The Eight C’s of Engagement

Presented by
Pam L. Warrick, PhD

LRSD | Monday, June 7, 2010
Agenda

The Eight C’s of Engagement

8:30 – 11:30

• What is meant by Engagement?
• What is the value of Engagement?
• Grounded in Research
• Engagement through the Lens of Learning Styles

11:30 – 12:30 LUNCH on your own

12:30-3:30

• Eight C’s of Engagement
• How can we actively engage students in learning?
• Designing Lessons for high engagement
• Free: Questioning 😊

Reflection

*Morning and afternoon sessions include a 15 minute break

WHO AM I?

14
3
37
1
20
MEET YOUR NEIGHBOR BY THE NUMBERS

Numbers play an important role in our life experiences, from a person’s age to important dates, to birth order, to college GPA, and so on.

1. Select five’s numbers that are meaningful to you and that will help someone learn a little bit more about you.

2. Next write a sentence or question for each number, leaving a blank line where the number should go (e.g. The number of people in my family is ____). Share your numbers with your neighbor. See if your neighbor can match the right number to your sentence.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

3. Meet with two other pairs (to form a group of six) and write each of your numbers on a “Post-it™.” Place your numbers on your table and see how many groups you can make that share a common characteristic (e.g. 2, 12, 32—numbers that have the number 2 in the ones column).

4. Visit another table and try to guess the reason for their groupings.

5. Return to your table and discuss how you might use some of the parts of this activity with your students.
2. Would you state that you participated in the previous activity or were you engaged?

What is the difference? “Participation and Engagement”

3. What is meant by Engagement? Fill in the blank: If students were more engaged, they would…

**Give One, Get One:**

- Collect 4 more ideas and “why’s” from four different people. Stand up, partner with one other person.

- GIVE one of yours; GET one from your partner. If you both have the same idea, then create a new idea together to add to your lists.

- Do not form groups, only one on one. Once you complete the exchange, quickly move to a new partner. When you have collected four more ideas, return to your table and share what you have learned.
4. Engagement Rubric

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Deep Engagement:</strong> Students take full ownership of learning activities, displaying high levels of energy, a willingness to ask questions, pursue answers, consider alternatives, and take risks</td>
<td><strong>Engagement:</strong> Students begin taking ownership of learning activities. Their involvement shows concentration and effort to understand and complete the task. They do not simply follow directions but actively work to improve performance.</td>
<td><strong>Active Participation:</strong> Students participate in learning activities and stay on task without teacher intervention. However, their work has a routine or rote quality without commitment.</td>
<td><strong>Passive Participation:</strong> Students follow directions in a routine manner. With teacher guidance and direction, students remain on task.</td>
<td><strong>Periodic Participation:</strong> Students’ attention and participation fluctuates. They are easily distracted. They require significant teacher attention and direction.</td>
</tr>
</tbody>
</table>

Does this help to recognize or describe engagement?

5. Sightings of the word “engagement”.

- “I’m terribly worried about her, she seems so… disengaged” (worried parent)
- I’ll tell you what engagement doesn’t mean. It doesn’t mean agreement” (political spokesperson)
- “Make sure the brain is fully engaged before putting mouth in gear” (1970’s bumper sticker)
- Engage.com (dating website)
6. From Old French “egagier”…to pledge  
(Get engaged)

7. From Research:  
There is considerable evidence that link student engagement to increased academic achievement (2003) Fredericks, Bluernfeld, Friedel and Paris

Marzano (2007) stated that students in highly engaging classrooms out perform their peers by an average of almost 30%.

Teachers who used a wide variety of techniques and strategies to engage students experienced almost no behavior problems. Misbehaviors were so rare in highly motivating, engaging classrooms whereas in classroom with low engagement it took 10-15 minutes to begin class (Pressley & Mohan, 2008)

Kounin (1979) stated there is a relationship with proactive lesson design, increased student engagement and decreased student behavior problems.
ENGAGEMENT through the Lens of Learning Styles:
Which of the following best represents you as a learner? Explain your choice.

[Image of a paper clip, magnifying glass, spring coil, and teddy bear]
<table>
<thead>
<tr>
<th>ST (Mastery)  “Step by Step”</th>
<th>SF (Interpersonal) “Friend by Friend”</th>
</tr>
</thead>
<tbody>
<tr>
<td>NT (Understanding)  “Doubt by Doubt”</td>
<td>NF (Self-Expressive) “Dream by Dream”</td>
</tr>
</tbody>
</table>
(INSERT PAGES 24, 25, 26 FROM “INCREASING STUDENTS’ COMMITMENT TO LEARNING: 8CS”)

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Questing vs Questioning

<table>
<thead>
<tr>
<th>ST (Mastery)</th>
<th>SF (Interpersonal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who, What, Where, When?</td>
<td>Personal (real life)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NT (Understanding)</th>
<th>NF (Self-Expressive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why?</td>
<td>What if?</td>
</tr>
</tbody>
</table>

ON AN INDEX CARD – Please complete the following:

<table>
<thead>
<tr>
<th>The 3 most important things I learned today:</th>
<th>One thing I would tell a friend about this workshop:</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td>Today was more like Riding a bike</td>
</tr>
<tr>
<td>*</td>
<td>A walk in the park</td>
</tr>
<tr>
<td>*</td>
<td>A sunrise/sunset or Mountain climbing</td>
</tr>
<tr>
<td></td>
<td>Explain your choice.</td>
</tr>
</tbody>
</table>

Before today, I thought:  
Now I think: