Active Engagement
Orange Unified School District

How Does Today Connect?

Communication Objectives	Response Frames	Purposeful Grouping
☑ Clearly defined expectations for students to express and extend their learning	☑ One effective way to help students "up-level" and practice their academic language	☑ Structure settings for students to interact and use their academic language

Active Engagement

SUPPORT

Mission Statement

"The Orange Unified School District, being committed to planning for continual improvement, will offer a learning environment of excellence, with high expectations, **to provide each student with the opportunity** to be able to compete in the global economy."

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Active Engagement
Orange Unified School District

OUSD Strategic Plan, Goal 2, Target B

Strategy 2
Incorporate student voice in the design and implementation of student engagement strategies

Strategy 3:
Develop common expectations for implementation of classroom practices to maximize student engagement
Implement identified practices choices and relevant learning experiences

Objectives

- Develop a common definition of Active Engagement

- Examine the role of Active Engagement in Tier 1 Instruction

- Support Academic Language Development through Active Engagement

QUESTION
Which one(s) represents active engagement to you? Why?
(Building background knowledge)

What is Active Engagement?
Three-Way Definition

○ **Individually**, define the concept, "active engagement".

Active engagement is_____. (1 min.)

○ **In partners**, share definitions and combine into one definition.

Our definition of active engagement is _____. (2min)

○ **As a group,** discuss the concept, "active engagement". We discussed that when students are actively engaged _____. (2 min)

Why ensure Active Engagement?

✓ Students are not attentive to what is being said in a lecture 40% of the time.

✓ Students retain 70% of the information in the first ten minutes of a lecture but only 20% in the last ten minutes.

Meyer & Jones, 1993

Only 4% of English Learners' school day is spent engaging in student talk.

✓ Only 2% of English Learners' day is spent discussing focal lesson content, rarely speaking in complete sentences or applying relevant academic language.

Arreaga-Mayer & Perdomo-Rivera (1996)

When should Active Engagement Occur?
Tier 1 Instruction: High Quality Instruction for All

High levels of active engagement during lessons are associated with higher levels of *achievement* and student *motivation*.

Ryan and Deci, 2000

Explicit and systematic teaching does not *preclude* the use of active engagement techniques. In fact, one of the most *prominent* features of well delivered *direct instruction* is high levels of active engagement on the part of all students.
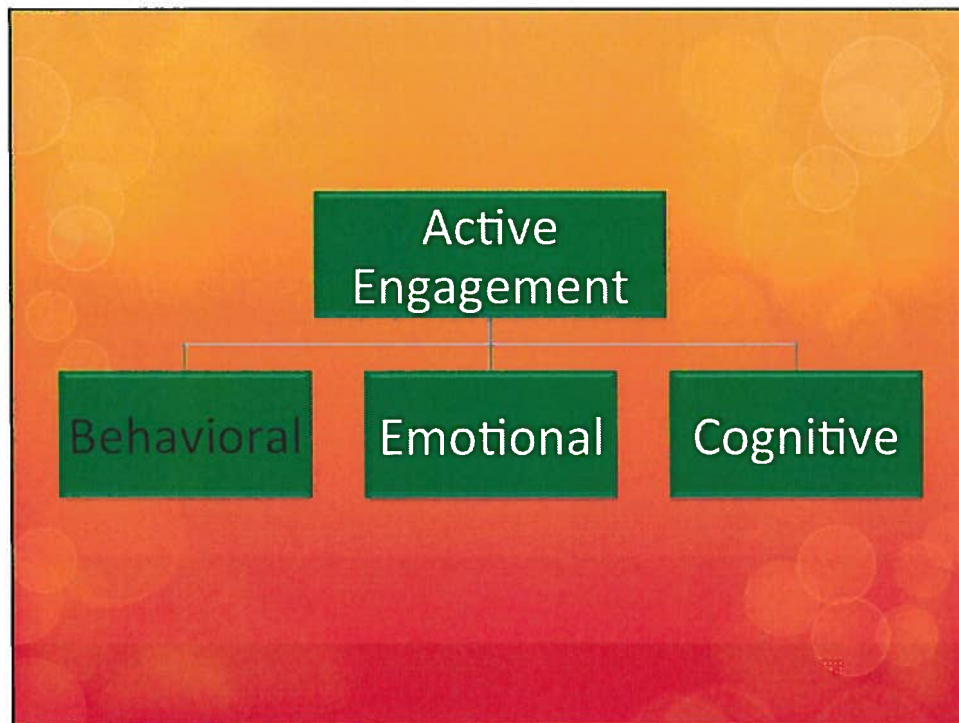
Archer, 2007

