Engaging Youth in Learning

Participant Guide
Course Description

This course is designed to help teachers enhance student engagement in the emotional, cognitive and behavioral realms. Teachers will learn how to collect and analyze data regarding student engagement and how to use that data to create a student centered, positive focused classroom climate.

Learning Objectives

In this session you will learn how to:

- Define student engagement
- Create a student centered, positive focused classroom climate
- Enhance student engagement in the emotional, cognitive and behavioral realms
- Collect and analyze data regarding student engagement
- Use data to implement classroom/school improvement

How to Use the Participant Guide

In this Participant Guide for Engaging Youth in Learning, you will find materials needed to take notes on presentations and to participate fully in both group and individual activities.

You should keep this Participant Guide after the training session has concluded and use it as a reference and a resource as you return to your work. You may also be asked to discuss the content and the significance of this training with your supervisor and/or other staff members.
Pre-Assessment for *Engaging Youth in Learning*

Rate your proficiency in each of the items listed. Use the following scale:

1 – Not familiar with and not using in my classroom
2 – Familiar with but not using in my classroom
3 – Familiar with and using sometimes in my classroom
4 – Understand and using in my classroom often
5 – Totally get it and could be teaching this class

______ Assessing student engagement in the emotional realm
______ Assessing student engagement in the behavioral realm
______ Assessing student engagement in the cognitive realm
______ Creating a student centered, positive focused classroom climate
______ Using both teacher-identified and student-created daily objectives
______ Offering individual daily feedback to each student
______ Positive Behavior Intervention and Support (PBIS)
______ Conflict Cycle
______ Lesson plans using clear objectives, essential questions, assessments and best practices in instructional techniques
______ Understanding by Design (UbD)
______ Sheltered Instruction Observation Protocol (SIOP)
Think of a time when you were a student and felt engaged in the classroom.

- How did you feel?
- What made you feel that way?
- What were you thinking?
- What were you doing?

What did the teacher do to help you feel engaged?

**Describe the teacher's behavior below:**
ENGAGEMENT

Engagement includes students experiencing and expressing on task behavior, positive emotions, invested cognition, and personal voice.

(Mozzano, 2007)

REALMS OF ENGAGEMENT

• Emotional
• Behavioral
• Cognitive
DISAFFECTION

Disaffection is “typically operationalized as passivity, lack of initiation, and giving up sometimes accompanied by the emotions of dejection, discouragement or apathy.”

(Furrow, Kindermans, Skinner, 2008)

Result of John Hattie’s meta-analyses (800 studies over 15 years)

Influence and effect size related to student achievement:

- Feedback: .73
- student/teacher relationship: .72
- questioning: .46
- homework: .29

.20 – .40 = small positive correlation
.40 – .60 = moderate positive correlation
.60 – 2.00 = large positive correlation
CREATE A POSITIVE ROUTINE THAT INCLUDES

- teacher-identified and individual, student-created daily objectives (goal setting),
- quick formative assessments at the end of class (reaffirmation of learning)
- prompt, individual feedback at the beginning of class the following day (teacher feedback).

I. Three ways in which I will work to give kids dignity in my classroom

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II. Three ways in which I will help kids be advocates for their own education/learning.

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Assessing emotional engagement
Student Self Assessment

Today ...
- I felt respected: 1 2 3 4
- I enjoyed my time in class: 1 2 3 4
- I felt like my contributions in class were respectfully recognized: 1 2 3 4
- I felt like I belonged in class: 1 2 3 4

Additional questions I can ask kids to get feedback about their emotional engagement
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Positive Behavior Intervention and Support (PBIS) is a concept that has been researched in education for over 15 years. The University of Oregon and the federal Department of Education to prevent the isolation of high school students started it as a joint initiative. Currently, PBIS is implemented across the United States and in many foreign countries. PBIS is not a curriculum; rather it is a process for creating school environments that are more predictable and effective for achieving academic and social goals. PBIS is an approach in which individuals are supported in adopting socially meaningful behaviors, avoiding inappropriate behaviors, and learning functional skills as replacement for problem behaviors.

Emphasis is placed on seeing challenging behaviors as a possible means of communication and responding appropriately instead of with punishment or coercion. There is a focus on making humane changes in the child's life to learn better behavior instead of using coercion or punishment to squash behavior. Positive Behavior Intervention and Support involves a commitment to continually search for new ways to minimize coercion and use positive reinforcement instead.

