



THE GOVERNOR JOHN ENGLER
**CENTER FOR
CHARTER
SCHOOLS**
CENTRAL MICHIGAN
UNIVERSITY

The Engagement Equation

Eight Practices That Power Student Success

Presenters



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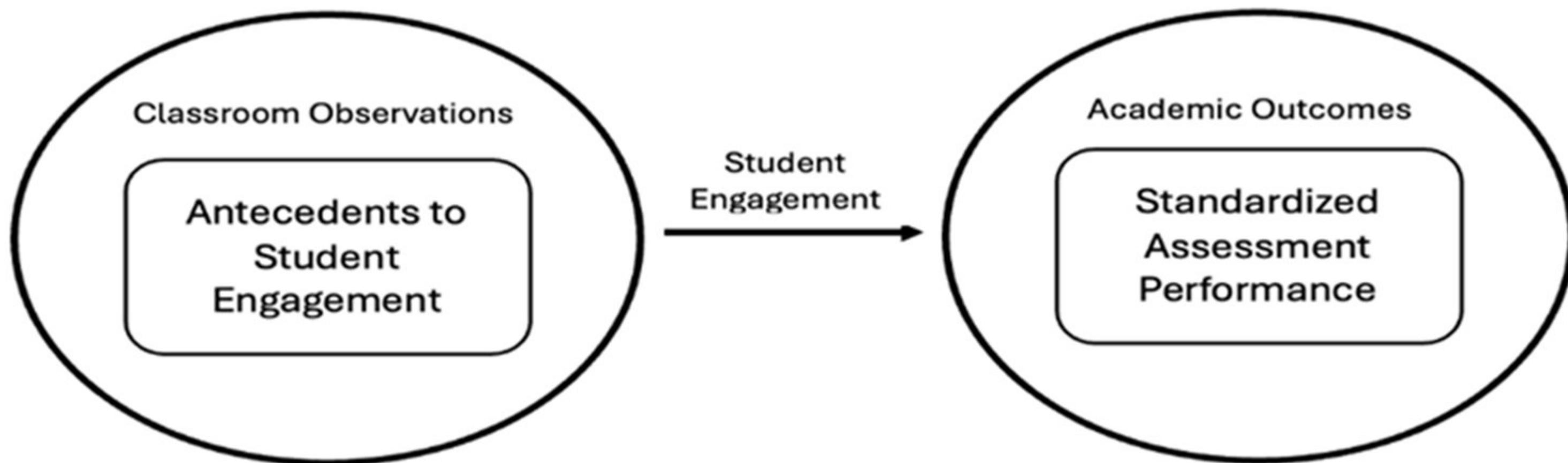
Learners will...

- **Analyze** current research linking academic growth to behavioral engagement.
- **Identify** observable classroom evidence of student engagement across eight instructional practices.
- **Determine** priority strategies and action steps.



Teaching is like writing a song...

The notes are known; however, we must put them in the correct order at the correct time.



What do we know about student engagement?

There are three types:
Emotional, Cognitive, and Behavioral.



What do we know about student engagement?

Specific strategies can change student attitudes toward instruction.



What do we know about student engagement?

A student's time spent engaged is a strong predictor of academic achievement.



What do we know about student engagement?

Engagement is increased by using:

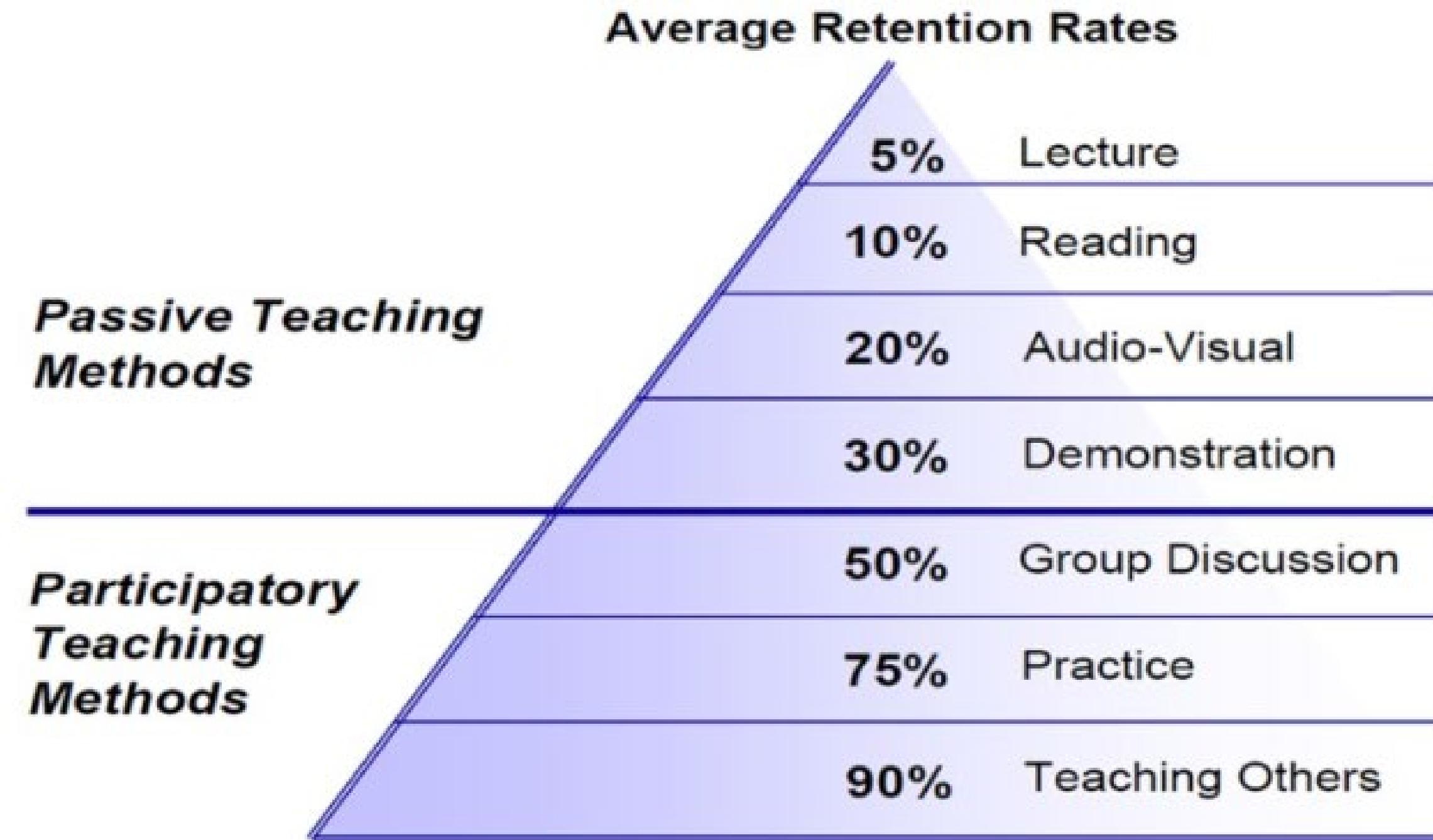
- Interactive teaching methods.
- Facilitating active student responses.
- Providing frequent feedback.



Cognitive Engagement Continuum

Disengaged (complete disinterest and lack of motivation)	Compliant (willingness to perform at the required level of behavior and cognition)	Engaged (active learning with cognitive challenge and piqued interest)
<ul style="list-style-type: none">• Sleeping• Reading*• Doing other work• Writing notes*• Talking*• Playing around• Getting out of seat*• Using technology* <p><i>*When not intentional for purpose of the lesson.</i></p>	<ul style="list-style-type: none">• Doing task required by teacher• Sitting quietly• Facing forward• Looking at teacher• Answering questions• Nodding	<ul style="list-style-type: none">• 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*



*Adapted from National Training Laboratories, Bethel, Maine

In the chat box, write the method(s) you observe used in your classrooms the most.

