Enhancing Student Engagement Through Co-teaching

Presenters: Amy Beasley

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Training Outcomes

- Participants will understand the rationale for focusing on student engagement; a tool for activating intellectual connection; as an essential part of the co-teaching process.
- Participants will be able to think beyond compliance and unpack the importance and benefits of fostering positive relationships as the foundation for engaging students emotionally and intellectually.
- Participants will explore ways to motivate, encourage, excite, and promote all learners using co-teaching models.

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Focus Rationale

- **21st-century learning has created the need to shift from the traditional classroom to one that provides more engaging and meaningful learning experiences through inclusive practices. Teachers are tasked with how to motivate, encourage, excite, energize, and promote the most reluctant of learners. In addition, schools today are challenged to meet the diverse needs of our students, including academic skills, cognitive ability, emotional and physical well-being, social acceptance, and cultural alignment.**
- **To increase awareness and understanding of the importance of student engagement and the application of co-teaching as a vehicle by which equitable access and inclusive practices for all students are provided. Participants will gain an overview of the basics of co-teaching practices that will enhance differentiated instruction, clear expectations, and the implementation of various student engagement methods, practices, and strategies.**

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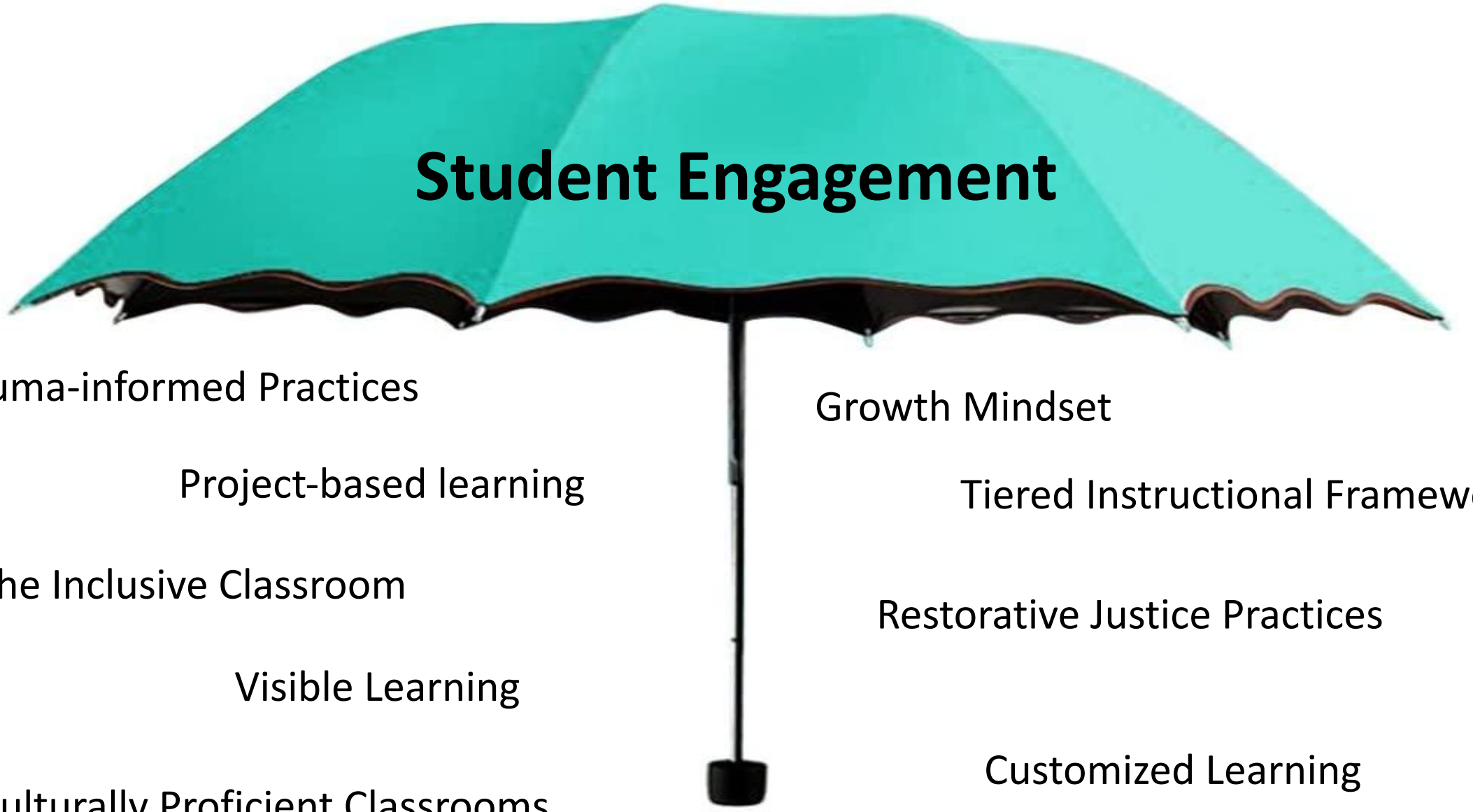
Student Engagement
Trauma-informed Practices
Project-based learning
The Inclusive Classroom
Visible Learning
Culturally Proficient Classrooms
Growth Mindset
Tiered Instructional Framework
Restorative Justice Practices
Customized Learning

