.6)

School has become more about memorizing than learning. We should have more classes learning the material and less quizzes/tests. I'm being taught to cram and memorize something then forget it 2 days later (4.5)

we aren't really learning anything anymore . it's just hand in by 11:59 or due tomorrow . we are based on letters . A being the best and F the worst . instead of people worrying about our grades people should be worried about what we are actually learning and if we retained anything from a class . (4.3)

Students would like to...

- Focus on learning over grades and assessment



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Effective Engagement Leads to Student Success



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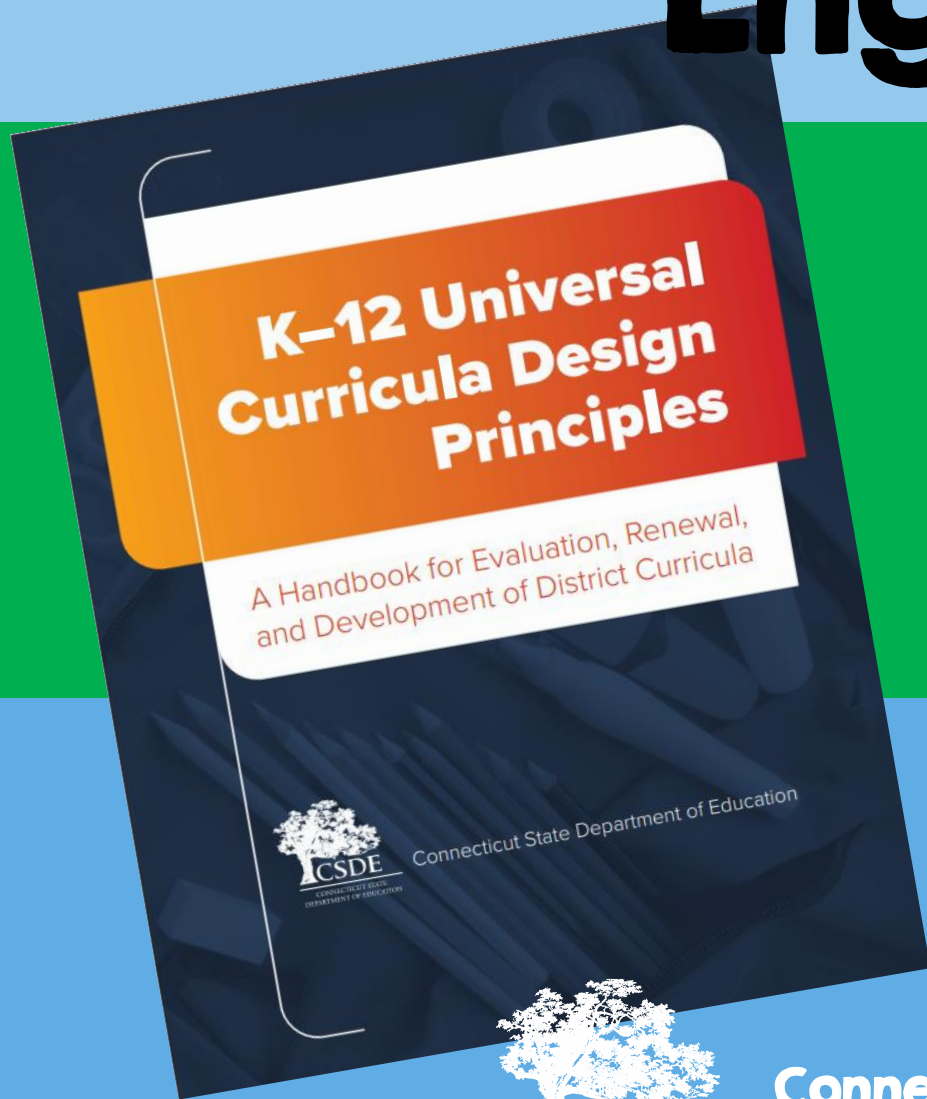
Engagement

What does it look like
in the classroom?

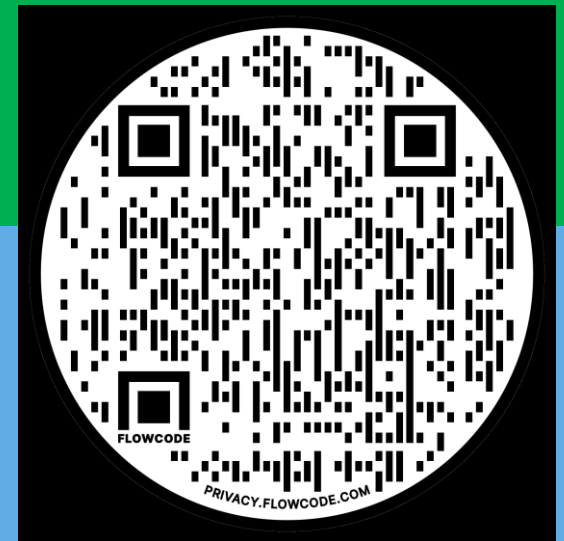


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Engagement



CSDE K-12 Universal Curricula Design Principles



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Engagement

Set
the Goal

Review
the Goal

Intentional Planning

Access Prior
Knowledge

Introduce
New Information

Apply New
Information



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Engagement

Intentional Planning

Set the Goal

1. State at the beginning of the lesson
2. Restate throughout the lesson (revisit periodically)
3. Ensure the students understand and own the lesson objective
4. Create a success criteria that is measurable, so students know they have successfully achieved the goal

Access Prior
Knowledge

Introduce
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Apply New
Information

Review
the Goal



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Intentional Planning **Engagement**

**Set
the Goal**

Unpack the Learning Target

Access Prior
Knowledge

Introduce
New Information

Apply New
Information

Review
the Goal



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Engagement

Intentional Planning

Teacher: What are you learning?