What specific strategies promote student engagement?

The Antecedents to Student Engagement

Student Centered Design	Active Learning	Appropriate Pace	Making Connections	Use of Questions	Discussion Techniques	Scaffolding	Interventions
Student-centered instructional design. Ample opportunity for students to demonstrate learning.	Time for movement, collaboration and reflection on learning. Students are “doing” the learning.	Pace appropriate for deep learning and understanding of content	Consistent connection between learning objectives and students’ prior and real-world knowledge.	Questions are academic in nature and require deep academic understanding to answer. Encourages students to elaborate and reason.	Consistent opportunity for all students to engage in substantive academic dialogue.	Supports are providing and removed as needed.	Specific interventions support students so that they can be successful with Tier I instruction.

Student-Centered Instructional Design



Teacher – Centered	Student - Centered
Focus is on the instructor.	Focus is on both students and instructor.
Instructor talks and students listen.	Instructor models; students interact with instructor and each other.
Students work alone.	Students work in pairs, in groups, or alone.
Teacher monitors and corrects every student reply.	Students discuss content without constant instructor monitoring; instructor listens and provides feedback and support.
Instructor chooses topics.	Students have choice of topics and projects.
Instructor evaluates student learning.	Students evaluate their own learning; instructor also evaluates.

Pause and Ponder:

What are your expectations for lesson planning that support a student-centered environment?

Active Learning



Students engage in meaningful tasks rather than passively receiving information.



Includes discussion, problem-solving, hands-on work, and peer interaction.



Increases retention and deeper understanding through doing.



Plan tasks that require the students to do the work:

Engaged

(active learning with cognitive challenge and piqued interest)

- 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

Instructional Core

Student Engagement

Task

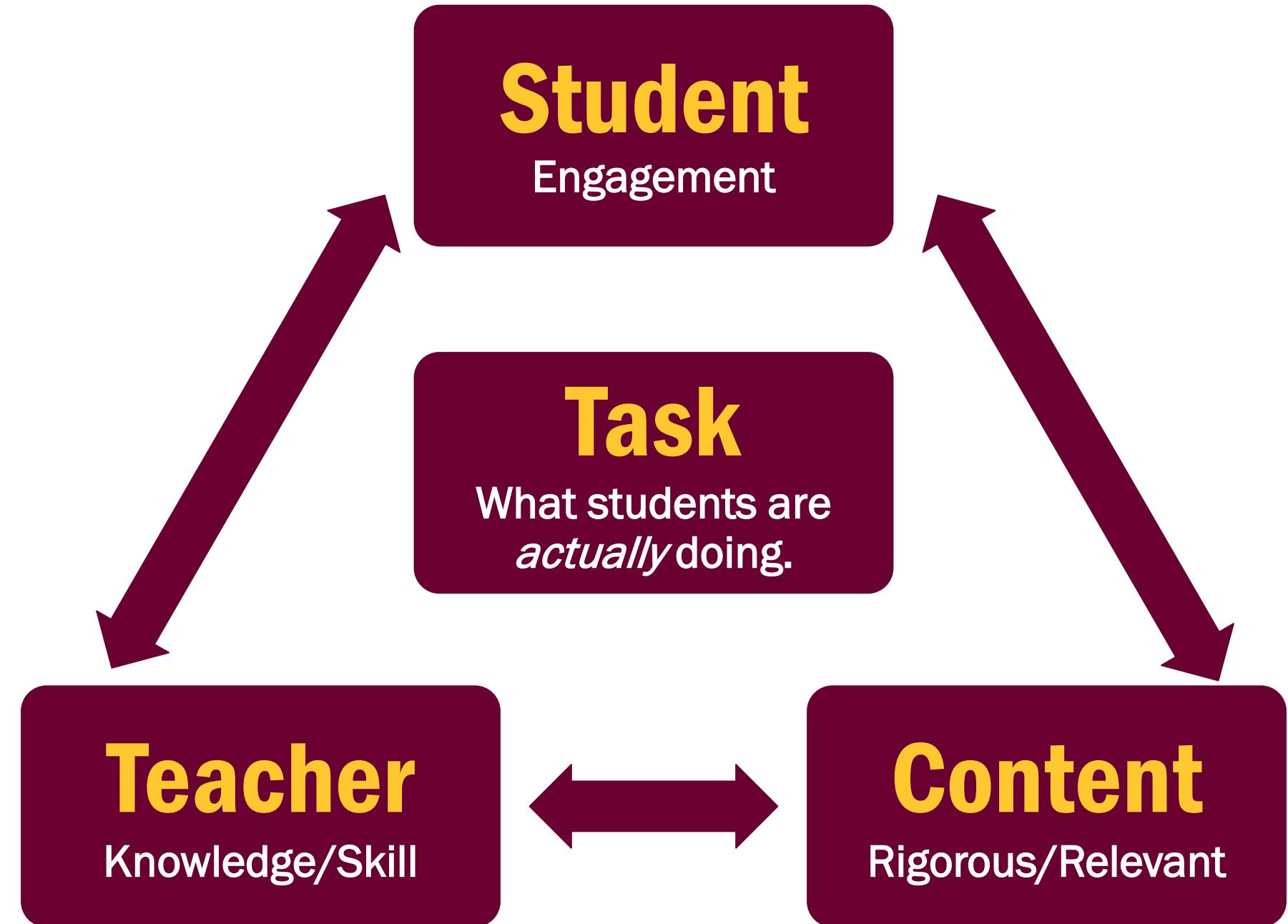
What students are *actually* doing.

