Dynamic Duo: The Connection Between the Learning Environment & Student Engagement

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"The songwriting process is like planting a seed; every chord, every lyric, every note nurtures its growth until is blossoms into a masterpiece."

Five Key Areas

- Learning Environment

- Cognitive Challenge

- Student Engagement

- Researched-based Instructional Strategies

- Assessment and Adjustment of Instruction

Learning Environment

Approaching Expectations ☐	Meets Expectations ☐	Exceeds Expectations ☐
Teacher has some established classroom management structures but exhibits inconsistent control of the classroom environment.	☐ Teacher has established many **classroom management structures** and exhibits consistent control of the classroom environment.	☐ Teacher has implemented highly effective classroom management structures which systematically demonstrate high expectations and scholarly behavior as the norm.
Teacher and students partially demonstrate mutual respect and rapport, yet some negativity is evident.	☐ Teacher and students consistently demonstrate mutual **respect** and **rapport** which conveys a sense of community.	☐ Teacher and students constantly demonstrate mutual respect and rapport which conveys a sense of safety and community.
Student behaviors are somewhat appropriate, but some disruptions occur to instruction and learning.	☐ **Student behaviors** are appropriate with limited to no disruption to instruction and learning.	☐ Student behaviors are consistently appropriate with no disruption to instruction and learning.
Teacher utilizes limited or inconsistent accountability measures for behavior.	☐ If needed, the teacher utilizes consistent **accountability measures** for behavior.	☐ If needed, the teacher utilizes strategic and seamless accountability measures for behavior that do not disrupt the flow of the lesson.
Teacher utilizes time somewhat appropriately (e.g., some instructional time is lost).	☐ Teacher consistently **utilizes time** appropriately (e.g., minimal, if any, instructional time is lost).	☐ Teacher strategically utilizes instructional time with emphasis on rigorous pacing.
Teacher provides some instructional resources, but others are lacking.	☐ Teacher provides the appropriate **instructional resources.**	☐ Teacher provides ample and innovative instructional resources.

What were we curious about?

» Was there a relationship between the CMU Educational Program Review (EPR) protocol observations and NWEA MAP growth and achievement?

» Were there specific indicators or groups of indicators from the key areas that were more significant than others?

» Does a higher rating on the EPR protocol having any mediating effect on the impact of socio-economic status?

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Principal Component Analysis

