



# Engagement Strategies

iCHAMPS  
Module 7





# Engagement Strategies

- Provide **instructional structure** that develops responsible, motivated, and highly engaged students
- Provide **learning experiences** that challenge, motivate, and actively involve the learner
- Encourage adaptability, flexibility, resourcefulness, and creativity
- Encourage students to become deeply involved in their work





# Objectives

After this presentation, you will...

Understand the concept of student engagement

Learn how to increase student engagement through:

- Marzano's 5 Engagement Concepts
- Social Emotional Learning (SEL)
- Universal Design for Learning (UDL)
- Opportunities to Respond (OTRs)





# What is Student Engagement?

Educational strategies and teaching techniques that address the developmental, intellectual, emotional, behavioral, physical, and social factors that enhances learning for students.



Something **WE** do...



The Glossary of Educational Reform defines student engagement as: the **degree** of attention, curiosity, interest, optimism, and passion that students show when learning or being taught. ...learning improves when students are inquisitive, interested, or inspired



Creates this **student outcome**





# Levels of Engagement

Engaged

I'm super excited to dive in and learn! I will stick with it even when it gets challenging

Strategic

I'll will be interested and follow along but won't internalize and won't do more than I have to

Retreated

I'll hide in the back and try to avoid participation because it sounds boring or I don't know how to do it, nor do I care

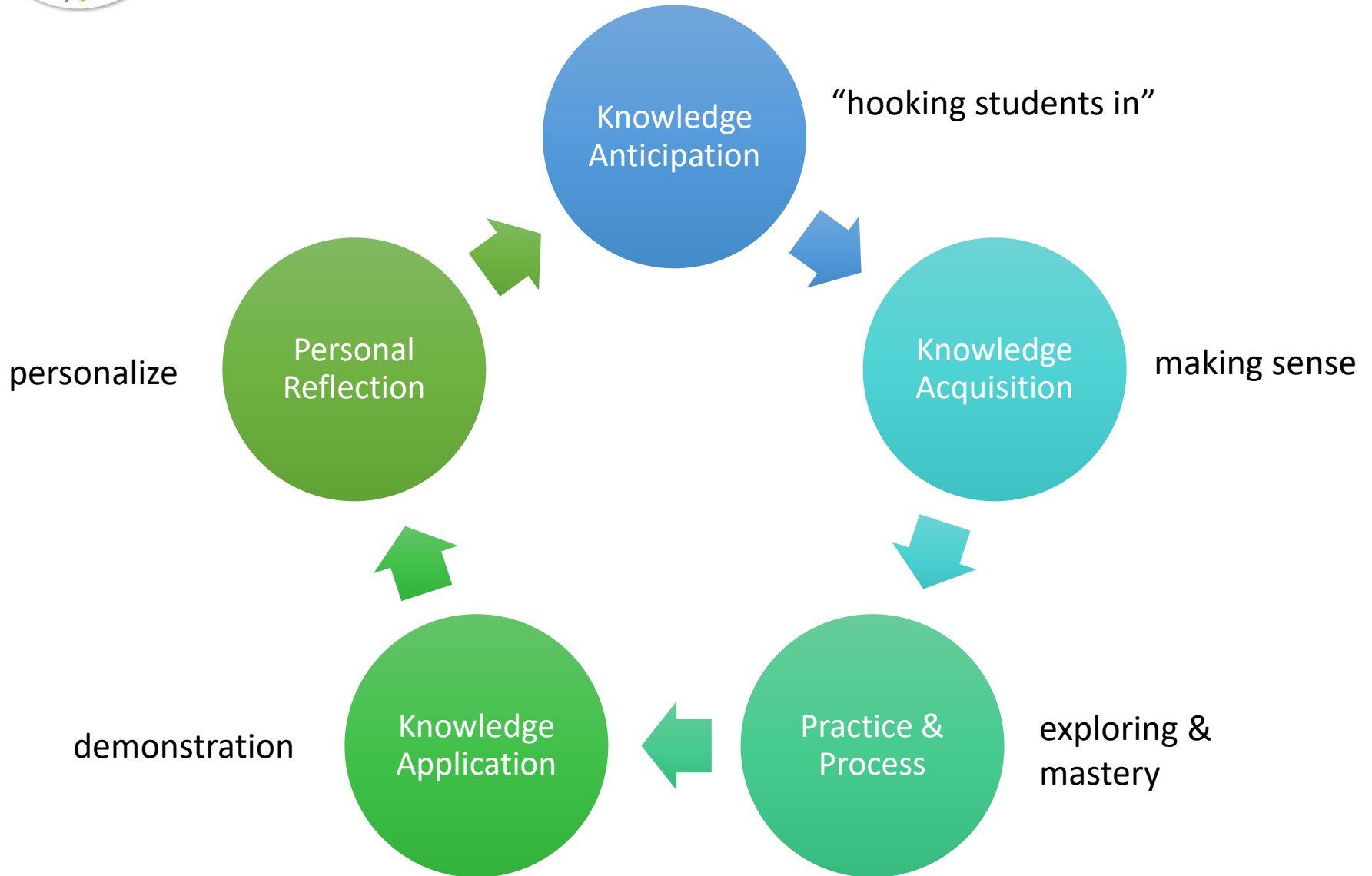
Rebellion

I'm so uncomfortable or so uninterested that I'll likely get distracted, will make jokes or rebel





# Engagement doesn't just happen....





# Engagement Outcomes

Student who are engaged...

