

# Strategies for Improved Engagement

*"Teaching that ignores student norms of behavior and communication provokes student resistance, while teaching that is responsive prompts student involvement"* -Michael Olneck, Professor Emeritus Of Educational Policy Studies

## Synchronous Learning Participation



### Welcoming Routines and Rituals

- Review expectations and materials students need to be prepared at the start of the class
- Develop and integrate daily check-ins: use poll or chat function to increase student technology understanding and ask open ended questions to engage students

### Engaging Pedagogy and Overall Routines

- Maintain the same daily routine to be consistent and predictable
- Provide the following task flow for each class period:
  - Opening Task
  - Understanding Task
  - Asking Task
  - Problem Solving Task
- Provide brain breaks and time for reflection, utilize polls, reaction function, and chat, to check student understanding

### Optimistic Closure Recommendations

- Provide a positive closing question prior to the end of class time that aligns with learning and engagement outcomes
- Use polls, chat, annotate or circle to engage all learners in optimistic closure

### Teacher Recommendations

- Incorporate different modalities of discourse during the class period. Incorporate instructor-learner and learner-learner interactions in each lesson
- Keep yourself organized- use the same PPT or online template to ensure each daily routine is structured and consistent
- Provide regular opportunities for students to engage in on structured, task discourse in breakout rooms, shared docs or other means for 1:1 or small student group interactions

### Differentiation During Synchronous Learning Time

- Pre-create breakout groups based on specific student need (adjust your level of involvement based on group)
- Make weekly phone-calls/texts/emails to students in need of specific reminders about the upcoming school week
- Provide graphic organizers to students
- Allow students to respond in chat rather than verbally
- Host teacher directed breakout groups throughout the week for specific supports and needs of students
- Provide differentiated modalities for students to show their learning

Relationships and direct communication are key.



## Work Completion

- Provide discussion forum opportunities for comprehension of work
- Offer different meeting platforms for students that need additional support. (Scheduled teacher meetings, scheduled asynchronous time when they can check in for understanding, scheduled student to student work time.)
- Offer feedback tools for students and parents to use about the course work
- Grade work rather than participation
- Provide multiple opportunities for feedback and incomplete work: Avoid giving "0s" or "F's"
- Provide instructional opportunities on time management and coping strategies
- Integrate goal setting as part of the classroom culture
- Integrate use of success criteria to support intentional progress monitoring and feedback
- Support with the development of work plans

## Differentiation for Work Completion

- Offer Choices for:
  - how students practice the work
  - how students show their understanding
- Consider video recording the synchronous lessons and offering them to students as a means of notes
- Modify amount of workload as needed
- Do weekly phone-calls/texts/emails to students in need of specific reminders about the upcoming school week
- Provide cooperative structure for work completion
- Set support homework or challenge assignments
- Provide extra time



Resources to Support your work:

- CASEL: <https://casel.org/> (K-12 SEL Lesson plans, resources based on SEL competencies, staff support)
- Fisher, Frey, & Hattie, The Distance Learning Playbook, Grades K-12, Corwin Press, 2021
- <https://www.continuaconsulting.com/resources>



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