Engagement in a Balanced Instructional Framework
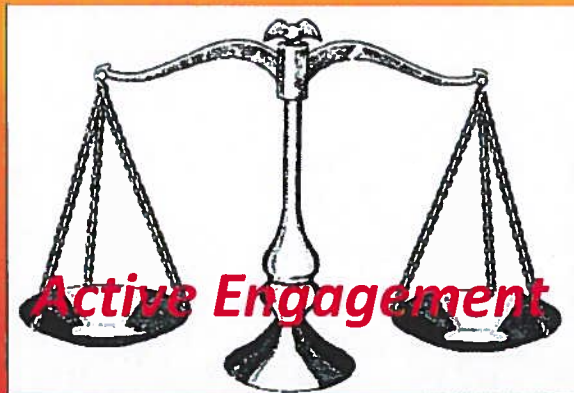
Active Engagement

Explicit Instructional Guidance   Minimal Guidance & Inquiry

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                    │   Active    │
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  │  Behavioral  │  │  Emotional   │  │  Cognitive   │
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Behavioral Engagement

1. Positive conduct, rule following, adhering to norms
2. Involvement in learning tasks,
3. Effort, persistence, attention, class participation
4. Embedded in instructional routines

Fostering Behavioral Engagement

Dismissive	Inclusive
Instead of...	*Try...*
Can anyone tell me what the what the three branches of government are?	Partner A, tell partner B one of branches of government we discussed yesterday. Partner A, describe the function of the legislative branch of government.
Do you have any questions?	What are your questions? Our objective has been to describe the function of each of the three branches of government. What are your questions regarding the legislative branch?

adapted from Feldman, 2009

Response Routines

Paired response

Choral response

Volunteered response
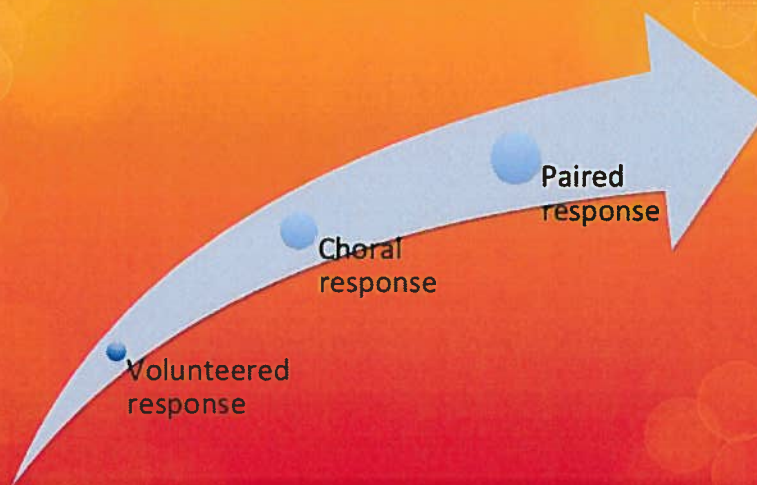
Elements of Grouping/Pairing

1. <u>Pre-establish pairs/groups:</u> "You are partner A..."

2. <u>Provide time limits</u>: "Partner A, explain ____ to partner B. You have 1 minute."

3. <u>Assign specific tasks:</u> "Partner A, explain the first step to ____."

4. **<u>Provide a response frame</u>:** "Use the response frame, 'The first step in ____ is to ____ because ____.'"

5. <u>Offer specific feedback: (academic and behavioral)</u> "We are learning to ____. You are able to ____, correctly. Be sure to include ____."

