

# FOCUS SEGMENT:



## ENGAGEMENT FOR SUCCESS

DESIGNED FOR:  
K-12 EDUCATORS

### INTRODUCTION

*FOCUS Segments* are intended to assist a designated facilitator lead educators through 60-90 minute collaborative professional development activities. All *FOCUS Segments* are divided into five featured areas.

- **Foundation** - presents information about which SPN resources will be shared among the group as part of the activity.
- **Overview** - provides a clear learning objective for the session.
- **Connect** - creates a common experience for all group members around a SPN resource.
- **Unpack** - describes the learning activity educators will use to expand their knowledge base around the topic.
- **Strategize** - helps participants reflect on learned material and design a plan for implementation.

*FOCUS Segments* are written for groups of educators, described in the “Unpack” section. These groups may be organized in a variety of ways: content areas, grade levels, experience, or deliberately mixed. Some *FOCUS Segments* are labeled “For K-12 Educators” when they target foundational teaching and learning topics. Some are targeted for specific grade levels, noted at the top of the page.

For each *FOCUS Segment*, a facilitator should be designated to download SPN resources, print handouts and gather other needed materials. Additionally, the facilitator should be prepared to lead discussion and activities during the session.

Please share your feedback via the SPN Website and look for new *FOCUS Segments* each month.



Successful Practices Network

### FOUNDATION

Before the workshop, participants should have an understanding of the *Rigor and Relevance Framework*<sup>®</sup>. For a quick review of the framework, view the *Using the Rigor and Relevance Framework* podcast. The facilitator should download and have available the following SPN materials:

- One copy of Successful Practices Network Technical Bulletin #171-Engagement for Success for each participant
- One copy of the matching Gold Seal Lesson for each participant (*optional*):
  - Gold Seal Lesson-US Regions
  - Gold Seal Lesson-World War II
  - Gold Seal Lesson-World War II Fantasy Draft
- A copy of the “Increasing Learner Engagement” handout for each group of participants
- A copy of “How do you engage students during...” for each group of participants

### OVERVIEW

During this FOCUS segment, educators will investigate learner engagement and how to increase active learner engagement during classroom instruction.



### CONNECT | 20 MINUTES

#### STEP ONE:

Participants should read the Successful Practices Network Technical Bulletin #171-Engagement for Success. With the group, review the three main points from the article.

- Students will be engaged in classroom studies if they are involved!
- Students will be engaged in classroom studies if they are interested and challenged.
- Students will be engaged in classroom studies if the relevance is clear.

#### STEP TWO:

Ask participants to individually reflect on the following three questions.

1. What is your favorite way to keep students involved in the lessons you teach?
2. How do you ensure you are challenging students with the lessons you teach?
3. What is the most relevant lesson you've taught during the past month?

#### STEP THREE:

Ask participants to stand up and quickly share their answers with three different individuals in the room. At the end of sharing, ask participants to share some of the favorite answers they heard as they exchanged answers with other participants.



### UNPACK | 40 MINUTES

#### PART ONE:

Divide participants into groups of two-three individuals and distribute the Increasing Learner Engagement sheet that correlates with the correct level. Ask group to read the original lesson and make a plan for increasing the level of engagement based on what they read in the article. A sample of the revised lesson is shown below. After groups have completed the sheet, ask them to share their revised lesson with the whole group and stress effective engagement strategies. (These are extracted from the Gold Seal Lessons mentioned in the Foundation. The leader may wish to share the entire lesson with participants after this activity.)

INCREASING LEARNER ENGAGEMENT ANSWER SHEET		
	Original Lesson	Sample Revised Lesson
Elementary Example  US Regions	<p>Students will listen to four different fifteen-minute direct-instruction lessons covering each of the US Regions. Afterwards, they will individually answer the following questions on their paper.</p> <ol style="list-style-type: none"> <li>1. What is the economy like in the region?</li> <li>2. What is the climate of the region?</li> <li>3. List some traditions of the region.</li> <li>4. Describe the geography of the region.</li> </ol>	<p>Students will learn the four regions of the United States of America. Working in groups, students will research one region and gather information to create a brochure. Students will write a persuasive piece on why travelers should visit their region. Groups will present their brochures and persuasive paragraphs to the class.</p>