PBIS is a data-based system which establishes clearly defined outcomes that relate academic and social behavior, systems that support staff efforts, practices that support student success and data utilization that guide decision making.

The goals of PBIS are:
- students and staff will know and practice the behaviors expected of them
- students will reduce behavior problems
- staff will have accurate knowledge of student performance and behavior
- staff will use student behavior data to develop and implement interventions
In their PBIS work, Kalamazoo Central high school uses the acronym PRO:

**PRO**

**Prepared, Respect, Ownership**

<table>
<thead>
<tr>
<th>Area Expectations</th>
<th>Prepared</th>
<th>Respect</th>
<th>Ownership</th>
</tr>
</thead>
</table>
| *Classroom*       | - Have required materials  
 | - Be in class on time  
 | - Personal needs taken care of before the bell rings | - Active listening  
 | - Be open and courteous to others | - Take responsibility for your own actions  
 | - Use positive, non-offensive language and gestures  
 | - Respond to all adults immediately & respectfully | - Show pride for school by helping keep classroom clean  
 | *Hallway*         | - Clear the hall at designated times  
 | - Have hall pass available  
 | - ID visible | - Be aware of people’s personal space and belongings  
 | - Use positive, non-offensive language and gestures  
 | - Respond to all adults immediately & respectfully | - Keep school free of litter and vandalism |
| *Cafeteria*       | - Attend assigned lunch period  
 | - Have ID present  
 | - Prepare yourself by making good food choices | - Join the end of food line  
 | - Use quiet voices  
 | - Use positive, non-offensive language  
 | - Respect your body by making good food choices | - Throw everything, up your own trash and area  
 | - Eat and keep food in cafeteria | - Take ownership of your health by making good food choices |

Behavior expectations (sample from Kalamazoo Central high school)

Behavioral expectations that reflect being prepared, respectful and taking ownership are collaboratively developed for areas such as the classroom, hallway and cafeteria. Below is a more detailed sample of those expectations for being Prepared in the Classroom

What is and what is not the expected behavior

<table>
<thead>
<tr>
<th>EXAMPLES</th>
<th>NON-EXAMPLES</th>
</tr>
</thead>
</table>
| Students will be on time.  
Students will bring all supplies: IDs, planner, pen/pencil, notebook, textbook, homework, etc.  
Students will have homework completed before the beginning of class.  
Students will have pencils sharpened before the bell rings.  
Students will have personal needs (water, restroom) taken care of before the bell rings.  
Students will focus on the teacher and be ready for directions. | A student standing outside the room when the bell rings.  
Students come to class without their supplies: IDs, planner, pen/pencil, notebook, textbook, homework, etc.  
Students try to complete their homework as they walk into class.  
Students sharpening a pencil as the teacher begins talking.  
Students ask use the restroom within first 10 minutes of class.  
Students are distracted and/or off task at the start of class. |
Behavior expectations

Using the acronym PRO or developing one on your own, create a behavior matrix for your workplace.

acronym:

location:

<table>
<thead>
<tr>
<th>EXAMPLES</th>
<th>NON-EXAMPLES</th>
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</table>
### Assessing behavioral engagement

**Student Self Assessment**

<table>
<thead>
<tr>
<th>1) This doesn't sound like me</th>
<th>2) This kind of sounds like me</th>
<th>3) This could sound like me</th>
<th>4) This sounds like me</th>
</tr>
</thead>
</table>

**Today ...**
- I was on task: 1 2 3 4
- I participated: 1 2 3 4
- I did what was asked of me: 1 2 3 4
- I completed my assigned tasks: 1 2 3 4

Additional questions I can ask kids to get feedback about their behavioral engagement

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**Engaging Youth in Learning**

11

2.15
Three things I will do to disengage from the conflict cycle

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Comparing my classroom to a traditional classroom

<table>
<thead>
<tr>
<th>Similar</th>
<th>Different</th>
</tr>
</thead>
</table>

Understanding by Design

“Key concepts in the Understanding by Design (UbD) format include the following:

- A primary goal of education should be the development and deepening of student understanding.
- Students reveal their understanding most effectively when they are provided with complex, authentic opportunities to explain, interpret, apply, shift perspective, empathize, and self-assess. When applied to complex tasks, these "six facets" provide a conceptual lens through which teachers can better assess student understanding.
- Effective curriculum development reflects a three-stage design process called "backward design" that delays the planning of classroom activities until goals have been clarified and assessments designed. This process helps to avoid the twin problems of "textbook coverage" and "activity-oriented" teaching, in which no clear priorities and purposes are apparent.
- Student and school performance gains are achieved through regular reviews of results (achievement data and student work) followed by targeted adjustments to curriculum and instruction. Teachers become most effective when they seek feedback from students and their peers and use that feedback to adjust approaches to design and teaching.
- Teachers, schools, and districts benefit by "working smarter" through the collaborative design, sharing, and peer review of units of study.”