Wrapping Up Behavioral Engagement

With a partner, summarize behavioral engagement. (2 minutes)

1. Define: "Behavioral engagement can be described as ____."

2. Give an example: "An example of behavioral engagement is ____"

Active Engagement

Behavorial | Emotional | Cognitive
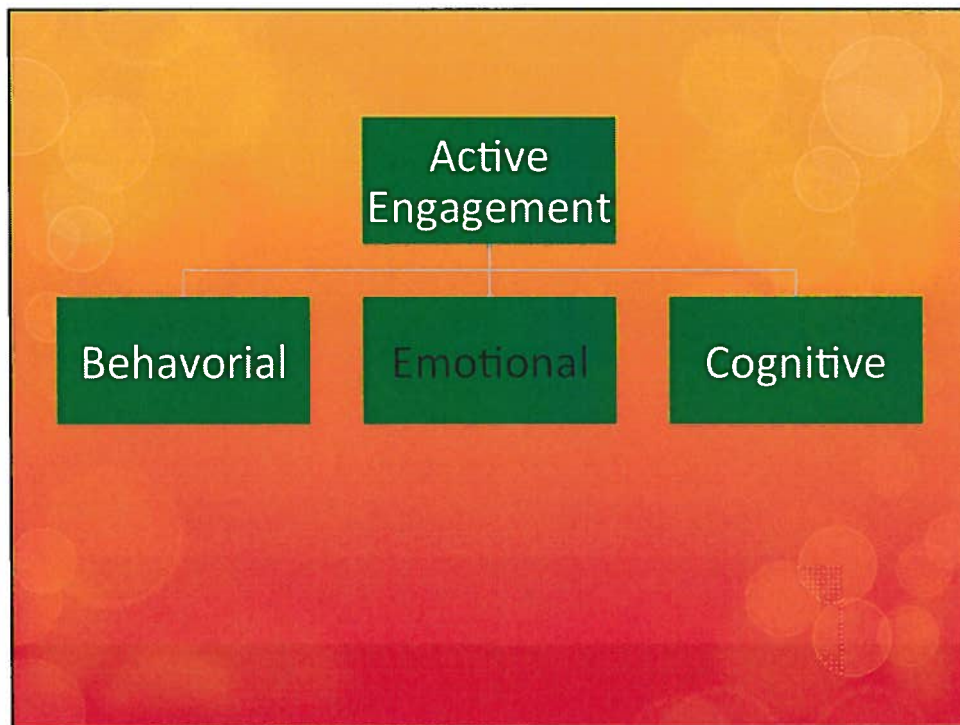
Emotional Engagement

1. Affective reactions to content: interest, boredom, happiness, anxiety

2. Affective reactions to school and/or teacher

3. *"How a person feels about a learning situation determines the amount of attention devoted to it."*

                     - David A. Sousa, 2011

Active Engagement

| Behavorial | Emotional | Cognitive |
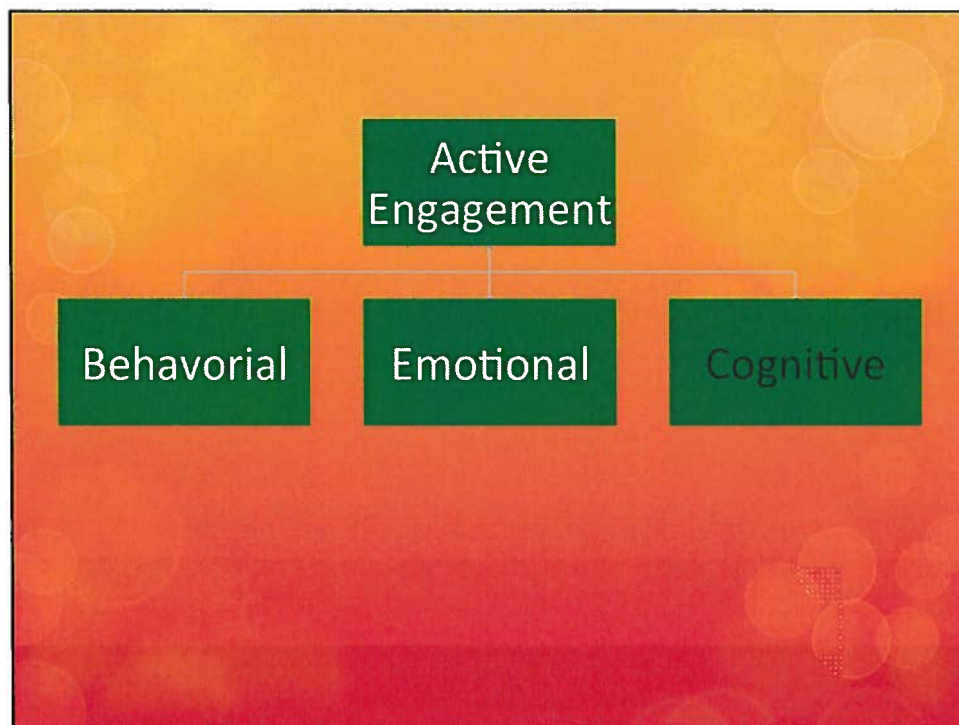
Cognitive Engagement

