

# Fostering Engagement

presented by Communications by Design



## **COURSE OUTCOMES:**

Learn a research-based engagement framework

Add 20+ student engagement strategies to your repertoire

Create a plan for fostering deeper student engagement

communications  
BY DESIGN

Successful Students  
Innovative Classrooms  
Thriving Schools



# STUDENT ENGAGEMENT FRAMEWORK

1

## CREDIBILITY

**I believe in my teacher.**

- Trust
- Teacher competence
- Dynamism or passion
- Immediacy or perceived closeness

Fisher, Frey, & Hattie (2020)

2

## RELATEDNESS

**I belong here.**

- Identity
- Belonging
- Affinity
- Positive Dependence

Farrington (2006), Hartl et al. (2015)

3

## VALUE

**I believe the work we do has value.**

- Behavioral
- Cognitive
- Emotional

Fisher, Frey, & Hattie (2020)

4

## AUTONOMY

**I am trusted to make choices.**

- Time
- Task
- Technique
- Team

Pink (2009)

5

## MASTERY

**I believe I can succeed at this.**

- Challenges just beyond current abilities
- Cultivate a growth mindset
- Mastery requires struggle

Tough (2016), Stuart (2019), Pink (2009)

6

## EFFORT

**I can improve through my effort.**

- Praise risk-taking
- Mind your tone
- Expect and welcome error
- Teach effective learning techniques

Stuart (2019)

THINKING ABOUT A

# disengaged student

Consider a specific student and a time when that student was disengaged. In the space below, write the name of the student (please do NOT share the student's name with anyone else) and indicators of that student's disengagement.



**Disengaged Student (name):**

**Indicators of Disengagement:**

**List 2-3 indicators**

*(How did you know the student was disengaged? What did you see or not see? Hear or not hear?)*

## STRATEGIES TO BUILD

# credibility

I believe in my teacher.

Fisher, Frey, & Hattie (2020)

- Trust
- Teacher competence
- Dynamism or passion
- Immediacy or perceived closeness

**Notes:**



## REFLECTING ON

# credibility

How will you improve your students' perception of credibility? Use a teacher-favorite reflection strategy called the 3-2-1 Processor to collect your thoughts.

(Sneak peak! You'll learn more about this one later in the course.)

**Pro tip!** We suggest you heighten the concern for yourself and add a friend to the process. Tell a teaching buddy or colleague about your goal and report back on how it went.

# 3

Three effective things that I already do to cultivate positive relationships with students

1.

2.

3.

# 2

Two interesting ideas from this course that could help

1.

2.

1

One thing I will change, do differently, or do new to improve my credibility in students' eyes

1.

STRATEGIES TO BUILD

# relatedness



I belong here.

Farrington (2006), Hartl et al. (2015)

- Identity
- Belonging
- Affinity
- Positive dependence

**Notes:**



## REFLECTING ON

# relatedness

How will you improve your students' sense of belonging? Use the simple reflection organizer below to capture your thoughts from this section of the course.

Something you already do

Something new or a change you can try

*How can we help students feel like they BELONG?*

*How can we instill a classroom sense of AFFINITY and POSITIVE DEPENDENCE (they like each other and rely on one another)?*



## STRATEGIES TO BUILD

# value

I believe the work we do has value.

Fisher, Frey, & Hattie (2020)

- Cognitive
- Behavioral
- Emotional

**Notes:**



## REFLECTING ON

# value

How will you improve the purpose and importance of the work for your students? Use the simple reflection organizer below to capture your thoughts from this section of the course.

*What is one area of your classroom experience in which students tend to find little value? What will you do or change to add a sense of value to that area?*

**CURRENT  
AREA**



**CHANGE OR  
STRATEGY**

STRATEGIES TO BUILD

# autonomy

I am trusted to make choices here.

Pink (2009)

- Task
- Time
- Technique
- Team

**Notes:**



## REFLECTING ON

# autonomy

How will you provide opportunities for your students to make developmentally-appropriate choices in your classroom? Use the simple reflection organizer below to capture your thoughts from this section of the course.

*For each of the 4 Ts of Autonomy, consider one change or strategy you can use to offer students choice in that area.*

**TASK**

**TIME**

**TECHNIQUE**

**TEAM**



STRATEGIES TO BUILD

# mastery & effort

I believe I can succeed at this.

I can improve through my effort.

Tough (2016), Stuart (2019)

- Goldilocks challenges
- Cultivate a growth mindset
- Teach effective learning techniques

**Notes:**



## REFLECTING ON

# mastery & effort

How will you help students believe in their capacity to succeed and improve? Use the simple reflection organizer below to capture your thoughts from this section of the course.

*Consider a lesson or task in your classroom.*

**Lesson or Task**



*What does it look like for students to be successful in this task?*

**Define Success**



*What should their effort look like to best achieve that success? How will you teach or model that?*

**Teach Quality Effort**

**Lesson or Task**



**Define Success**



**Teach Quality Effort**

# FINAL REFLECTION: HOW WILL YOU foster engagement?

For the final reflection, use the Flip-it strategy to determine how you will use some of these strategies to address engagement challenges. Repeat this process as many times as desired (additional blank tables on the next page).

For each **challenge**, describe an engagement challenge or situation.

Challenge

For each **hope**, describe how you would like that situation to be ideally.

Hope

For each **strategy/change**, describe one strategy or change you can make to move closer to the hope.

Strategy/Change



Challenge

Challenge

Hope

Hope

Strategy/Change

Strategy/Change



