PROFESSIONAL LEARNING GUIDE

Engagement by Design

Creating Learning Environments Where Students Thrive

by Douglas Fisher, Nancy Frey, Russell J. Quaglia, Dominique Smith, and Lisa L. Lande

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Introduction and Purpose

Introduction

This Professional Learning Guide offers a framework for professional development to support K–12 teachers in creating engaging classrooms for students. While this guide is intended for school-site professional developers to use with teachers, it may also be used by literacy coaches, in grade-level or cross-grade-level study groups, in professional learning communities, or by administrators and district leaders of professional development. Individual teachers who are seeking to further their professional development may also use this guide to enhance their skills and knowledge in how to create rich classroom contexts for learning.

Purpose of Engagement by Design:  
Creating Learning Environments Where Students Thrive

In this guide, the goal of Douglas Fisher, Nancy Frey, Russell J. Quaglia, Dominique Smith, and Lisa L. Lande is to offer educators an understanding of the various facets of engagement and a framework to use in creating classrooms where students learn through relevant and challenging content by exploring:

1. How to create an inviting classroom
2. How to build relationships with students
3. How to use purpose and clarity to enhance student learning
4. How to challenge students in productive struggle
5. How to use the dimensions of engagement to nurture and support student growth

Educators can collaborate with and learn from one another to design and create engaging and challenging instructional contexts for all students. While much has been written about the content of teaching, we must also address the spaces in which students learn. By learning how to create an inviting classroom, how to build relationships with and among students, how to ensure clarity in teaching, and how to offer effective challenge and productive struggle, and by studying the facets of engagement, teachers learn the necessary ingredients to ensure students become eager and successful learners.
Module Sessions

Approximate completion times for each module are provided within this guide; however, times may vary based on the background, individual needs, opportunities for collaboration, and the interaction of your group. Additionally, modules vary in length. They may be combined in several all-day workshops or presented over a series of shorter sessions to suit your needs. All modules are organized with the following sections:

- Materials You Will Need
- Segment Outlines
- Wrap-Up
- Supplementary Sessions

Supplementary Sessions are provided as an extension for participants who would like to enhance their professional development, deepen their knowledge, or enrich a dialogue. Consider keeping a running list of topics to return to for further study.

Materials for Sessions

In the “Materials You Will Need” sections of the sessions you will find references to the following:

**Video clips:** We suggest using the existing Frey and Fisher classroom video clips and recommend specific clips for use during each session. You can access these via the QR codes that are located in this book. They are also housed on the companion website at resources.corwin.com/engagementbydesign. If you have similar or relevant videos familiar to your group, please feel free to include them as well if it will support the effectiveness and improvement of your group’s instructional practice.

**PowerPoint slides:** These are available at resources.corwin.com/engagementbydesign.

**Copies of figures:** The figures referenced are located in the *Engagement by Design* book. You can also print them out from resources.corwin.com/engagementbydesign.
The purpose of this module is to understand and examine how to intentionally create an inviting classroom in which students can learn and grow. Educators will learn the ways in which different types of engagement are defined and the four elements of invitational engagement. Furthermore, teachers will explore how intentionality influences student engagement by studying four types of teachers. This module lays the foundation for optimal learning through exploring the overlapping of teacher, student, and content.

Materials You Will Need

1. Highlighters
2. **PowerPoint Slides 1 through 10**
3. Sticky notes
4. **Videos**
   a. **Video 1: What Is Engagement?**
   b. **Video 2: The Intentionally Inviting Classroom**
   c. **Video 3: The Intentionally Inviting Teacher**

Purpose of This Session

a. Project **PowerPoint Slide 2**. Share the objectives for the session.
Defining Engagement

b. Have participants read page 2 to the end of the section on page 3 and turn and talk about what they notice about the classroom in the vignette.

c. Watch Video 1: What Is Engagement? Suggest that participants jot down the dimensions of engagement they hear in the video.

d. Project PowerPoint Slide 3 and have participants read from the bottom of page 3 to the middle of page 6.

e. Have participants read the section titled “Intentionally Inviting Classrooms,” stopping before the final paragraph. Project PowerPoint Slide 4. Encourage participants to discuss their ideas from the section and on the slides.
f. Project **PowerPoint Slide 5**. Invite participants to turn and talk about the word *intentional* and its synonyms.