Student: We're learning about slime.

Teacher: How do you know if you are successful?

Student: We don't want the slime to stick to us.

Set the Goal

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Knowledge

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New Information

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Information

Review
the Goal



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Engagement

Intentional Planning

Teacher: What are you learning?

Student: We're learning about solids, liquids, and gases.

Teacher: How do you know if you are successful?

Student: We can define and relate each phase. Right now we're learning about solids, liquids, and gases by creating slime.

Set the Goal

Access Prior
Knowledge

Introduce
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Engagement

Intentional Planning

Access Prior Knowledge

Set
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Intentional Planning

**Access Prior
Knowledge**

**What did you notice about
the strategies used in this video?**

How are they effective?

Set
the Goal

Introduce
New Information

Apply New
Information

Review
the Goal



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Intentional Planning

Access Prior Knowledge

Set
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Intentional Planning Engagement

Name: _____

SCHEMA
Using Background Knowledge

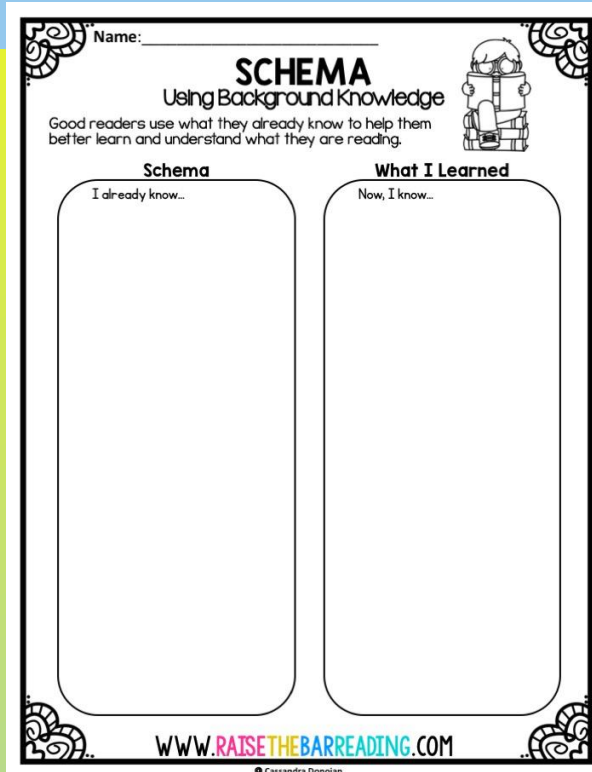
Good readers use what they already know to help them better learn and understand what they are reading.

Schema
I already know...

What I Learned
Now, I know...

