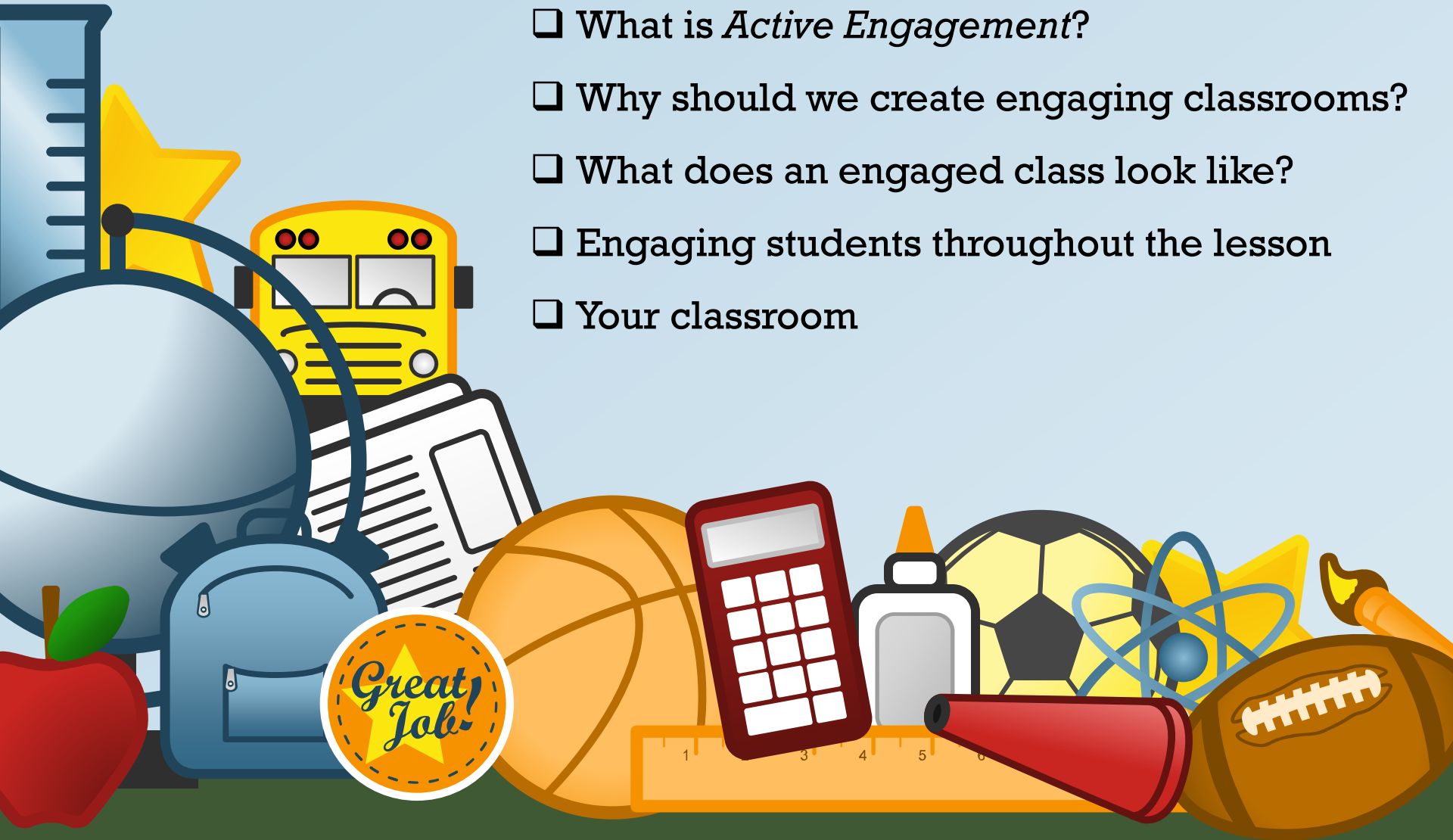


Implementing Instructional Strategies to **Fully Engage Students**

Agenda

- What is *Active Engagement*?
- Why should we create engaging classrooms?
- What does an engaged class look like?
- Engaging students throughout the lesson
- Your classroom



Why should we create an engaging classroom?



Not surprisingly, research shows a significant correlation between high levels of engagement and improved attendance and achievement as measured through direct observations and interviews with and questionnaires to children and teachers.

(Finn & Rock 1997; Marks 2000; Roderick & Engle 2001; Willingham, Pollack, & Lewis 2002).



As important as engagement is for children's success as learners, strategies for promoting engagement are not emphasized or even present in the vast majority of school settings.

(Marks 2000; McDermott, Mordell, & Stolfus 2001).



