

1/208B Responsive Teaching for All Learners

#1 Evaluate engagement level

5 points

Due: Jan 19th at midnight

1.5-2 pages

Purpose: Highly engaging experiences offer students a greater opportunity to retain the learning content. **Design lessons that increase student engagement.**

TPE 2.2: Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students...

Learning Engagement Chart

Phases of engagement when learning:

Activity	Description	Application
Phase 1: A quick read	Read through for basic understanding of content. Details are not easily retained. Typically, factual content with minimum purpose or transferable value.	Newspaper & magazine articles, blogs, texts, simple communications. Found in traditional reading group sessions.
Phase 2: Auditory input of content	Auditable segments of a message. Factual info on topics and/or meaningful message that usually requires memory for general recall or simple applications.	Simple directions and information acquired through conversation.
Phase 3: Visual input of content	Visual segments of meaningful content. Figures, charts, maps, forms, etc. that contain a message.	Figural forms that provide and/or organize information. Colors, layout, sequence, etc.
Phase 4: Read, View & Listen to content	Aligned information where one method supports the other. Content allows for long-term learning events.	Methods of input combined into meaningful information, then processed and used for recall and new learning experiences.
Phase 5: Discussion about content	New information that creates an idea when merged with another person's ideas, which confirms or creates a wider +/- deeper perspective of the original content.	An exchange of ideas openly expressed, where each party listens, thus prompting new ideas from unexpected sources.
Phase 6: Experiences related to content	Each person is able to find a meaningful connection that inspires and feeds all other related learning. A life-long benefit.	A physically related experience where concrete and abstract ideas manifest into a cognitively organized construct.
Phase 7: Discovery that expands content	Problem solving – complex academic skills & real life applications or new ideas. Often found in planned or	Math, science, language, psychological, spiritual, self-awareness, etc.= cognitive +/- physical environments.

	unplanned cooperative activities with others.	
Phase 8: Teach content	Teach to peers or others that which has been learned and applied in an authentic and thorough manner. A highly invested experience where content values are mastered and reconfigured into a personal construct which imparts information to another.	One to one review of content. Shared/presented reports: Written, charted oral reports. Outlined information shared on graphic organizers. A fully planned lesson. Response to assessment results.

Application & Analysis of a personal experience:

1. During any part of your lifetime, what lesson did you experience that ranked which would rank at a high level of engagement. Briefly describe the activity for each Phase.
2. Discuss how this experience was meaningful to you and how you have found that you benefited from it.

Discipline:

General Grade Level:

1 Learning Activity	List all of the activities
Phase 1: A quick read	
Phase 2: Hear content	
Phase 3: See content	
Phase 4: See & Hear	
Phase 5: Discuss	
Phase 6: Experience	
Phase 7: Discovery	
Phase 8: Teach	
How was this <u>experience meaningful</u> to you and how have you <u>benefited from it</u> ?	

Class activity: Post a one page outline of a familiar/typical lesson plan on Canvas.

1 Assignment: (Study the examples provided.)

1. Reflect on the experience in class.
2. Using any one-page lesson plan, evaluate how the activities rank on Phase Chart.
3. Note the Phase level that the lesson plan initially utilized?
4. Using red font on the lesson plan, add simple activities onto the page that will increase the Phases of engagement up to at least #6/ Higher Phase levels will earn more points.
5. Include the improved lesson plan, with red font notations, into this file.*
6. Chart the pre and post activities on the table below. (Some cells will be empty.)
7. Answer the final question. *Is the learning now active and alive, or is it dull?*

Learning Activity	1 st List Initial Lesson Plan Activities at their specified level	2 nd List Added Activities created to increase the level of engagement.
Phase 1: A quick read		
Phase 2: Hear content		
Phase 3: See content		
Phase 4: See & Hear		
Phase 5: Discuss		
Phase 6: Experience		
Phase 7: Discovery		
Phase 8: Teach		
Project Questions	#3. Phases of engagement	#4. Phases of engagement

*Attach the improved lesson plan.

Final Question: *Is the learning now active and alive, or is it dull? Explain why.*

Rubric for #1: Evaluate/increase engagement levels of a lesson

5 points total

1-2 points	3 points	4 points	5 points
E1: A reflection provided of the experience and a statement of how it was beneficial.	E1: A meaningful reflection provided of the experience and a description of how it was beneficial.	E1: A meaningful reflection provided of the experience and a description of how it was academically beneficial.	E1: A meaningful reflection provided of the experience and a description of how it was academic and how it sustained extended experiences
A1: Evaluate the lesson plan and include a Phase ranking	A1: Evaluate & align a lesson plan showing most all Phases	A1: Evaluate & align a lesson plan and accurately show all Phases	A1: Evaluate & fully align the lesson plan to show current Phases.
A1: Lesson outline listing activities & a determined ranking of Phases	A1: Lesson outline with several activities in red font & listed an accurate ranking up to Phase 5	A1: Lesson outline with a few added activities in red font & an accurate ranking up to 6 Phases	A1: Lesson outline with numerous added activities in red font & an accurate ranking up to 7 or 8 Phases

A total of noted performance is averaged between all columns.