Essential Practices in Instruction/Student Engagement Agenda

June 6, 2017
1:15 pm to 2:45 pm
Megan M. Leider
Session Goal

- To increase awareness of student engagement and to identify how department chairs can support their teachers in increasing student engagement in their classrooms.

- NSBECS Standard #2: An excellent Catholic school adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.
  - Benchmark 2.4 The school’s Catholic identity requires excellence in academic and intellectual formation in all subjects including religious education.
Who dis?

- **Education**
  - High School: Carmel Catholic High School
  - B.S. in Biology from Marquette University
  - M.A. in Secondary Education from Roosevelt University
  - Ed.D in Curriculum & Instruction from Loyola University
  - M.Ed in Administration & Supervision at Loyola University (in process)

- **Experience**
  - Holy Trinity High School - West Town-ish/Noble Square
  - Christ the King Jesuit College Preparatory School - Austin Neighborhood
  - St. Rita of Cascia High School - South Side
  - Loyola Academy - North Shore
  - Resurrection College Prep High School - Northwest Side
What is student engagement?

<table>
<thead>
<tr>
<th>Student engagement is...</th>
<th>Student engagement is not...</th>
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<tbody>
<tr>
<td>Definition:</td>
<td></td>
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<tr>
<td>Student engagement looks like..</td>
<td>Student engagement sounds like..</td>
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How do I identify student engagement...

- When talking with teachers?
- When talking with students?
Engagement vs. Compliance

People generally remember...
(learning activities)

10% of what they read
20% of what they hear
30% of what they see
50% of what they see and hear
70% of what they say and write
90% of what they do.

Passive Learning

Active Learning

People are able to...
(learning outcomes)

Read
Hear
View Images
Write

Define List Describe Explain

Demonstrate Apply Practice

Analyze Define Create Evaluate

Participate in Hands-On-Workshops Design/Perform a Presentation - "Do the Real Thing" Design/Perform a Lesson Simulate, Think, Discuss, Design a Lesson
Why is student engagement important?

- **Metacognition**: allows student to actively make their own meaning from prior and new knowledge and find understanding that makes sense to them.

- **Action**: students are performing an action or doing something to make connections as well as meaning.

- **Collaboration**: learning from peers, teaching each other, and challenging someone's thinking besides the teacher.

  Ownership of work and thinking allowing to active participants instead of passive participants
Evidence for Engagement
Collecting **evidence** for student engagement

- In subject area teams discuss the evidence you will gather to determine if the students are engaged in a classroom? What are your challenges?

15 minutes

End
Supporting teachers inside the classroom
How do we start the discussion?

- Write down your answer to this question on a piece of paper
- SNOWBALL FIGHT!
Urgency

- What is urgency as it relates to classroom instruction?
  - Draw a non-linguistic representation of what urgency looks like (no words!)
  - Turn to your partner and explain your illustration

- How does urgency support engagement?
  - Give rubrics when introducing the assignment (or allow students to create the rubric). Be sure that your students know how to use a rubric.
  - Set due dates and keep them.
  - Use timers.
  - Use informal assessments often.
Using the students lived experiences

- **Chris Emdin (8:22):** What does Dr. Emdin say about the how and why of using students lived experiences in our everyday instruction?

- How does connecting the content to the students’ lived experiences support engagement?
  - Places students at the center of instruction
  - Increase accessibility to content
  - Helps students uncover connections
  - Taps into students’ social and cultural knowledge
Supporting teachers outside the classroom
Moving Forward

- Be transparent regarding your expectations of students engagement.
  - Work with teachers to refine verb list. Make this an iterative process.

- Encourage them to take risks.
Questions?

Thank you so much! Please feel free to email me at meganleider@gmail.com
References