INSTRUCTIONAL COACHING TO INCREASE STUDENT ENGAGEMENT
Partners
<table>
<thead>
<tr>
<th>Champagne</th>
</tr>
</thead>
<tbody>
<tr>
<td>Riesling</td>
</tr>
<tr>
<td>Pinot Noir</td>
</tr>
<tr>
<td>Malbec</td>
</tr>
</tbody>
</table>
1. Why is engagement important?
2. What is engagement?
3. What is the Impact Cycle?
4. Why is video important?
5. How do we measure engagement?
6. Which teaching strategies increase student engagement?
Meet Cat
1. Why is engagement important?
2. What is engagement?
3. What is the Impact Cycle?
4. Why is video important?
5. How do we measure engagement?
6. Which teaching strategies increase student engagement?
WHY IS ENGAGEMENT IMPORTANT?
Why?

• Happiness
• Relationships
• Productivity
• Learning
Don’t focus on achievement; focus on getting your kids excited about learning.

—Pedro Noguera
To what extent is engagement a part of your coaching?
Our Questions

1. Why is engagement important?

2. What is engagement?

3. What is the Impact Cycle?

4. Why is video important?

5. How do we measure engagement?

6. Which teaching strategies increase student engagement?
WHAT IS ENGAGEMENT?
Engagement

Flow
Elements of Flow

• Goals and feedback
• Challenge and skills
• Focused attention
• Paradoxical control
Elements of Flow

- Effortlessness
- Altered perception of time
- Action and consciousness blend
- Concern for self disappears
It is by being fully involved with every detail of our lives, whether good or bad, that we find happiness, not by trying to look for it directly.

— Mihaly Csikszentmihalyi
• When have you have experienced flow?

• What could be done so that students could experience flow more often?
Engagement

Flow
Social-emotional Engagement
Emotional Engagement
gallupstudentpoll.com

- I have a best friend at school.
- I feel safe in this school.
- My teachers make me feel my schoolwork is important.
- I have the opportunity to do what I do best every day.
- In the last seven days, I have received recognition or praise for doing good schoolwork.

workbook p. 8
Engagement

Social-emotional Engagement
Authentic Engagement
Strategically Compliant
Not Engaged
Time on Task

workbook pp. 8-9
Sandy Silbernagel
• What percentage of students in your school are
  — authentically engaged?
  — strategically compliant?
  — not engaged?

• What would happen if the percentage of engaged students increased?
Student engagement in grades 5-12 is less than 55%.

—Shane Lopez
• Do you think it is possible to create schools where engagement goes up instead of down buy each grade?

• Why? Why not?
1. Why is engagement important?
2. What is engagement?
3. Why is the impact cycle?
4. How do we measure engagement?
5. Which teaching strategies increase student engagement?
WHAT IS THE IMPACT CYCLE?
The Impact Cycle

- Identify
- Improve
- Learn
CURRENT REALITY

STRATEGIES

GOAL
Seeing Reality

• Video
• Interviewing students
• Reviewing student work
• Observation data
CURRENT REALITY

GOAL
PEERS Goals

- Powerful
- Easy
- Emotionally compelling
- Reachable (measurable, strategy is identified)
- Student-focused
The Identify Questions

1. On a scale of 1-10, with 1 being the worst lesson you’ve taught and 10 being the best, how close was the lesson to your ideal?
2. What pleased you about the lesson?
3. What would have to change to move the lesson closer to a 10?
4. What would you see your students doing differently if your class was a 10?
5. Tell me more about what that would look like.
6. How could we measure that change?
7. Do you want that to be your goal?
8. If you could hit that goal, would it really matter to you?
9. What teaching strategy can you use to achieve your goals?
10. What are your next steps?
2:00
Cat and The Identify Questions
The Impact Cycle

1. IDENTIFY
2. IMPROVE
3. LEARN
• What would be a typical classroom look like where you think engagement might be an issue.
HOW DO WE MEASURE ENGAGEMENT?
Time on Task
When you are gathering time-on-task data, you are taking a snapshot of student behavior at the moment you look at the student. Your observation is a sample of that moment, and it should reflect exactly what you see only at the moment of observation.

