



# Teachers as Facilitators: *Engaging All Students in the Process of Learning*

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# Knowledge is Opportunity



Cognia is a global nonprofit that has the knowledge to help schools improve outcomes for all learners.



## OUR MISSION

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CSUSA provides world-class educational solutions with:

- An unwavering dedication to **STUDENT SUCCESS**
- An unyielding commitment to sound and ethical business practices

Providing a choice for our stakeholders that fosters and promotes educational excellence.

## OUR VISION

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CSUSA will have a dramatic impact on the world's next generation:

*Changing Lives,  
Leaving a Legacy*

Our brand will be the standard by which quality is measured in education.

## OUR VALUES

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**PASSION**



**PURPOSE**



**INTEGRITY**



**GRIT**



*Our DNA:*

*Putting Students First*

*High Expectations for ALL Students*

*Being Better and Different*

**STUDENT  
SUCCESS**  
In School & Life

# CSUSA'S ACCREDITATION JOURNEY

**2010-2011:** Growing as a network while maintaining high-quality schools (First EMO to receive system-wide accreditation)

**2015-2016:** Sustaining student learning and the conditions that support learning and engagement

**2020-2021:** Embedding a behavior of continuous improvement that will impact teaching & learning and yield student success in school and life

# CSUSA FLORIDA PERFORMANCE HIGHLIGHTS

**64**  
Schools

**98%**  
Schools Rated  
**A, B or C**

**57%**  
Schools Rated  
**A or B**

**95%**  
Graduation  
Rate

**62,000+**  
Students

**37**  
Schools improved  
their letter grade  
2021 to 2022

**10**  
Schools improved  
two letter grades  
2021 to 2022

**5 Years**  
of Graduation  
Rate increases

**66%**  
Pass Rate for HS  
Acceleration

**+11%**  
Increase in  
MS Acceleration  
Points

# Impact

## Key Characteristic: Engagement of Learning

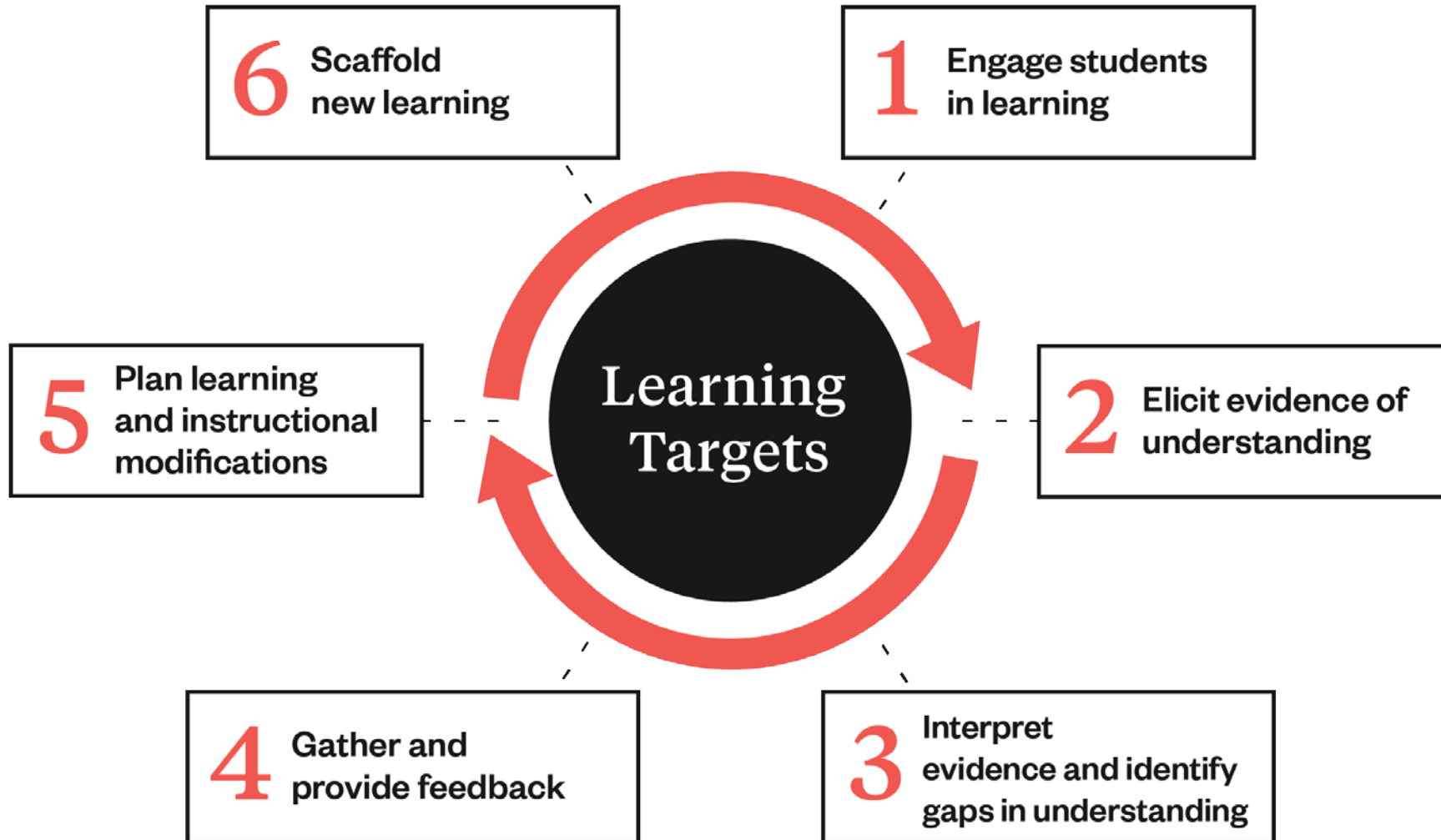
- **Standard 20:** Learners engage in experiences that promote and develop their self-confidence and love of learning.
- **Standard 21:** Instruction is characterized by high expectations and learner-centered practices.