![Elements of Intentionally Inviting Classrooms](image)

- **Trust**—the ongoing relationships between teachers and students
- **Respect**—actions communicate a context where everyone is valued
- **Optimism**—every member of the classroom has potential
- **Intentionality**—everything carefully designed to convey trust, respect, and optimism

![Let’s Think More About the Word Intentional](image)

- **Calculated**
- **Intended**
- **Purposeful**
- **Deliberate**
- **Definition: Done on purpose**
- **Planned**

![Teachers Can Be . . .](image)

- **Intentionally**
  - Uninviting
  - Inviting

- **Not Intentionally**
  - Uninviting
  - Inviting

g. As participants prepare to watch **Video 2: The Intentionally Inviting Classroom**, invite them to consider examples that link to the synonyms.

h. Project **PowerPoint Slide 6**. Invite teachers to read from the last paragraph on page 7 through the last bullet point on page 9.
j. Watch Video 3: The Intentionally Inviting Teacher. After watching the video, have participants use PowerPoint Slide 7 and the information presented in the video to discuss how to create inviting places for students to learn.

k. Project PowerPoint Slide 8 and invite teachers to discuss how helping students utilize their voices in these three ways will enhance the classroom culture.

Model of Engagement by Design

l. Project PowerPoint Slide 9 and ask teachers to turn and talk about the potential in the overlap of the three circles in the “Model of Engagement by Design.”
m. Discuss the importance in the overlap in the areas of “Teacher and Student,” “Teacher and Content,” and “Student and Content.”

Wrap-Up (approximately 5 minutes)

n. Sum up the session with **PowerPoint Slide 10**. Invite participants to jot down one goal they are committing to that will increase engagement in their own classrooms and/or schools.

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Effective classrooms don’t just happen. They are led by teachers who deeply understand their craft and the essential nature of the interaction between student, teacher, and context.

*Engagement by Design, page 17*

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o. Inform participants that the next session will focus on relationships and ways to build those relationships.
Supplementary Sessions

a. Study John Hattie’s research to find practices that have high effect sizes for student learning. See Visible Learning for Literacy and Visible Learning.

b. Meet and create a survey for students that would offer insights about how to increase engagement.

c. Focus more deeply on any of the elements of invitational education and identify practices that would foster trust, respect, optimism, and/or intentionality.

References


The purpose of this module is to understand and examine how to intentionally build relationships with students. Educators will learn four general conditions required in relationship building and their importance in the classroom and school: respect, honesty, trust, and communication. Participants will learn how expectations for learning impact student performance. Further, each of the three components of teacher–student relationships, including the invitational aspect, the equitable aspect, and the advocacy aspect, will be explored to help participants build healthy, productive relationships with students.

**Materials You Will Need**

1. Highlighters
2. **PowerPoint Slides 1 through 11**
3. Sticky notes
4. **Videos**
   a. Video 4: The Importance of Relationships
   b. Video 5: The Importance of Wait Time
   c. Video 6: The Importance of Praise
   d. Video 7: Integrating Students’ Personal Interests
5. Directions for jigsaw (optional)
6. One copy of **PowerPoint Slides 7, 8, and 9** so each group will have a copy of their talking points for each of the three components of teacher–student relationships
Purpose of This Session

a. Project PowerPoint Slide 2. Share the objectives for the session.

<table>
<thead>
<tr>
<th>Objectives for Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants will</td>
</tr>
<tr>
<td>• Learn how to intentionally build relationships with students and the necessary conditions for building relationships</td>
</tr>
<tr>
<td>• Study the impact of expectations</td>
</tr>
<tr>
<td>• Explore three components of teacher-student relationships</td>
</tr>
</tbody>
</table>

Introduction

b. Project PowerPoint Slide 3. Invite participants to read the vignette on pages 20 to 23. After reading, invite participants to turn and talk about what they noticed that made a difference for Hector. Consider Hector’s quote.

<table>
<thead>
<tr>
<th>Relationships Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read the vignette about Hector found on pages 20–23.</td>
</tr>
<tr>
<td>• After reading, turn and talk about what made a difference for Hector.</td>
</tr>
<tr>
<td>• What did you notice about Hector’s change? Consider Hector’s words: “Tell the teachers thank you. I wouldn’t be here right now if they didn’t believe in me and take the time to get to know me. I was a bad kid, but I had a good heart, and you all found it.”</td>
</tr>
</tbody>
</table>

c. Project PowerPoint Slide 4. Discuss the four characteristics found in Figure 2.1. Watch Video 4: The Importance of Relationships. Invite participants to discuss the difference in the role of being a friend and that of being mentor, guide, advocate, and leader.
d. Project **PowerPoint Slide 5**. Consider the quote: “More than a quarter (27%) of students don’t think their teachers expect them to be successful.” Invite participants to think about how that might affect student motivation, engagement, and achievement.

![Four Conditions of Healthy Relationships Diagram](image)

**Expectation for Learning**

“More than a quarter (27%) of students *don’t* think their teachers expect them to be successful.”

![Expectation for Learning](image)

e. Project **PowerPoint Slide 6**.

