Fostering Engagement

presented by Communications by Design



COURSE OUTCOMES:

Learn a research-based engage int fram rk

Add 20+ student / Jagemen

es to your repertoire

Create a plan to 😒 ...ng deeper student engagement

communications BYDESIGN 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)



VALUE

I believe the work we value.

- Behav
- Cog.
- Emotio.

Hattie

M. TERY

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)

2

REI 4. TN. SS

- ig here.
 - 'dentity
 - **`**?'
 - × ·
- Pos. or ance
 - nton (201 ... et al. (2015)

4 AUTONOMY

I am trusted to make choices.

- Time
- Task
- Technique
- Team

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 indicato⁷

(How did you 'restudent wordseng '? What dig a see or i see? Hea, or the j



credibility

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Fisher, Frey, & Hattie (2020)

- Trust
- Teacher competence
- Dynamism or passion
- Immediacy or perceived clo
 _ss



REFLECTING ON Credibility

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

(Sneak peak! You'll learn more about this once in the urse.,

Pro tip! We suggest you heighten the constraint for you, and a friend to the process. Tell a teaching buddy or coll a bourt your goal opert back on how it went.

	Three effective things that	tolready d	cultivate , , ,tiv	ve relationships with student	s
3	1.	2.		3.	

	Two interesting ideas from this course that could help				
2	1.	2.			
	One thing I will change difference d	w to improve my credibility in students' eyes			
1	1.				

relatedness



I belong here.

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

- Identity
- Belonging
- Affinity
- Positive dependence



reflecting on relatedness

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

	Something you already do	٦r	ing 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 POSITIV⊾ DEPENDEN each oth d reiy one ar r)?			



value

I believe the work we 🔿 ha value.

Fisher, Frey, & Hattie (2020)