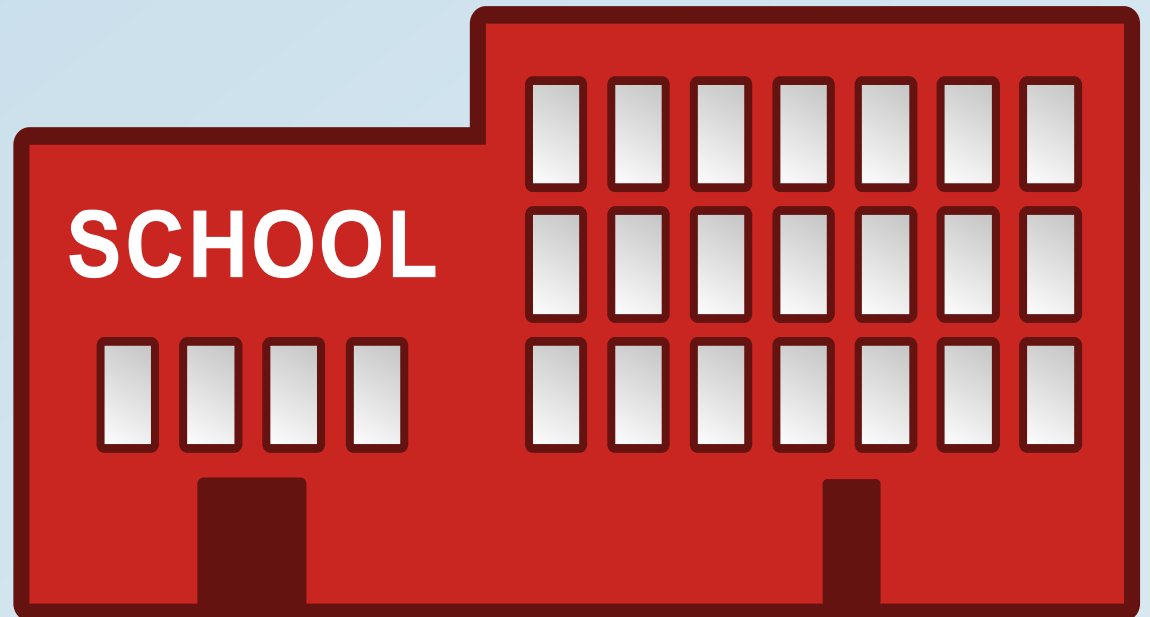
Instruction that promotes passivity, rote learning, and routine tends to be the rule rather than the exception.

(Yair 2000; Goodlad 2004).

Engaging Classroom: Rules

What are your classroom rules?

How did you select your rules?

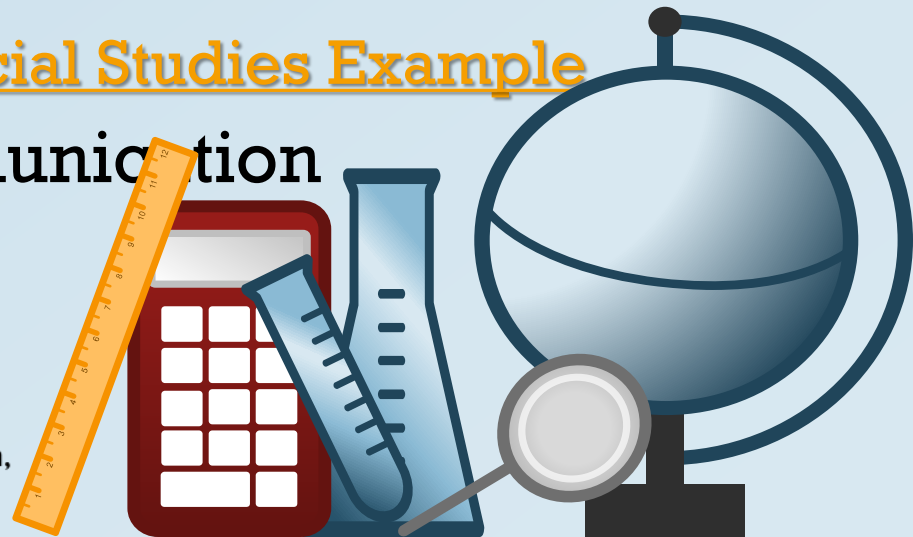


Initiating Instruction



Modeling and Guided Instruction

- Partner Responses
 - “Turn to your neighbor and discuss”
 - “Turn to your partner and predict...”
 - “Turn to your neighbor and explain....”
- Increased Focus During Instruction
 - Think about the last five minutes
 - Summarize it in your own words.
 - What do you think is the most/least
 - Predict...
- Sequencing Cards – [Social Studies Example](#)
- Expectations for Communication



Expectations for Communication

<i>Title</i>	<i>Page</i>	<i>Book</i>	<i>Description of the Strategy</i>
How to effectively teach students to Express an Opinion		From Kate Kinsella	<ul style="list-style-type: none"> • I think/believe that... •It seems to me that... •In my opinion...
Asking for Clarification		Same	<ul style="list-style-type: none"> • What do you mean? •Will you explain that again? •I have a question about that.
Soliciting a Response		Same	<ul style="list-style-type: none"> • What do you think? •We haven't heard from you yet. •Do you agree:? •What answer did you get?
Individual Reporting		Same	<ul style="list-style-type: none"> •I discovered from ____ that _____ •I found out from ____ that ____ • _____ pointed out to me that....
Disagreeing		From Kate Kinsella	<ul style="list-style-type: none"> • I do not agree with you because... •I got a different answer than you. •I see it another way.
Affirming		Same	<ul style="list-style-type: none"> • That is an interesting idea. •I hadn't thought of that. •I see what you mean.
Predicting		Same	<ul style="list-style-type: none"> • I guess/predict/imagine that.... •Based on....., I infer that.... •I hypothesize that....

Evaluating Student Progress

Outcome Statements

- “I now understand how to...”
- “I was surprised by...”
- “I am beginning to wonder why...”
- “I can see connections between...”
- “I would like help with....”





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Contact Us Today!**

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