More than anything else, “time on task” means that students are engaged in the learning activity proposed for them by the teacher. Thus, if the teacher is asking students to write a paragraph, students who are on task (doing the task given them) are writing the paragraph. If the teacher is leading classroom discussion, the student should be listening or asking questions or responding to questions. As a general rule, a teacher’s goal should be 90% time on task or higher.

What It Looks Like

Time on task may include some of the following student behaviors:

- Doing the assigned task, which could include (but is by no means limited to)
  - Conducting an experiment
  - Reading
  - Working on a cooperative learning project
  - Writing in their notebook, engaging in classroom debate
  - Completing a learning sheet
- Making eye contact with the teacher or other students engaged in the assigned learning
- Responding verbally and nonverbally to teacher prompts, which could include (but is by no means limited to)
  - Smiling
  - Doing assigned tasks
  - Asking questions
  - Engaging in hands-on activities
  - Taking out materials needed to work on a task

What It Doesn’t Looks Like

Time on task usually does not include some of the following student behaviors:

- Doing something other than the assigned task, such as
  - Sleeping
  - Not taking out materials
  - Texting
  - Engaging in side conversations
  - Reading unassigned reading material
  - Touching or bothering other students
START: 8:06  Guided Reading  15/15 = 100%
DISCUSSION: 8:16  Answering Questions  9/15 = 60%
REVIEW: 8:26  Point Sentence  13/15 = 86%
WRITING: 8:36  Writing Paragraphs  13/15 = 86%

workbook p. 33
2:00
Authentic Engagement
Figure 4.8 Engagement Chart

What could make this lesson more engaging?

Are you authentically engaged?

Are you strategically compliant?

Are you not engaged?

What could make this lesson more engaging?
Figure 12.3 Engagement Form

DATE:

INSTRUCTIONS:
Each time you hear the bell, please rate how engaging the learning activity is in which you are involved. You are only to rate whether or not the learning activity is engaging for you.

<table>
<thead>
<tr>
<th>noncompliant</th>
<th>compliant</th>
<th>engaged</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>4</td>
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</table>

2:00
Instructional Time
### Figure 4.6  Instructional vs. Noninstructional Time

<table>
<thead>
<tr>
<th>Instructional</th>
<th>Noninstructional</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>Total Time</th>
<th>Total Time</th>
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</table>
How do you plan to go about measuring engagement as a part of your instructional coaching?
Reviewing Progress on Authentic Engagement
1. How can we set up video for success?

2. What is the impact cycle for coaching and how would it be used to increase engagement?

3. Why is engagement important?

4. How do we measure engagement?

5. Which teaching strategies increase student engagement?
WHICH TEACHING STRATEGIES INCREASE STUDENT ENGAGEMENT?
Thinking Prompts

- Video clips
- Cases or short stories
- Cartoons
- Songs or poems
- Quotations
- Newspaper articles
Thinking Prompts

• Provocative
• Complex
• Personally relevant
• Positive
• Concise
Thinking Prompts

- Provocative
- Complex
- Personally relevant
- Positive
- Concise
- Humanizing
- Varied
EFFECTIVE QUESTIONS
Type of Learning

Open or Closed

workbook p. 44
Types of Questions

Open

or

Closed

workbook p. 45
Kinds of Question

Right/wrong or Opinion

workbook p. 45
Level of Questions

Knowledge
Skill
Big idea
Figure 6.9  Question Chart

<table>
<thead>
<tr>
<th>Question</th>
<th>Type</th>
<th>Kind</th>
<th>Level</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**Type:** Right or Wrong, Opinion

**Kind:** Closed-ended, Open-ended

**Level:** Know, Understand, Do

Questioning Effectively

- 3-to-1 ratio
- Question all students
- Repeat, rephrase, reduce
- Ask the same number of questions of all students
- Ask students to explain their answers
- Avoid giving away the answers

workbook p. 46
To what extent is questioning a part of your instructional coaching? Do you intend to change anything about how you coach around questioning?
STORIES
Story’s Purpose