# Purpose

- **Explore** approaches that motivate and engage students in deeper learning
- **Gain** new strategies that promote active learning



# The Formative Assessment Process



# Typical classrooms

## Reflecting-Discuss

- “Too many teachers fall into the pattern of *‘delivering’* the content while allowing students to fall into the pattern of delivering passively.”
- “Students are part of a technology generation that doesn’t take to additional classrooms.”

(Vaughan, Cleveland-Innes, & Garrison, 2013)

**Do you want your students to be listening objects?**

# A sobering lesson learned

## PREDICTING

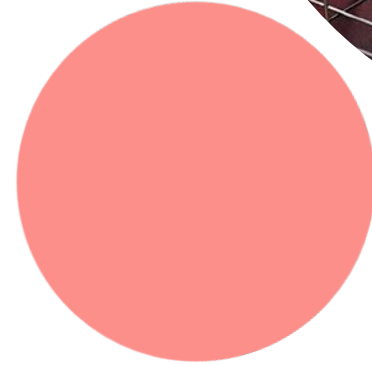
A teacher spends two days as a student and is shocked at what she learns.

What do you think she learned?



# Key takeaways

- Students sit all day.
- Sitting and passively listening.
- Students feel like a nuisance.



# Reflection

- How do we change this?





Getting started

# Beginning a lesson

- Anticipatory Guides
- Engaging statement article or video to garner interest followed by discussion
- Predicting
- Learning Target Reflection




**Anticipatory Guide:  
Student Engagement**

Before	Statement	After
True and/or False	A student drops out of school every nine seconds in the United States.	True and/or False
True and/or False	As students get older, engagement levels show a consistent increase.	True and/or False
True and/or False	Research findings show no correlation between student engagement, absenteeism and academic performance.	True and/or False
True and/or False	High school students are sitting passively and listening in approximately 60 percent of their classes.	True and/or False
True and/or False	Engagement strategies such as Picture Notes and Quick-Draws are best used with	True and/or False

# Starting with the end in mind



Learning Targets for the week of \_\_\_\_\_

DATE:	TOPIC:
<b>Rating</b>	<b>New to Me</b> <span style="float: right;"><b>I've Got This</b></span>
<b>Reflect</b> on current instructional practices	←  →
<b>Explore</b> approaches that motivate and engage students in deeper learning	←  →
<b>Gain</b> new strategies that promote active learning	←  →
DATE:	TOPIC:
	← →
	← →
	← →
DATE:	TOPIC:
	← →
	← →
	← →
DATE:	TOPIC:





# What **NOT** to do

## A How-to Plan for Widening the Gap

“Train teachers to call only on students who raise their hands and to build on correct responses to maintain a brisk classroom pace. This would enhance the self-confidence of already proficient students and minimize class participation and engagement among those who enter with lower proficiency.”