“In this approach, curricula or lesson plans are developed in three stages. Stage I starts with educators identifying the desired results: what are the "big ideas" and essential questions that students should be able to answer. These should relate to specific content standards (for example common core or other state standard). Stage II focuses on assessment of learning (formative assessments prior to during and at the end of lessons as well as summative assessments). Stage III identifies specific learning activities that will lead students to the desired results.”

Additional information:
www.grantwiggins.org/documents/UbDQuikvue1005.pdf
### Understanding By Design Unit Template

<table>
<thead>
<tr>
<th>Title of Unit</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Area</td>
<td>Time Frame</td>
</tr>
<tr>
<td>Developed By</td>
<td></td>
</tr>
</tbody>
</table>

#### Identify Desired Results (Stage 1)

**Content Standards**

**Understandings**

<table>
<thead>
<tr>
<th>Overarching Understanding</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Overarching</td>
</tr>
<tr>
<td></td>
<td>Topical</td>
</tr>
</tbody>
</table>

**Related Misconceptions**

### Knowledge

Students will know...

### Skills

Students will be able to...

#### Assessment Evidence (Stage 2)

**Performance Task Description**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Role</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Product/Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards</td>
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</tbody>
</table>

**Other Evidence**
### Learning Plan (Stage 3)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where are your students headed?</td>
<td></td>
</tr>
<tr>
<td>Where have they been? How will you make sure the students know where they are going?</td>
<td></td>
</tr>
<tr>
<td>How will you <strong>hook</strong> students at the beginning of the unit?</td>
<td></td>
</tr>
<tr>
<td>What events will help students <strong>experience and explore</strong> the big idea and questions in the unit? How will you equip them with needed skills and knowledge?</td>
<td></td>
</tr>
<tr>
<td>How will you cause students to <strong>reflect and rethink?</strong> How will you guide them in rehearsing, revising, and refining their work?</td>
<td></td>
</tr>
<tr>
<td>How will you help students to <strong>exhibit and self-evaluate</strong> their growing skills, knowledge, and understanding throughout the unit?</td>
<td></td>
</tr>
<tr>
<td>How will you <strong>tailor</strong> and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?</td>
<td></td>
</tr>
<tr>
<td>How will you <strong>organize and sequence</strong> the learning activities to optimize the engagement and achievement of ALL students?</td>
<td></td>
</tr>
</tbody>
</table>

ISBN # 0-87120-313-8 (ppk)
**Sheltered Instruction Observation Protocol**

SIOP stands for Sheltered Instruction Observation Protocol. It is a research-based and validated instructional model, which, while particularly effective in addressing the academic needs of English language learners, can also benefit students with other unique needs. The SIOP model consists of eight interrelated components: lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, review and assessment.

Some of the strategies associated with this model include

- Increasing wait time in order to give students time to think and process information. Student may know and answer but need more processing time in order to respond.
- Respond to students message, don't correct errors. If the student has a correct answer but delivers it with incorrect grammar validate his/her answer and repeat it in Standard English.
- Demonstrate, use visuals and manipulatives. Use a variety of gestures, pictures and objects to illustrate each concept being taught.
- Make lessons sensory activities. Give students the opportunity to hear, touch, taste and smell.
- Pair or group students in ways that are helpful to all. Give students tasks to complete that require interaction but arrange it so that each student has tasks appropriate to his/her development.
- Build on student’s prior knowledge.