» Learning Environment

» Antecedents to Student Engagement

Attributes of the Learning Environment

Accountability Measures

Classroom Management

Student Behaviors
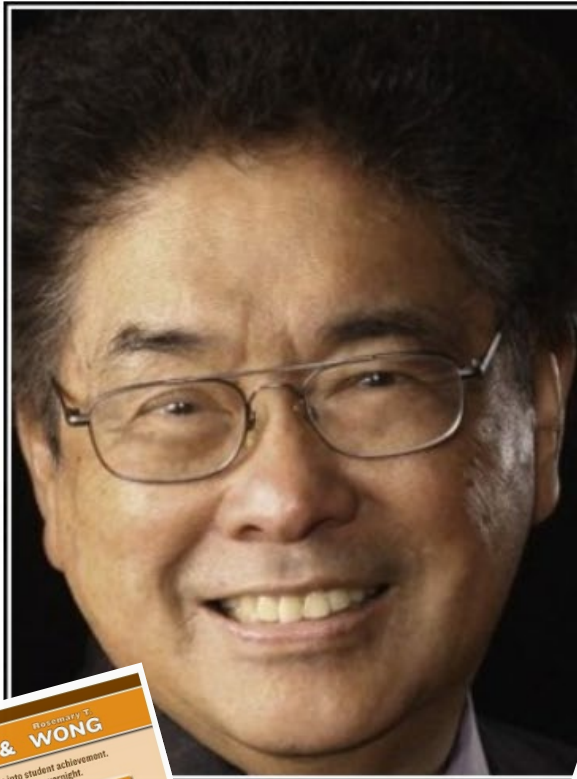
Respect & Rapport

Use of Time

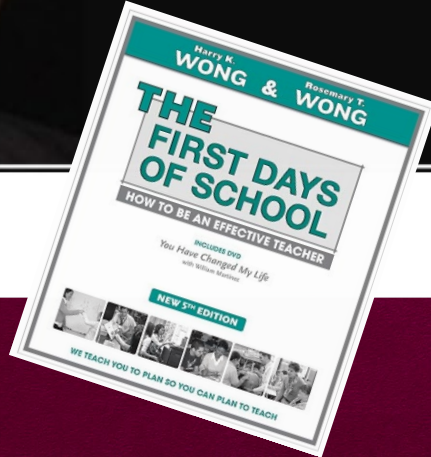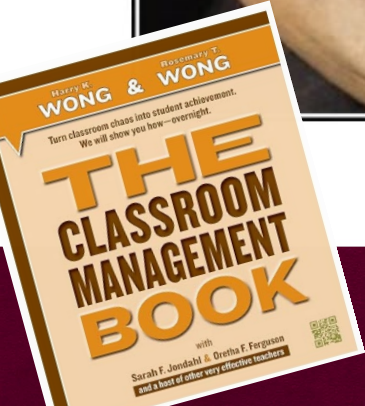# How can we create a positive learning environment?

The most successful classes are those where the teacher has a clear idea of what is expected from the students and the students know what the teacher expects from them.

— Harry Wong —

AZ QUOTES

Read and Annotate the Classroom Management 101 Article

- ✓ 1) Develop an organized physical layout for the classroom.
- ✓ 2) Develop clear rules and routines.
- ✓ 3) Establish caring relationships with and among students.
- ✓ 4) Plan and implement engaging instruction.
- ✓ 5) Address discipline issues when they arise.

Annotate with the following:

! = Something new or exciting

? = Something you are curious about or question

★ = Something that is a key take-away for you

Stand Up/Hand Up/Pair Up
Taller Person Shares First

Opening and Closing Meetings

Good News

Greetings

RELATIONSHIPS

Affirmations

Teambuilding Activities / Class Motto/Mascot

Encouragement/Cheers

Silent Reflection: Which of these might you want to focus on in the next few weeks?

Beginning of Day/Class Procedures

The following procedures ensure an orderly start of the day:

1. Greeting students at the door
2. Orderly and quiet entry
3. Starting "Do Now" immediately
4. Turning in homework
5. Holding a "Morning Meeting" with Good News
6. Distributing materials
7. Having necessary materials out and ready for instruction.

End of Day/Class Procedures

The following procedures ensure an orderly end of the day:

1. A process for leaving the classroom clean and organized

2. A process for students to pack up their own items

3. Closing Circle (5-10 min.) which might include:
   - A review/reflection of the main point(s) of the lesson/day
   - Celebration of accomplishments and areas to grow
   - Homework reminders
   - A preview of what will be taught tomorrow
   - Important announcements
   - Launch / Goodbye

