



Great Public Schools for Every Student

Aspects of an Engaged Classroom

Educator demonstrates an understanding of the value of student engagement in classroom management to promote an environment that is conducive to learning.

Key Method

The educator promotes and maintains an environment of engaged students through a variety of means, including but not limited to designing instruction that considers relevance to students, differentiation, peer collaboration, and technology integration.

Method Components

Students who are engaged are less likely to be disruptive, thus promoting a safe environment that is conducive to learning for all students. In establishing an engaged student population, an educator should:

Consider student relevance in instructional design. Relevant instruction takes into account:

- How the content relates to students' everyday lives
- How useful the content is to students and their lives
- How the content can be applied in practice

Allow for differentiation in both educator lesson delivery and student demonstration of skill mastery. Differentiation includes:

- Delivering instruction through a variety of means, including video, audio, demonstration, and/or hands-on activities
- Frequently checking for understanding
- Allowing students options to demonstrate skill mastery
- Maintaining flexibility
- Maintaining a cooperative and kinesthetic classroom when appropriate

Allow for peer-to-peer collaboration

Allow for the integration of technology by students

View the TEDx Talk by Shelley Wright (link in the Resources section) in which she discusses her experience with student-driven learning. View her description through the lens of student engagement in instruction and how it

contributes to an environment conducive to learning. As you watch, develop and complete a chart in which you will document evidence of how her instructional approach and design accounts for:

- Relevance to her students
- Differentiation for her students
- Peer-to-peer collaboration
- Incorporation of technology

Where is this assessed? Is this optional?

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- a. Relevance to her students
- b. Differentiation for her students
- c. Peer-to-peer collaboration
- d. Incorporation of technology

Supporting Research

Marzano, Robert J. and Debra J. Pickering. The Highly Engaged Classroom. Marzano Research Laboratories, Sept. 2010.
https://www.marzanoresearch.com/resources/tips/hec_tips_archive

Lemov, Doug and Norman Atkins. Teach Like a Champion 2.0. Jossey-Bass, Dec. 2014.
<http://josseybasseducation.com/tag/teach-like-a-champion/>

Resources

Wright, Shelley. "The Power of Student-Driven Learning." TEDxWestVancouverED, May 2013.
<https://www.youtube.com/watch?v=3fMC-z7K0r4>

How to Make Learning Relevant to Your Students (and Why It's Crucial to Their Success)
<http://www.opencolleges.edu.au/informed/features/how-to-make-learning-relevant/>

Video Playlist: Relevant and Real Content to Engage Students
<https://www.teachingchannel.org/blog/2014/05/16/playlist-relevant-and-real-content/>

What Is Personalized Learning?
<https://www.youtube.com/watch?v=x-rXLV1-9sg>

Ten Tips for Personalized Learning via Technology
<https://www.edutopia.org/stw-differentiated-instruction-ten-key-lessons>

44 Benefits of Collaborative Learning
<https://www.gdrc.org/kmgmt/c-learn/44.htm>

5 Reasons to Incorporate Technology into Your Classroom
<https://www.capella.edu/blogs/cublog/benefits-of-technology-in-the-classroom/>

Submission Guidelines & Evaluation Criteria

To earn this micro-credential, you must receive a "Passing" evaluation for Parts 1 and 3 and "Proficient" for each

component in Part 2.

Part 1. Overview Questions

400-word min 600-word max

What background information is important to know to understand the context of your classroom? Include grade level, subject area, any relevant cultural information, and special considerations regarding student characteristics. Be mindful not to reveal anything confidential about a student.

- **Passing:** Educator addresses all elements of the question and relates them to his or her current status of classroom management.

Part 2. Work Examples / Artifacts

An essential component of successful classroom management is fostering an engaged classroom. For the purposes of this micro-credential, an engaged classroom is one in which instruction is designed to incorporate student relevance, differentiation, collaboration, and technology.

Artifact 1: Lesson Plan

Design a lesson that incorporates the elements of an engaged classroom. The lesson plan template may be one of your own design but should clearly and distinctly reflect:

- Rationale for the lesson's relevance to students
- Opportunities for differentiation for students
- Opportunities for peer-to-peer collaboration
- Opportunities for students to incorporate technology

Artifact 2: Video Analysis

Videotape a maximum 5 to 7-minute portion of the lesson you have created for Step Two. Your video should reflect evidence of the elements of an engaged classroom. You will upload your video as part of your evidence. Adhere to your district's policies on videotaping in the classroom.