**Three Components of Teacher-Student Relationships**

- Invitational: pages 26–31 (#1 reads)
- Equitable: pages 32–46 (#2 reads)
- Advocacy: pages 46–52 (#3 reads)

After reading, each group gathers for a brief discussion and selects a notetaker and a spokesperson to report for the group.
f. Introduce the three components of teacher–student relationships. Explain that the group will use a jigsaw to read and discuss the three components. Ask participants to number off by 3. Explain you will check with the group after about 10 minutes. As groups finish, explain all the 1s, 2s, and 3s will gather for discussion. Each group will select a spokesperson and notetaker for the group.

g. Before participants begin to read, project **PowerPoint Slides 7, 8, and 9.** Explain that the talking points for each of the three components are simply a scaffold and intended to guide reading and discussion.

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**The Invitational Aspect**

Talking Points for Group 1

- Names of students
- Classroom space
- Student characteristics

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**The Equitable Aspect**

Talking Points for Group 2

- Response opportunities
- Feedback
- Personal regard

---

**The Advocacy Aspect**

Talking Points for Group 3

- Purpose of advocacy
- Restorative practices
- Restorative conversations
The Invitational Aspect of Teacher–Student Relationships

h. After participants read and discuss in small groups, invite the spokesperson for Group 1 to present. Project **PowerPoint Slide 7** as the spokesperson for Group 1 reports.

```
The Invitational Aspect

Talking Points for Group 1

- Names of students
- Classroom space
- Student characteristics
```

The Equitable Aspect of Teacher–Student Relationships

i. Watch **Video 5: The Importance of Wait Time**. Invite participants to think about how “wait time” increases equity in the classroom as Group 2 presents.

j. Invite the spokesperson for Group 2 to present. Project **PowerPoint Slide 8** as the spokesperson for Group 2 reports.

```
The Equitable Aspect

Talking Points for Group 2

- Response opportunities
- Feedback
- Personal regard
```

k. Either during or following the Group 2 report, project **PowerPoint Slide 10** of the “TESA Interaction Model.”
1. After Group 2 presents, watch **Video 6: The Importance of Praise.** Invite participants to briefly discuss what kinds of praise enhance engagement and thus learning. Optional: Make a copy of **Figure 2.4: Ways to Say “Good Job”** on page 38 for participants to consider.

### The Advocacy Aspect of Teacher–Student Relationships

m. Invite the spokesperson for Group 3 to present. Project **PowerPoint Slide 9** as the spokesperson for Group 2 reports.

#### The Advocacy Aspect

**Talking Points for Group 3**

- Purpose of advocacy
- Restorative practices
- Restorative conversations

n. Watch **Video 7: Integrating Students’ Personal Interests.** Introduce the video by asking participants to notice how personal interests enhance teacher–student relationships.

### Wrap-Up

o. Project **PowerPoint Slide 11** to wrap up the session.
p. Inform participants that the next session will focus on the importance of clarity in teaching. Ask participants to bring a learning standard from their grade level to the next session.

**Supplementary Sessions**

a. Focus a session on the “TESA Interaction Model.” Look closely at each strand and the dimensions within each. Have copies of Figures 2.2 and 2.3 to support discussion.

b. Consider having participants administer an interest survey to students and return to discuss what they learned about students and how the students reacted to the survey.

c. Have participants read “The Perils and Promises of Praise” by Carol Dweck and engage in a more in-depth discussion about praise.

d. To reinforce how important our names are, consider asking teachers to learn more about students’ names. Invite them to bring the information to the session. Make copies of “My Name” from *House on Mango Street* by Sandra Cisneros for participants to read. Have them share what insights they have about their students as a result of learning more about their names.

**References**


The purpose of this module is to understand and examine how purpose and clarity support student learning and increase engagement. Participants will learn the practices that ensure learners know what they are learning and how to measure their own progress. Further, participants will learn how a deep understanding of the standards and the organization of content result in student learning. The session will also focus on how students learn, how to communicate expectations to students, and how to provide formative feedback that enables students to know what success looks like.

*Note:* This module could be broken into several shorter sessions.

**Materials You Will Need**

1. Highlighters
2. **PowerPoint Slides 1 through 16**
3. Copies of **Figure 3.1: Analyzing Standards**
4. Sticky notes
5. A reminder to participants about bringing a learning standard
6. **Videos**
   a. **Video 8: Establishing Purpose**
   b. **Video 9: The Importance of Success Criteria**
   c. **Video 10: Feedback**
Purpose of This Session

a. Project PowerPoint Slide 2. Share the objectives for the session.

As the session begins, check with participants to be sure they have a learning standard. If not, they can work in pairs later in the session.

<table>
<thead>
<tr>
<th>Objectives for Today</th>
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</thead>
<tbody>
<tr>
<td>Participants will</td>
</tr>
<tr>
<td>▪ Understand how clarity affects student learning</td>
</tr>
<tr>
<td>▪ Learn how teacher planning and knowledge of what students are supposed to learn affects student learning</td>
</tr>
<tr>
<td>▪ Study how students learn and how teacher actions can promote learning</td>
</tr>
<tr>
<td>▪ Learn how to communicate what students will be learning</td>
</tr>
<tr>
<td>▪ Learn how to develop success criteria and formative assessment practices</td>
</tr>
</tbody>
</table>

Introduction

b. Project PowerPoint Slide 3. Teachers need a deep understanding of how students learn. A teacher needs content knowledge, but content alone is not enough without pedagogical knowledge—the science of teaching.