Think-Pair-Share: Discuss your current structures for beginning and ending the day. What new ideas might you consider incorporating? *The person with bigger feet goes first.*
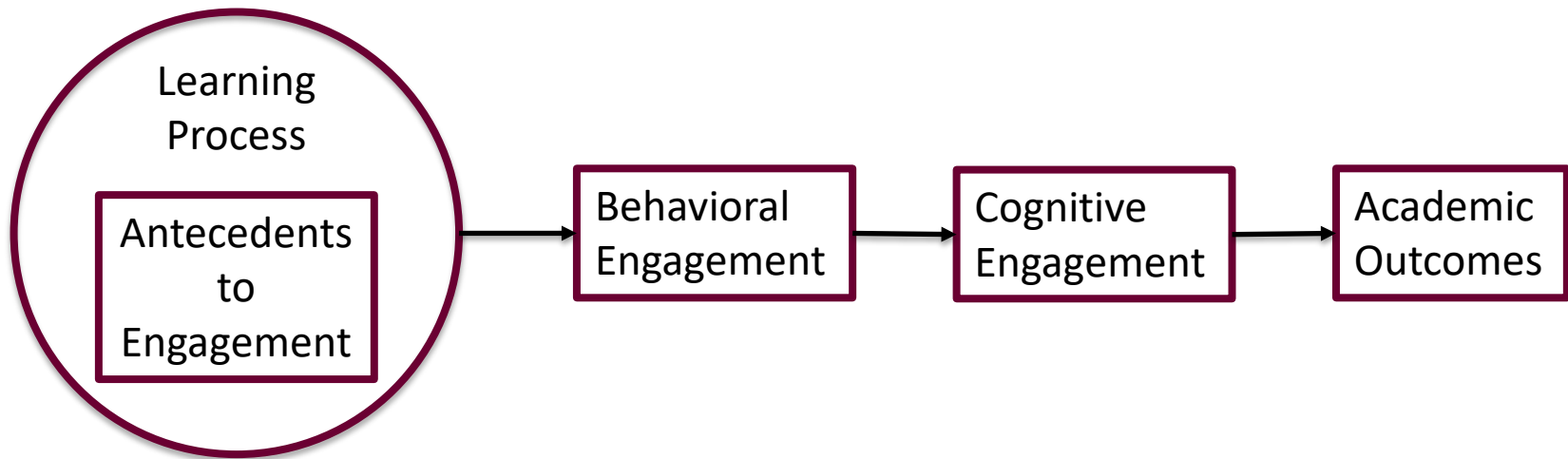
What is student engagement?

What do you mean by "antecedents" to student engagement?

| Specific Instructional Strategies | Interactive Teaching with Active Student Responses and Feedback | Variety of Teaching Methods Matching Student Ability |

Example "Antecedents" to Student Engagement

Rigorous Learning Tasks

Active Learning

Scaffolding

Academic Discussion

Differentiation, Intervention & Support

Academic Vocabulary

Why is engagement important?

Student engagement is strongly related to academic growth.

