Intellectual Engagement: Minds, Hearts, & Hands on Learning

Framework for Teaching

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Welcome!

Be sure to download the

- ✓ Intellectual Engagement Guide
- ✓ Observation Tool
- ✓ Self-Assessment Tool

Intellectual Engagement Session 1: Arranging for Learning

3 Stages of Intellectual Engagement

Stage 1:
Arranging for Learning

Getting Started

Intellectual Engagement is often referred to as the heart of good teaching.

Imagine you were to walk into a classroom in which students were intellectually engaged. What might you see or hear from students that would be an indication of that?

➔ Type into the chat

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DOMAIN 1
PLANNING AND PREPARATION
1a Applying Knowledge of Content and Pedagogy
1b Knowing and Valuing Students
1c Setting Instructional Outcomes
1d Using Resources to Support Students
1e Planning for Coherent Instruction
1f Assessing Student Progress
DOMAIN 2
LEARNING ENVIRONMENTS
2a Cultivating Respectful and Affirming Environments
2b Fostering a Culture for Learning
2c Maintaining Purposeful Environments
2d Supporting Positive Student Behavior
2e Organizing Spaces for Learning
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DOMAIN 4
PRINCIPLED TEACHING
4a Engaging in Reflective Practice
4b Documenting Student Progress
4c Engaging Families & Communities
4d Contributing to School Community and Culture
4e Growing and Developing Professionally
4f Acting Ethically on Behalf of Students
DOMAIN 3
LEARNING EXPERIENCES
3a Communicating About Purpose and Content
3b Using Questioning and Discussion Techniques
3c Engaging Students in Learning
3d Using Assessment for Learning
3e Responding Flexibly to Student Needs

Intellectual Engagement

(Fredricks, Blumenfeld, & Paris, 2004).

	Mind **Cognitive** **Processing used to master content.**	**Heart** **Emotional** **Affective aspects of learning.**	**Hands** **Behavioral** **Observable academic action.**
Examples:	➔ Students asking questions	➔ Students staying with a task even when it is hard	➔ Students using reading strategy

To what extent are we engaging students minds, hearts and hands in the classroom?

Poll:

Which aspect of intellectual engagement do you or your school focus upon the most: Minds, Hearts, Hands?

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All three are needed for equitable learning practices:

Minds - Hearts - Hands

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75%

of 5th graders feel engaged by school, but only

32%

of 11th graders feel the same way

In this session, you will...

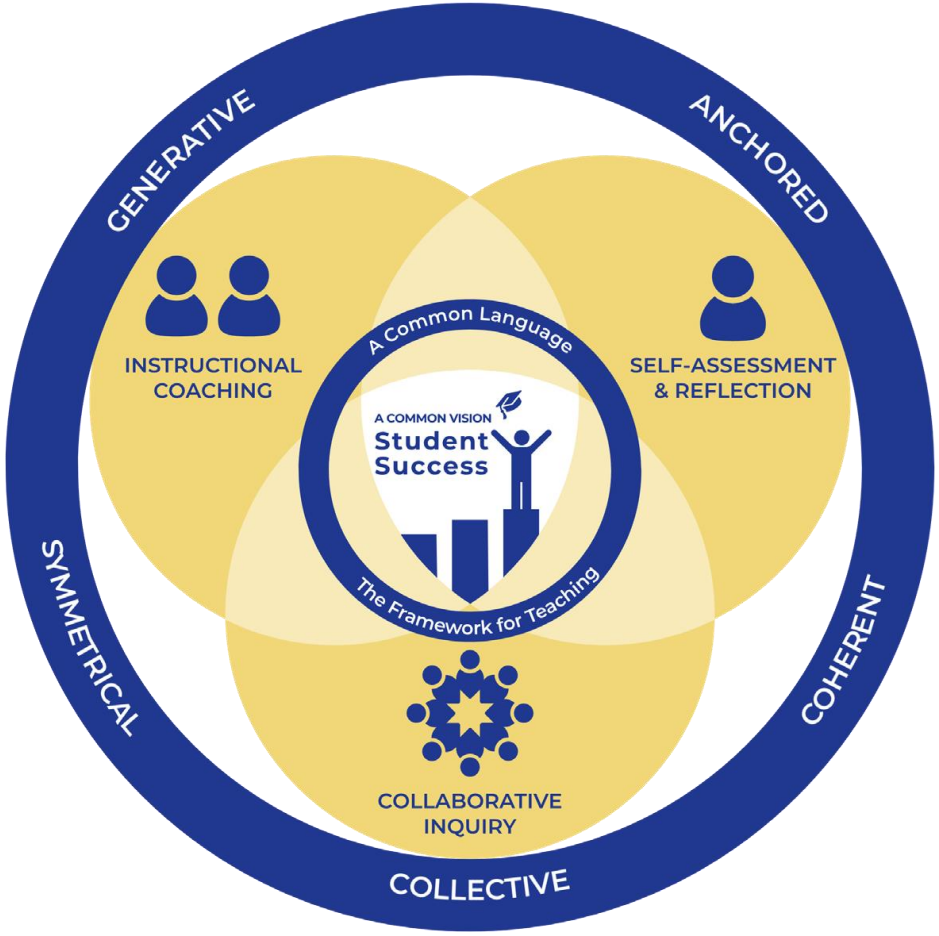
- Pull upon your own wisdom about intellectual engagement.
- Learn the DG's approach to professional learning.
- Broaden and deepen our understanding of intellectual engagement.
- Learn about the Intellectual Engagement Guide and other resources to strengthen great teaching and learning in your school or context.