WWW.RAISETHEBARREADING.COM

© Cassandra Donolan



Access Prior Knowledge

Set
the Goal

Introduce
New Information

Apply New
Information

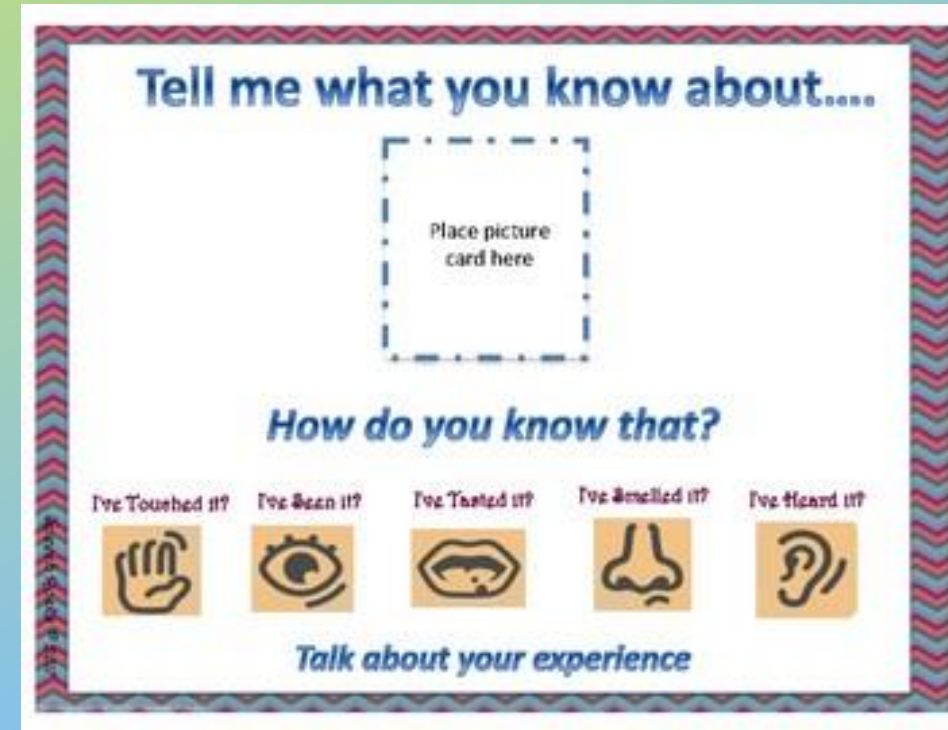
Review
the Goal



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Access Prior Knowledge



Set
the Goal

Introduce
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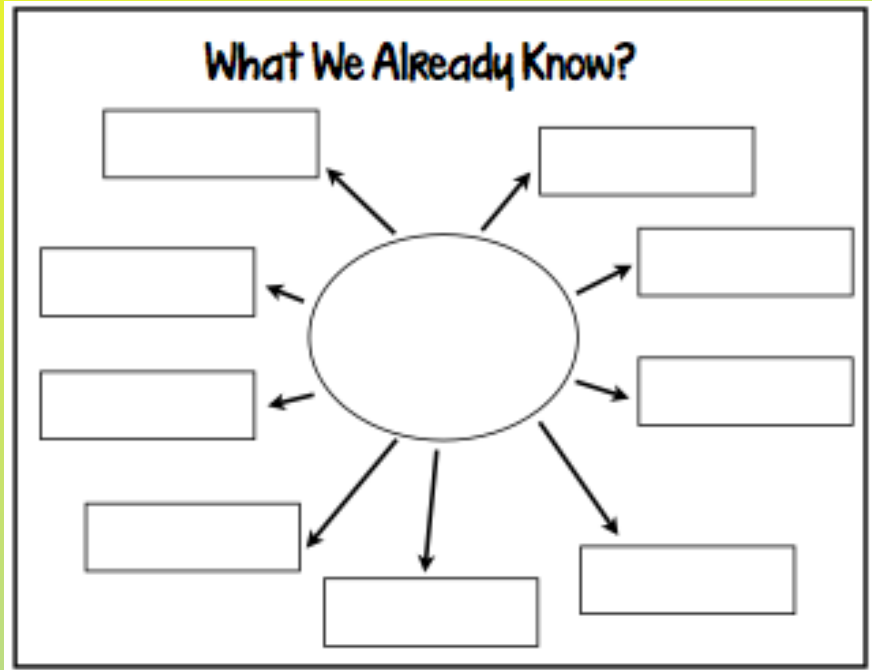
Apply New
Information

Review
the Goal



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Access Prior Knowledge

Set
the Goal

Introduce
New Information

Apply New
Information

Review
the Goal



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Engagement

Intentional Planning

Introduce
New Information



Set
the Goal

Access Prior
Knowledge

Apply New
Information

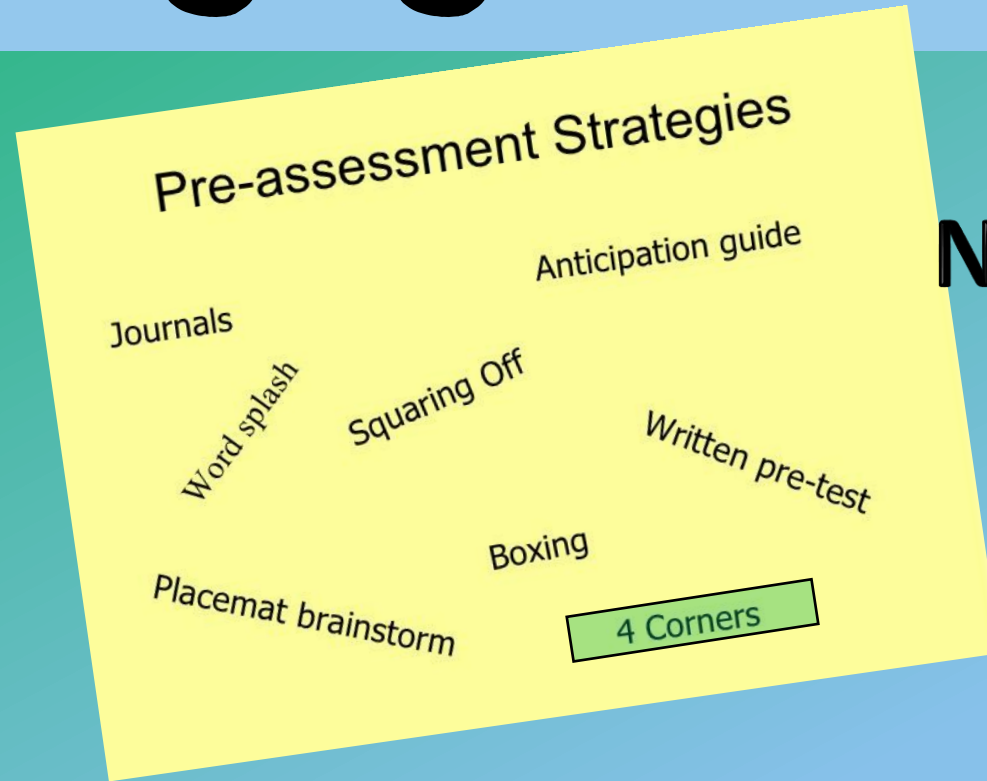
Review
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Introduce New Information