Teacher

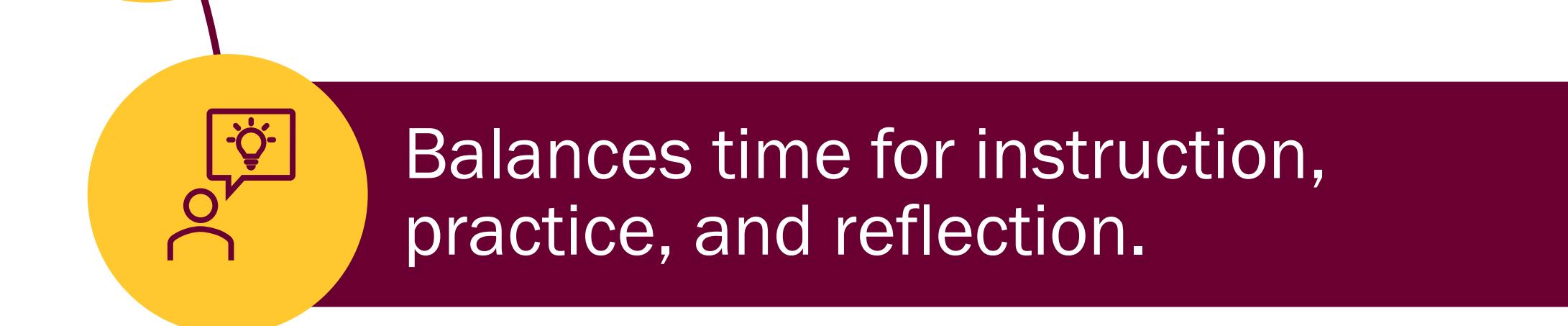
Knowledge/Skill

Content

Rigorous/Relevant



Appropriate Pace

- Adjusts lesson speed based on student understanding and engagement.
- Balances time for instruction, practice, and reflection.
- Ensures transitions are smooth and time is used purposefully.



Effective Lesson Pacing

1. Clear Learning Goal

- State the target within the first 2-3 min.
- Use student-friendly language.
- Connect to prior learning and relevance.

2. Short, Intentional Segments

- Teach in 5-10 minute chunks (Do Now).
- Mini-lesson → Guided Practice → Discussion → Independent
- Keep each segment focused on one purpose.

3. Checks for Understanding

- Whiteboards.
- Thumbs up/down.
- Quick polls.
- Adjust pacing based on real-time student data.
- Reteach or move on as needed.