<table>
<thead>
<tr>
<th>Student learning is affected by the teachers’ . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Clarity of organization: tasks and outcomes</td>
</tr>
<tr>
<td>▪ Clarity of explanation: relevant, accurate, comprehensible</td>
</tr>
<tr>
<td>▪ Clarity of examples and guided practice: information that is illustrative and illuminating, and moves gradually from modeling and demonstrating to independence</td>
</tr>
<tr>
<td>▪ Clarity of assessment of student learning: teachers seek ongoing feedback from students through their verbal and written responses</td>
</tr>
</tbody>
</table>

Importance of Teacher Clarity

c. Project PowerPoint Slide 4. Introduce the idea of teacher clarity. Mention two key findings: Only 57% of high school students responded positively to the statement “School inspires me to learn.” Only 38% agreed that “My classes help me understand what is happening in my everyday life.” When clarity exists (which has a large 0.75 effect size according to Hattie), student learning increases.
**Know What Students Are Supposed to Learn**

d. Project **PowerPoint Slide 5**. Expectations play a powerful role in student learning. Suggest that participants think back to what they learned in “The Inviting Classroom” and how trust, respect, optimism, and intentionality increase student engagement and foster learning.

e. Project **PowerPoint Slide 6**. Discuss how standards documents serve as guides to ensure expectations are appropriate and progress from grade to grade. Explain how analyzing standards is facilitated by identifying the verbs and the nouns.
f. Project **PowerPoint Slide 7.** Invite participants to work in pairs to analyze the standard on **PowerPoint Slide 7.** After they finish, engage participants in a discussion of how that one standard will require multiple lessons to master and consideration of key vocabulary. Note that teacher clarity in planning and delivering the instruction is critical in ensuring students are able to link their learning experiences and their lives.

![Analyzing a Standard](image)

Second-grade students are expected to...

*compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.*

Note: If time is limited, this activity may be omitted and substituted with a quick look at the template and suggestions for using it.

![A Process for Analyzing a Standard](image)

g. Project **PowerPoint Slide 8.** Explain how the template supports careful consideration of all the aspects of teaching the standard. Ask participants to take out their own learning standard. Working independently or in pairs, participants use the template to analyze the standard and consider instructional ideas and ways they might assess.

Note: If time is limited, this activity may be omitted and substituted with a quick look at the template and suggestions for using it.

h. Project **PowerPoint Slide 9.** Discuss the purposes for pre-assessing what students know. Invite teachers to turn and talk about some of the ways they determine what students already know. Use the examples on the slide to get the discussion started.
Know How Students Learn

j. Project PowerPoint Slide 11. Invite participants to think back to the two previous sessions and the ways in which teachers create learning contexts and foster relationships that result in engagement and student learning. These conditions create “teacher credibility.” Discuss the four dimensions. Have students turn and talk about teachers they recall who fostered this kind of credibility.

Four Dimensions of Teacher Credibility

- Trust in the teacher: Students know they can trust the teacher.
- The perception that the teacher is competent: Teachers provide the instruction and feedback students need.
- Dynamism: Teachers are enthusiastic about the content.
- Immediacy: Teachers make connections with students by using a variety of interactions (e.g., listening, delving, affirming).
k. Project **PowerPoint Slide 12**. Introduce the three important ideas that enhance teacher credibility: noticing (seeing through learners’ eyes), understanding of prior knowledge, and the role errors play in learning and teachers’ willingness to seek and celebrate them as ways to learn.

![Concepts That Foster Credibility](image)

l. Invite participants to number off by 3s. Have 1s read “Teacher Noticing” on pages 69 and 70, 2s read “Prior Knowledge” on pages 71 through 73, and 3s read “Errors in Learning” on pages 73 and 74. Have each group briefly discuss and then share with the whole group.

**Know How to Communicate What Students Will Be Learning**

m. Watch **Video 8: Establishing Purpose**. While watching the video, suggest that participants write down one or two things they notice about establishing purpose on a sticky note. After watching, invite participants to turn and talk about how purpose increases learning.

n. Project **PowerPoint Slide 13**. Discuss how one of the important ways we communicate with learners is through feedback.

![Importance of Feedback](image)
Watch Video 10: Feedback. After watching, discuss the aspects of timeliness, actionable, understandable, and goal-referenced in giving feedback to learners.

The Teacher and Students Know What Success Looks Like

o. Ask participants to recall a time when they were unsure of what was expected in an assignment. They will probably mention:

“I am not sure what my teacher wants.”