Set
the Goal

Access Prior
Knowledge

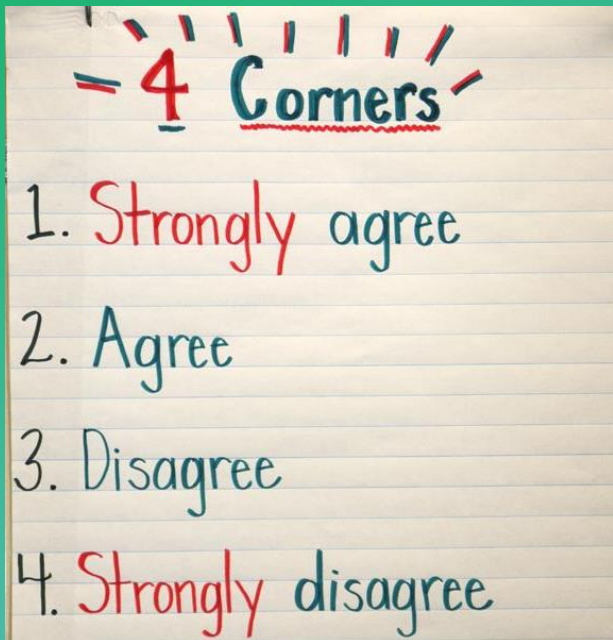
Apply New
Information

Review
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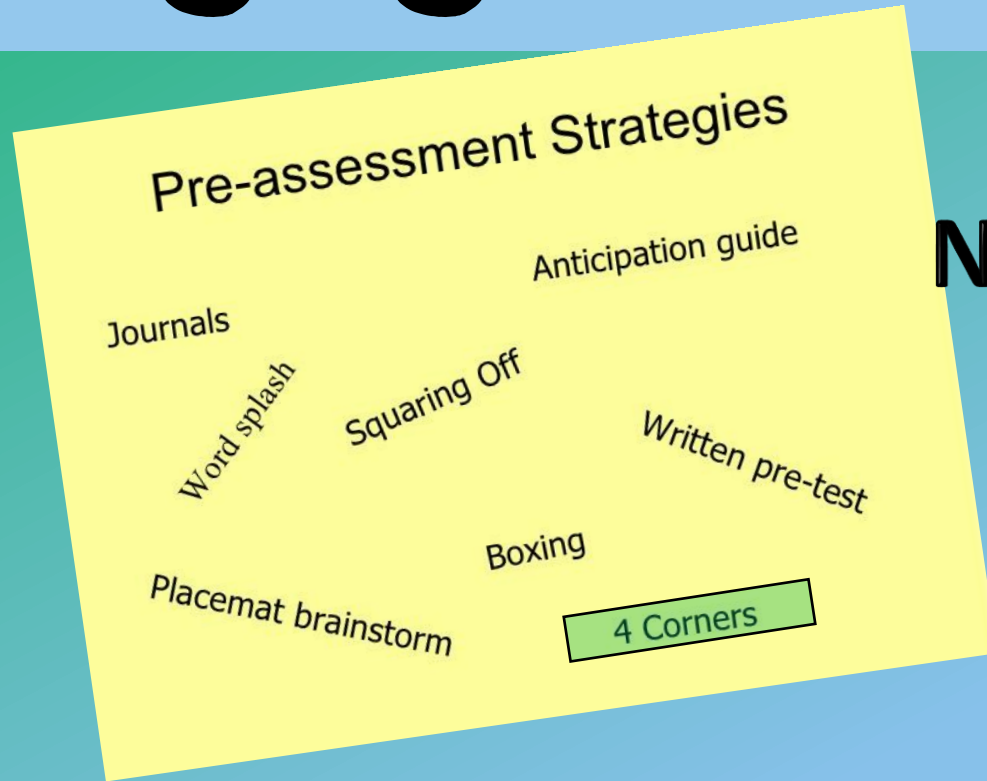
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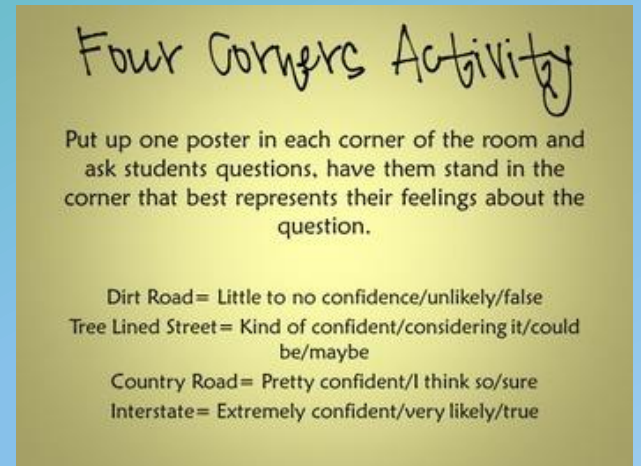


Set
the Goal

Access Prior
Knowledge



Introduce New Information



Apply New
Information

Review
the Goal

Intentional Planning Engagement

Introduce New Information

F What does this look like in the classroom?

What did you learn?	What would you like to learn?
What is one question you still have?	How does this connect with what we have learned?

 U.S. DEPARTMENT OF STATE  ENGLISH LANGUAGE PROGRAMS *The World is Your Classroom*

Pre-assessment Strategies

- Journals
- Anticipation guide
- Word splash
- Squaring Off
- Written pre-test
- Placemat brainstorm
- Boxing
- 4 Corners

Four Corners

1. students are given four choices.
2. students record their answers.
3. The teacher designates one corner for each choice.
4. student travel to the appropriate corner.
5. students pair up and discuss answers.