4. Maximize Student Talk

- Think-Pair-Share // Turn-and-Talk // Structured discussions.
- Keep teacher talk concise.
- Increase opportunities for verbal processing.

5. Tight Transitions

- Teach and practice routines explicitly.
- Use consistent cues or timers.
- Aim for transitions under 30 seconds.

6. Maintain Momentum

- Avoid digressions and long pauses.
- Prepare materials ahead of time.
- Anticipate misconceptions and plan supports.

7. Productive Struggle

- Use 3-5 seconds of wait time.
- Let students wrestle before stepping in.
- Encourage reasoning, not just answers.

8. Protect Independent Practice

- Ensure time for students to apply learning.
- Circulate to confer and support.
- Gather informal data during this time.

9. Timers and Time Targets

- “You have 4 minutes for this section.”
- Helps students self-manage.
- Keeps the lesson moving with purpose.

10. Quick Closure

- 1-2 minute summary, reflection, or exit ticket.
- Reinforces the learning target.
- Informs pacing for the next lesson.

In the chat box, write the percentage of your teachers you think excel at pacing.

Making Connections

-  Activates what students already know to support new learning.
-  Uses relevant, authentic examples to make content meaningful.
-  Helps students see the purpose and application of skills.



1. MAKE IT UNDERSTANDABLE

- Use student-friendly language
- Have students restate the goal
- Stems: “Today we’re learning to...”, “This matters because...”

2. ACTIVATE PRIOR KNOWLEDGE

- Quick warm-ups or recall prompts
- Link yesterday’s learning to today’s target

3. MAKE IT RELEVANT

- Use a Hook and Real-life examples, stories, visuals
- Ask: “Where might you use this?”

4. BUILD TALK AROUND THE TARGET

- Think-Pair-Share or Turn-and-Talk
- Frame: “This connects to the objective because...”

5. MAKE THE PATH VISIBLE

- Break into success criteria
- Show examples and non-examples
- Refer back during modeling

6. CHECK FOR UNDERSTANDING

- Ask which part of the objective each task practices
- Quick exit tickets tied to the target
- Student self-assessment

7. CLOSE THE LOOP

- Reflect: “What did we learn and why does it matter?”
- Students give an example of how the work connected

Inquiry-Based Learning

Project-Based Learning

Experiential Learning

Use of Questions



Prompts critical thinking and deeper reasoning.