“I wonder how long it has to be.”

“I can’t figure out what I should include.”

Project PowerPoint Slide 14. Success criteria provide learners with the assurance they know exactly what is expected to be successful.

<table>
<thead>
<tr>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teachers provide success criteria through . . .</td>
</tr>
<tr>
<td>• Exemplars: examples that show a range of quality</td>
</tr>
<tr>
<td>• Modeling and Demonstrating: showing students how you make decisions about quality</td>
</tr>
<tr>
<td>• Negotiation: developing success criteria in partnership with students</td>
</tr>
</tbody>
</table>

p. Watch Video 9: The Importance of Success Criteria. After watching, invite participants to turn and talk about the various ways in which teachers communicated success criteria to students.

q. Project PowerPoint Slide 15. Discuss the types of feedback and how each serves a different purpose. Ask participants to think of ways they have used the various types of feedback and the ways in which they supported students’ learning.

<table>
<thead>
<tr>
<th>Types of Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rubrics—used to assess a performance based upon criteria; most classroom rubrics are analytical to offer specificity about each of the criteria</td>
</tr>
<tr>
<td>• Checklists—simple format to ensure students have all the elements of a project or assignment</td>
</tr>
<tr>
<td>• Formative evaluation—frequent checks for understanding used to plan instructional “next steps”</td>
</tr>
</tbody>
</table>
Wrap-Up

r. Project **PowerPoint Slide 16** to close with a quick review of the four elements of teacher clarity.

![The Importance of Teacher Clarity](image)

s. Inform participants that the next session will focus on challenge.

Supplementary Sessions

a. Focus a session on analyzing standards. Have participants bring in standards and use **Figure 3.1**.

b. Spend a session exploring best ways to sequence a unit of study. This session might follow the one on analyzing standards.

c. Consider a whole session on rubrics, checklists, and formative assessments. Clarify the difference between *holistic* and *analytical rubrics*. Have copies of **Figures 3.3** and **3.4**. Other formative assessments to include are exit slips, entry slips, summaries, lingering questions, constructed responses, retellings, sorts, and end-of-lesson reflections. You may want to use the NCTE position statement as a resource [http://www.ncte.org/library/NCTEFiles/Resources/Positions/formative-assessment_single.pdf](http://www.ncte.org/library/NCTEFiles/Resources/Positions/formative-assessment_single.pdf) and/or a short book review by Fisher and Frey.

d. Focus a session on using class surveys. Have participants use **Figure 3.2** as a model to create ones appropriate for their grade levels and content areas.

e. Gather student samples and compare to the established success criteria you've created. Create a continuum from the samples, moving from “need improvement” to “proficient.”
MODULE 4

Challenge

Estimated Time: 1.5 hours

The purpose of this module is for participants to learn how to create challenging classroom opportunities for students that invite productive struggle. Participants will learn how to intentionally support students’ participation in difficult and challenging tasks that help them understand their own capacity for growth. Further, participants will explore four facets of challenge along with specific practices to promote and create engagement and ensure student success. The four areas that contribute to growing expertise in students are fluency, stamina, strategic thinking, and struggle that builds expertise.

Materials You Will Need

1. Highlighters
2. PowerPoint Slides 1 through 16
3. Sticky notes
4. Videos
   a. Video 11: Challenge
   b. Video 12: Peer Critiques
5. Optional: Full-page copies of Figure 4.1: Difficulty and Complexity for each participant for notetaking
6. Copies of Figure 4.3: Techniques to Teach Peer Responding

Purpose of This Session

a. Project PowerPoint Slide 2. Share the objectives for the session.
Introduction

b. Introduce the concept of productive struggle and the theoretical support. Explain Vygotsky’s Zone of Proximal Development (ZPD), explaining that the ZPD is the area between what learners can already do and what they can do with the support of a more capable other. Project PowerPoint Slide 3.

Explain that if teachers plan tasks that learners can already complete independently, there is no opportunity for new learning. Likewise, planning tasks that are too difficult are also unproductive. Planning tasks that are in the ZPD ensure that learners engage in productive struggle and failure. When students do so, they learn through missteps and mistakes. Watch Video 11: Challenge. Have participants discuss what they noticed about how the teacher framed the learning and benefits for students. How did challenge and productive struggle play a role in the students’ learning?

c. Project PowerPoint Slide 4. Explain that students should be challenged and even struggle in order to grow academically. However, it is important to balance difficulty and complexity.
When difficulty and complexity are placed on different axes as shown, four quadrants are created.

d. Project **PowerPoint Slide 5**.

The goal is fluency, or habit building, which results in automaticity. When learners build habits over time, it results in using those actions effortlessly. When that occurs, students transfer learning to new situations and contexts. They are able to take what they know and apply it in new ways. This is the long-term goal of education.