Set the Goal

Access Prior Knowledge

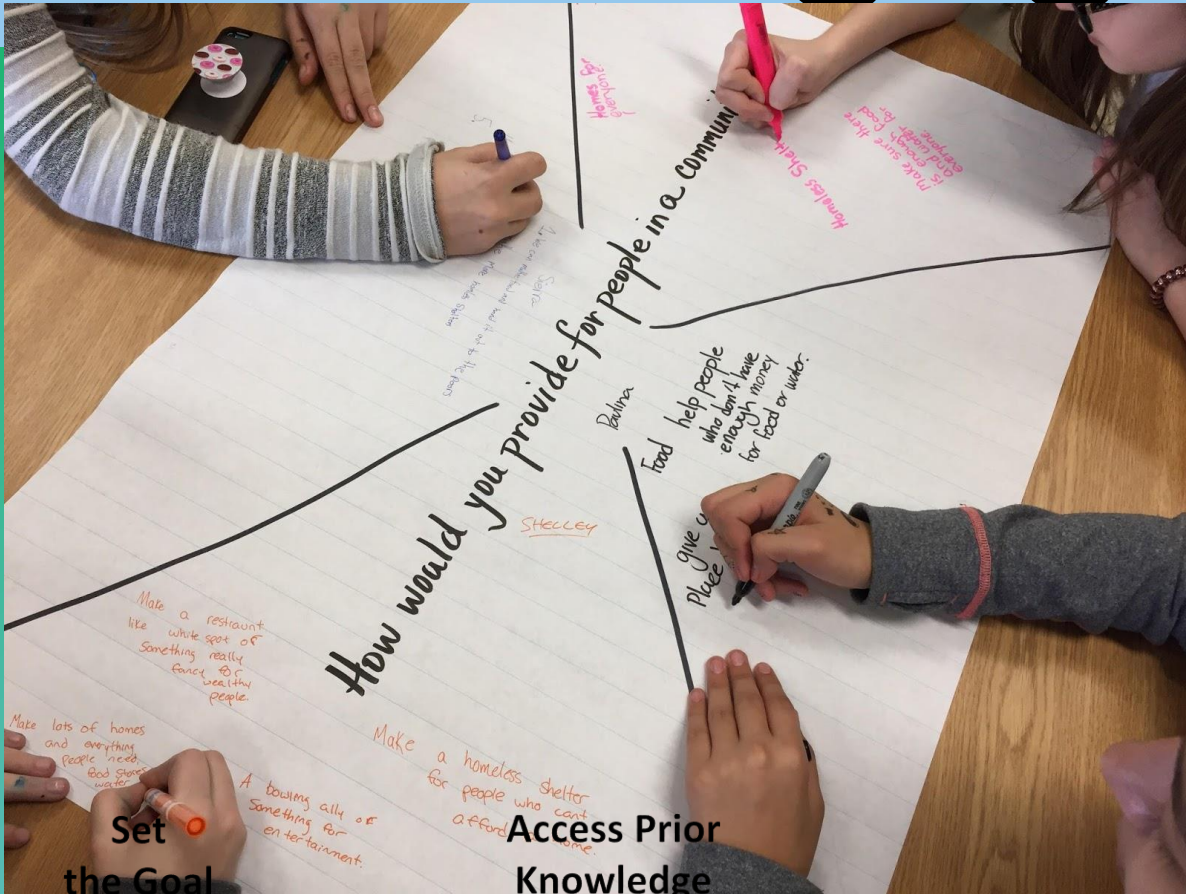
Apply New Information

Review the Goal



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Introduce New Information

Pre-assessment Strategies

Journals

Word splash

Placemat brainstorm

Anticipation guide

Squaring Off

Boxing

Written pre-test

4 Corners



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Pre-assessment Strategies

- Journals
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- Written pre-test
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Anticipation guide



Sample Anticipation/Reaction Guide

Anticipation/Reaction Guide

Directions: Respond to each statement twice: once before the lesson and again after reading it. The statements are based on Latin America and the United States (Ch.23, sect.1, pgs. 504-511) in *World Cultures: A Global Mosaic*.

- Write A if you agree with the statement
- Write D if you disagree with the statement

Response Before Reading	TOPIC Latin America and the United States	Response After Reading
	If I lived in Latin America, I would admire the U.S	
	If I were a Latin American, I would want the U.S. to help my region in any way possible.	
	If I were a Latin American, I would trust the U.S. government.	
	The U.S. is a "good neighbor" to surrounding countries rather than an oppressive "Yankee Imperialist"	
	U.S. investments in Latin America have helped all Latin Americans.	
	The U.S. should support a dictator if doing so keeps a country from turning communist.	
	The U.S. has no business helping to overthrow a "bad" leader.	
	The U.S. should use trade embargos to force change in countries with poor human rights policies.	
	The U.S. should penalize any country that does not join in on one of its trade embargoes.	
	The U.S. should make Puerto Rico the 51st state.	

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Utilize
Pre-Screened
Videos

Set
the Goal

Access Prior
Knowledge



EDUCATIONAL YOUTUBE CHANNELS



LATE ELEM

- Brain Stuff - HowStuffWorks
- Course Hero
- Crash Course Kids
- Flocabulary
- Full Time Kid
- Houston Zoo
- Make Me Genius
- Minute Earth
- Nat Geo Kids
- National Geographic
- NBC (Nightly News: Kids Ed)
- SciShow Kids
- Simple History
- Smart Girls
- The Brain Scoop

MIDDLE/HIGH SCHOOL

- ASAP Science
- Crash Course
- How Stuff Works
- Kahn Academy
- Mike Likes Science
- Minute Physics
- NPR's Skunk Bear
- PBS Digital Studios
- SciShow
- See U in History
- Smithsonian Channel
- Socratica
- Ted
- The Spangler Effect

SEE THE FULL LIST HERE!

Introduce
New Information



Apply New
Information

Review
the Goal/Closure

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Intentional Planning Engagement

**SEGMENT
the
Material**

**Introduce
New Information**

**Check
For
Understanding**



Set
the Goal

Access Prior
Knowledge

Apply New
Information

Review
the Goal/Closure



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Intentional Planning **Engagement**

Apply New Information

Set
the Goal

Access Prior
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Introduce
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Review
the Goal/Closure



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Apply New Information

Set
the Goal

Access Prior
Knowledge



AUDITORY

Auditory learners make up **30%** of the population.

If you're an auditory learner information comes in best through your ears, from speeches, presentations or audio books. You have a knack for foreign languages and benefit from study groups.



VISUAL

Visual learners make up **65%** of the population.

They tend to be neat and tidy, excellent spellers and quick to read charts. Visual learners also tend to be the fastest talkers.



KINESTHETIC

Kinesthetic make up just **5%** of the population.

They are primarily male and love anything hands-on. These learners are often skilled athletes or musicians and are drawn to construction projects, science experiments and field trips.

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Intentional Planning **Engagement**

Auditory Learners

Visual Learners

Kinesthetic Learners

**Apply New
Information**

Set
the Goal

Access Prior
Knowledge

Introduce
New Information

Review
the Goal/Closure



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Strategies to Develop Relationships with Students

- One on one conferring
- Observations (informal)
- Surveys or Inventories of interests
- Parent Conversations
- Writing Prompts/Responses or Personal Journals
- Have lunch together
- Community Building Activities
- Outside of School (if possible)
- Love/ Community Walls

Apply New Information

Set
the Goal

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Knowledge

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Review
the Goal/Closure



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Name _____ Date _____
 Science Activity Menu
 "The Scientific Method and why Science is Impo..."