After viewing your video, analyze your student engagement and answer the following questions (400-word min 600-word max word limit):

- How relevant was the instruction to your students?
- How did you provide differentiation for your students?
- What opportunities were there for your students to collaborate with one another?
- How did technology integration support student engagement?

Your video does not have to be a consecutive segment of your lesson. You may cut and paste a series of segments if that is what best illustrates the four areas of focus, so long as you adhere to the maximum timeframes.

Combine both artifacts into one Word document for upload. Label each artifact.

Note: Be certain that your videotaping follows the permission and confidentiality guidelines for filming students by which your district abides. When submitting this artifact, please upload your video to YouTube or a similar video platform and provide the link for viewing access.

Assignment	Proficient	Basic	Developing
Artifact 1: Lesson	The lesson plan clearly	The lesson plan may lack	The lesson plan lacks

Plan

and effectively incorporates the four areas of an engaged classroom (relevance, differentiation, collaboration, technology).

Each area of the lesson plan is thoroughly justified with respect to how it supports student engagement.

The lesson plan is well organized. Grammatical and mechanical mistakes are minor in nature and do not interfere with the

one or two areas of an engaged classroom (relevance, differentiation, collaboration, technology).

The lesson plan may lack thorough justification in one or two areas with respect to how it supports student engagement.

The lesson plan is sometimes disorganized. Some grammatical and mechanical mistakes interfere with the assessor's understanding.

more than two areas of an engaged classroom (relevance, differentiation, collaboration, technology).

The lesson plan lacks thorough justification in more than two areas with respect to how it supports student engagement.

The lesson plan lacks organization. Grammatical and mechanical mistakes are numerous or severe enough in nature to frequently interfere with the assessor's understanding.

Artifact 2: Video Analysis

Video provides evidence of the effective incorporation of the four areas of focus in an engaged classroom (relevance, differentiation, collaboration, technology).

All elements of the task are addressed.

All claims are supported with specific evidence from the videotape.

All evidence is clearly and distinctly linked with respect to how it exemplifies student engagement, thereby contributing to classroom management and an environment that is conducive to learning.

Analysis is well-organized. Grammatical and mechanical mistakes are minor in nature and do not interfere with the assessor's understanding

Video provides evidence of the effective incorporation of some but not all of the four areas of focus in an engaged classroom (relevance, differentiation, collaboration, technology).

Some elements of the task are addressed.

Some claims are supported with specific evidence from the videotape.

Some evidence is linked with respect to how it exemplifies student engagement, thereby contributing to classroom management and an environment that is conducive to learning.

Reflection is sometimes disorganized. Some grammatical and mechanical mistakes interfere with the assessor's understanding.

Video does not provide evidence or is unclear in the effective incorporation of the four areas of focus in an engaged classroom (relevance, differentiation, collaboration, technology).

Few elements of the task are addressed.

Few or no claims are supported with specific evidence from the videotape.

Evidence is not linked with respect to how it exemplifies student engagement and thereby contributes to classroom management and an environment that is conducive to learning.

Reflection lacks organization. Grammatical and mechanical mistakes are numerous or severe enough in nature to frequently interfere with the assessor's understanding.

All Tasks

Grammar, spelling, and sentence structure enhance clear communication.

Grammar, spelling, and sentence structure may inhibit clear communication.

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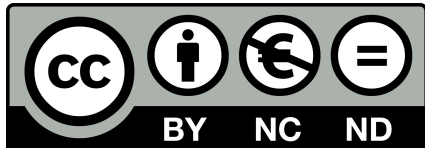
Reflection

400-word min 600-word max

Please reflect on your professional learning as you completed this micro-credential:

- How has this process affected your current classroom practice?
- How might you share your discoveries with your professional colleagues?
- In addition to designing instruction that fosters student engagement, what do you still hope to accomplish or learn about in the area of classroom management?

- **Passing:** Respond to all questions with descriptions that relate to your current education setting.



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