

Engaging Instruction

Keys to Engaging Learners



Student Engagement

- Effective instruction is a process by which teachers use their knowledge of content, knowledge of students, knowledge of effective instruction to immerse the students in the material – students see relevance, meaning, and value in activity/content/material



Bear (1998) – Keys to Engage

- Work hard to develop a classroom environment that is caring, pleasant, relaxed, and friendly, yet orderly and productive.
- Show a sincere interest in the life of each individual student (e.g., knows their interests, family, pets, etc.).



Bear (1998) – Keys to Engage

- Model the behaviors they desire in their students and convey that such behaviors are truly important.
- Encourage active student participation in decision-making.
- Strive to not only teach prosocial behavior and to reduce undesirable behavior, but to develop cognitions and emotions related to prosocial behavior.



Bear (1998) – Keys to Engage

- Work to develop both peer acceptance, peer support, and close friendship among students.
- Appreciate and respect diversity.
- Appreciate and respect students' opinions and concerns.
- Emphasize fairness: They allow for flexibility in application of consequences for rule violations.



Bear (1998) – Keys to Engage

- Use cooperative learning activities.
- Discourage competition and social comparisons.
- Avoid producing feelings of shame (focusing more on pride and less on guilt).
- Reinforce acts of kindness in the school and community.



Bear (1998) – Keys to Engage

- Communicate often with each child's home.
- Provide frequent and positive feedback, encourage, and praise, characterized by: sincerity, credibility, specific suggestions and opportunities for good behavior.



Bear (1998) – Keys to Engage

- Establish clear rules, beginning during the first few days of school, which are characterized by: clear and reasonable expectations, attempts to develop student understanding of rules and their consequences, student input during their development, clear consequences for rule infractions, and their nondisturbance of the learning process (p. 14).



Tomlinson (1999)

- The first and most vital component of effective instruction and the differentiation of instruction is the ability of the classroom teacher to respond to the *individual* needs of learners
- This ability is developed only after the teacher has established a relationship with each individual student



Tomlinson (1999)

- Once teachers have *assessed* the needs and interests of individual students, they can *differentiate* their instruction in the areas of *content*, *process*, and *product* based upon each individual student's *readiness*, *interest*, and *learning profile*.



Tomlinson (1999)

- Eight principles of a differentiated classroom:
 - the teacher is clear about what matters in subject matter
 - the teacher understands, appreciates, and builds upon student differences
 - assessment and instruction are inseparable



Eight principles of a differentiated classroom:

- The teacher adjusts content, process, and product in response to students' readiness, interests, and learning profile
- All students participate in respectful work
- Students and teacher are collaborators in learning

