



Aspects of an Engaged Classroom

Competency

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 all 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 applies to student cultural and ethnic backgrounds
- How the content can be applied in practice

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



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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.

Supporting Rationale and 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

[44 Benefits of Collaborative Learning](#)

[How to Make Learning Relevant to Your Students](#) (and Why It's Crucial to Their Success)

[5 Reasons to Incorporate Technology into Your Classroom](#)

[Relevant and Real Content to Engage Students](#): Video Playlist



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[Ten Tips for Personalized Learning via Technology](#)

[The Power of Student-Driven Learning](#): Shelley Wright TED video

[What Is Personalized Learning?](#)

[7 Ways to Support Diversity in the Classroom](#) [With Examples]

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

400 to 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. Consider the diverse backgrounds of the students. 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/Evidence

To earn this micro-credentials please submit the following three artifacts as evidence of your learning.

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**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:

- Relevance to her students
- Differentiation for her students
- Peer-to-peer collaboration
- 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:

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

Artifact 3: Video Analysis

Video suggested 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.*



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After viewing your video, analyze your student engagement and answer the following questions: Suggested word count 400-500

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



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Part 2. Rubric

Artifact	Proficient	Basic	Developing
Artifact 1 Evidence of Student Engagement	<p>Chart contains evidence from video that documents how instructional design and approach is used to support each of the four areas:</p> <ul style="list-style-type: none"> -Relevance to her students -Evidence of attention to diversity among students -Differentiation for her students -Peer-to-peer collaboration -Incorporation of technology 	<p>Chart contains evidence from video that documents how instructional design and approach is used to support 2 or 3 of the four areas:</p> <ul style="list-style-type: none"> -Relevance to her students --Evidence of attention to diversity among students -Differentiation for her students -Peer-to-peer collaboration -Incorporation of technology 	<p>Chart contains evidence from video that documents how instructional design and approach is used to support 1 of the four areas:</p> <ul style="list-style-type: none"> -Relevance to her students -Evidence of attention to diversity among students -Differentiation for her students -Peer-to-peer collaboration -Incorporation of technology
Artifact 2 Lesson Plan	<p>The lesson plan clearly and effectively incorporates the four areas of an engaged classroom (relevance, differentiation, collaboration, technology).</p> <p>Each area of the lesson plan is thoroughly justified with respect to how it supports</p>	<p>The lesson plan may lack one or two areas of an engaged classroom (relevance, differentiation, collaboration, technology).</p> <p>The lesson plan may lack thorough justification in one or two areas with respect to how it supports student</p>	<p>The lesson plan lacks more than two areas of an engaged classroom (relevance, differentiation, collaboration, technology).</p> <p>The lesson plan lacks thorough justification in more than two areas with respect to how it</p>



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	<p>student engagement.</p> <p>The lesson plan is well organized. Grammatical and mechanical mistakes are minor in nature and do not interfere with the assessor's understanding.</p>	<p>engagement.</p> <p>The lesson plan is sometimes disorganized. Some grammatical and mechanical mistakes interfere with the assessor's understanding.</p>	<p>supports student engagement.</p> <p>The lesson plan lacks organization. Grammatical and mechanical mistakes are numerous or severe enough in nature to frequently interfere with the assessor's understanding.</p>
Artifact 3: Video Analysis	<p>Video provides evidence of the effective incorporation of the four areas of focus in an engaged classroom (relevance to students of diverse backgrounds, differentiation, collaboration, technology).</p> <p>All elements of the task are addressed.</p> <p>All claims are supported with specific evidence from the video.</p> <p>All evidence is clearly and distinctly linked with respect to how it exemplifies student engagement, thereby</p>	<p>Video provides evidence of the effective incorporation of some but not all of the four areas of focus in an engaged classroom (relevance to students of diverse backgrounds, differentiation, collaboration, technology).</p> <p>Some elements of the task are addressed.</p> <p>Some claims are supported with specific evidence from the video.</p> <p>Some evidence is linked with respect to how it exemplifies student engagement, thereby contributing to classroom management and an</p>	<p>Video does not provide evidence or is unclear in the effective incorporation of the four areas of focus in an engaged classroom (relevance to students of diverse backgrounds, differentiation, collaboration, technology).</p> <p>Few elements of the task are addressed.</p> <p>Few or no claims are supported with specific evidence from the video.</p> <p>Evidence is not linked with respect to how it exemplifies student engagement and</p>



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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

environment that is conducive to learning.

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

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.



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Part 3 Reflection

450-550 words

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please do not include any information that will make you identifiable to your reviewers.

- 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?
- How will you ensure that your lessons are inclusive of the diverse nature of students?

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.



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