Show more initiative!

Develop their own ideas!

Pay attention to directions!

Show excitement for learning!

Find their own mistakes!

Take more educational risks!

Take time to think!

Stay focused longer!

Do their homework!

Ask more questions!

Aren't interested in misbehaving!!



# Research shows...

Robert Marzano's research (2007) shows that students in highly engaging classrooms outperform their peers by an average of almost **30 percentile points**.

“Misbehaviors ... were so rare in the highly motivating, engaging classrooms that we leave this study still not certain what the consequential policies were in any of the ... highly engaging classrooms.

This contrasts with **classrooms defined as “low engaging”** where it **took “at least 10-15 minutes to begin class**, and which was often delayed further by behavioral disturbances”.





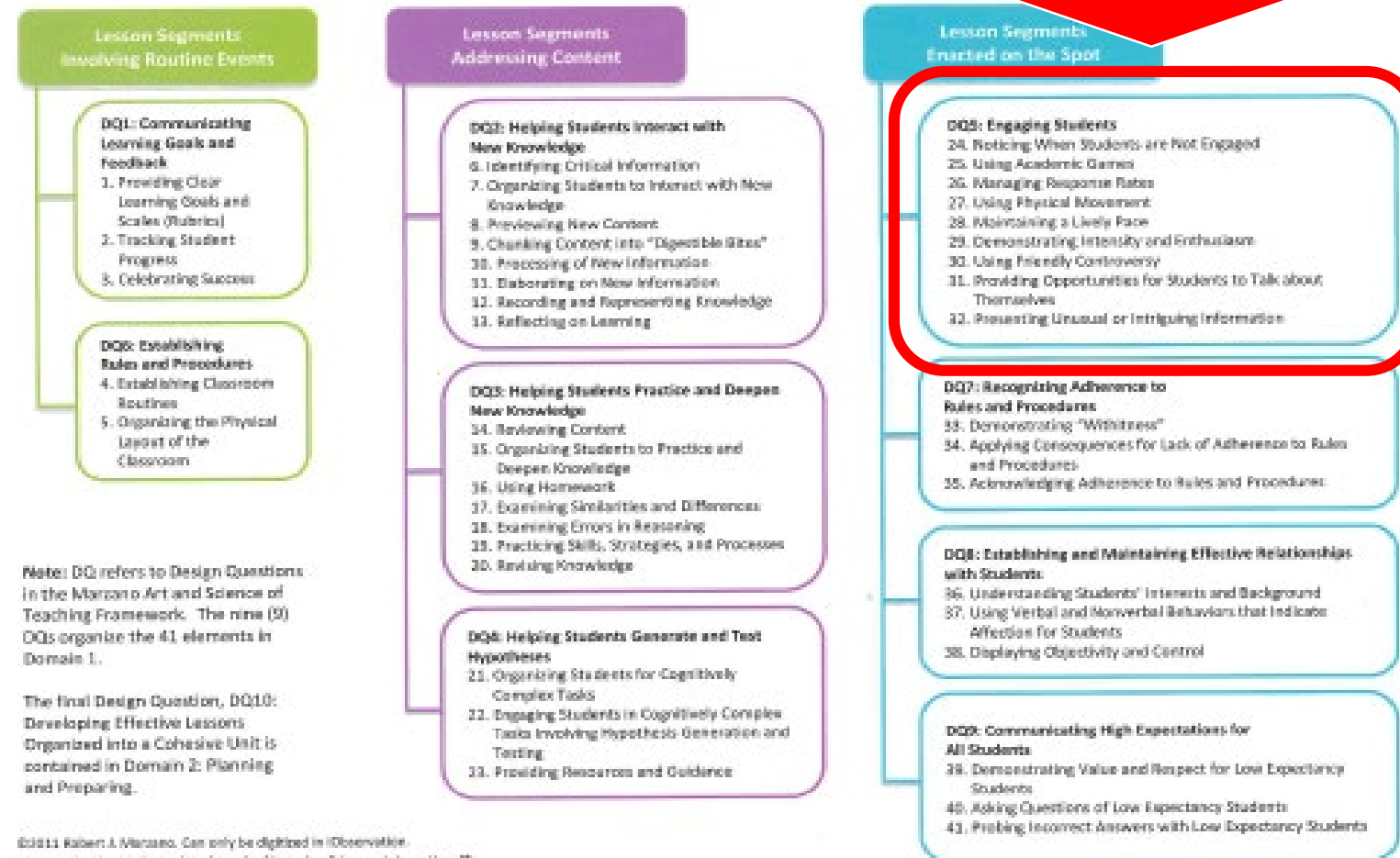
# It's in your evaluation...

## Marzano Art and Science of Teaching Framework Learning Map

### Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements of instruction. The instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments.

## Student Engagement





# Pinch Cards



Using research-based strategies will increase student engagement and student achievement by an average of \_\_\_\_\_ percent?