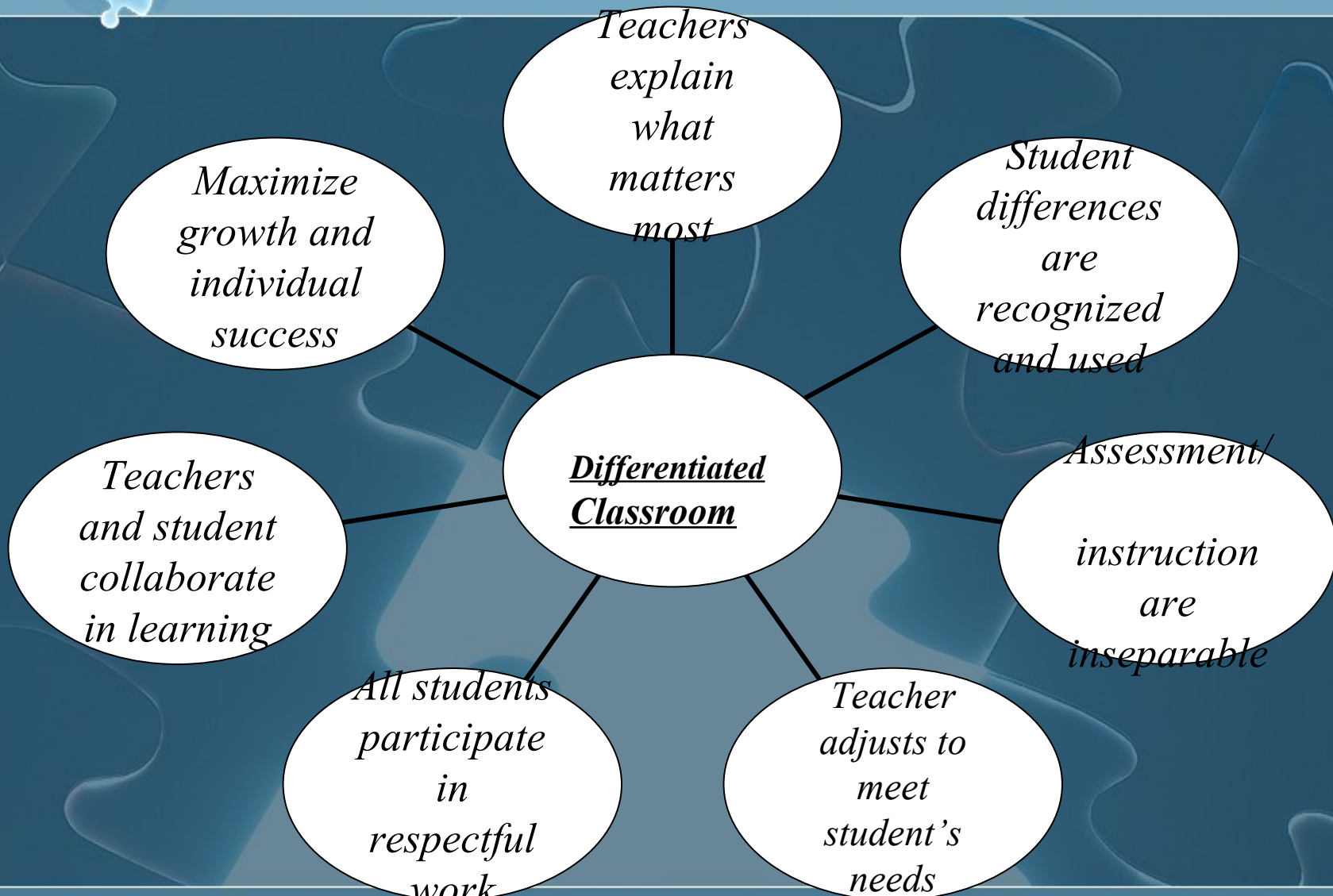


Eight principles of a differentiated classroom:

- Goals of a differentiated classroom are maximum growth and individual success
- Flexibility is the hallmark of a differentiated classroom



Eight principles of a differentiated classroom:





Glickman, Gordon, & Ross-Gordon, 1998

“Emerging theories of intelligence offer additional insights about the place of individual learning strengths, the role of experience in learning, and the importance of sociocultural context in what one defines as intelligent behavior”



Seven types of intelligence:

- Linguistic intelligence
- Logical-mathematical intelligence
- Musical intelligence
- Spatial intelligence
- Bodily kinesthetic intelligence
- Intrapersonal intelligence
- Interpersonal intelligence



Kounin (1970)

- The primary factor that differentiated effective from ineffective teachers was the former group's reliance on strategies that prevented discipline problems from occurring and its handling of minor problems immediately, before they escalated



Kounin

- Effective and ineffective teachers differed little in the skills used to handle discipline problems once they required intervention



Kounin – Effective Teachers

- Withitness (close monitoring of each child's behavior)
- Overlapping (effectively addressing multiple events simultaneously)
- Smoothness and momentum in lessons (providing instructions that are motivating and rapidly paced and developmentally appropriate with few interruptions)



Kounin – Effective Teachers

- Group alerting (maintaining everyone's attention)



National Center for Educational Statistics

- ...has compiled a list, although not inclusive, of programs and research findings relative to the phenomenon of school approaches to the prevalence of violence. The list of such programs follows (U.S. DOE, 2002)



Reality Therapy (RT). William Glasser

- Reality Therapy involves teachers helping students make positive choices by making clear the connection between student behavior and consequences.
- Class meetings, clear communication rules, and the use of plans and contracts are featured



Reality Therapy (RT). William Glasser

- Researchers (Emmer and Aussiker 1989; Gottfredson 1989; Hyman and Lally 1982) have noted modest improvements as the result of this approach.



A Positive Approach to Discipline (PAD)

- PAD is based on Glasser's Reality Therapy and is grounded in teachers' respect for students and instilling in them a sense of responsibility.
- Program components include developing and sharing clear rules, providing daily opportunities for success, and in-school suspension for noncompliant students.
- Research (e.g., Allen, 1981) is generally supportive of the PAD program.



Teachers Effectiveness Training (TET)

- The TET philosophy differentiates between teacher-owned and student-owned problems and proposes different strategies for dealing with them.
- Students are taught problem-solving and negotiation techniques.
- Researchers (e.g., Emmer and Aussiker 1989) find that teachers like the program and that their behavior is influenced by it, but effects on student behavior are unclear.



Transactional Analysis (TA)

- Within the context of counseling programs, students with behavior problems use terminology and exercises from Transactional Analysis to identify issues and make changes.
- The notion that each person's psyche includes child, adult, and parent components is basic to the TA philosophy.



Transactional Analysis (TA)

- Such research as has been conducted (e.g., Cobb and Richards 1983) has found the TA counseling approach beneficial.



Assertive Discipline (AD)

- First publicized and marketed in 1976 by developer Lee Canter, Assertive Discipline is a well-respected and widely used program.
- According to Render, Padilla, and Krank, over half a million teachers have received AD training (1989, p. 607).



Assertive Discipline (AD)

- AD focuses on the right of the teacher to define and enforce standards for student behavior.
- Clear expectations, rules, and a penalty system with increasingly serious sanctions are major features.



Assertive Discipline (AD)

- Some research (e.g., Mandlebaum, et al. 1983; McCormack 1987) is supportive, but most is inconclusive about the effectiveness of the AD approach (Emmer and Aussiker 1989; Gottfredson 1989; and Render, Padilla, and Krank 1989).



Adlerian approaches

- Named for the psychiatrist Alfred Adler, “Adlerian approaches” is an umbrella term for a variety of methods which emphasize understanding the individual’s reasons for maladaptive behavior and helping misbehaving students alter their behavior, while at the same time finding ways to get their needs met.



Adlerian approaches

- These approaches have shown some positive effects of self-concept, attitudes, and locus of control, but effects on behavior are inconclusive (Emmer and Aussiker 1989).



Student Team Learning (STL)

- Student Team Learning is a cooperative learning structure and, as such, is an instructional rather than a disciplinary strategy.
- Its use, however, appears to have a positive effect upon the incidence of classroom misbehavior (Gottfredson 1989). (U.S. DOE, National Center for Educational Statistics, 2002)