• Anchoring new knowledge
• Building prior knowledge
• Prompting thinking and dialogue
• Generating interest
• Inspiring hope
• Offering new perspectives
• Describing epiphanies
Story’s Grammar

• Building and upsetting expectations
• Escalation
• Hero conflict resolution
• Self-revelation
• Epiphany
Effective Stories

• Not Lame
• Concise
• Vivid
• Emotional
• Surprising
• Humble

workbook p. 48
• Is this an effective story?
• Why? Why not?
Developing a Library of Stories

• List people
• List events
• List stories
• Choose a story for your lesson
COOPERATIVE LEARNING
### Figure 8.1 Success Factors Checklist

<table>
<thead>
<tr>
<th>Success Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher clearly understands the learning structure.</td>
</tr>
<tr>
<td>The teacher has created a psychologically safe environment.</td>
</tr>
<tr>
<td>The teacher has written expectations for how students should act, talk, and move while they perform the cooperative learning activity.</td>
</tr>
<tr>
<td>Students have learned the expectations for how to act, talk, and move during the cooperative learning activity.</td>
</tr>
<tr>
<td>Students have learned and use appropriate social skills to interact positively and effectively during the activity.</td>
</tr>
<tr>
<td>The teacher has carefully considered the optimal makeup of each group of students.</td>
</tr>
<tr>
<td>The teacher has given students sufficient time for each activity, without providing so much time that the learning loses intensity.</td>
</tr>
<tr>
<td>Students have additional activities they can do if they finish their tasks before others in the class.</td>
</tr>
<tr>
<td>The teacher has planned additional activities to use during the class if activities take less time than planned.</td>
</tr>
<tr>
<td>The teacher has planned how to adjust the lesson plan if activities take more time than planned.</td>
</tr>
<tr>
<td>The teacher uses an effective attention signal.</td>
</tr>
</tbody>
</table>

The teacher clearly understands the learning structure.
The teacher has created a psychologically safe environment.
The teacher has written expectations for how students should act, talk, and move (ATMs) while they perform the cooperative learning activity.
Students have learned expectations for how to act, talk, and move during cooperative learning activities.
Students have learned and used appropriate social skills to interact positively and effectively during the activity.
Cooperative Learning

The teacher has carefully considered the optimal makeup of each group of students.
The teacher has given students sufficient time for each activity, without providing so much time that the learning loses intensity.
Cooperative Learning

Students have additional activities they can do if they finish their tasks before others in the class.

workbook p. 52
The teacher has planned additional activities they can do if activities take less time than planned.
The teacher has planned how to adjust the lesson plan if activities take more time than planned.
The teacher uses an effective attention signal.
Cooperative Learning

- Turn to Your Neighbor
- Think, Pair, Share
- Jigsaw
- Value Line
- Round Table

workbook pp. 53-56
Students know . . .

| Students know . . .                                                                 |  
|-----------------------------------------------------------------------------------|---|
| Who their learning partner will be before they start.                             | ✓ |
| What tasks, if any, they need to do before they turn to their neighbor.            |   |
| What tasks they need to do with their partner (for example, confirm their understanding, compare answers, share an opinion). |   |
| The outcome they need to produce for the class (a written product, a comment to share with the class, thumbs up, and so forth) at the end of the conversation. |   |
| How they should communicate with each other (in particular, how they should listen and talk). |   |

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Students know . . .

<table>
<thead>
<tr>
<th>Students know . . .</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who their learning partner will be before they start.</td>
<td>✓</td>
</tr>
<tr>
<td>Exactly what the thinking prompt is to which they are responding.</td>
<td></td>
</tr>
<tr>
<td>How much time they will have to write their response.</td>
<td></td>
</tr>
<tr>
<td>That they are to use all the time they are given to think and write about their response.</td>
<td></td>
</tr>
<tr>
<td>The outcome they need to produce for the class (a written product, a comment to share with the class, thumbs up, and so forth) at the end of the conversation.</td>
<td></td>
</tr>
<tr>
<td>How they should communicate with each other (in particular, how they should listen and talk).</td>
<td></td>
</tr>
</tbody>
</table>