Kim Marshall





# Student engagement

# What is student engagement?

## Debate Team Carousel

Box 1 – Personal Opinion	Box 2 – Supporting Argument
Box 3 – Opposing Argument	Box 4 – Two cents



# Student engagement occurs when:

young people have **invested** themselves, their energy, and their commitment . . . both **within and outside the classroom**. They willingly put forward the required **effort** to find a level of **personal success** academically, socially, and emotionally. They **care about others' successes** . . . They **contribute** meaningfully to the school and classroom climate.

**“They understand that their presence matters.”**

Dary, T., Pickeral, T., Shumer, R., & Williams, A. (2016).



# Student engagement

- Degree of
  - Attention
  - Curiosity
  - Interest
  - Optimism
  - Passion

...that students show when they are learning or being taught



# Belief that:

- Learning improves when students are
  - Inquisitive
  - Interested
  - Inspired
- Learning suffers when students are
  - Bored
  - Dispassionate
  - Disaffected
  - Disengaged

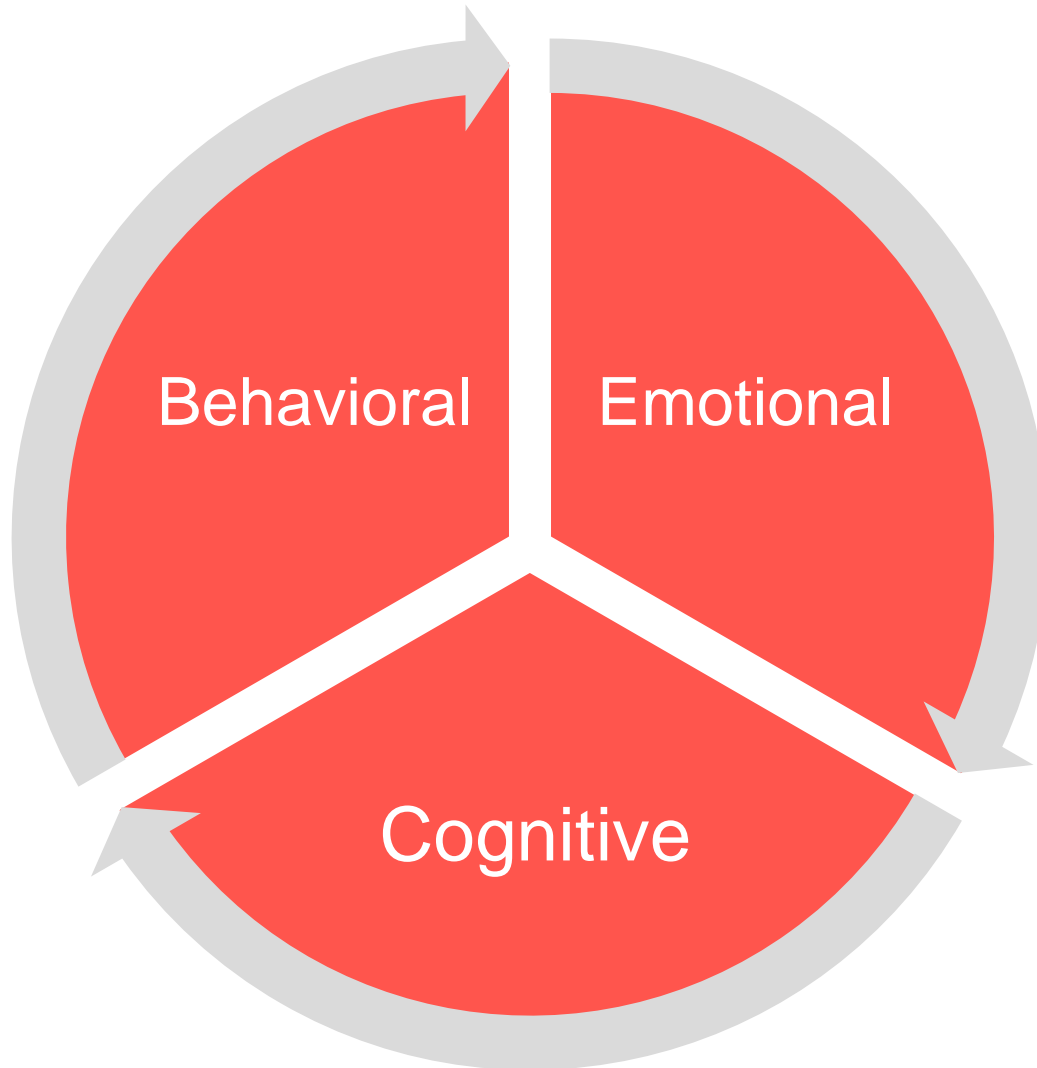


# Student and teachers say...

- Active
- Listening
- Following along
- Participating
- Paying attention
- Complying
- Working collaboratively
- Behaving



# Three domains of student engagement



- **Behavioral:** a student's behavior or effort in the classroom
- **Cognitive:** a student's investment in learning
- **Emotional:** a student's emotions or feeling about the classroom and school; a student's enjoyment of and sense of belonging to a school



# Percentage of students committed, compliant, and disengaged

## BEHAVIORAL

Engagement Type	Engagement Level
Committed	55%
Compliant	30%
Disengaged	9%
Mixed	6%

Note: Student Engagement Survey data percentages may not equal 100 percent due to rounding.



# Percentage of students committed, compliant, and disengaged

## COGNITIVE

Engagement Type	Engagement Level
Committed	56%
Compliant	37%
Disengaged	7%

Note: Student Engagement Survey data percentages may not equal 100 percent due to rounding.



# Percentage of students committed, compliant, and disengaged

## EMOTIONAL

Engagement Type	Engagement Level
Committed	58%
Compliant	23%
Disengaged	20%

Note: Student Engagement Survey data percentages may not equal 100 due to rounding.



# Typical students and classrooms

- Doing good work?
  - GRADES
- Goals?
  - Set by teachers, not students
- Perseverance and grit?
  - Lacking – quit when things get difficult
- Work?
  - NEGATIVE
- Choice?
  - NO choice in learning
- Application?
  - Don't see how it applies to them—*boredom and irrelevance of school.*