The amount of time a student spends academically engaged is a strong predictor of academic achievement.
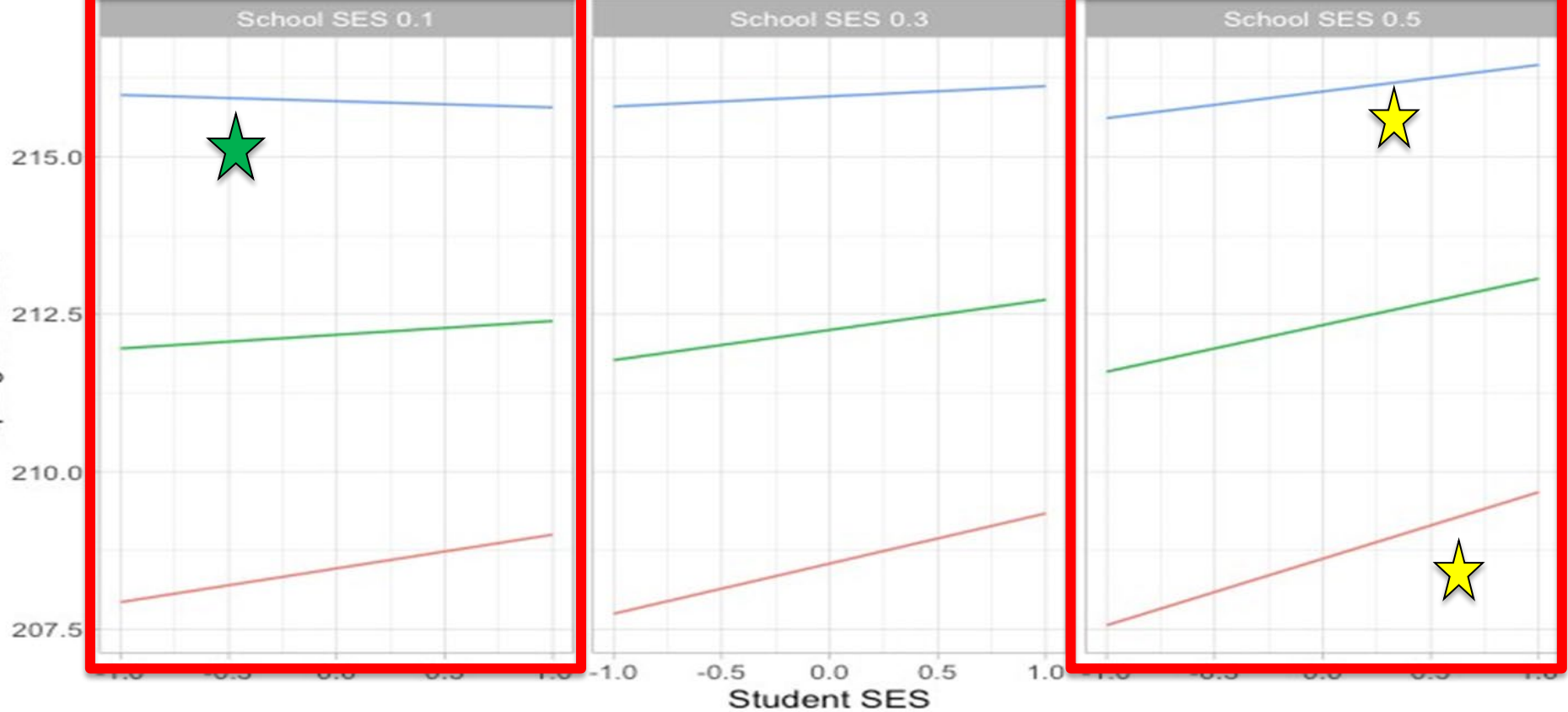
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Growth Model
Controls for Fall Score

What are some specific examples of the antecedents to student engagement that teachers should try?

Engagement Continuum

Disengaged (complete disinterest and lack of motivation)	Compliant (willingness to perform at required level of behavior and cognition)	Engaged (active learning with cognitive challenge and piqued interest)
• Sleeping • Reading* • Doing other work • Writing notes* • Talking* • Playing around • Getting out of seat* • Using technology* *When not intentional for purpose of the lesson	• Doing task required by teacher • Sitting quietly • Facing forward • Looking at teacher • Answering questions • Nodding	• Asking questions • Solving problems • Critically thinking • Discussing with peers • Researching/Exploring • Applying/Connecting • Analytically reasoning • Generating and testing hypothesis • Constructing/Creating • Critiquing • Responding in writing • Debating

The Learning Pyramid*

Average Retention Rates

Think about <u>WHO</u> is doing the work!