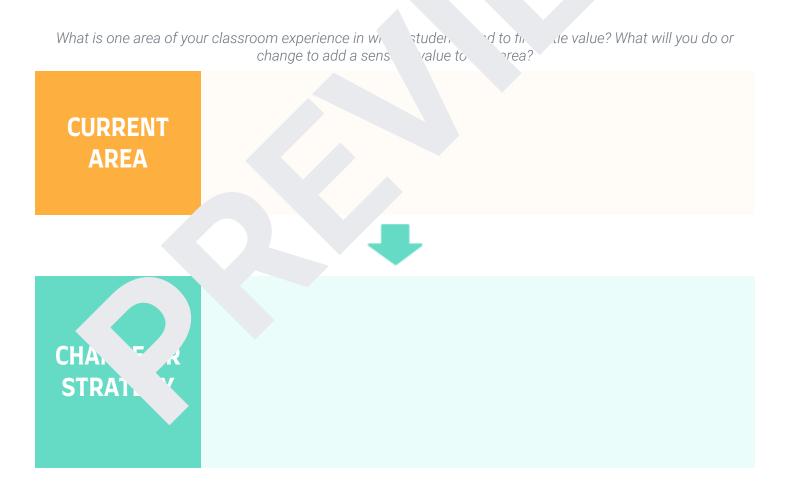
- Cognitive
- Behavioral
- Emotional





REFLECTING ON Value

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



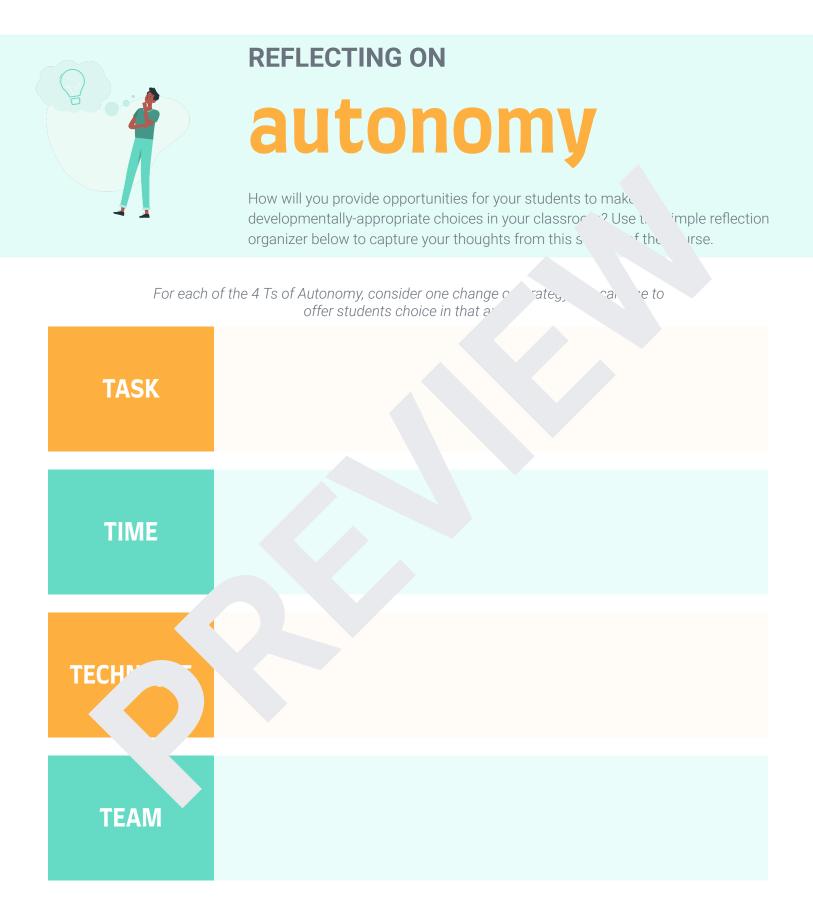


autonomy

I am trusted to make c'ick here.

Pink (2009)

- Task
- Time
- Technique
- Team





mastery & effort

I believe I can succeed at ג's. I can improve through ג'ייר. ארנ.

rues

Tough (2016), Stuart (2019)

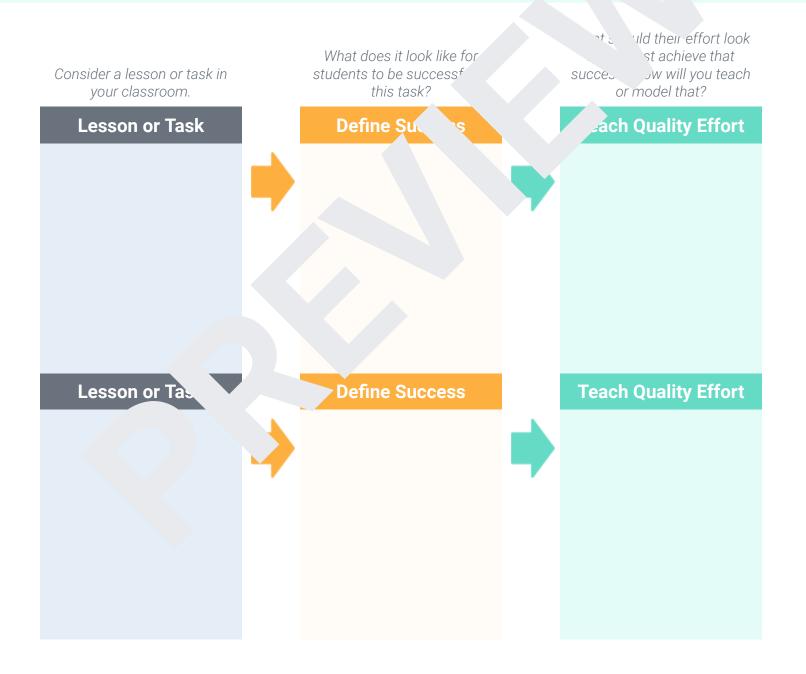
- Goldilocks challenges
- Cultivate a growth mindset
- Teach effective learning t



REFLECTING ON

mastery & effort

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



REMEMBER YOUR disengaged student

Remember the disengaged student you thought about at the beginning of the course? Flip back to that page and reflect again on that student and what you noticed. Now consider all the ideas and strategies you learned about in this course and select 2 or 3 that you feel may help. Write about those ideas below.



Disengaged Student (name):

Area to Influence

Note which area of engagement you feel may be lacking for this student.

Stra Jy to

No strategy for each a. led that you feel may help engage this student. ember + spectrum! The goal is incremental growth. Describe the strategy a. will implement it.

FINAL REFLECTION: HOW WILL YOU foster engagement?

For the final reflection, use the Flip-it strategy to determine how you we strategies to address the big engagement challenges you are like a face Repeat this process as many times as desired (additional build).

e some of these your students. e next page).

