Engagement Strategies
Interactive Handout

Directions for Independent Work: Select one of the engagement strategies that we reviewed before and give it a try by planning for it:

✔ **Creating Intrigue**: Select an upcoming lesson or activity to add conflict, debate or increase relevance with.

✔ **Learner Profiles:** Edit or add to the list of suggested questions to create your own profile.

✔ **2x10 Relationship Building**: Consider a few students for 2x10 and select some conversation prompts that you could use.

On the pages that follow are the overviews of each strategy and a planning worksheet to get you started.

Strategy: Creating Intrigue	What it looks like
Creating intrigue involves designings lessons to have conflict, intrigue or debate present as a strategy to increase curiosity and ultimately student engagement.	The teacher identifies potential contradictions, essential questions, intriguing ideas or current debates within the craft or content and designs lessons that engage the students in those debates and the skills associated with them.

CTE Examples

Culinary/Food Service:

Chefs and food connoisseurs consistently recommend cooking steak to a temperature of rare to medium rare (120 - 135 degrees) but the department of health recommends a minimum temperature of 145 degrees for steak. What is your opinion on this matter? What evidence do you have to defend your answer?

Marketing:

Research shows that targeted ads secure an average of 2.7 times more revenue than non-targeted ads but many people are concerned that targeted ads are violating privacy. If the job of a marketing team is to increase interactions and sales, should marketers be concerned about privacy when targeting ads?

Directions: Use the guiding questions on the following page to plan for creating intrigue.

Creating Intrigue Planning Template:

What is an exciting, intrigue-filled, and relevant topic coming up in your course? (*e.g., in a course on Information Technology, you'll be covering IT ethics*)
What conflicts, contradictions or debates are there around the topic? (*e.g., should a network IT administrator have access to everyone's personal email account? What is their ethical responsibility given this access?*)
What skills, understandings or concepts are important in relation to the topic? (*e.g. students should know levels of access for network managed email servers*)
What activity or task could make this topic relevant and intriguing for students, thus increasing engagement? (*e.g. a case study where a network administrator violates a code of ethics and reads several employee's emails due to suspicions they have about the employees?*)
When can you add this activity into your course?

Strategy: Creating Learner Profiles	What it looks like
Collect critical data that will give you a more comprehensive picture of your students' learning preferences, strengths, and challenges as well as more about who they are as a person. Think about the information you already have access to and what you still might need to support your students.	Design a profile questionnaire that students complete on their own early in the course. Make sure to design it to fit the needs of your classroom and school community, and be sure to include some version of these questions:

CTE Example

1. How do you learn best?
2. What has been your best school experience so far? Your hardest?
3. What motivates you?
4. What things make it most challenging for you to learn?
5. What are some things that get in the way of you getting your work done?
6. How do your family members view school? Your friends?
7. What kind of supports might you need to help you in this course?
8. What do you like/love to learn about?
9. What's an extracurricular activity you really enjoy?

Directions: On the following page there is a template for a learner profile survey. Make additions or changes to make the survey more germane to your course and your students.

1. How do you learn best?
2. What has been your best school experience so far? Your hardest?
3. What motivates you?
4. What things make it most challenging for you to learn?
5. What are some things that get in the way of you getting your work done?
6. How do your family members view school? Your friends?
7. What kind of supports might you need to help you in this course?
8. What do you like/love to learn about?
9. What's an extracurricular activity you really enjoy?
Add questions to tailor this to your course or your students.

Strategy: 2x10 Relationship Building	What it looks like
Originally called "two minute interventions" the 2x10 relationship building strategy is meant to support students feeling known and "believed in" through two-minute individual check-ins for 10 days in a row. Teachers select a small group of students whom they believe need extra support and start "2x10's" - research shows that it supports SEL learning and engagement.	These informal, non-evaluative and social emotionally driven conversations are meant to be positive connections with a student to help build trust, model SEL skills, but mostly to get to know the student through consistent touchpoints and connections.

