

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?

Student engagement is...

Student engagement is not...

Definition:

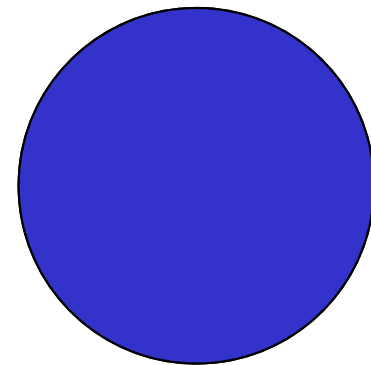
Student engagement looks like..

Student engagement sounds like..

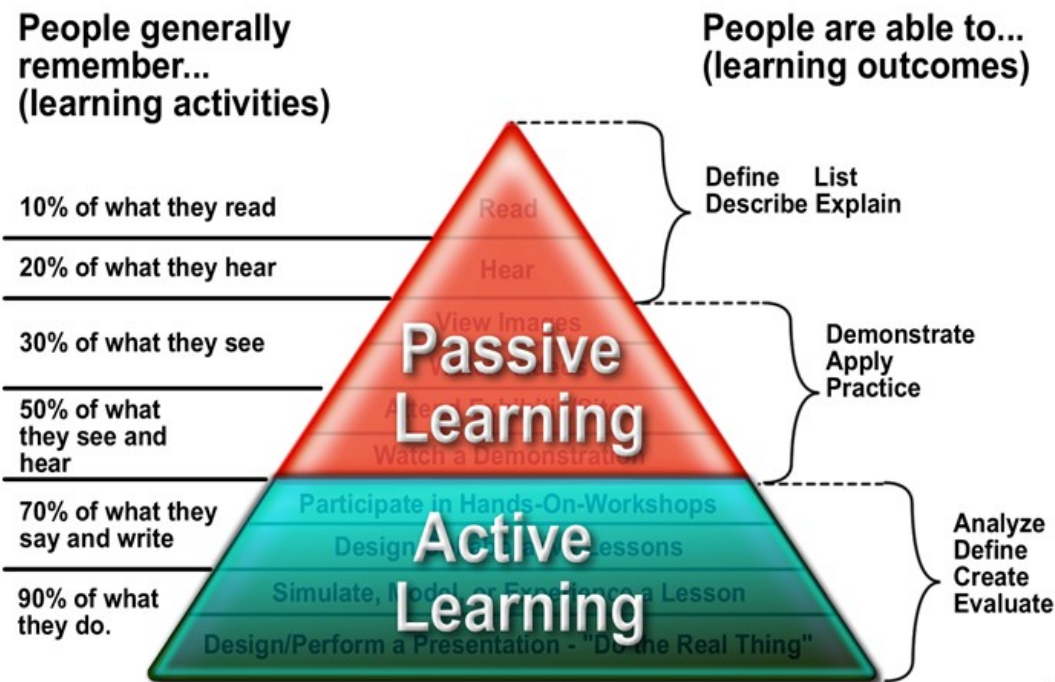


How do I identify student engagement...

- When talking with teachers?
- When talking with students?



Engagement vs. Compliance

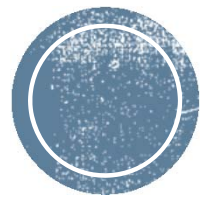


Why is student engagement important?

- 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



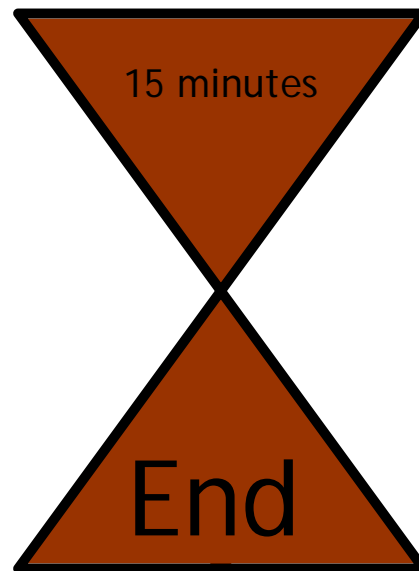


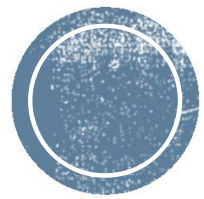
Evidence for Engagement



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?





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

- Emdin, C. (2010). *Urban science education for the Hip-Hop generation*. Boston, MA: Sense Publishers
- Dale, E. (1969). *Audiovisual Methods in Teaching*. NY: Dryden Press.
- Gonzalez, N., Moll, L. C., & Amanti, C. (2005). Introduction: Theorizing practices, In *Funds of knowledge: Theorizing practices in households, communities, and classrooms* (pp. 1-24). Mahwah, NJ: Lawrence Erlbaum Associates
- Kluth, P. & Udvari-Solner, A. (2008). *Joyful learning: Active and collaborative learning in inclusive classrooms*. Corwin Press.
- Kluth, P. (2017). *Universal Design Daily: 365 ways to teach, support, and challenge all learners*.