- A. 30-40%
- B. 20-30%
- C. 10-15%
- D. 45-60%





# Making the connection...

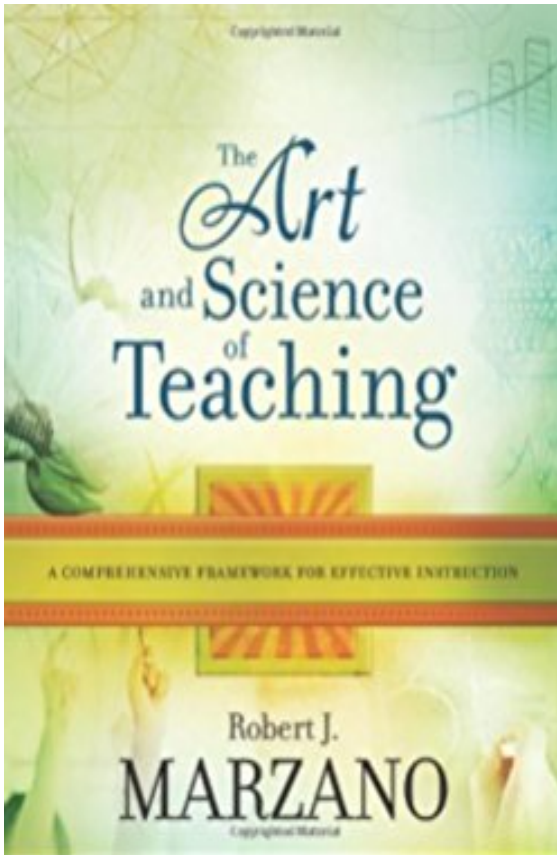
Working together to...

Marzano's 5 Strategies	Social Emotional Learning (SEL)	Universal Design for Learning (UDL)	Opportunities to Respond (OTRs)
1. High Energy Classroom 2. Missing Information 3. Mild Controversy & Competition 4. Mild Pressure 5. Self System	Self-management Self awareness Decision making Relationship skills Social awareness	Engagement Representation Action & Expression	White boards Ball pass Pinch cards True/false cards Share Pair Pick Sticks Finger scales Etc.....

....optimize engagement and learning

M5

# Marzano's 5 Concepts

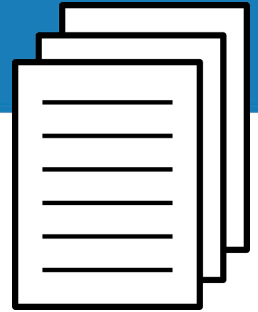


Five areas to consider to increase student engagement:

1. High energy
2. Missing information
3. Self- system
4. Mild pressure
5. Mild controversy & competition



# Worksheet Practice



Complete A. Marzano's 5 Engagement Concepts with example(s)

(as we go through each one)

M5

# 1. High Energy

The same part of the brain that processes movement also processes learning. When planning lessons, find ways for students to engage in movement.



## M5

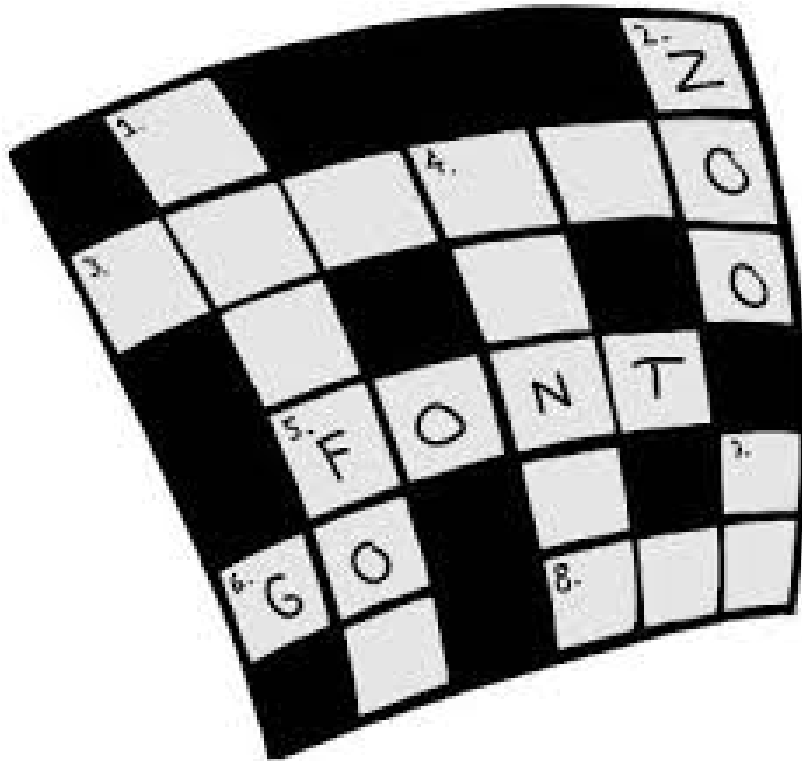
# High Energy examples

- **Teacher Demonstrates intensity and enthusiasm for content**
- Frequent checks for understanding:
  - Response cards (white boards)
  - Hand signals (finger scales, thumbs up, clapping)
- Stand up and stretch
- Physical representation
- Give one, get one and Share Pair
- Vote with your feet
- Cooperative jigsaw
- Gallery walk and poster session
- Beat the timer

# M5

## 2. Missing Information

Academically focused puzzles and games wet the “mental appetite” and provide an element of anticipation.



### Puzzle: Answer Please..

**GENIUS AT WORK**

$3 \text{ soccer balls} = 18$

$3 \text{ clocks} = 9$

$2 \text{ fans} - 1 \text{ fan} = 6$

$1 \text{ clock} \times 1 \text{ soccer ball} - 1 \text{ fan} = ??$

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# M5

## Missing Information examples

- Crossword puzzles / word search puzzles
- Hangman
- Visual puzzles
- Jeopardy
- Content games:
  - i.e. Math:

*What numbers are missing from this sequence?*

79, 75, \_\_, 67, 63, \_\_,
- Free online games:
  - i.e. PBS Kids Games
  - National Geographic Games



# M5

## 3. Mild Controversy & Competition

When competition is built-in (but not too strong), it can enhance learning by adding excitement and fun into classroom activities.



