**EFFECTIVE INSTRUCTION TEACHING MODEL – ENGAGEMENT**

**Focus Question - What do I do to make the learning in my classroom engaging to students?**

**What it looks like –** Engagement takes many forms. Some learning is naturally engaging to students, although different students will have different levels of engagement with the same learning. Teachers can manipulate the degree of engagement within the classroom with a range of overt and less obvious strategies.

**The Engagement model**

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| **Teacher Strategies (and Evidence)**   * Teacher makes connections between the learning and the real life experiences of students. * Teacher provides interesting facts and details about the learning. * Teacher notices when specific students or groups of students are not engaged or when energy levels are low. * Teacher takes action to re-engage students by overtly adjusting his or her energy level using; | | **Student Evidence**   * Students can describe how their learning relates to real life experiences. * Students know the teacher notices their level of engagement. * When asked, students say that the teacher “likes the content” and “likes teaching”. * Students try to increase their level of engagement when prompted. * Students engage in the games or completion with some enthusiasm. * Multiple students or the entire class responds to questions posed by the teacher. * Students transition between activities without a loss of engagement (or increased engagement). * Students engage in the physical activities designed by the teacher. * When asked, students describe the lesson as “interesting”, “enjoyable”, etc. |
| * Voice tone. * Sound level or change. * Personal anecdote. | * Short video clip. * Physical gesture. * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| * Teacher uses structured games such as kahoot or family feud etc. * Teacher develops impromptu games such as surveying answers and debating why they chose. * Teacher uses friendly competition combined with classroom activity * Teacher manages student responses using; | |
| * Targeted questioning. * Wait time. * Response cards. * Hand signals (dipsticking). * Choral (group) response. | * Response chaining (linking answers together). * Technology to track answers. * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| * Teacher transitions between activities effectively through; | |
| * Timeliness. * Obviousness. | * Clarity of instruction. * Organisation of students. |
| * Teacher uses questions or activity which means student physical move within the classroom. * Teacher alters pace appropriately (i.e. speeds up and slows down). * Teacher invites students to be the centre of attention by; | |
| * Doing work on the board. * Demonstrating in front of the class. | * Relate personal experience related to learning. * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

**Proficiency Scale**

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|  | **Not Using** | **Beginning** | **Developing** | **Applying** | **Highly Accomplished** |
| **1 ………… 1½ …….…… 2 ………… 2½ …….…… 3 ……..….3½ …….…… 4 …….… 4½ ………… 5** | | | | |
| **Students are engaged in their learning** | Teacher does not appear to actively make the learning process engaging for students | Teacher provides several planned engagement strategies including voice modulation, interesting facts, or video clip.  Most students are engaged in the lesson | Teacher monitors engagement and responds with simple impromptu or planned strategies  Almost all students appear engaged with lesson. | Teacher monitors engagement and uses a variety of strategies, including more complex ones such as games, controversy, collaborative questioning, and centring attention on students. | Teacher actively monitors engagement and successfully manage this with a wide range of strategies from simple to more complex.  All students clearly expected to engage. |