

MOTIVATION, ENGAGEMENT, AND STUDENT VOICE: PROFESSIONAL DEVELOPMENT SERIES

ENGAGEMENT MODULE

DECEMBER 2014

INTRODUCTION

This professional development module was created as part of a partnership between [Students at the Center](#), a [Jobs for the Future](#) initiative, and the [Connecticut Association of Public School Superintendents](#). Six Connecticut high school teachers worked closely with researcher and lead author of “Prioritizing Motivation and Engagement” in [Anytime, Anywhere: Student-Centered Learning for Schools and Teachers](#), Dr. Eric Toshalis, and Jobs for the Future staff to engage in a learner-centered development process resulting in a PD curriculum designed to be delivered in a learner-centered manner. The completed PD series consists of four modules of 3-4 lesson hours each, totaling around two full days of PD.

The full professional development series includes:

> **Motivation Module**

In this module, participants will explore how teacher behaviors can affect student motivation. The module includes an exploration of the malleability of student motivation, explores teacher best practices for motivating students, and compares reward/punishment or praise motivation to intrinsic motivation.

> **Engagement Module**

In this module, participants will explore definitions and personal experiences with student engagement, review and apply research-supported strategies to increase engagement, learn to identify and evaluate engagement, and make adjustments to lesson plans and classroom practice to increase student engagement.

> **Self-regulation Module**

In this module, participants will learn to identify and support students who struggle with self-regulation. Participants will leave these sessions with a teacher-generated document to bring back to the classroom and use with their students in support of self-regulation.

> **Student Voice Module**

In this module, participants will assess how much student voice is cultivated in their school or district, identify ways to support and encourage student voice within the class and school, and define potential barriers to student voice.



EVALUATING A LEARNER'S ENGAGEMENT

LESSON 3

By Chris Willems and Justyne Nuzzo, with Tobie Baker-Wright and Eric Toshalis

DECEMBER 2014

LEARNING OUTCOMES

At the end of this unit, participants will be able to:

- > Identify and evaluate engagement within a classroom

ESSENTIAL QUESTIONS

- > How can you tell when a learner is engaged?
- > How can you tell when a learner is disengaged?

MATERIALS & RESOURCES

- > Video projector
- > Speakers
- > Computer with Internet access
- > Graphic organizer: [Pre-Film](#)
- > Graphic organizer: [During the Film](#)
- > [Self-Reflection and Observation handout](#)
- > Index cards, self-stick notes, or scratch paper for exit-slip question
- > Article: "[Art and Science of Teaching/Ask Yourself: Are Students Engaged?](#)"
- > Film clips from The Teaching Channel
 - » [Strategies for Student-Centered Discussion](#)
 - » [The Wingman: Engaging Reluctant Students](#)
 - » [Literary Analysis Through Interactive Stations](#)
 - » [Engaging Students in Direct Instruction](#)
 - » [A Descriptive Writing Experience](#)

TOTAL TIME

- > Approximately 1 hour



ENGAGE: BUILDING CONNECTION AND PURPOSE

Time	Facilitator Steps
5 minutes	<p>Cooperative Grouping</p> <p>Before the session begins, think of how participants should be grouped. Be intentional. Should groupings encourage cross-department collaboration? Is there a new team that could use time to work professionally together?</p> <p>Think, Pair, Share</p> <p>Ask participants to reflect on the following prompts and record their thoughts using the pre-film graphic organizer provided.</p> <ul style="list-style-type: none">> How do I know when students are engaged in my classroom?> How do I know when students are disengaged in my classroom? <p>Participants pair up and discuss their thoughts on engagement, focusing on the next prompt also on the graphic organizer:</p> <p>If I were a student in my classroom, I would be able to tell that my teacher was working to engage me because _____.</p> <p>Ask: What does thinking about engagement from students' points of view do for us? What's it like for our students to observe us engage them (rather than vice versa)?</p>



Students at the Center author Eric Toshalis

on providing the right context for student effort.

DEEPENING KNOWLEDGE

Time	Facilitator Steps
25 minutes	<p>Guided Self-Reflection</p> <p>The article “Art and Science of Teaching/Ask Yourself: Are Students Engaged?” is concise and thought-provoking. Readers will need a short time to read and reflect on their personal practice as well as on Marzano’s perspective.</p> <p>Distribute the article and Self-Reflection and Observation handout and have participants silently read the article.</p> <p>Encourage participants to annotate the reading with comments, questions, and connections.</p> <p>After reading, ask participants to complete the Self-Reflection and Observation Handout. Inform them that it will not be shared with the group unless volunteered.</p> <p>Next, have participants break into groups of four to six, preferably by content area, to discuss the most provocative, most valuable, or most puzzling point made by Marzano.</p> <p>After 2-3 minutes discussion, briefly poll groups to generate ideas, reactions, and questions to post on the board/poster/screen.</p> <p>Ask for a volunteer at each table to share his or her experience. Have volunteers raise their hands so you know each table has chosen a person.</p> <p>Each volunteer chooses a lesson they have given in the last two days and names that lesson and its basic components for the group. The volunteer then reviews each of the four questions on the Self-Reflection and Observation Handout aloud, pausing to explain his/her rating and evidence.</p>
Varies, depending on clips	<p>Once finished, the rest of the group will reflect back what they heard and how it relates to their own teaching. If time permits, repeat the process with another teacher in the group.</p> <p>Say: <i>Today we looked closer at engagement, and what it might look like from the perspective of students observing us. We are going to continue in the role of observer by watching clips of lessons, making inferences, and looking for evidence of engagement.</i></p> <p>Ask participants to record their observations and notes using the graphic organizer provided.</p> <p>After each video clip, participants discuss their thoughts referring to the prompts on the During the Film graphic organizer.</p>



This portion can easily be adapted to fit

various time allotments for professional development. Facilitators should preview the clips provided and select the ones that will best fit the needs of the group. Other clips of engaging instruction can also be substituted.



In planning, be sure to leave time for

discussion.

PROCESS & SYNTHESIS

Time	Facilitator Steps
10 minutes	<p>Closure</p> <p>Ask participants to share the most valuable engagement strategy they observed in the video clips.</p> <p><i>Say: How valuable would it be to do this sort of learning observation in each other's classrooms? What sort of structures, supports, and culture would back this work?</i></p> <p>Next session, we will be reworking a lesson to make it more engaging. For that session, we are going to bring a lesson that, for whatever reason, is challenging. As you think about your lesson, remember, this will not be a show and tell of a good lesson, but "lifting up the hood and installing a turbocharger." So bring a lesson that needs tuning!</p> <p>Exit Slip</p> <p>Before participants leave, hand out notecards and ask them to describe one thing they will do to increase engagement in their learning environment and/or how they will monitor student engagement over the next week. Give them the following frame:</p> <p>I used to _____ but now I will _____.</p> <p>Ask participants to also record any new questions/push backs or concerns on the back of the card. Let them know these may be shared.</p> <p>Collect cards to help frame facilitation for the next session. Questions may be used for discussions, or help select resources to share.</p>



GRAPHIC ORGANIZER: PRE-FILM

STATEMENT	EVIDENCE Describe or illustrate what students are doing or not doing, saying or not saying.
I know when students are engaged in the classroom because I observe . . .	
I know when students are <i>dis</i> engaged in a classroom because I observe . . .	
If I was a student in my classroom, I would be able to tell that my teacher was working to engage me because I'd observe . . .	





SELF-REFLECTION AND OBSERVATION

DIRECTIONS

Think about your current teaching practice using the following questions from Marzano's article, "Art and Science of Teaching/Ask Yourself: Are Students Engaged?"

QUESTION 1: DO I PROVIDE A SAFE, CARING, AND INSPIRING ENVIRONMENT?

- All of the time
- Most of the time
- Some of the time
- Rarely or Never

Evidence (How do you know this?):

QUESTION 3: DO I DEMONSTRATE WHY THE CONTENT IS IMPORTANT, WHY WE'RE STUDYING IT, AND OR WHY IT IS A VALUABLE THING TO KNOW OR BE ABLE TO DO?

- All of the time
- Most of the time
- Some of the time
- Rarely or Never

Evidence (How do you know this?):

QUESTION 2: DO I MAKE THINGS INTERESTING FOR MOST OF MY STUDENTS?

- All of the time
- Most of the time
- Some of the time
- Rarely or Never

Evidence (How do you know this?):

QUESTION 4: DO I REINFORCE THE FACT THAT EFFORT IS THE KEY TO ACADEMIC SUCCESS?

- All of the time
- Most of the time
- Some of the time
- Rarely or Never

Evidence (How do you know this?):





ENGAGEMENT, LESSON 3

GRAPHIC ORGANIZER: DURING THE FILM

VIDEO CLIP	WHAT DO YOU SEE?	WHAT DO YOU INFER ABOUT WHAT YOU SEE?	WHAT EVIDENCE SUGGESTS THAT STUDENTS ARE ENGAGED?	WHAT DID THE TEACHER DO TO INSPIRE ENGAGEMENT?



Students at the Center synthesizes and adapts for practice current research on key components of student-centered approaches to learning. Our goal is to strengthen the ability of practitioners and policymakers to engage each student in acquiring the skills, knowledge, and expertise needed for success in college and a career. The companion volume [Anytime, Anywhere: Student-Centered Learning for Schools and Teachers](#) (2013) is now available from Harvard Education Press. This Jobs for the Future project is supported generously by funds from the Nellie Mae Education Foundation.



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