# Active participation AND cognitive engagement

Quick Write/Quick Draw &  
Chalkboard Splash

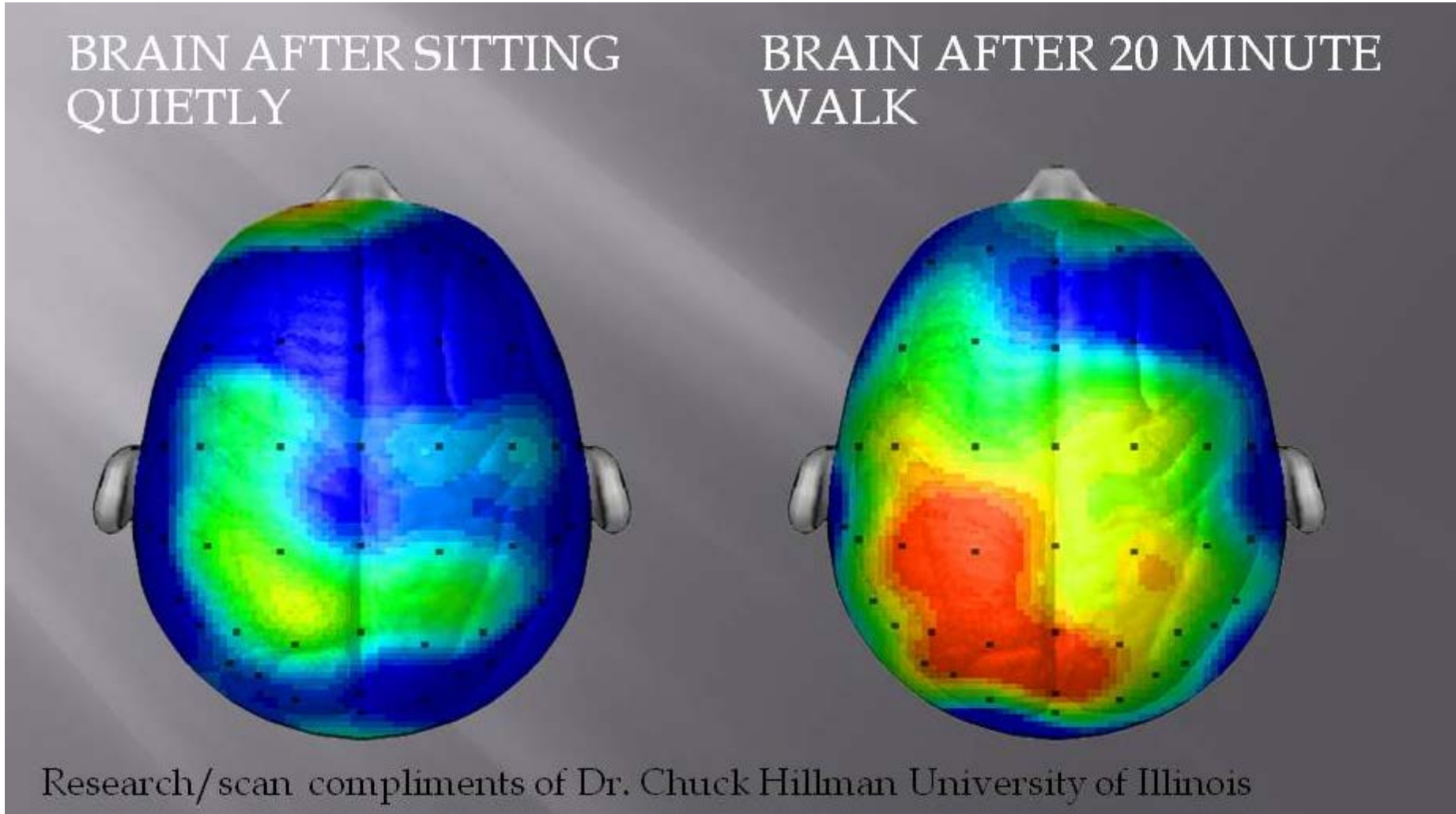


# Chalkboard splash

Similarities	Differences	Surprises



# Is movement linked to engagement and learning?



# Let's talk about movement

## **Brain Break Ideas**

- Stop and stretch
- 5, 4, 3, 2, 1
- Sign language
- Facial gymnastics
- Groove
- Yoga

## **Movement Instructional Strategies**

- Line Up-Rally Coach
- Chalkboard Splash with Gallery Walk



# What is happening here?



# Engaging students in note taking

- Is lecture / direct instruction necessary?
- How long is too long for lecturing?
- Do students need to take notes?
- Do students need guidance on note taking?
- Should students be allowed to copy notes from slide presentations or be given notes by the teacher?

# Notes are a work in progress and require process and time

- Note taking is a learned skill.
- Verbatim notes are the least effective.
- “When students *process and repackage* what they hear using notes that are in the form of a summary or a visual, they perform better than when they take notes verbatim.”  
(Total Participation Techniques)

# Strategies for lesson closure

Provide less talk and more processing.

Allow students more time to process.

Lead the students toward taking ownership of the learning.

Have students sum up the lesson.

# Learning target self-assessment



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	← →
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	← →
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	← →
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# Anticipatory Guide

## Anticipatory Guide: Student Engagement

- Reviews key concepts for the lesson
- Provides a check for understanding of key concept of a lesson

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# How do we know if students are engaged?





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## **Learning Environments**