- Students enjoy problem solving with and against peers
- Structured debates and group competitions enhance student achievement
- Inconsequential competition such as “Jeopardy”,
- All students must be involved and participate
- All students must have the opportunity to win and be successful

## M5

# Controversy & Competition examples

"Tell me and I  
**forget**, teach me  
and I may  
**remember**,  
involve me and I  
**learn.**"

- Benjamin Franklin

Kids Movie Lessons

- Debates – individual and small group
- O-P-V (students defends opposite point of view from own)
- Project competition
- Seminar groups (exploring “highly charged” material)
- Trivia (content) competition
- Compare and contrast activities (such as Venn diagraming)
- Educational game competitions
- Behavior competition
- “Expert” opinions (researching and debating merits of expert ideas)
- Tournaments

# 4. Self-System

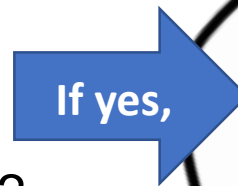
The self-system controls what we decide to attend to. Everything we find personally interesting and valuable.

If the task is judged **important (1)**,  
if the possibility of success is **high (2)**,  
and a **positive effect (3)** is associated with the task,  
the individual is **motivated** to engage in the task.

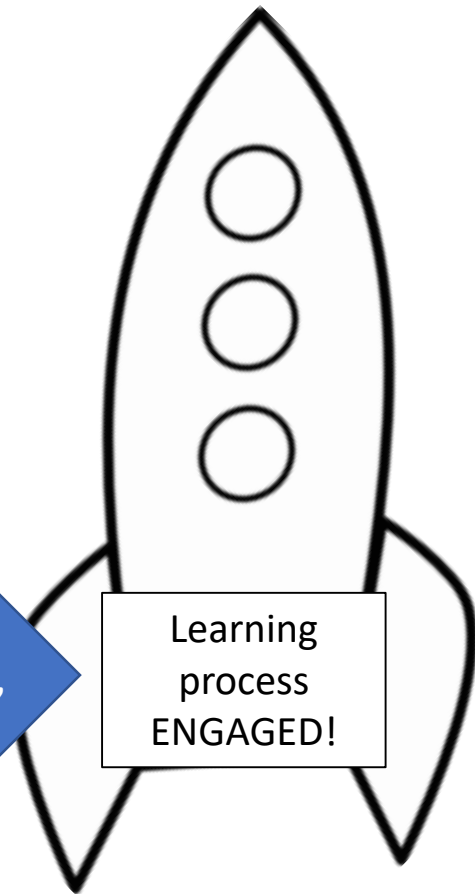
Marzano, Pickering, and Pollack, 2001



- (1) Do I need to do this?
  - (2) Can I do this?
  - (3) Do I like doing this?
- Do I benefit from doing this?



Learning  
process  
ENGAGED!



# M5

## Self-System examples

- Interest surveys
- Student learning profiles
  - i.e. Under what conditions do you learn best?
  - Do you like to work alone or with others?
- Self-reflection forms
- Explicit connections to personal lives
- Talent show, music, spoken word, etc.
- Presenting unusual information
- Guest speakers and “first-hand” consultants
- Provide opportunities to talk about themselves



## M5

# 5. Mild Pressure

Students are smart; they look for patterns in our behavior. Keep them guessing and attentive. Students will raise their level of attention if there is a moderate chance they will be called on.

- Mild pressure forces attention on to the source of the pressure
- When students have even a mild chance of being called upon, “anticipatory attention” sharpens
- Increasing the rate of student response, increases academic achievement
- Wait time focuses attention and increases student thoughtfulness



# M5

## Mild Pressure examples

- Pick Sticks
- Choral response techniques
- Increased wait time
  - Post question: minimum of 3 seconds with eye contact
  - Within-student answer: minimum of 3 seconds for processing
  - Post student answer: minimum of 3 seconds for other students to process
- Seeking more comprehensive answers from students



# M5

## Pinch Cards



When students are given a choice to debate something they believe in with a student who has a different point of view, the teacher is utilizing which two of Marzano's engagement concepts.

- A. High Energy and Mild Controversy and Competition
- B. Mild Controversy & Competition and the Self-System
- C. Mild Pressure and Missing Information
- D. The Self-System and High Energy