Complete _____ of the activities below:

<p>Create a brochure for the Scientific Method. Include each step and a description of the step. Include pictures and reasons why the Scientific Method is important.</p>	<p>Create a poster on why you think Science is important. Include information and pictures that demonstrate why you believe Science should be studied and is relevant to everyday life.</p>	<p>Make a list of your goals for Science this year. Explain how you would like to accomplish these goals and what steps you need to take to achieve them.</p>
<p>Write a letter to your teacher describing the types of activities and experiments you would like to do this year in Science class.</p>	<p>Create a song about the Scientific Method. Create motions to go with each step of the method to perform with the song.</p>	<p>Choose a Science topic that would like to turn into a research project. Use the steps of the Scientific Method to plan out your research proposal project proposal.</p>
<p>After reading the story <u>11 Experiments that Failed</u>, make an illustrated list of all of the lessons the main character learned (the conclusions she drew from her experiments).</p>	<p>Design a comic strip that shows the steps of the Scientific Method.</p>	<p>Imagine a mad scientist is trying to take over the world. Imagine what he is trying to do and how a superhero can stop him. Use the Scientific Method to make a plan to save the world.</p>

Answer the following question on the back of this paper:
 What did you learn about the Scientific Method? How does it help scientists do their job?

Created by April Walker 2012.

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Introduce
New Information

Review
the Goal/Closure



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Intentional Planning Engagement

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Date _____

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Created by April Walker 2012

Activity
Choice Board

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Information

Introduce
New Information

Review
the Goal/Closure



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Set
the Goal

Access Prior
Knowledge

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Intentional Planning Engagement

FUNBRAIN

Prodigy

**Apply New
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Set
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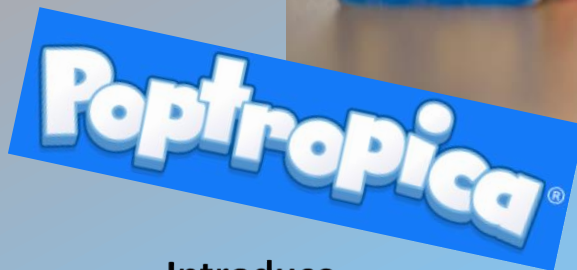
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Knowledge

Introduce
New Information

Review
the Goal/Closure



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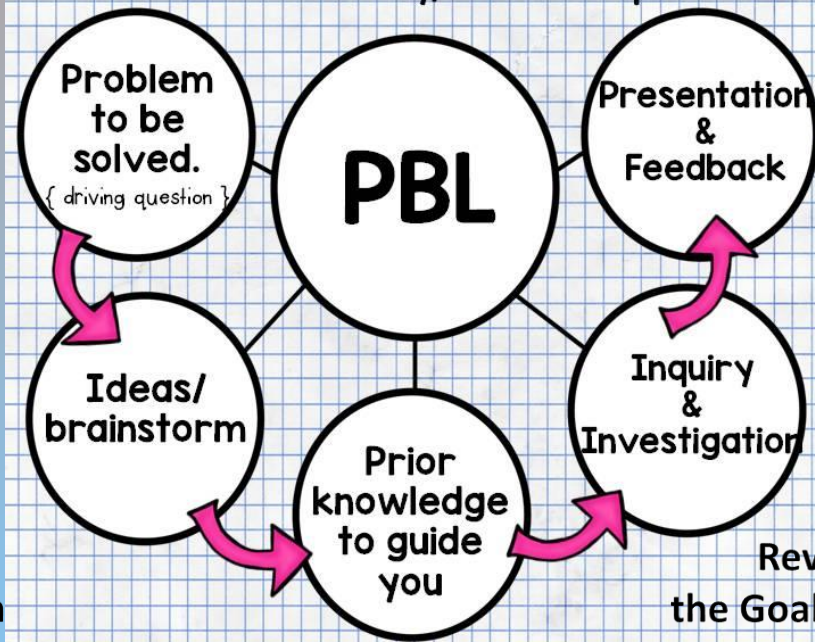


Intentional Planning Engagement

Project *Based*

Learning

It is an instructional method of hands - on, active learning centered on the investigation and resolution of messy, real world problems.