Passive Teaching Methods

5%	Lecture
10%	Reading
20%	Audio-Visual
30%	Demonstration

Participatory Teaching Methods

|	
50%	Group Discussion
75%	Practice
90%	Teaching Others
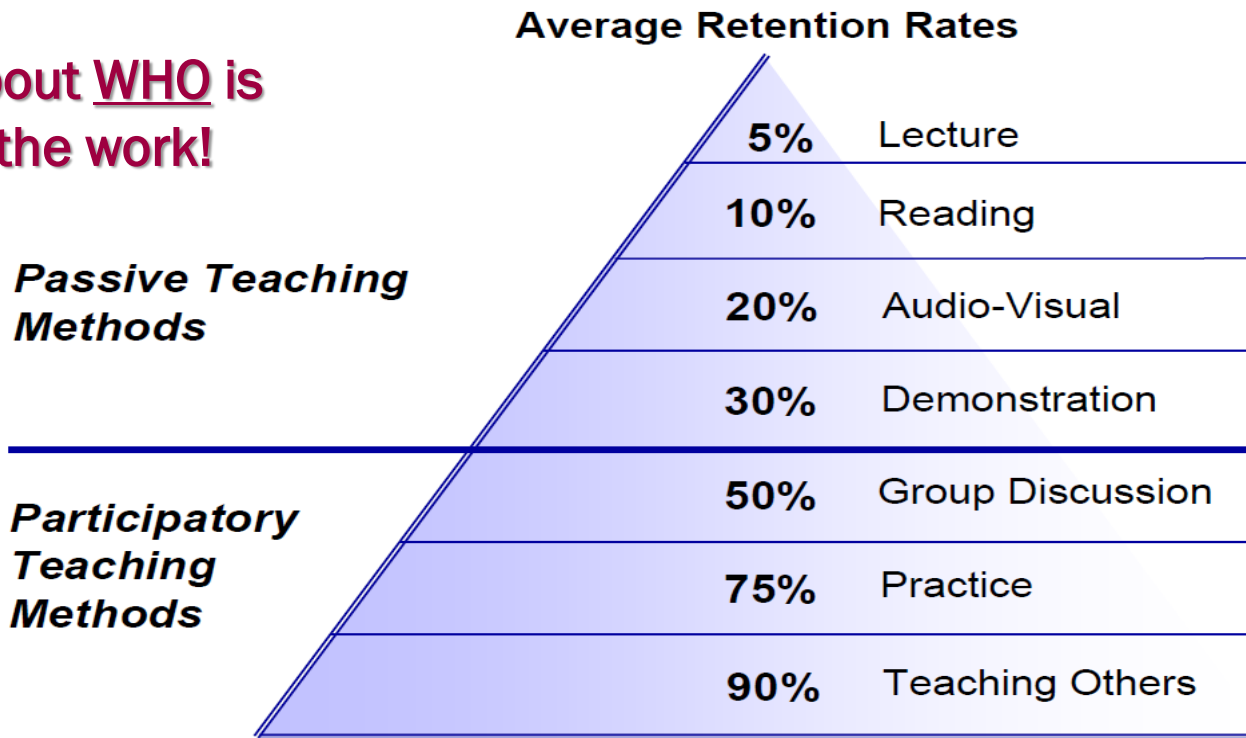
*Adapted from National Training Laboratories. Bethel, Maine

Structured Conversations with Accountability

Think-Pair-Share
Write-Pair-Share
Stand Up, Hand Up, Pair Up
Give One/Get One
Scholarly Stroll or Walk-n-Talk
Twins/3 Musketeers
4 Corners

59 KAGAN STRUCTURES

Dr. Spencer Kagan
Miguel Kagan
Laurie Kagan

Kagan
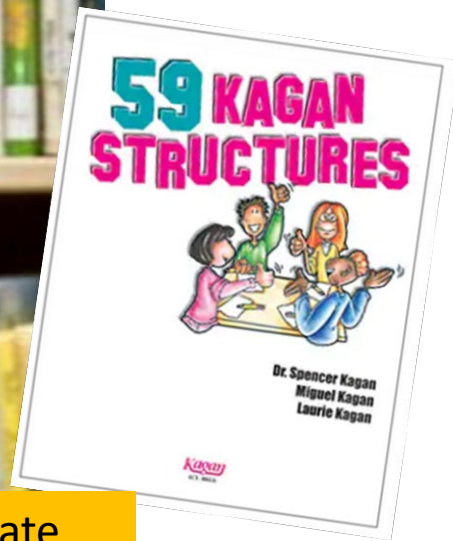
Discussion: How often and in which ways to you incorporate structured conversations with accountability?

Questions?

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"A well prepared and engaging teacher is a catalyst...a spark that creates the desire to learn in our students."

--Robert John Meehan