

## **ENGAGED**

### *Best Practices*

Engaged Students demonstrate intellectual engagement. As teachers we ask ourselves: ***“What environment is needed for engagement?”*** and then, ***“How do we know when a student is engaged?”***

### **From our experts:**

With constant and unflinching honesty, ask yourself and be able to answer students specifically with real world answers:

*(Why) Does this matter? Why is this worth learning?*

*(So what? ) Who cares? How does this apply to one’s life?*

Model engagement:

*Why do I teach this, why is it important, what do I love about my subject? Have a real answer ready and be able to really explain it at any time to anyone. Really know things in your discipline work and be ready and open to learning more.*

Cultivate relationships with our students:

*Accept each student where he or she is at and then challenge them to go further.*

*(Octopus example) Let students be who they really are not just who they think they are, listen carefully to what they say and don’t say especially after a lesson or activity*

Don’t allow them to not be engaged:

*Be playful, tell stories, trick them into learning (ducks and cows example), no hiding, call on everyone (See outline below)*

### **Other practices**

#### Cold Call

1. **Call on students regardless whether they have raised their hands:** *Goal is to create a culture where all students answer your questions in their minds because they know you expect everyone to give answers*
2. **Predictable:** *If you consistently expect all students to answer any question you ask, they will know they need to be prepared and paying attention (Engaged)*
3. **Systematic:** *Take pains to make it clear that this is about expectations not about individuals*
4. **Positive:** *You are trying to foster “positive”, playful engagement with serious, rigorous work*
5. **Scaffolding:** *Reinforce what students DO know before moving on to what they might NOT know.*

## **Collective wisdom**

### **Policies**

“Spanish only” sign (visual cues of engagement expectations)

Grade/quantify participation

Support and evidence is required and reflected in evaluation

Cold call/no raising hands policy

Self-evaluation on a regular basis

### **Procedures**

Develop a tracking or record keeping method to ensure that you actually are distributing questions among all students

What does good participation look like in your classroom and discipline and is that stated in your evaluation of “participation”?

Take time to listen (Make listening to students one of your daily routines):

Are students still talking about the subject/lesson after class

What kind of questions are they asking? Do they want to know more

Do they express a sense of accomplishment when turning in a difficult project or completing something challenging?

Did they read ahead, read more, go in a radically different direction than called for in the instructions?

Are students seeking help from you outside of class?

Are students sharing a me to

Partner seating arrangement

Cards/lifelines to call on others for help

Ask a question and allow hang time before picking a student to answer (have name ready before you ask the question)

Start with simple questions and progress to more difficult ones

Prepare your questions ahead of time and know what kind of answers you want, don't want, and what you are likely to get

### **Actions**

Consider what messages you send with your words and body language

Don't be afraid to ask tough or challenging questions

Take time to see what is being taught in a partner discipline and know where students should be making connections

Encourage skepticism by letting students respectfully challenge a statement or premise you've made. Model skepticism by allowing your mind to be changed or refocused through student input

Change lesson or focus of an activity based on student interest

Tone is contagious. (positive and negative) Change up room and methods to harness the positive.

Make it safe to be wrong

High expectations: lovingly expect investment, preparation, and success and be unwilling to settle for less.

Get students out of their seats and doing something: puzzling or interesting demos or problems

Trick or disarm students by contradiction common assumptions or attitudes. Make the familiar unfamiliar