What is Student Engagement?

- “Students 'cognitive investment in, active participation with, and emotional commitment to learning particular content or skills.”(W. Bender, 2017)
- “Psychological effort students put into their learning and mastering content” (Fisher, Frey, Quagalia, Smith , & Lande, 2018)
- “The level of success where students’ own their learning at the highest levels of complexity” (Marzano & Toth, 2014)

Learning must be Active!

Students must be involved & invested!

Students must be connected to the learning!

Learning activities must focus on critical thinking and problem solving!

Teaching must foster cognitive involvement!

Lessons must meet student interests & abilities!

Classrooms must be student-centered!

Teachers must address emotional needs!

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How do your students look on Monday??

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How do YOU look on Monday??

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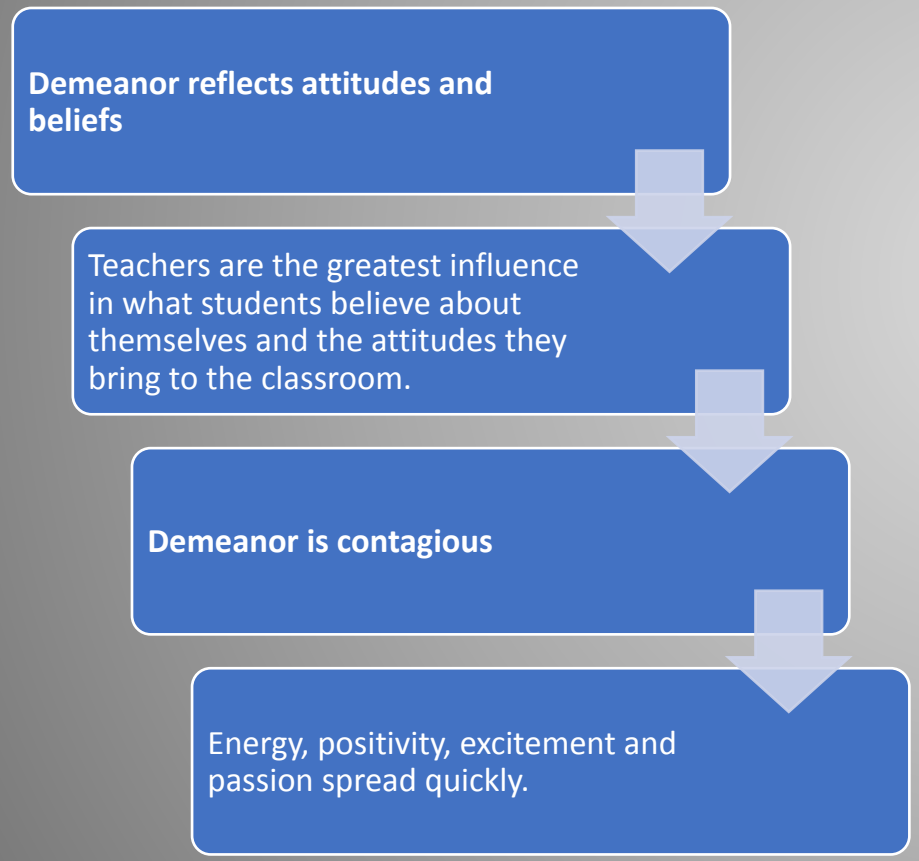
A Teacher's demeanor in one of the most influential factors in promoting and increasing student engagement.