Additional Information:
www.cal.org/siop/about/index.html
Analyzing my lesson plan

Identify elements in my lesson plan that enhance student engagement

Ways I can modify my lesson plan to enhance student engagement (including ideas from group brainstorm, SIOP format, UbD format)
Assessing cognitive engagement
Student Self Assessment

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>1) this doesn't sound like me</td>
<td>2) this kind of sounds like me</td>
<td>3) this could sound like me</td>
<td>4) this sounds like me</td>
</tr>
</tbody>
</table>

Today ...
- I was interested in what we were learning: 1 2 3 4
- I taught myself something new: 1 2 3 4
- I took ownership over my own learning: 1 2 3 4
- I was invested in my learning: 1 2 3 4

Additional Questions I can ask kids to get feedback about their cognitive engagement

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__________________________________________________________
Today ...
1. I was on task: 1 2 3 4
2. I felt respected: 1 2 3 4
3. I was interested in what we were learning: 1 2 3 4

Total: /12

My goal for today was:
1) this does not sound like me
2) this kind of sounds like me
3) this could sound like me
4) this sounds like me

Today ...
1. I participated: 1 2 3 4
2. I enjoyed my time in class: 1 2 3 4
3. I taught myself something new: 1 2 3 4

Total: /12

My goal for today was:
1) this does not sound like me
2) this kind of sounds like me
3) this could sound like me
4) this sounds like me

Today ...
1. I did what was asked of me: 1 2 3 4
2. I felt like my contributions in class were respectfully recognized: 1 2 3 4
3. I took ownership over my own learning: 1 2 3 4

Total: /12

My goal for today was:
1) this does not sound like me
2) this kind of sounds like me
3) this could sound like me
4) this sounds like me

Today ...
1. I completed my assigned tasks: 1 2 3 4
2. I felt like I belonged in class: 1 2 3 4
3. I was invested in my learning: 1 2 3 4

Total: /12

My goal for today was:
1) this does not sound like me
2) this kind of sounds like me
3) this could sound like me
4) this sounds like me
<table>
<thead>
<tr>
<th></th>
<th>1) The majority of the class was off task even after redirection. They appeared emotionally and cognitively disassociated.</th>
<th>2) The majority of the class needed multiple redirections to remain on task. Emotional and cognitive disassociation was detected.</th>
<th>3) A select group of students required multiple redirections to remain on task. The majority of the class seemed emotionally and cognitively engaged.</th>
<th>4) The majority of the class appeared to be engaged behaviorally, cognitively, and emotionally.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes score:</td>
<td>Notes:</td>
<td>30 minutes score:</td>
<td>Notes:</td>
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<tr>
<td>20 minutes score:</td>
<td>Notes:</td>
<td>40 minutes score:</td>
<td>Notes:</td>
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<td>Total:</td>
<td>/16</td>
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Post-Training Activities

In order to transfer the learning from the workshop and further your understanding of the concepts, you should complete as many as possible of the following post-training activities.

1. Complete the post-assessment on page 24. Compare it with your pre-assessment and take note of areas you would like to learn more about.

2. Practice and document the ways in which you work to give kids dignity in your classroom.

3. Practice and document the ways in which you help kids be advocates for their own education/learning.

4. Practice and document disengaging from the conflict cycle.

5. Discuss this training with one or more colleagues.

6. Review your participant manual with your supervisor and/or another mentor.

7. Experiment with asking students to create personal objectives and to assess their emotional, behavioral and cognitive engagement.

8. Experiment with your personal assessment of student engagement during class.

9. Observe a colleague’s class and describe behaviors that indicate student engagement and disaffection. Try to take note of teacher behaviors just prior to and just after observed behaviors. Note: if you are unable to observe a “live” class, you could videotape one of your own and review it afterwards or observe a video of another teacher’s class. If it’s useful to you, use the worksheet on the following page to record your observations.
<table>
<thead>
<tr>
<th>Behaviors indicating engagement</th>
<th>Behaviors indicating disaffection</th>
<th>Teacher behavior just prior to observed student behavior</th>
<th>Teacher behavior just after observed student behavior</th>
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</table>
Post-Assessment for *Engaging Youth in Learning*

Rate your proficiency in each of the items listed. Use the following scale:

1 – Not familiar with and not using in my classroom

2 – Familiar with but not using in my classroom

3 – Familiar with and using sometimes in my classroom

4 – Understand and using in my classroom often

5 – Totally get it and could be teaching this class

_____ Assessing student engagement in the emotional realm

_____ Assessing student engagement in the behavioral realm

_____ Assessing student engagement in the cognitive realm

_____ Creating a student centered, positive focused classroom climate

_____ Using both teacher-identified and student-created daily objectives

_____ Offering individual daily feedback to each student

_____ Positive Behavior Intervention and Support (PBIS)

_____ Conflict Cycle

_____ Lesson plans using clear objectives, essential questions, assessments and best practices in instructional techniques

_____ Understanding by Design (UbD)

_____ Sheltered Instruction Observation Protocol (SIOP)
Resource List

The following were used as sources of information for this training:


