

Student Engagement Strategies

Goal: Teacher utilizes a variety of strategies and techniques to create and maintain a high level of learner engagement (90%).

Teacher Behaviors and Learning Environment <i>Teacher expects and creates conditions for <u>all</u> students to actively participate.</i>
<p>Teacher creates a safe and risk free learning environment.</p> <ul style="list-style-type: none"> - Teacher introduces new/unfamiliar information instead of asking students. - Teacher doesn't ask students questions they cannot answer. - Students aren't made to feel uncomfortable by teacher and/or classmates for an incorrect response. - Teacher creates a culture of respect – from student to student, student to teacher, and from teacher to student. - Teacher refrains from evaluative feedback to open-ended questions (e.g. not adding "Good answer." "I like that.").
<p>Teacher is well planned, prepared and ready for the lesson.</p> <ul style="list-style-type: none"> - All needed materials are prepared and available and the teacher is familiar with them. - The instruction starts promptly, is sequentially orchestrated, and well paced. - Teacher exhibits interest and enthusiasm through voice volume and expression during the entire lesson.
<p>Teacher uses proximity as an engagement strategy.</p> <ul style="list-style-type: none"> - Teacher moves around the room during instruction. - Teacher strategically seats learners to foster engagement.
<p>Teacher creates opportunities for students to stop and organize their thinking in order to better record it when asked.</p> <ul style="list-style-type: none"> - Teacher provides learners an opportunity to ready for the instruction prior to beginning the lesson. - Teacher plans purposeful open ended questions and conversations during the instruction to support learners in making meaning. - Teacher uses open ended response formats during and after instruction. - Teacher uses cues and prompts as scaffolds to enable all learners access to the thinking. - Teacher uses a variety of techniques for sharing thinking (e.g. oral, written, partner, whole group, A/B, whip, white boards, random/stick choosing). <p>STOP - Stop – Think – Organize – Pair and Share © Reach Associates STOR - Stop – Think – Organize – Record © Reach Associates STAC - Stop – Think – And – Create © Reach Associates</p>
<p>Teacher minimizes students' off task verbalizations/distractions.</p> <ul style="list-style-type: none"> - Teacher redirects off task behavior without stopping instruction (i.e. using turn and talk, proximity). - Teacher doesn't digress from lesson focus by responding to an off task question and/or comment from a student. - Teacher uses nonverbal signals to redirect student (e.g. put hands down, a smile or thumbs up of recognition).
<p>Teacher visually scans and observes students' engagement throughout the lesson to determine level of engagement/understanding and adjusts lesson as needed.</p> <ul style="list-style-type: none"> - Teacher uses a variety of techniques to monitor understanding (e.g. oral, in writing, non verbal). - Teacher monitors the proportion of teacher and student talk. - Teacher monitors the amount of talk time for each learner.
<p>Teacher clearly defines engagement expectations and creates rubrics for learners to use as a tool when self reflecting.</p> <ul style="list-style-type: none"> - Teacher stops in the middle of the lesson, has learners use rubrics to self reflect, then to set a goal for the 2nd half of the lesson. - Teacher has learners use rubrics to self reflect and record their day's engagement as an exit card. <p>STAR - Stop – Think – And – Reflect © Reach Associates</p>