Demeanor is the vehicle by which change is embraced and work effort is stimulated

- Happy students embrace learning even if it is challenging
- Friendly environments foster trust which provides the foundation for risk taking

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A Student's perception of acceptance determines how they feel about themselves and how they interact with the classroom environment

- **The relationships teachers have with students determine students' feelings of acceptance**
- Teachers can take concrete steps to foster relationships thus increasing the probability that a student will respond positively to the learning environment

- **Teacher support is one of the strongest predictors of motivation among students**
- Feeling supported combats risky behaviors, reduces stress, and decreases feelings of poor self-concept

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Developing authentic, personal relationships with students

A Review of Educational Research analysis of 46 studies found that strong teacher-student relationships were associated in both the short- and long-term with improvements on practically every measure schools care about: **higher student academics, classroom engagement, attendance, grades, fewer disruptive behaviors and suspensions, and increased post-secondary success.**

(Education Weekly, 2019)

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Establishing Authentic, Personal Relationships with your Co-teaching Partner and Students

Analyze your own strengths, weaknesses and biases

- Know what makes you tick
- Unpack your own emotional backpack
- Be aware of the weight of others' backpacks
- Provide support for each other

Show interest in and Affection

- Simple courtesies
- Physical contact and Physical Gestures
- Attending to unique needs and personal concerns
- Identify and use positive information (Interest surveys, parents, past teachers, families, hobbies, etc)

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A MODEL OF ATTENTION AND ENGAGEMENT

Robert J. Marzano & Debra J. Pickering

Planning and Implementing Instruction that Promotes Student Engagement

(Even the most reluctant of learners)

Attention	Engagement
How do I feel?	*Is this Important?*
Am I interested?	*Can I do this?*

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Model of Attention

Attention is a positive response to both questions of *"How do I feel"* and *"Am I interested?"*

If students have negative emotions or low energy; they are not likely to gain new information into their working memory.

If the information is not considered interesting; the working memory will not process the new information.

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- **A student's answer to this question is a composite function of at least three factors:**
  - The student's perception of acceptance by both teacher and peers
  - The student's level of energy
  - The demeanor of the teacher

How Do I feel?

- **5 Strategies a teacher can use to increase the chance that students will have a positive response to the question "How do I feel?":**
  - Using effective pacing
  - Incorporating physical movement
  - Demonstrating intensity and enthusiasm
  - Using humor
  - Building positive teacher-student and peer relationships

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The extent to which students pay attention in class is a function not only of how they feel but also of their level of interest.

Am I Interested?

5 Categories of Strategies That Stimulate Student Interest:

1. Using games and inconsequential competition
2. Initiating friendly controversy
3. Presenting unusual information
4. High level of Questioning
5. Incorporating personal stories

Model of Engagement

Engagement is a positive response to both questions of *"Is this important?"* and *"Can I do this?"*

If the student deems information is not important, working memory will not maintain it for very long.

If the student does not believe they can perform voluntary or required tasks related to the information, the brain will eventually reject it.

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Three main ways to help students affirmatively answer the question…

Is this important?

1. Connecting to students' lives
   - Provide Choice
2. Connecting to students' life ambitions
   - Personal Learning Goals
3. Encouraging application of knowledge
   - Decision making
   - Problem solving

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Is this Important?

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Teaching Self- Efficacy/ Growth Mindset

- Directly teach self-efficacy through planned lessons and projects
- Teach students about the power of the human brain and reinforce the notion that hard work and practice enhance competence
- Think smarter, not harder
- Talent is overrated; work effort is the key
- The road to excellence is hard work

Can I do this ?

Student Engagement Through the Co-teaching Lens

What are the benefits?

Collaborative Environment Modules

1. One teach, one support
2. Station teaching
3. Parallel teaching
4. Alternative teaching
5. Team teaching

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Cues, Questions and Advance Organizers

The Research says: Teachers should use cues and questions that focus on what is important, use ample wait time before accepting responses, eliciting inference and analysis.

How it looks like in the classroom:

- Graphic Organizers – provide guiding questions before each lesson, think alouds, inferencing, predicting, drawing conclusions, skim chapters to identify key vocabulary, concepts and skills
- Foldables
- Heading Turnaround

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Nonlinguistic Representations

The Research says: Students should learn to eliminate unnecessary information, substitute some information, keep important information, write/rewrite/ and analyze information.

How it looks like in the classroom:

- Teacher models summarization techniques – key concepts, bullets, outlines, journal summaries, paraphrasing, column notes, etc.
- Reciprocal Teaching – Summarize – Question- Clarify – Predict
- Who What Where and Why Charts
- RAT and RAP
- Note cards and stickies

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Summarizing and Note Taking

The Research says: Students should learn to eliminate unnecessary information, substitute some information, keep important information, write/rewrite/ and analyze information.

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Assigning Homework and Providing Practice

The Research says: Teachers should vary the amount of homework based on student independent level, keep parent involvement to a minimum, state purpose and if assigned… should be corrected or debriefed.

How it looks like in the classroom:

- Exit tickets
- Retell, recite and review learning for the day at home
- Reflective Journals, KWL charts
- Specific and brief instructions

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Identifying Similarities and Differences

The Research says: Students should compare, classify, and create metaphors, analogies and non-linguistic or graphic representations

How it looks like in the classroom:

- Thinking Maps, T-charts, Venn diagrams, classifying, analogies, cause and effect links, Sketch to Stretch, Comparison Matrix
- QAR (Question/Answer/Relationship)
- Frayer model

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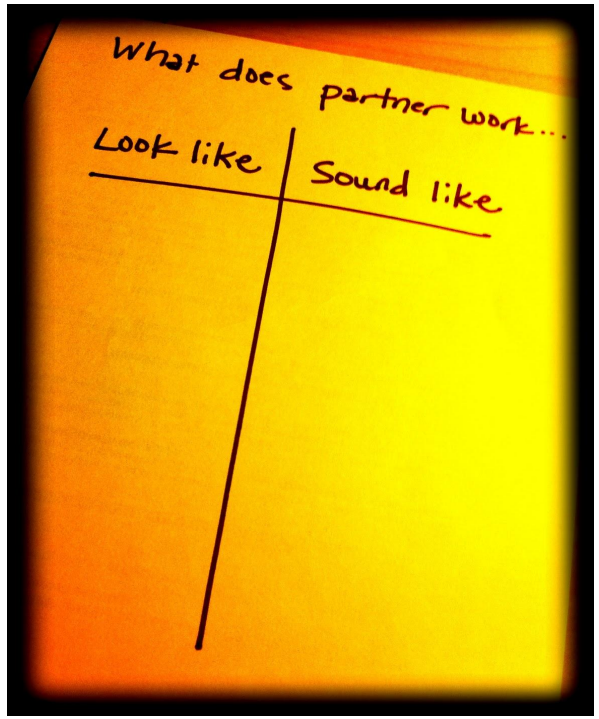
Identifying Similarities and Differences

T-Chart

- Looks like……..Sounds like
  Cause……..Effect
- Compare……..Contrast
- Pro……..Con



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Generating and testing Hypothesis

The Research says: Students should generate, explain, test and defend hypotheses through problem solving, history investigation, invention, experimental inquiry, and decision making.

How it looks like in the classroom:

- Exploration in math – multiple strategies
- Questioning the author of a book
- Re-writing history – new effect
- Science fairs
- School problem -- Solution and Debate

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Thoughts?

Questions?

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