SEL

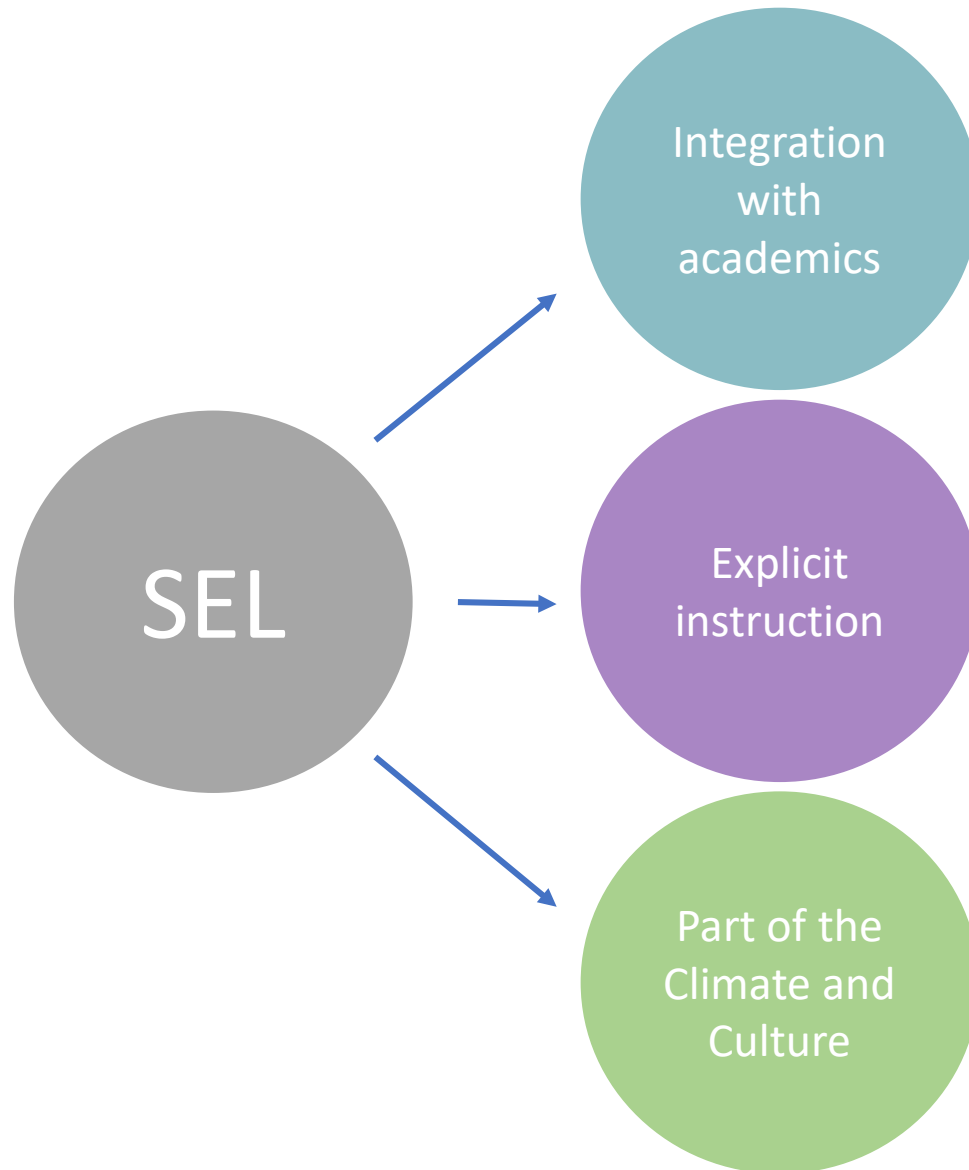
# Social Emotional Learning

## 5 Social Emotional Learning (SEL) Competencies

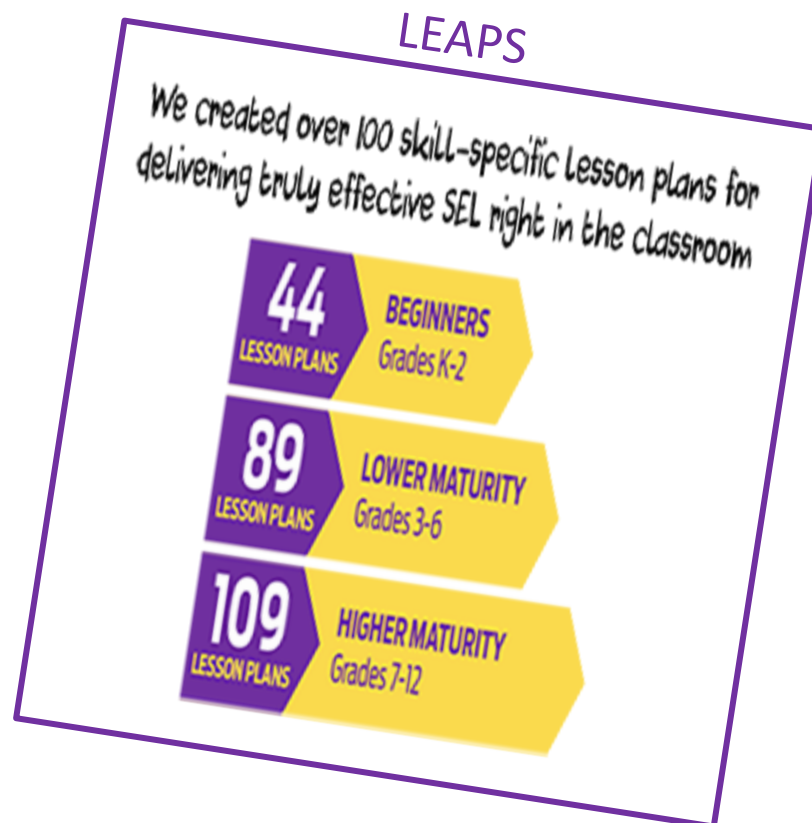


SEL

# Social Emotional Learning



- LEAPS
- Skillstreaming
- Second Step
- Cloud 9
- SEL Curriculum
- Anti Bullying Programs
- Classroom Meetings
- Character Education
- CASEL Programs
- PAX Good Behavior Game



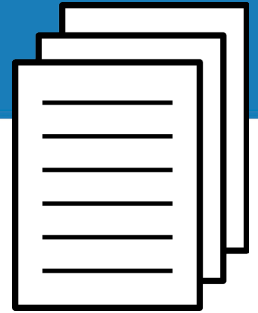


Which one is NOT a SEL strategy?