1. Investment in learning, learning goals, intrinsic motivation

2. Self regulation and being strategic

3. Evidence of students communicating their thought process and reasoning

Ways to Foster Cognitive Engagement

1. Scaffolding the Level of Support to Student Responses
2. Specific Word Instruction
3. Concept Sorts
4. Content Conversation
5. Timely and Specific Feedback

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Scaffolding the Level of Support for Student Responses- *Mitosis*

Minimal What is the first stage of mitosis?

Intermediate Mitosis has six stages. Which is the first?

Maximum Is interphase or telophase the first stage of mitosis?

Adapted from Arguelles, 2009

Scaffolding the Level of Support for Student Responses- *Gettysburg*

| Minimal	Intermediate	Maximum
When Lincoln says the nation was "so conceived and so dedicated" what is he referring to?	*When Lincoln says the nation was "so conceived and so dedicated", what founding principles is he referring to?*	*In the first sentence of his address, Lincoln states the principles influencing the founding of our country. When Lincoln says the nation was "so conceived and so dedicated" what founding principles is he referring to?*

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Replenish
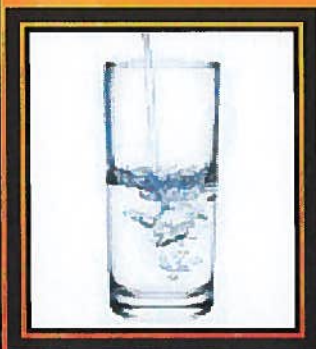
Class, what do you see in this picture?

When would we pour ourselves a glass of water?

If you fill something up again, you can say that you have replenished it.

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Fostering Cognitive Engagement through Specific Word Instruction

- Engage with the concept (the visual, in this case, serves as an example of emotional engagement)
- Introduce the word
- Have students say the word –
- Contextualize the word –
- Offer a student friendly definition –
- Provide a variety of contexts –
- Have students actively engage with the word
- Have students say the word

Concept Sorts

Atticus Finch – To Kill a Mockingbird

Ignatious Reilly – A Confederacy of Dunces

Bob Ewell – To Kill a Mockingbird

Colonel Cathcart – Catch 22

Jay Gatsby - The Great Gatsby

Scarlett O'Hara – Gone With the Wind

Tom Buchanon - The Great Gatsby

Yossarian – Catch 22

Aureliano Buendia – 100 Years of Solitude

Santiago – The Old Man and the Sea

Rhett Butler– Gone With the Wind

Holden Caufield – Catcher in the Rye

Open Sort	Closed Sort
In an Open sort, participants create their own categories by dragging cards into groups that make the most sense to them. Participants are asked to label each of the categories they create.	In a Closed sort, the teacher pre-defines the categories into which cards will be arranged, and participants are asked to sort the cards into those categories.
An Open sort helps you to: 1. Understand how users think about your information and its relevance to them. 2. Get user input on how to label categories of content.	A closed sort helps you to: 1. Test existing understanding 2. Evaluate the effectiveness of the labels of each category.

Content Conversation

A rectangular garden is 10 feet long and has a perimeter of 36 feet.

What is the width of this garden? Explain how you solved this problem.

Target vocabulary:
- width
- length
- perimeter
- formula
- equation
- distance

Content Conversation

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What is the width of this garden? Explain how you solved this problem.

Target vocabulary:
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Sample Response Frame:
" I can determine the width of the garden by_____."

Content Conversation

After explicitly teaching a concept and corresponding procedure(s) and modeling correct academic vocabulary use, a Content Conversation provides students an opportunity to apply academic vocabulary as they communicate their mathematical reasoning. Use response frames as needed.

1. Partner students (partners A and B)

2. Pose a problem

3. Have partner A solve and explain the problem aloud.

4. While partner A is solving and explaining, have partner B tally the number of times partner A correctly uses target vocabulary.

5. Have partner B provide feedback to partner A.

- "You used 3 out of the 4 target terms. You used ____ and ____ correctly."