	Original Lesson	Sample Revised Lesson
<p>Middle School Example</p> <p>World War II</p>	<p>Teacher will give a 30-minute direct-instruction lesson covering key events from WWII (German invasion of Poland, Japanese bombing Pearl Harbor, D-Day, the American bombing of Japan and the Holocaust). Afterwards, students will individually answer the following questions.</p> <ol style="list-style-type: none"> <li>1. What is D-Day and why is it important?</li> <li>2. When did the Japanese bomb Pearl Harbor?</li> <li>3. Describe the Holocaust.</li> </ol>	<p>Students will work in groups and study key events of World War II. Each group will be assigned a key event from WWII (German invasion of Poland, Japanese bombing Pearl Harbor, D-Day, the American bombing of Japan, or the Holocaust). Each group will then use a variety of Google Tools to find information about their event and present it to the class. Finally, students will independently make a value-based judgment on the various events and write about the one they found to be the most significant and why.</p>

	Original Lesson	Sample Revised Lesson																					
High School  The Electoral Process	<p>Through a 30-minute direct-instruction lesson, students will be exposed to the beliefs of the Democratic and Republican Party platforms. Topics covered will include the economy, energy, environment, education, health care and national security. Afterwards, students will fill in the following chart summarizing the party's belief on the various topics.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Democratic</th> <th>Republican</th> </tr> </thead> <tbody> <tr> <td>Education</td> <td></td> <td></td> </tr> <tr> <td>Security</td> <td></td> <td></td> </tr> <tr> <td>Environment</td> <td></td> <td></td> </tr> <tr> <td>Health care</td> <td></td> <td></td> </tr> <tr> <td>Energy</td> <td></td> <td></td> </tr> <tr> <td>Economy</td> <td></td> <td></td> </tr> </tbody> </table>		Democratic	Republican	Education			Security			Environment			Health care			Energy			Economy			<p>Students will research and analyze Democratic and Republican Party platforms and use prior knowledge about political parties and candidate requirements to create, promote, and elect an "Ideal Candidate". Students will also experience the electoral process by participating in a mock primary, caucus, and general election. Students will also create a campaign logo for their candidate on the campaign trail.</p>
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### PART TWO:

As an added challenge, ask groups to reflect on teaching strategies used during the following activities to keep students engaged. A good question stem to get started is, "What is the most relevant thing students have learned \_\_\_\_\_?" These are all areas of teaching that sometimes cause teachers to struggle with active learner engagement.

- Direct-instruction
- Silent reading
- Instructional videos

Afterwards, ask them to share their answers with the group. Hopefully, participants will see connections between keeping students engaged during all three activities.

How do you engage students during... (Possible Answers)		
Direct-Instruction	Silent Reading	Instructional Videos
Quick-Write	Quick-Write	Quick-Write
Facilitator explanation: During direct-instruction, silent reading or an instructional video, the teacher periodically stops instruction to ask students reflect on that portion of instruction. Students are asked to write for two minutes, explaining the most important parts of that section of the direct-instruction.		
Think-Pair-Share	Think-Pair-Share	Think-Pair-Share
Facilitator explanation: During direct-instruction, silent reading and an instructional video, the teacher gives students one minute to stop and think about the most important points of that section of the instruction. Then students are given one minute to exchange their thoughts with a partner.		
Double-Entry Diary	Double-Entry Diary	Double-Entry Diary
Facilitator explanation: During direct-instruction, silent reading or an instructional video, the teacher asks students to divide their paper into two parts. One column can be called "Important Information I Knew" and the other column called "Important Information I Learned". Periodically, the teacher stops instruction to have students fill out their chart.		
Directed-Thinking	Directed-Thinking	Directed-Thinking
Facilitator explanation: Through direct-instruction, silent reading, or a video, the teacher gives students some high-level rigor questions to reflect on during instruction. Students should be given time to read all questions prior to instruction beginning.		

### PART THREE:

Ask participants to fill out an exit slip, answering the following question. Which strategy, from today's workshop, will you implement in your classroom during the next two weeks?

## STRATEGIZE

Reflect on how well your participants were able to identify active learner engagement. Based on that reflection, use the following chart to choose your next Focus Segment.

For Additional Review	Ready for Next Segment
<ul style="list-style-type: none"><li>• Technical Bulletin # 102-Three Domains of Student Engagement</li><li>• Videocast-Student Engagement</li></ul>	<ul style="list-style-type: none"><li>• Technical Bulletin # 154-Conducting Classroom Observations: Looking for Rigor and Relevance</li><li>• Jensen Beach High School - Measuring What Matters.</li></ul>



### INCREASING LEARNER ENGAGEMENT ANSWER SHEET

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