- A. Character Education
- B. LEAPs
- C. CHAMPs
- D. Classroom Meetings

SEL

# Worksheet Practice



Complete B. List 3 different SEL programs

UDL is a “...framework for guiding educational practice that ... provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged (National Center on Universal Design for Learning, 2011).”

Basically, UDL is allowing students to have multiple means of engagement, expression and representation

# Universal Design for Learning

Provide multiple means of

## Engagement

Stimulate motivation and sustained enthusiasm for learning in different ways.

Provide multiple means of

## Representation

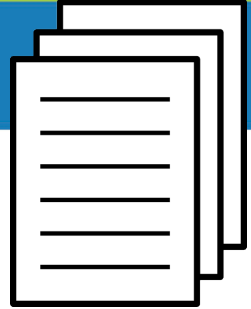
Present information and content in different ways to support understanding.

Provide multiple means of

## Action & expression

Offer options and supports to all so everyone can create, learn and share.





Complete: C. Provide 2 examples for each UDL Principle

(as we go through each of them)

# UDL

# 1. Multiple Means of Engagement

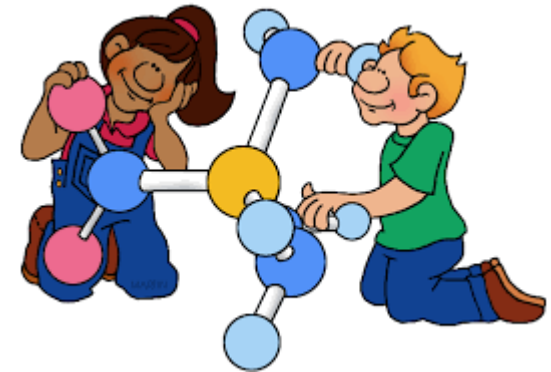
Tap into interests & choice, offer challenges, and increase motivation. The “WHY” of learning.



Chunking & Discussion



Guided learning



Manipulatives & Hands-on

Cooperative work



Project based learning

# UDL

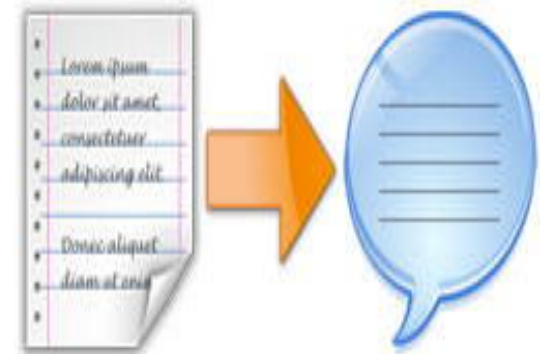
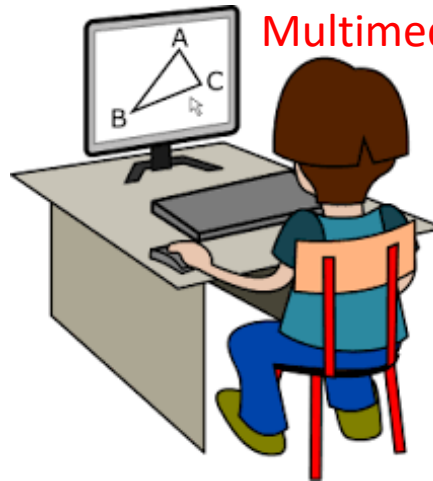
## 2. Multiple Means of Representation

Provide diverse learners options for acquiring information and knowledge in a variety of ways. The “WHAT” of learning.

Books  
Pictures



Multimedia

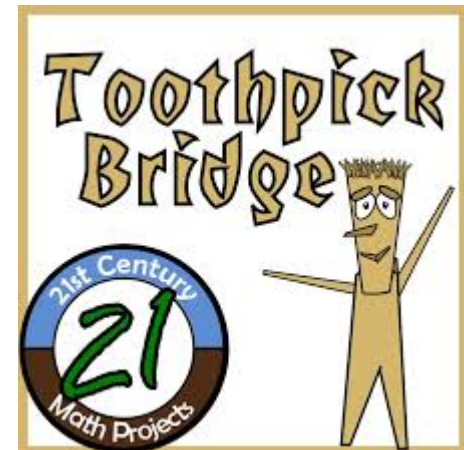


Text-to-speech

Video



Audio books



Activities

Provide learners options for demonstrating what they know.

The “HOW” of learning.