Equitable Learning

High Expectations

Supportive Learning

Active Learning

Progress Monitoring and Feedback

Well-Managed

Digital Learning

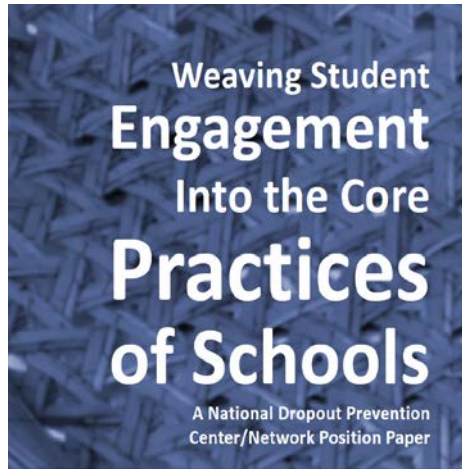
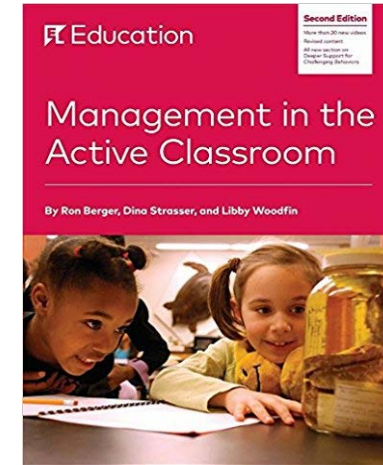
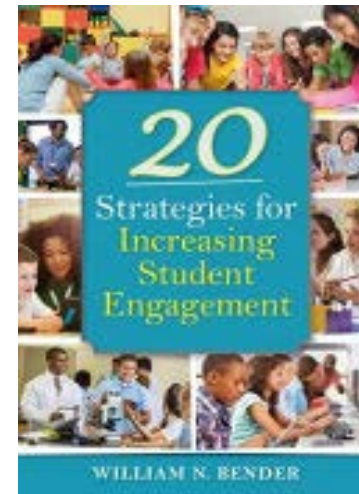
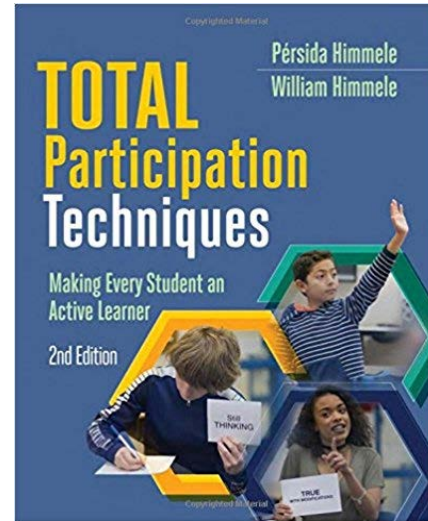
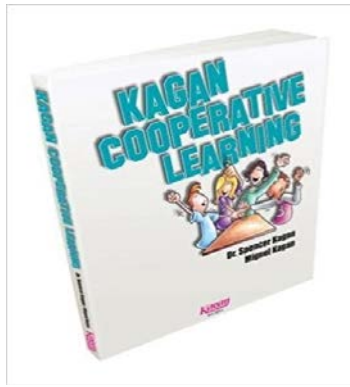


# Surveys and inventories

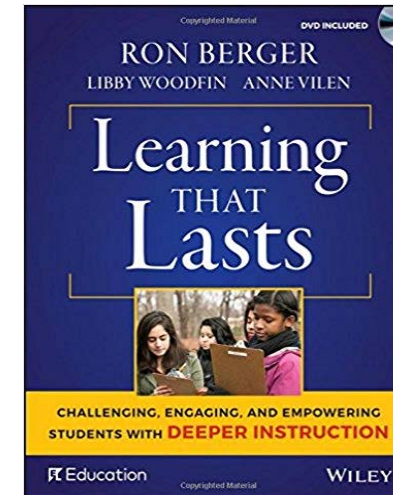
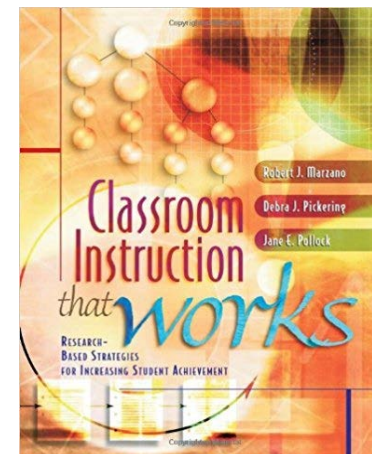
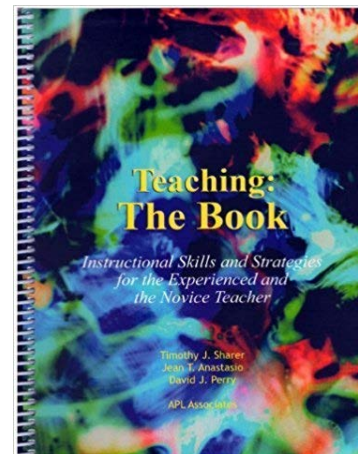
- Several specific to student engagement and actual experiences in the classroom
- Others
  - Student, family, community engagement
  - Remote learning
  - Culture and climate



# Research-based professional learning



Teri Dary  
Terry Pickeral  
Rob Shumer  
Anderson Williams



# References

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# Questions for Charter Schools USA

Reach out to:

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# How Cognia Helps You

Want more information?

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