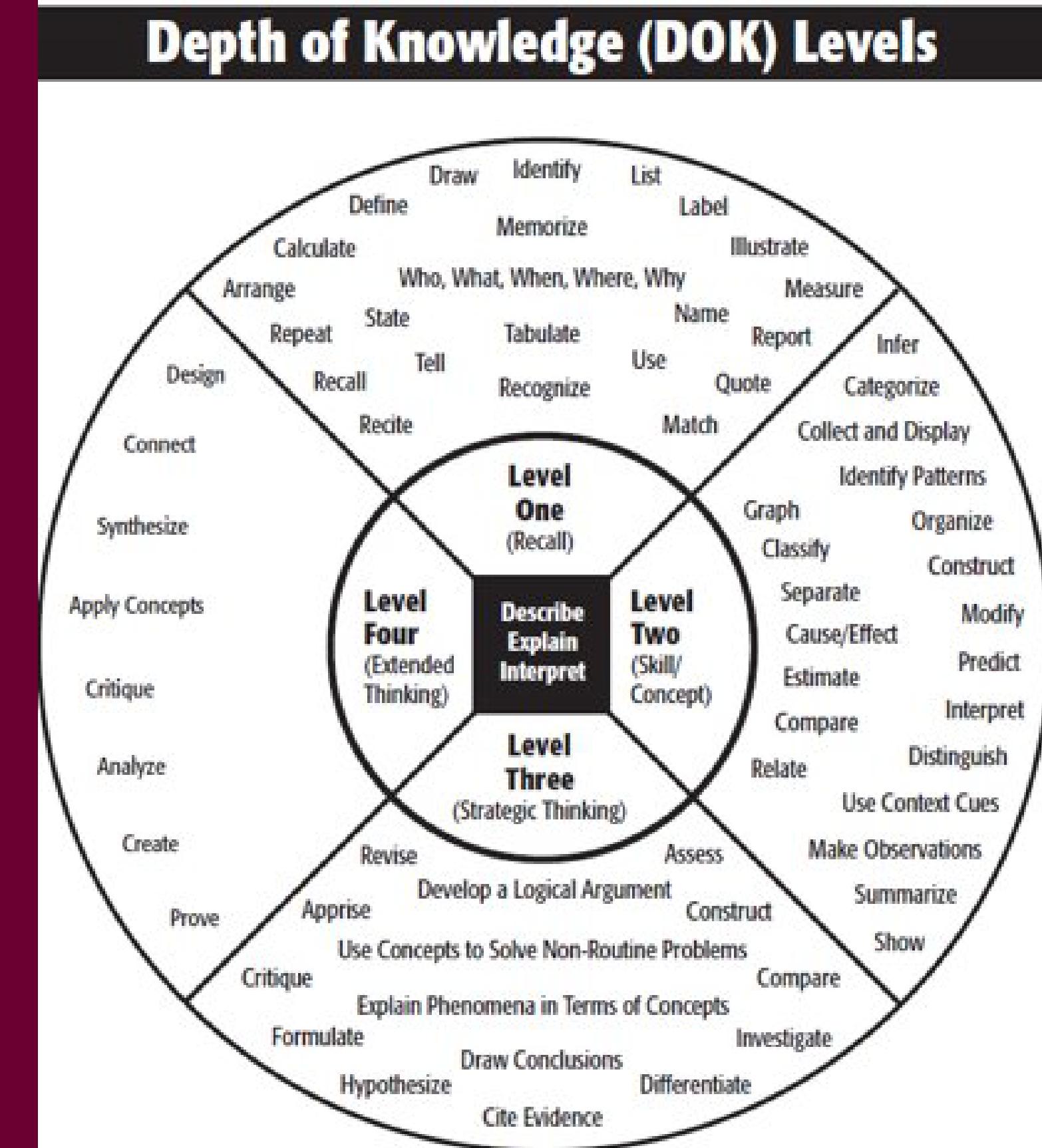