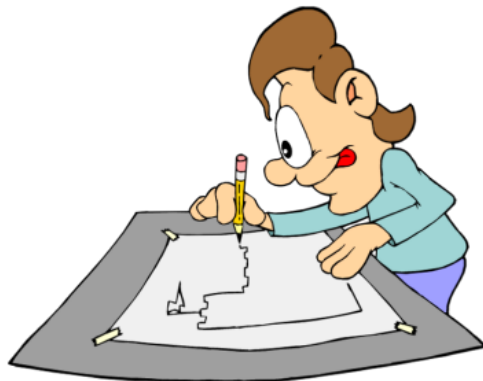
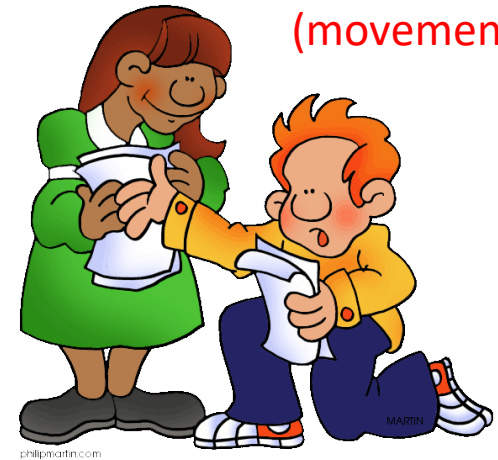
Verbal Response



Written response

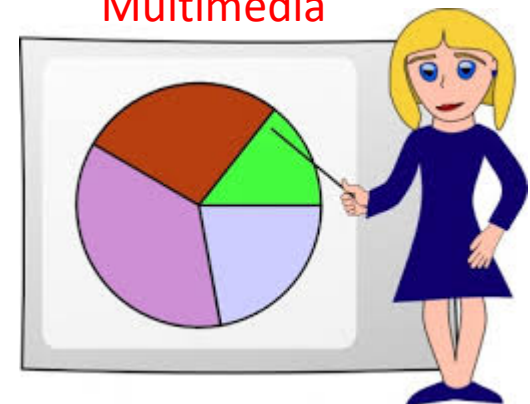


Drama Response  
(movement)



Artistic Response  
(visual)

Multimedia





The three principles of UDL are:

- A. Engagement, Mild Pressure and High Energy
- B. Engagement, Representation and Action & Expression
- C. The Self-System, Representation and Competition
- D. OTRs, Choice and Engagement

OTR

# Opportunities to Respond (OTRs)

**TRUE**



**FALSE**



# OTR

## Types of OTRs

✓ White Boards

✓ Pinch Cards

✓ Ball Pass

Choral Response

Share Pair

✓ True/False Cards

✓ Pick Sticks

Finger Scales

✓ Pass / Lifeline

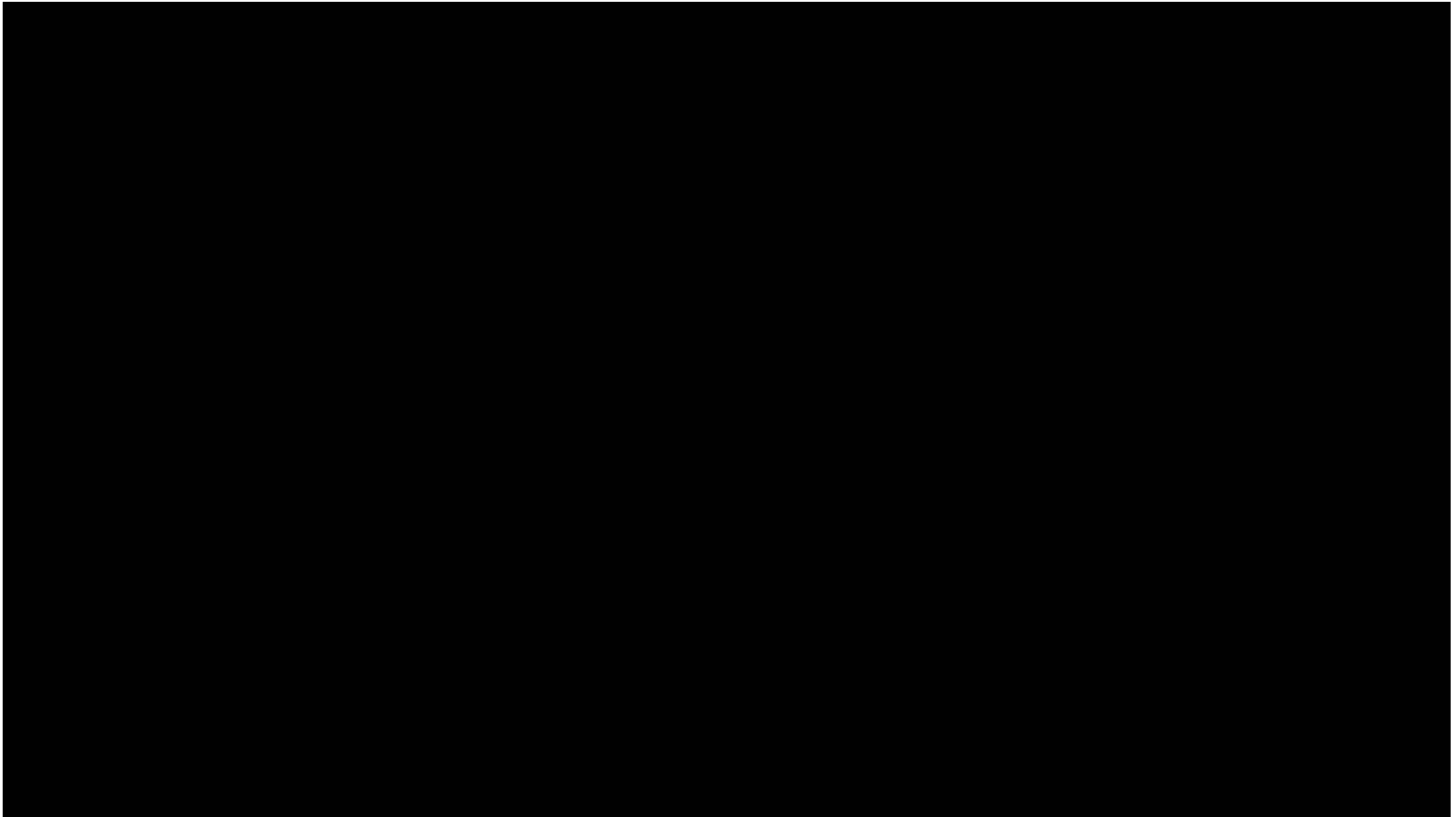
Completion Signal

✓ Raise Hand

✓ Thumbs Up

OTR

Video for all grade levels





OTR

# Ball toss



How many OTRs are there?