Project **PowerPoint Slide 6**. Three tools and practices can help build fluency: spaced practice, repeated reading, and mnemonics.
e. Project **PowerPoint Slide 7.** Many students grow discouraged and give up when schoolwork becomes more challenging. Teachers can help students develop stamina and perseverance in the face of adversity.

Explain that there are some stamina-building tools and practices. One of these is wide independent reading. Project **PowerPoint Slide 8.**
f. Project **PowerPoint Slide 9.** Another stamina-building tool is research. While the embedded tasks may not be especially complex, students learn how to sustain their focus over longer periods of time and complete a project.

![Tools That Build Stamina: Research Projects](image1)

- Offer students opportunities to . . .
  - Engage in research
  - Analyze the research
  - Summarize and synthesize findings

- Teachers support students, helping them with pacing, sustaining focus, and completing a project.

- Research is enhanced when there is relevance, differentiation, and some degree of choice.

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g. Project **PowerPoint Slide 10.** Introduce the concept of strategic thinking and how strategies to resolve problems, metacognition (an awareness of one’s own thinking), and self-regulation (ability to monitor progress toward goals) benefit stamina building in students.

![Strategic Thinking](image2)

- Strategic thinking develops these abilities in students:
  - Formulate goals and create a plan to achieve them
  - Gather and integrate information
  - Make decisions about how to proceed
  - Reflect on one’s actions and thinking
  - Adjust actions based on these reflections

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Invite participants to number off by 3s. Tell the participants each group will be responsible for summarizing the key points in the assigned section. Have one group read each of the sections:

- Resolving Problems: pages 113–114
- Metacognition: pages 115–116
- Self-Regulation: pages 116–118
After completing the reading, invite each group to discuss the section, first as a group. Each group then offers a summary of the key points in their section.

h. Project **PowerPoint Slide 11.** Introduce struggle with these quotes from Malcolm Gladwell’s book *Outliers.* Invite participants to turn and talk to share their thoughts about the quotes.

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### Consider These Quotes From *Outliers*

*Practice isn’t the thing you do once you’re good. It’s the thing you do that makes you good.*

*If you work hard enough and assert yourself, and use your mind and imagination, you can shape the world to your desires.*

Malcolm Gladwell

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Project **PowerPoint Slide 12.** Link the Gladwell quotes to the concept that when teachers intentionally create tasks that offer students opportunities to build expertise and critical thinking, struggle is a natural and desirable part of learning.

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### Struggle That Builds Expertise

- Tasks that contribute to critical thinking development that also involve struggle include:
  - Peer critiques
  - Close reading within and across documents
  - Project-based learning

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Introduce peer critiques. Watch Video 12: Peer Critiques.

Project **PowerPoint Slide 13** and provide a copy of Figure 4.3. Have participants discuss the techniques in pairs. Invite whole-group responses with the question: What are some ways you might incorporate one or more of these techniques in your own classroom? Remind participants that teachers have to *teach* how to use peer techniques and also provide clear criteria students would find helpful and encouraging.
Project **PowerPoint Slide 14.** Explain that close reading is another way in which students engage in tasks that promote productive struggle. Close reading is successful when reading is authentic and includes text that is short enough for students to have ample time to read in a class period—either a self-contained text or an excerpt from a longer one. Students annotate the text to deeper reading.

An option would be to have participants also read the section on close reading and briefly discuss the phases and examples included on pages 121 to 125.

Project **PowerPoint Slide 15.** Project- or problem-based learning engages students in collaborative ways to study and solve problems, and to gain knowledge and expertise.
Wrap-Up

i. Close by projecting **PowerPoint Slide 16**. Have participants think about the contribution of each of the quadrants in developing student engagement through difficulty and complexity.

j. Inform participants that the next session will focus on engagement and how putting all the factors of engagement together offer students an optimal learning experience.

Supplementary Sessions

a. Invite participants to read *Outliers* and come back together for a discussion.

b. Spend a session focusing on close reading. Include hands-on experience so that participants have the experience of reading an authentic text, answering text-dependent questions using the “Phases of Text-Dependent Questions,” **Figure 4.4**, and annotating a text.

The purpose of this module is for participants to consider how the engagement gap impacts learning and how to ensure every student has a learning experience that has high levels of engagement by design. They will learn three kinds of engagement: behavioral, cognitive, and emotional. Further, participants will learn how to create an engaging classroom context by applying the balanced model for optimal learning. Using the “engagement equation” promises the potential—when applied—that all students will thrive in contexts that are relevant and offer them authentic opportunities to make connections and applications from the classroom to life outside school.

Materials You Will Need

1. Highlighters
2. PowerPoint Slides 1 through 19
3. Sticky notes
4. Consider making full-page copies of Figure 5.3: Balanced Model for Optimal Learning for participants to take notes on
5. Copies of “Jeremy’s Story”
6. Chart paper
7. Videos
   a. Video 13: Fostering Self-Worth
   b. Video 14: Student Self-Reflection on Engagement
   c. Video 15: What Does Engagement Look Like and Feel Like?
Purpose of This Session

a. Project PowerPoint Slide 2. Share the objectives for the session.

