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
- Allow for peer-to-peer collaboration
- Allow for the integration of technology by students

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.

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:

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

Roehl, Amy, Shweta Linga Reddy, and Gayla Jett Shannon. "The flipped classroom: An opportunity to engage millennial students through active learning strategies." *Journal of Family & Consumer Sciences* 105.2 (2013): 44-49.
https://pdfs.semanticscholar.org/daa3/b94cdc7b52b3381a7c7e21022a7a8c005f84.pdf

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.html

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 - 500 words

Please answer the following:

What background information is important to know to understand the context of your classroom? Consider things

such as 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 response addresses all required components as outlined in the overview section. Writing is organized and easy to understand.

Part 2. Work Examples / Artifacts

Please Note: For artifacts, the preferred file format is PDF

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.

To earn this micro-credentials please submit the following three (3) artifacts as evidence of your learning. Please do not include any information that will make you or your students identifiable to your reviewers.

Artifact 1: Evidence of Student Engagement

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:

1. Relevance to her students

2. Differentiation for her students

3. Peer-to-peer collaboration

4. Incorporation of technology

Artifact 2: Lesson Plan

Design a lesson that incorporates the elements of an engaged classroom as outlined in the Method Components section of this micro-credential. The lesson plan template may be one of your own design but should clearly and distinctly reflect:

1. The rationale for the lesson's relevance to students

2. Opportunities for differentiation for students

3. Opportunities for peer-to-peer collaboration

4. Opportunities for students to incorporate technology

Artifact 3: Video Analysis

Video requirement: time parameter: 10-15 minutes

Video a portion of the lesson you have created for Step Two. Your video should reflect evidence of the elements of an engaged classroom as outlined in the Methods Component section of this micro-credential

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.

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

After viewing your video, analyze your student engagement and answer the following questions: (400 - 500 words)

a. How relevant was the instruction to students?

b. How did you provide differentiation for students?

c. What opportunities were there for students to collaborate with one another?

d. How did technology integration support student engagement?

Assignment	Proficient	Basic	Developing
Artifact 1: Evidence of Student Engagement	Chart contains evidence from video that documents how instructional design and approach is used to support each of the four areas: -Relevance to her students -Differentiation for her students -Peer-to-peer collaboration -Incorporation of technology	Chart contains evidence from video that documents how instructional design and approach is used to support 2 or 3 of the four areas: -Relevance to her students -Differentiation for her students -Peer-to-peer collaboration -Incorporation of technology	Chart contains evidence from video that documents how instructional design and approach is used to support 1 of the four areas: -Relevance to her students -Differentiation for her students -Peer-to-peer collaboration -Incorporation of technology
Artifact 2: Lesson Plan	The lesson plan clearly 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 assessor's understanding.	The lesson plan may lack 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.	The lesson plan lacks 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 3: Video Analysis	Video provides evidence of the effective incorporation of the four areas of focus in an engaged classroom (relevance, differentiation,	Video provides evidence of the effective incorporation of some but not all of the four areas of focus in an engaged classroom (relevance,	Video does not provide evidence or is unclear in the effective incorporation of the four areas of focus in an engaged classroom (relevance,

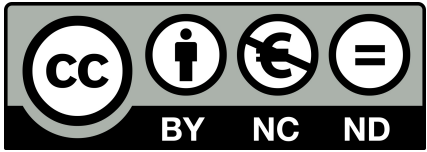|		
collaboration, technology).	differentiation, collaboration, technology).	differentiation, collaboration, technology).
All elements of the task are addressed.	Some elements of the task are addressed.	Few elements of the task are addressed.
All claims are supported with specific evidence from the video.	Some claims are supported with specific evidence from the video.	Few or no claims are supported with specific evidence from the video.
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.	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.	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.
Analysis is well-organized. Grammatical and mechanical mistakes are minor in nature and do not interfere with the assessor's understanding	Reflection is sometimes disorganized. Some grammatical and mechanical mistakes interfere with the assessor's understanding.	Reflection lacks organization. Grammatical and mechanical mistakes are numerous or severe enough in nature to frequently interfere with the assessor's understanding.

Reflection

450 - 550 words

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.