Apply New Information

Set the Goal

Access Prior Knowledge

Introduce New Information

Review the Goal/Closure



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Apply New Information

Set
the Goal

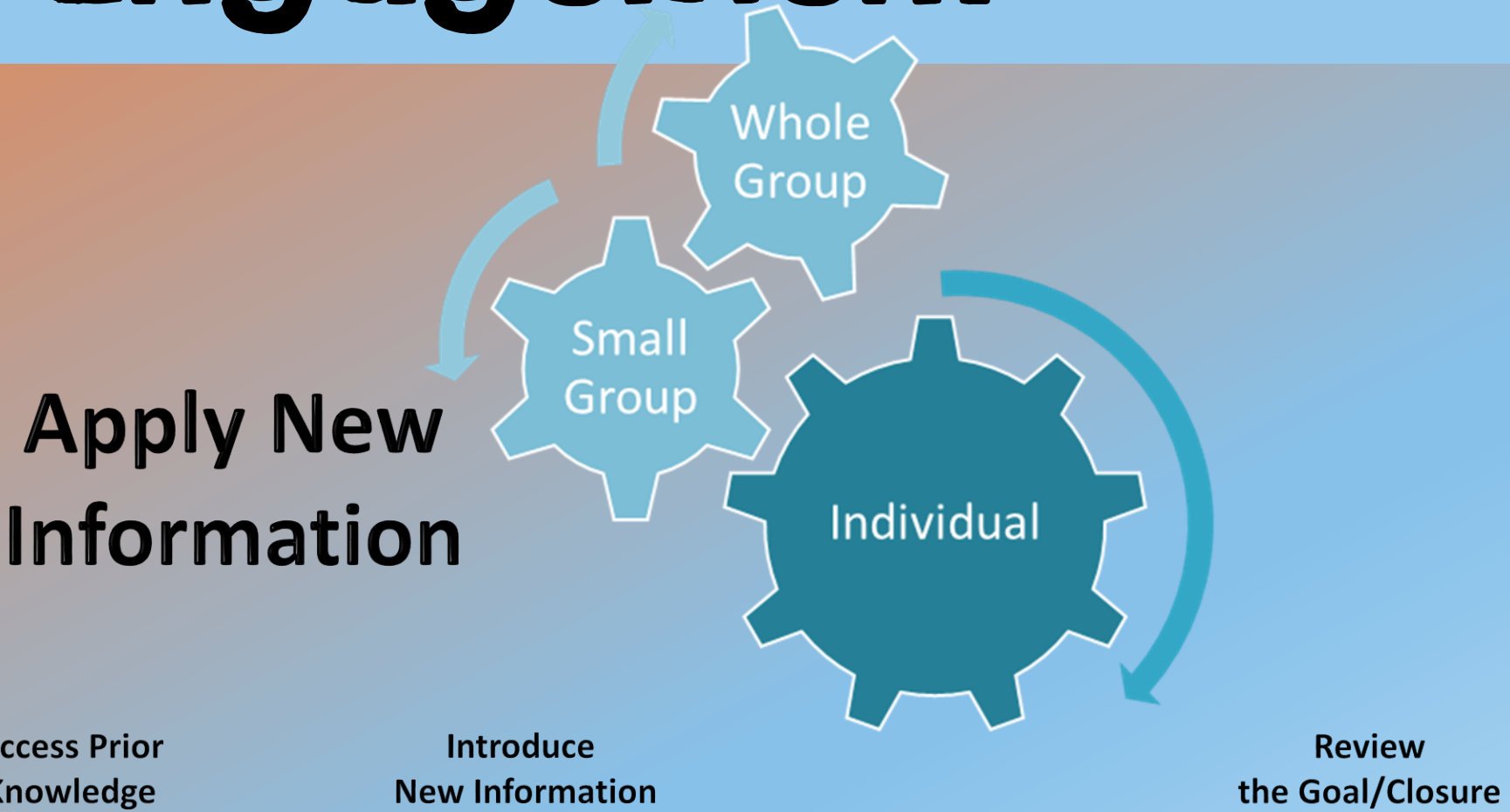
Access Prior
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Intentional Planning Engagement



Engagement

Intentional Planning

Review

the Goal/Closure

Set
the Goal

Access Prior
Knowledge

Introduce
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Apply New
Information



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Intentional Planning Engagement Review the Goal/ Closure



Snowstorm:

Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.

Parent Hotline:

Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.

Set
the Goal

Access Prior
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Intentional Planning Engagement

Review the Goal/ Closure

Gallery Walk:

On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, other students affix sticky notes to the posters to extend on the ideas, add questions, or offer praise.