<table>
<thead>
<tr>
<th>Objectives for Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants will</td>
</tr>
<tr>
<td>• Learn about the “engagement gap”</td>
</tr>
<tr>
<td>• Study the three types of engagement</td>
</tr>
<tr>
<td>• Explore the “engagement equation”</td>
</tr>
<tr>
<td>• Learn how applying all the facets of engagement results in enhanced student outcomes</td>
</tr>
</tbody>
</table>

Introduction

b. Project PowerPoint Slide 3. Have participants read the quote and think about what they’ve studied in the previous sessions before turning and talking about the quote.

The Engagement Gap

When it comes to tackling the achievement gap, there must first be an understanding that this is a symptom of a much greater challenge . . . an engagement gap.

Invite participants to read and discuss “Jeremy’s Story” up to the section “The Rest of the Story.”

c. Project PowerPoint Slide 4. Discuss the three dimensions of engagement. Invite participants to think of specific ways they have noticed these behaviors in their own classrooms.
Project **PowerPoint Slide 5.** Ask participants to consider what happens when schools focus on only behavioral engagement. What's missing?

Project **PowerPoint Slide 6.** Ask participants to consider what happens when schools focus on only cognitive engagement. What's missing?
Project **PowerPoint Slide 7.** Ask participants to consider what happens when schools focus on only emotional engagement. What’s missing?

### Dimensions of Engagement

<table>
<thead>
<tr>
<th>Behavioral Engagement</th>
<th>Cognitive Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic behavior and actions</td>
<td>Desires challenge</td>
</tr>
<tr>
<td>Participates in school functions</td>
<td>Self-regulates</td>
</tr>
<tr>
<td>Attends and participates in class activities and discussions</td>
<td>Plans, monitors, and evaluates one’s thinking and learning</td>
</tr>
<tr>
<td>Follows school rules</td>
<td></td>
</tr>
<tr>
<td>Studies</td>
<td></td>
</tr>
<tr>
<td>Completes assignments</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emotional Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>How students feel</td>
</tr>
<tr>
<td>Is comfortable talking to peers</td>
</tr>
<tr>
<td>Engage in group learning</td>
</tr>
<tr>
<td>Asks questions of teachers</td>
</tr>
<tr>
<td>Interested, inquisitive, and curious about academic content</td>
</tr>
</tbody>
</table>

---

d. Project **PowerPoint Slide 8.** Invite participants to notice the original model with Student, Teacher, and Content presented in the first session. Notice the addition of Teacher Clarity, Challenge, and Relationships, making four intersections that lead to the heart of the model: Engagement.

### Balanced Model for Optimal Learning

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e. Project **PowerPoint Slide 9.** Have participants look at the equation and the “key” to identify each of the factors represented in it. Give participants a few moments to turn and talk. Then invite them to read pages 138 to 140 and follow the reading with a brief discussion.

### The Engagement Equation

\[
Engagement = STC + \frac{R + TC + CH}{SW + P} V
\]

- \(S = \text{Students}\)
- \(T = \text{Teachers}\)
- \(C = \text{Content}\)
- \(P = \text{Purpose}\)
- \(R = \text{Relationships}\)
- \(TC = \text{Teacher Clarity}\)
- \(CH = \text{Challenge}\)
- \(SW = \text{Student Worth}\)
- \(V = \text{voice}\)
f. Project **PowerPoint Slide 10.** Since student voice is the most critical component, explain that we will take a closer look at voice.

![Student Voice: Most Critical Component](image)

- Students *want* to be understood.
- Students *deserve* to be understood.
- Students *must* take responsibility for expressing thoughts and advocating for themselves and others.
- Teachers *must* afford opportunities to all students to turn their voices into meaningful action.

Project **PowerPoint Slide 11.** Invite participants to consider the chart and what happens to engagement when students have limited voice versus when they have voice.

![Voice](image)

<table>
<thead>
<tr>
<th>Students with limited voice</th>
<th>Students with voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Believe no one cares what they think</td>
<td>Effectively express their thoughts with confidence that someone is listening</td>
</tr>
<tr>
<td>Have the attitude, “I am just a student”</td>
<td>Know what they say truly matters</td>
</tr>
<tr>
<td>Complain and expect someone else to deal with their concerns</td>
<td>Strategically share their concerns and express what they are willing to do to be part of a solution</td>
</tr>
<tr>
<td>Expect the school to take care of them</td>
<td>Know they are an important part of the school community and share in responsibility for the kind of place it is</td>
</tr>
</tbody>
</table>

g. Project **PowerPoint Slide 12.** Explain that self-worth is cultivated when students are recognized for their growth and accomplishments—not just academic accomplishments but other qualities such as effort, perseverance, and citizenship.