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6. Reverse roles and repeat steps 1 through 5 for another problem.

Feedback

Through the use of timely and specific feedback, teachers have a direct influence on student effort and skill.

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Attributes of Success and Failure

Internal	External
Effort "I didn't try hard…"	**Luck or Chance** "I don't know why I…"
Skill "I didn't do well because I don't know how to…"	**Prejudice** "Because Mr. X doesn't like me…"

What is Feedback?

- "Feedback is not about praise or blame, approval or disapproval. That's what evaluation is – placing value. Feedback is value-neutral. It describes what you did and did not do."

~ Grant Wiggins

Essential Elements of Feedback

1. Recognition of the Desired Goal

2. Evidence about Current State of Proficiency

3. Some Understanding of a Way to Close the Gap Between the Two

~ Black & William

Fostering Cognitive Engagement through Feedback

Non-specific Feedback	Specific Feedback
Excellent! Good job. Not quite... but good try. Try harder.	We are measuring distances to determine how much longer one object is than another. You are correctly measuring the distances and now need to consider how we find the difference between 2 fractions. We are writing our opinions about the book we are reading. You have stated your opinion and now need to include a reason supporting your opinion about the book.

Cognitive Engagement

O Investment in learning, learning goals, intrinsic motivation

O Self regulation and being strategic

O Evidence of students communicating their thought process and reasoning

Seeing how Active Engagement in the Common Core "The Habits of Mind"

Mathematical Practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

English Language Arts Capacities:

1. They demonstrate independence.
2. They build strong content knowledge.
3. They respond to the varying demands of audience, task, purpose, and discipline
4. They comprehend as well as critique.
5. They value evidence.
6. They use technology and digital media strategically and capably.
7. They come to understand other perspectives and cultures.

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Maximizing Active Engagement

1. Strategically use a variety of response types (volunteered, choral, paired, physical, written)
2. Directly align cognitive, behavioral and emotional engagement strategies to the learning outcome(s)
3. Provide ongoing, timely, and specific feedback

Objectives

○ Develop a common definition of Active Engagement

○ Examine the role of Active Engagement in Tier 1 Instruction

○ Support Academic Language Development through Active Engagement

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What does ELEMENTARY engagement look like in the Common Core?

While you watch the lesson, record examples of:

1. Students communicating their thought

   process and reasoning (cognitive engagement)

2. Students involved in learning tasks (behavioral engagement)

3. Teacher feedback

Identify any missed opportunities for active engagement.

Elementary Engagement Video for Common Core State Standards

http://www.youtube.com/watch?v=1IPxt794-yU&t=0m16s

Observe Evidence of

1. Behavioral, Emotional and Cognitive Engagement
2. Teacher Feedback
3. Missed opportunities for active engagement

What does SECONDARY engagement look like in the Common Core?

While you watch the **statistics and probability** tlesson, record examples of:

1. Students communicating their thought

   process and reasoning (cognitive engagement)
2. Students involved in learning tasks (behavioral engagement)
3. Teacher feedback
4. Identify any missed opportunities for active engagement.

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Secondary Engagement Video for Common Core State Standards

http://www.orangeusd.org/ed_svcs/video/CCSS_Middle_ES_cut.wmv

Observe Evidence of

1. Behavioral, Emotional and Cognitive Engagement
2. Teacher Feedback
3. Missed opportunities for active engagement

Transitioning into 21st Century Learners
Download the eStandards
California Common Core app this summer!

Lite Edition
FREE

eStandards
California's Common Core State Standards

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"While the items and tasks are not intended to be used as sample tests, educators can use them to **begin planning the shifts in instruction"** that will be required to help students meet the demands of college and careers.

-adapted from Smarter Balanced Assessment Consortium

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2013-14
OUSD Transition Year for CCSS
Bridging best practices of the past
into the future!

Continue with OUSD best practices to maximize learning (RtI^2 , Best first instruction , Thinking Maps, GLAD, Communication Objectives, Response Frames, Purposeful Grouping, Engagement Strategies, Bloom's, DOK, etc.)

TARGETED FOCUS

○ **Principal and Teacher Professional Development on Transitioning to meet the demands of California CCSS**

○ **Technology Integration into 21st Learning Environments (iPad, SBAC, digital literacy and learning, website resources, assessments)**

○ **Continual Development of Language Immersion Program to increase global and cultural awareness for 21st century learners**