Figure 8.4  Think, Pair, Share Checklist

**Figure 8.5  Jigsaw Checklist**

<table>
<thead>
<tr>
<th>Students know . . .</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>What group they will be in for the first activity (perhaps by writing down the number for their group).</td>
<td></td>
</tr>
<tr>
<td>What group they will be in for the second activity (again, perhaps by writing down the number for their group).</td>
<td></td>
</tr>
<tr>
<td>How they are to work together to learn and summarize what they are learning.</td>
<td></td>
</tr>
<tr>
<td>The product they need to create to share with the second group.</td>
<td></td>
</tr>
<tr>
<td>Before moving to the second group, that what they have created has received their teacher’s stamp of approval.</td>
<td></td>
</tr>
<tr>
<td>How they should communicate with each other in both groups (in particular, how they should listen and talk).</td>
<td></td>
</tr>
<tr>
<td>How they will record (usually take notes or fill out a learning sheet) what they learn from their fellow students in their second group.</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 8.6  Value Line Checklist**

<table>
<thead>
<tr>
<th>Students know . . .</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>What the question is that they are considering.</td>
<td></td>
</tr>
<tr>
<td>How much time they have to consider the question.</td>
<td></td>
</tr>
<tr>
<td>Where the numbers for the value line are located in the room.</td>
<td></td>
</tr>
<tr>
<td>Why they are being asked to line up in a value line.</td>
<td></td>
</tr>
<tr>
<td>When to move and how quickly.</td>
<td></td>
</tr>
<tr>
<td>What to talk about and how loud to talk.</td>
<td></td>
</tr>
<tr>
<td>What to do when they get to their spot on the number line.</td>
<td></td>
</tr>
</tbody>
</table>

Figure 8.7  Round Table Checklist

<table>
<thead>
<tr>
<th>Students know . . .</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each question they are responding to.</td>
<td></td>
</tr>
<tr>
<td>How much time they have to consider the question.</td>
<td></td>
</tr>
<tr>
<td>Where they are to pass the paper.</td>
<td></td>
</tr>
<tr>
<td>How they will sum up what they have learned or discovered.</td>
<td></td>
</tr>
<tr>
<td>How they will share with the rest of the class what they have learned.</td>
<td></td>
</tr>
</tbody>
</table>


workbook p. 56
COOPERATIVE LEARNING
AUTHENTIC LEARNING
Brain Break
Cat and The Impact Cycle
• Thinking Prompts
• Effective Questions
• Cooperative Learning
• Stories
• Authentic Learning

workbook p. 60
Has a clear purpose
Gives meaningful work
Is personally relevant
Designing Authentic Learning

Creates motivation in students
Engages students through work that matters
Helps students learn procedural knowledge
Designing Authentic Learning

Empowers students throughout the unit/project
Authentic Learning

- Purpose
- Mediate
- Tasks
- Success
- Audience
- Teach

workbook p. 59
1. Why is engagement important?
2. What is engagement?
3. What is the Impact Cycle
4. Why is video important?
5. How do we measure engagement?
6. Which teaching strategies increase student engagement?
Instruction

- Thinking Prompts
- Effective Questions
- Cooperative Learning
- Stories
- Authentic Learning

workbook p. 60
Brain Break
Brain Break
Brain Break
Brain Break
Template for Contact Slide

For more information...

Sharon Thomas

sharon@instructionalcoaching.com

www.instructionalcoaching.com

https://resources.corwin.com/impactcycle
Extra background slide for additions
Extra background slide for additions
from

STORY CORPS & UPWORTHY

2:00
Partners
<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Spring</td>
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<td>Summer</td>
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<td>Autumn</td>
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</tr>
<tr>
<td>Winter</td>
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</tbody>
</table>
GROUP TASK

- Northwest team members look up the definition of the word.
- Each team member writes down the definition of the word. We will write the paragraph.
- Team members in each group will take turns to find out the definition of an unfamiliar word with multiple meanings.