![The Importance of Self-Worth](image)

*Self-worth occurs when students know they are uniquely valued members of the school community; have a person in their lives they can trust and learn from; and believe they have the ability to achieve—academically, personally, and socially.*

Quaglia and Corso, 2014
h. Watch **Video 13: Fostering Self-Worth.** Have participants discuss what they noticed. After watching, invite participants to think of one example of how teachers can foster self-worth.

Project **PowerPoint Slide 13.** Discuss what happens to motivation when students have self-worth.

<table>
<thead>
<tr>
<th>Students lacking self-worth</th>
<th>Students with self-worth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think they don’t matter</td>
<td>Know they are recognized and celebrated for who they are</td>
</tr>
<tr>
<td>Perceive the most important thing in school is grades</td>
<td>Believe effort, perseverance, and being a good citizen are important</td>
</tr>
<tr>
<td>Believe no one cares about them</td>
<td>Can identify at least one adult in school with whom they can share both successes and challenges</td>
</tr>
<tr>
<td>Are afraid to fail or to succeed</td>
<td>Learns from their mistakes and is proud of their successes</td>
</tr>
</tbody>
</table>

i. Project **PowerPoint Slide 14.** Explain that purpose has a significant impact on student motivation to learn and their willingness to engage in a task.

**Purpose**

When students find purpose in their experience at school, they are 17 times more likely to be academically motivated to learn.
Project **PowerPoint Slide 15.** Invite participants to turn and talk, comparing the two types of students: lacking purpose and with purpose.

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students lacking purpose</strong></td>
</tr>
<tr>
<td>Think they must have a title to be a leader</td>
</tr>
<tr>
<td>Believe teachers are responsible for their success or failure</td>
</tr>
<tr>
<td>Are apathetic and go with the flow</td>
</tr>
<tr>
<td>Believe their future is already determined for them</td>
</tr>
</tbody>
</table>

j. Explain to participants that now that we’ve considered all the components of the equation, the result is engagement. Trust and respect underpin the kind of classroom we want.

Watch **Video 14: Student Self-Reflection on Engagement.**

After watching the video, how might you use the “Check Up From the Neck Up” in your own classroom?

- When was I most engaged?
- When was I least engaged?
- What could I have done to be more engaged?

Project **PowerPoint Slide 16.** Invite participants to consider each of the five characteristics of engaged students and think of an example of one or more from their own life or one from their teaching—a student example.

**Engaged Students**  
**Look Like? Sound Like? Feel Like?**

- Engaged students . . .
  - Lose track of time and space
  - Are not afraid to fail or succeed
  - Are able to express their honest opinions and concerns
  - Are emotionally, intellectually, and behaviorally invested in learning
Project PowerPoint Slide 17. Have participants turn and talk about the characteristics of engaged students. Watch Video 15: What Does Engagement Look Like and Feel Like? Invite participants to make connections between the slide and the video.

- Project PowerPoint Slide 18. Explain that engaged classrooms are places in which all voices are heard, respected, and valued. Communication between and among students occurs in authentic ways naturally.

Distribute two sticky notes to each participant. After reading through the list, invite participants to think of a way their own classroom is already an engaging classroom and a goal they aspire to in the future. Have participants share their sticky notes and apply each to two charts:

A way my classroom is engaging is . . .

A goal to make my classroom more engaging is . . .
1. Project **PowerPoint Slide 19.** Engaging classrooms produce engaged students with outcomes every teacher wants to see. The delicate balance among the student, the teacher, and the content is one that allows students to grow into successful learners.

![Engaged Student Outcomes](image)

**Engaged Student Outcomes**

- Greater sense of self-worth
- Appreciation of other people’s ideas
- Greater sense of purpose, understanding of “who” they are, and thinking beyond themselves
- Acceptance of different perspectives
- Excitement for learning
- Willingness to take on academic challenges
- Awareness of their own ability and potential
- Increased confidence and pride in their ability
- Mindfulness of the importance of curiosity and creativity
- Increased spirit of adventure
- Respect for themselves and others
- Awareness of the potential impact of their actions on others

**Wrap-Up**

m. Ask participants to read the rest of “Jeremy’s Story” and think back to all the ways in which we’ve discussed engagement and all the facets related to it. Teachers possess the ability to make a difference and to be a master of engagement by design.

**Supplementary Sessions**

a. Consider another session in which participants read and discuss a professional article that relates to engagement. Suggestions include: “Engagement With Young Adult Literature: Outcomes and Processes” and “Teachers Know When to Stop Talking.”

b. Survey participants and ask if there are topics in the book they’d like to return to. One option is to make a copy of the Table of Contents and have participants circle topics for further discussion. One or more additional sessions might be planned from participants’ interests.

**References**


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