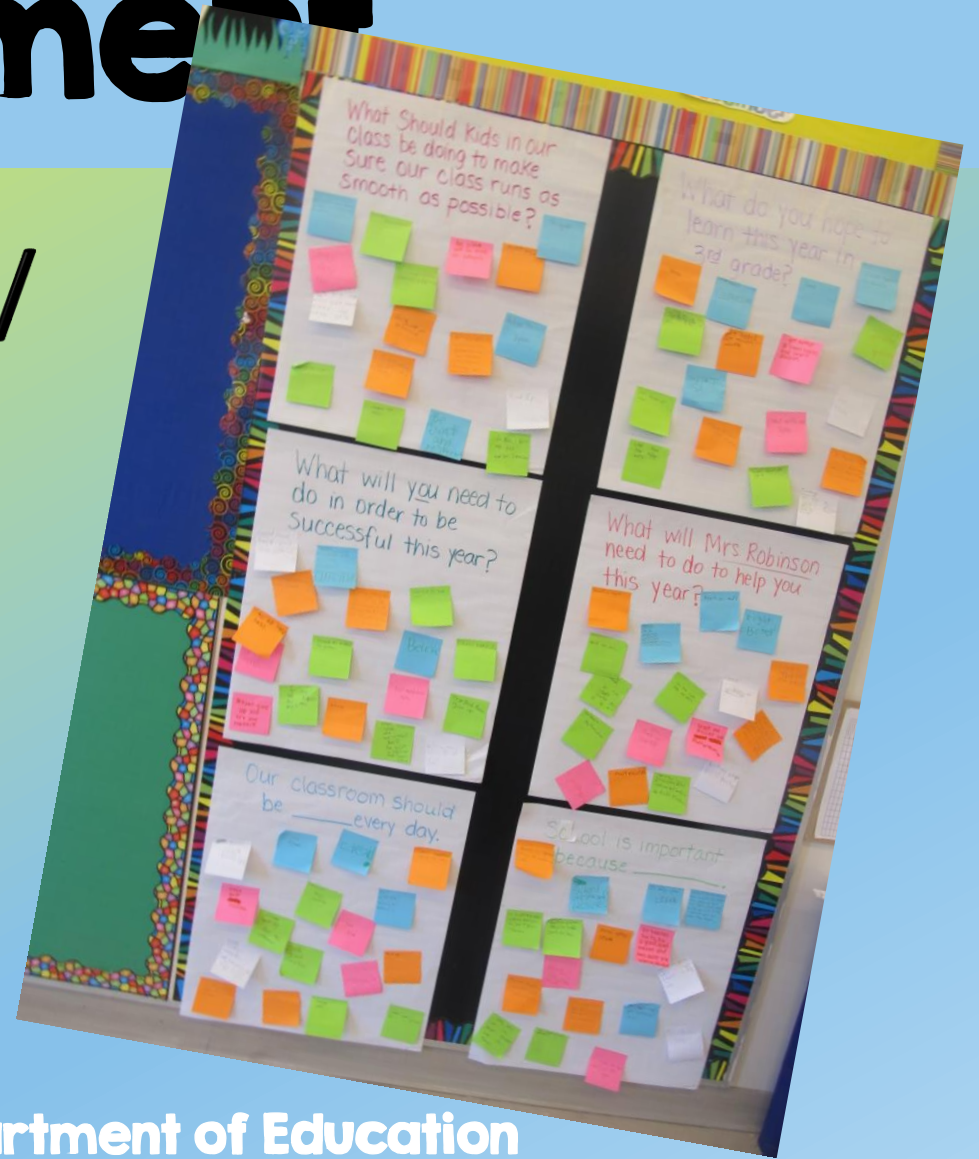
Set
the Goal

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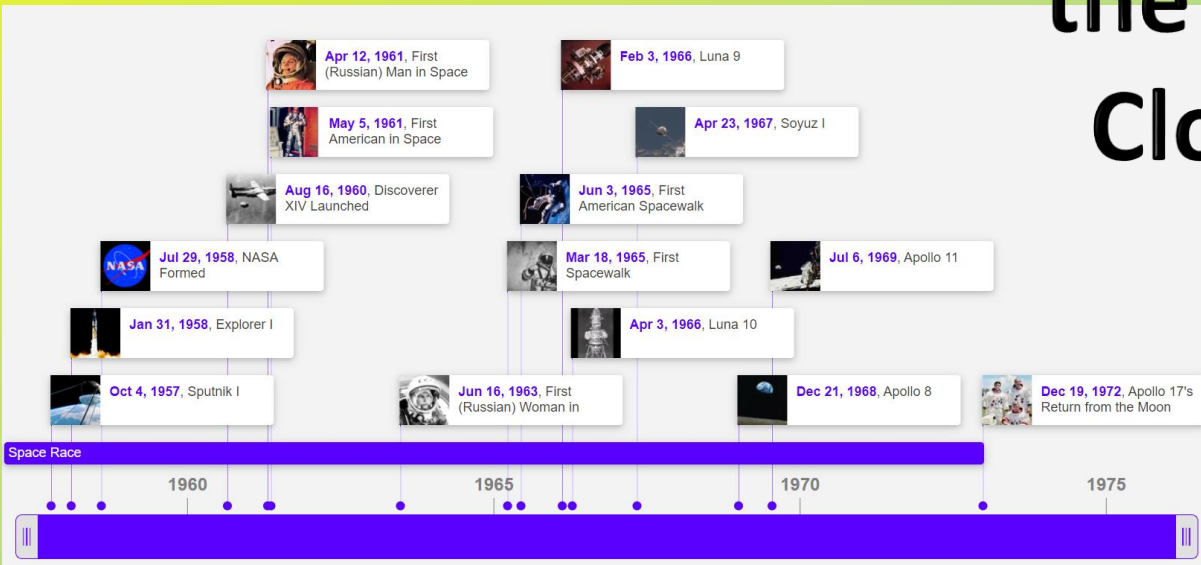


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Intentional Planning Engagement Review

the Goal/ Closure



Sequence It:

Students can quickly create timelines with TimeToast to represent the sequence of a plot or historical events.

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Intentional Planning Engagement Review the Goal/ Closure



Question Stems:

Have students write questions about the lesson on cards, using question stems framed around Bloom's Taxonomy.
Have students exchange cards and answer the question they have acquired

Exit Ticket Folder:

Ask students to write their name, what they learned, and any lingering questions on a blank card or "ticket." Before they leave class, direct them to deposit their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"—whichever best represents their understanding of the day's content.

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Intentional Planning



**Review
the Goal/
Closure**

**Set
the Goal**

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Engagement

**Set
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**Review
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Check out the PD Playlist for Teachers

Increasing Student Engagement: PopUp PD Playlist

Intentionally planning for student engagement can take place over many parts of lesson design. From setting the stage with a learning objective, to accessing prior knowledge, applying new information to closing a lesson, there are ways to plan for opportunities to get students involved with, and own their learning in the classroom.



Read

Read one or more articles

- [Engaging Ways to Close a Lesson](#) [Teach Starter]
- [How to Use Learning Targets in the Classroom](#) [Teacher Vision]
- [22 Powerful Closure Activities](#) [Edutopia]
- [20 Strategies for Increasing Student Engagement](#) [Learning Sciences]
- [How to Make Learning Targets Clear to Students](#) | [Edutopia]

Watch

Watch one or more videos

- [14:37] [Student Engagement Strategies](#) [Jacob Clifford]
- [11:49] [Increasing Student Engagement](#) [i-Dream.TV Minneapolis Public Schools]
- [2:40] [Questioning Techniques to Engage Students](#) [EngageNY]
- [9:52] [Engaging Students using Questioning Techniques](#) [Activate Your Classroom]

Available on the: [CT Learning Hub](#)

Go to Teacher's Learning Hub

Select PD On-Demand Playlist

Select Student Engagement Series



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Works Cited Page

<https://www.ascd.org/el/articles/high-quality-lesson-planning-ganag-style>

<https://www.learningsciences.com/blog/why-is-student-engagement-important/>

<https://www.edutopia.org/blog/22-powerful-closure-activities-todd-finley>

[Here's How Online Games Like Prodigy Are Revolutionizing Education \(reference.com\)](#)



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Engagement Ideas



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Thank you!

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