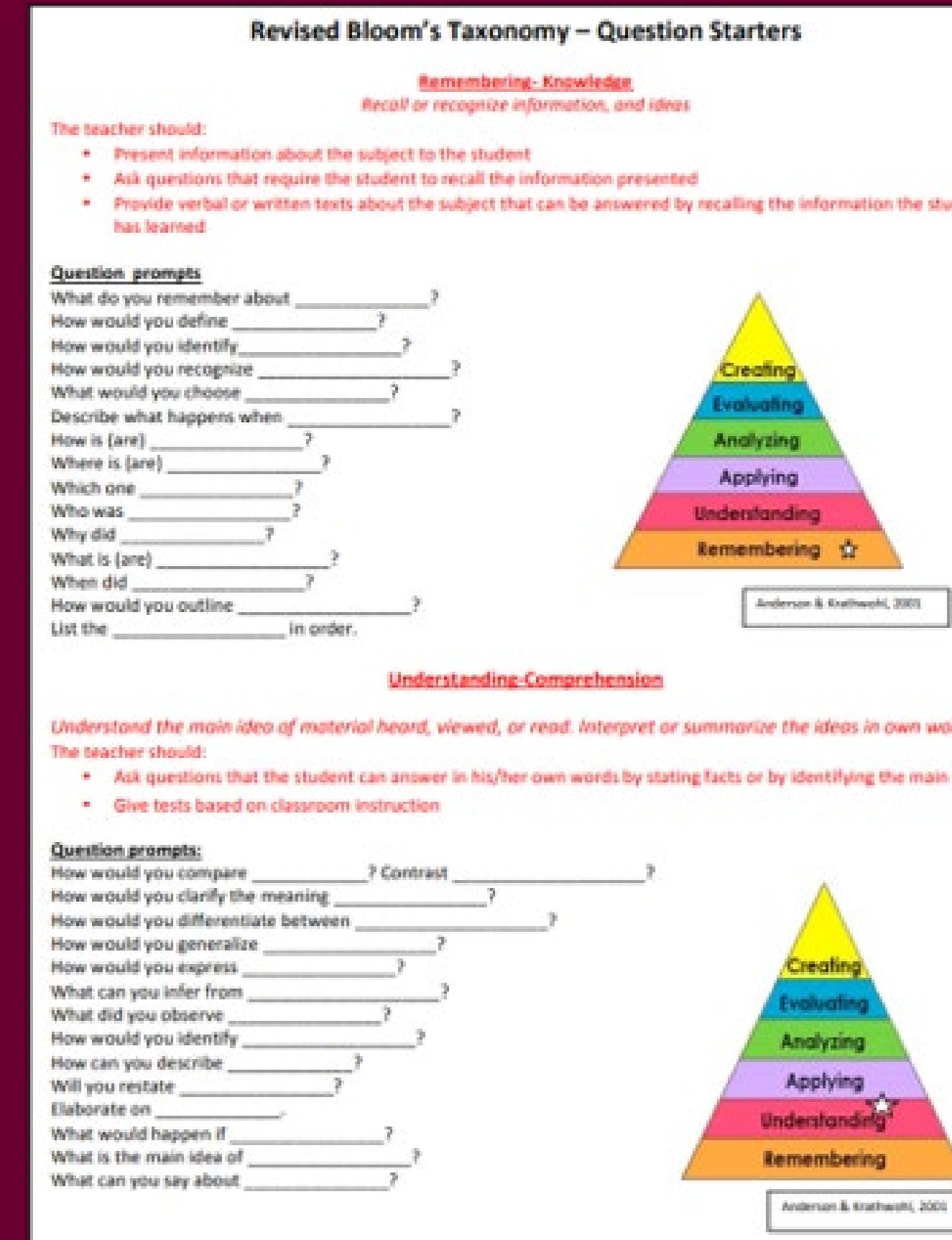