Limited only to the teacher's imagination!

OTR

# Ball toss



How many times an hour should you implement an OTR?

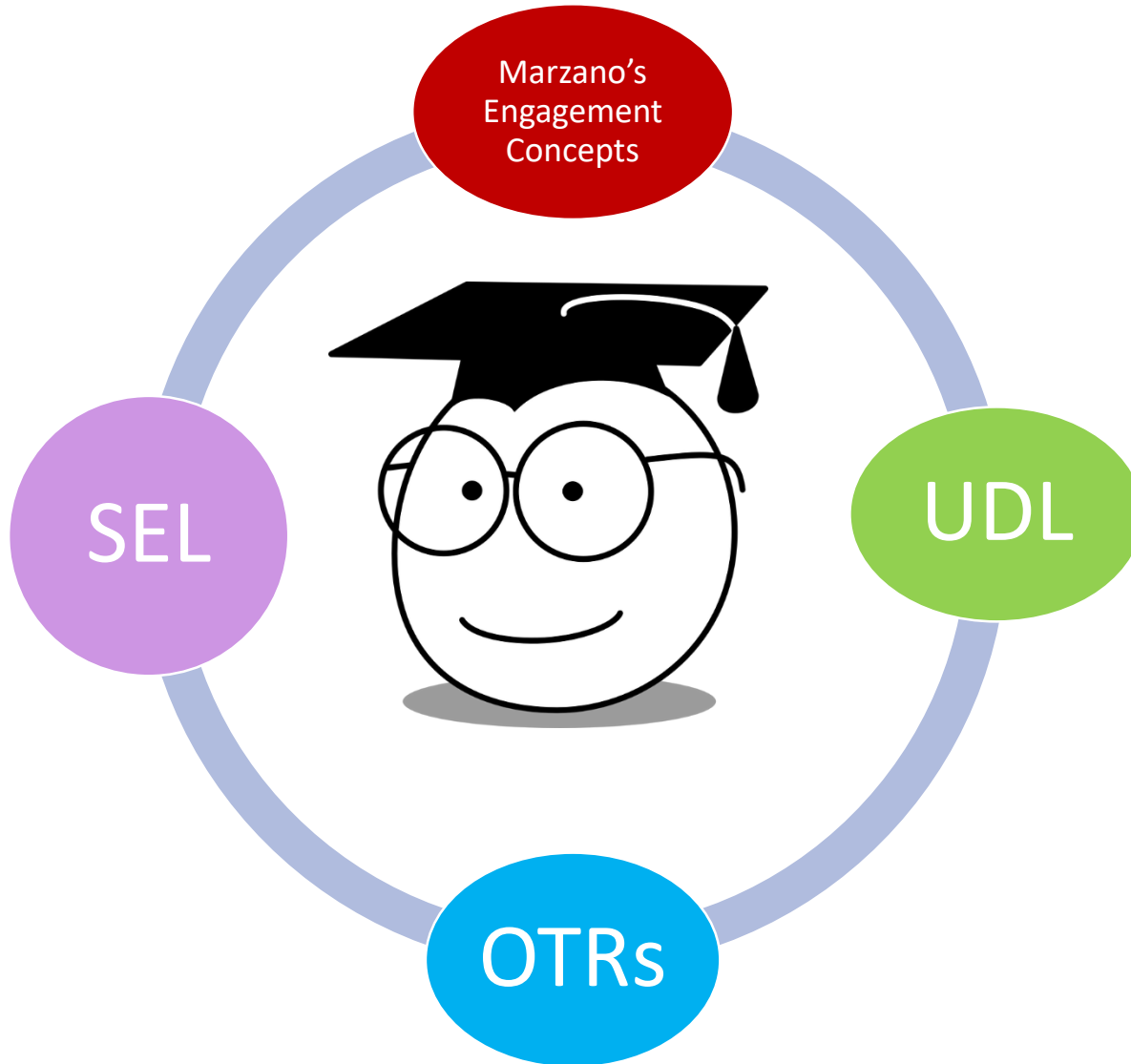
10 to 40 per hour!



Complete D. Identify 3 OTRs you will implement in your classroom. Indicate how and when you would use them.



# Remember...



Marzano's  
Engagement  
Concepts

UDL

OTRs

SEL



# Questions?

For more information,

Call:

The School Climate & Discipline Department  
*(formerly Diversity, Prevention & Intervention Dept.)*  
Lauderdale Manors Resource Center  
(754) 321-1655



Check out our PBIS Sharepoint Site:

<https://browardcountyschools.sharepoint.com/sites/DPI6Strands/strand6/SitePages/PBIS.aspx>



Contact:

[Georeane.Nigro@browardschools.com](mailto:Georeane.Nigro@browardschools.com)

[Tyyne.Hogan@browardschools.com](mailto:Tyyne.Hogan@browardschools.com)