CTE Example

1. Choose one student whom you would like to strengthen your relationship with.
2. Select when you are going to approach the student (e.g., at the beginning of a class period).
3. Find the student and start a conversation with them. To build a productive relationship with a student, adults will likely have to initiate the connection.
4. The focus of these conversations should be:
   ○ **Brevity.** These conversations should last two minutes or under.
   ○ **Student Voice.** Invite them to share something non-academic with you about their day or life. Here are some great get-to-know-you question prompts.
   ○ **Honesty.** Model transparency and authenticity by sharing something personal/non-academic with the student.

Directions: On the following page there are guiding questions to help you select students and above is a ink to "get to know

you" question prompts.

1. Which students might benefit most from a 2x10 relationship building initiative? Why?

2. What question prompts might you use to start things off? (you can use prompts from the link above or generate your own)

3. When can you start your 2x10 relationship building with those students?

The following pages contain resources and links to further reading on the topic of engagement:

Philip Schlecty's

Levels of Engagement

Drawn by @sylviaduckworth

ATTENTION + COMMITMENT = LEVEL OF ENGAGEMENT

HIGH ATTENTION	HIGH COMMITMENT	**ENGAGEMENT** · The student associates the task with a result or product that has meaning and value for the student. The student will persist in the face of difficulty and will learn at high and profound levels.
HIGH ATTENTION	LOW COMMITMENT	**STRATEGIC COMPLIANCE** - The task has little inherent or direct value to the student, but the student associates it with outcomes or results that do have value to the student (such as grades). Student will abandon work if extrinsic goals are not realized and will not retained what is learned.
LOW ATTENTION	LOW COMMITMENT	**RITUAL COMPLIANCE** - The student is willing to expend whatever effort is needed to avoid negative consequences. The emphasis is on meeting the minimum requirements. The student will learn at low and superficial levels.
NO ATTENTION	LOW COMMITMENT	**RETREATISM** · The student is disengaged from the task and does not attempt to comply with its demands, but does not try to disrupt the work or substitute other activities for it. The student does not participate and learns little or nothing from the task.
DIVERTED ATTENTION	NO COMMITMENT	**REBELLION** - The student refuses to do the work, acts in ways to disrupt others, or substitutes tasks & activities to which he or she is committed. Student develops poor work and sometimes negative attitudes towards formal education and intellectual tasks.

Success: *The need for mastery*	Students want and need work that enables them to demonstrate and improve their sense of themselves as competent and successful human beings
Curiosity: *The need for understanding*	Students want and need work that stimulates their curiosity and awakens their desire for deep understanding.
Originality: *The need for self-expression*	Students want and need work that permits them to express their autonomy and originality, enabling them to discover who they are and who they want to be.
Relationships: *The need for involvement with others*	Students want and need work that will enhance their relationships with people they care about. Most of us work hardest on those relationships that are reciprocal (value as a two-way street).

Energy: The motivation and resilience needed to deal constructively with complexity and challenge

Links to Articles, Websites and Other Resources on the Topic of Engagement:

- *A segment of the book "Engaged Classrooms":* https://engagingschools.org/wp-content/uploads/2020/01/Chapter_4_Engaged_Classrooms_with_appendices.pdf
- *A helpful blog on engagement strategies from Wiley's Advancement Courses:* https://blog.advancementcourses.com/articles/student-engagement-2/
- *An article on the 7x effect for engagement from Edutopia:* https://www.edutopia.org/blog/engage-with-7x-the-effect-todd-finley
- *The article from ASCD containing the SCORE acronym:* https://www.ascd.org/el/articles/strengthening-student-engagement-what-do-students-want
- *Research based strategies for instruction from Sage Pub:* https://journals.sagepub.com/doi/abs/10.3102/0002831213507973
- *An accomplished teacher shares easy to implement strategies for student engagement on Edutopia:* https://www.edutopia.org/article/6-strategies-building-better-student-relationships
- *Panorama's article on the 2x10 strategy:* https://www.panoramaed.com/blog/2x10-relationship-building-strategy