Encourages explanation, justification, and multiple perspectives.



Moves beyond recall to analysis, application, and reflection.





Teachers should focus on planning differentiated, open-ended questions for lessons ahead of time and encourage students to phrase their questions at deeper levels. "Wait Time" is key here too!

Discussion Techniques



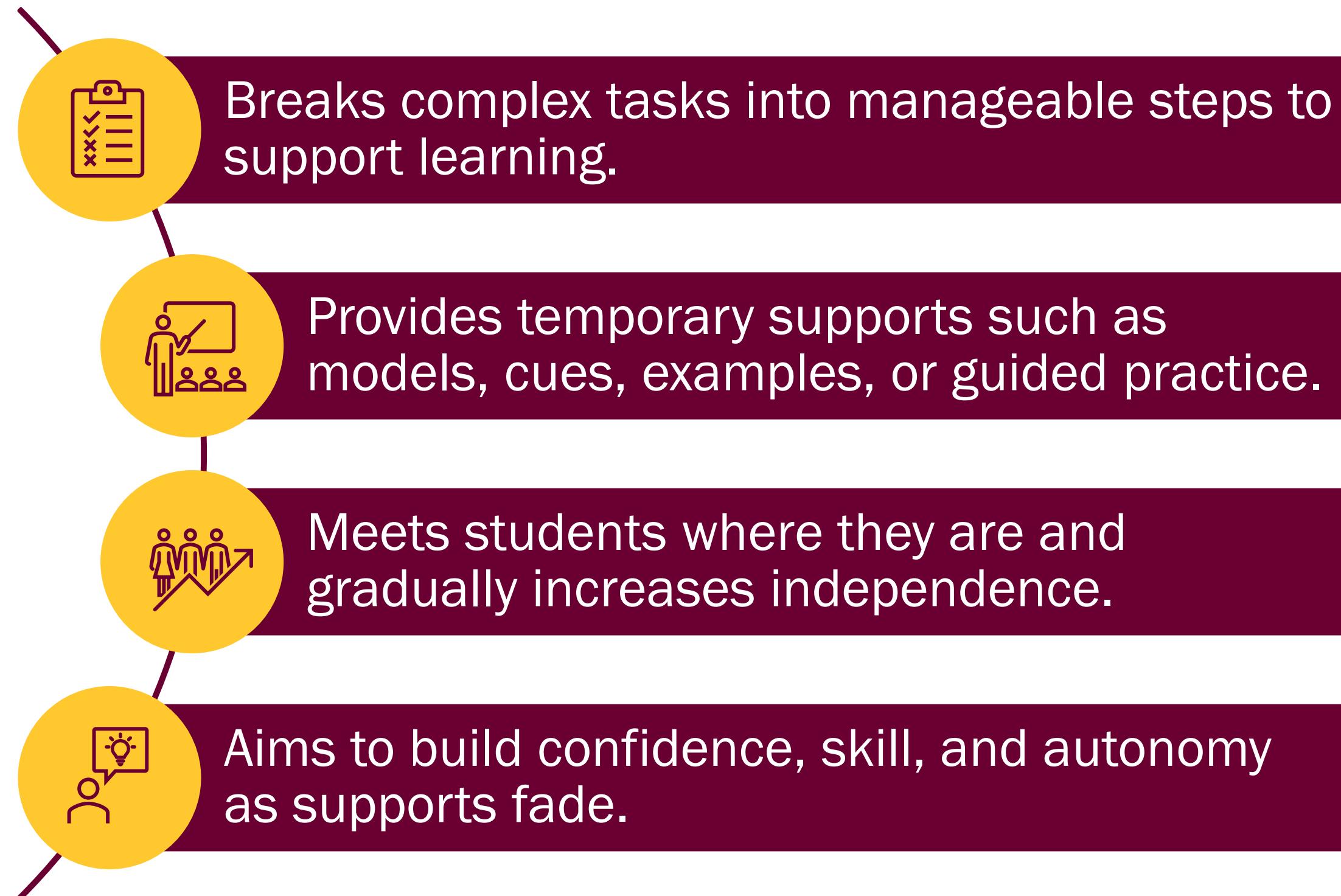
Structured Conversation With Accountability



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

*A commonly recommended ratio is 30% teacher talk and 70% student talk.
What do you think the ratio is in your classrooms?*

Scaffolding



TEACHER RESPONSIBILITY

FOCUSED
INSTRUCTION

TEACHER AS
MODEL

"I DO IT"



GUIDED
INSTRUCTION

TEACHER AS
GUIDE

"WE DO IT"



COLLABORATIVE
LEARNING

GRADUAL RELEASE OF RESPONSIBILITY



TEACHER AS
RESOURCE

"YOU DO IT
TOGETHER"

INDEPENDENT
LEARNING

TEACHER AS
OBSERVER

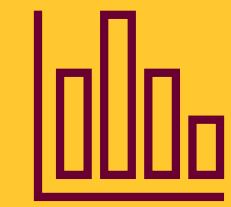
"YOU DO IT
ALONE"



STUDENT RESPONSIBILITY

CREATED BY @PRESSNSEALE

Interventions



Provides targeted support based on data and observed needs.



Monitors progress and adjusts strategies as needed.



Aims to accelerate learning and increase access to grade-level work.



Focus on Tier 1 strategies such as:

- Differentiation based on data.
- Workshop model/flexible groups.
- Various taxonomy levels of questions.
- Student choice.
- Manipulatives.
- Explicit vocabulary instruction.
- Student voice.
- Intentional scaffolding (I do, We do, You do).
- Frequent checks for understanding (formative assessment).



Setting Priorities

- Which engagement strategy is most important for you to work on first?
- What are your next steps to improve upon this engagement strategy?



Questions

Thank You!

Questions or to discuss your professional development needs:



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