THE DANIELSON GROUP'S APPROACH TO PROFESSIONAL LEARNING

3 KEY SPHERES INFLUENCE

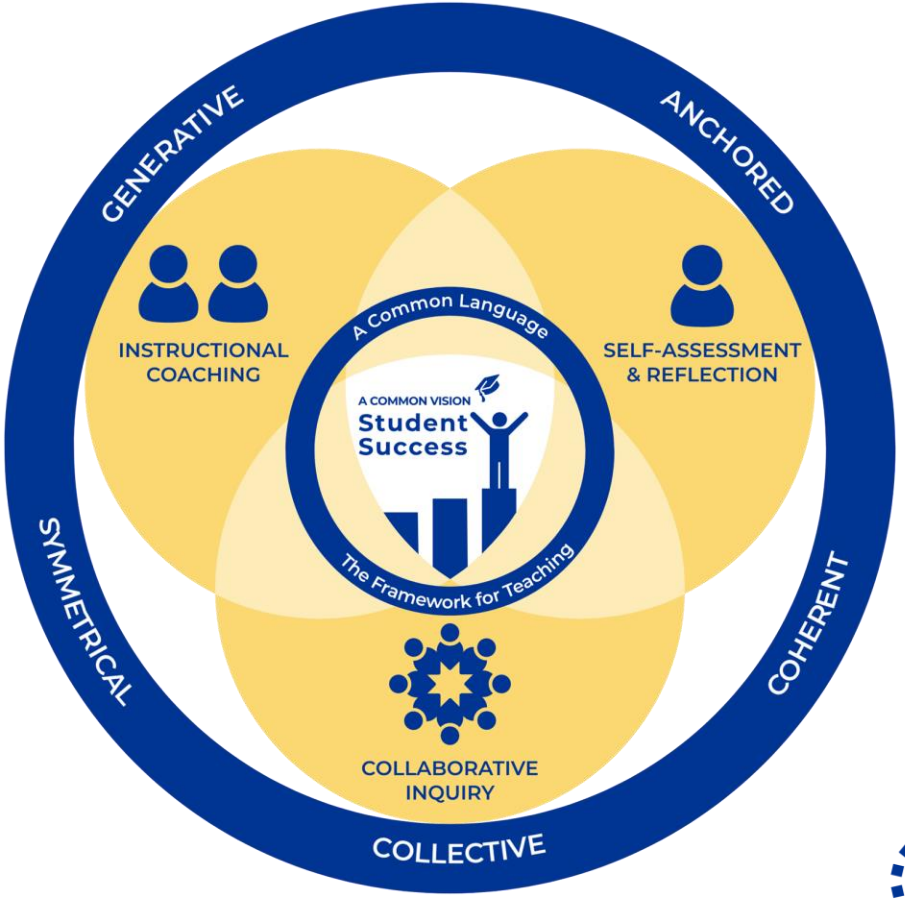
to maximize the possibilities for school improvement and teacher growth.

- REFLECTIVE PRACTICE
- COLLABORATIVE INQUIRY
- INSTRUCTIONAL COACHING



Tools:

- ➔ Intellectual Engagement Guide
- ➔ Self-Assessment Tool
- ➔ Observation Guide



What is intellectual engagement?

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From the Research:

- **Students felt more engaged when teachers listened to them, gave them a voice, took their views seriously.**
  Wallace and Chhuon (2014)

- **Students felt more engaged in student-centered classrooms.**
  Fredricks, Wang, et al. (2016)

- **The need for competency, belonging, and autonomy are important conditions of the learning environment to foster creative engagement.**
  Anderson, Haney Pitts (2019)

- **Students who are more engaged do better academically and psychologically.**
  Wang & Peck, (2013)

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Pathways That Support Intellectual Engagement

Risk Taking

Trust

Empathy

Safety

Content Knowledge

Respect

What pathway is currently your strength? What pathway represents a growth opportunity?

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Stop and Jot

Pathways: Intellectual Engagement

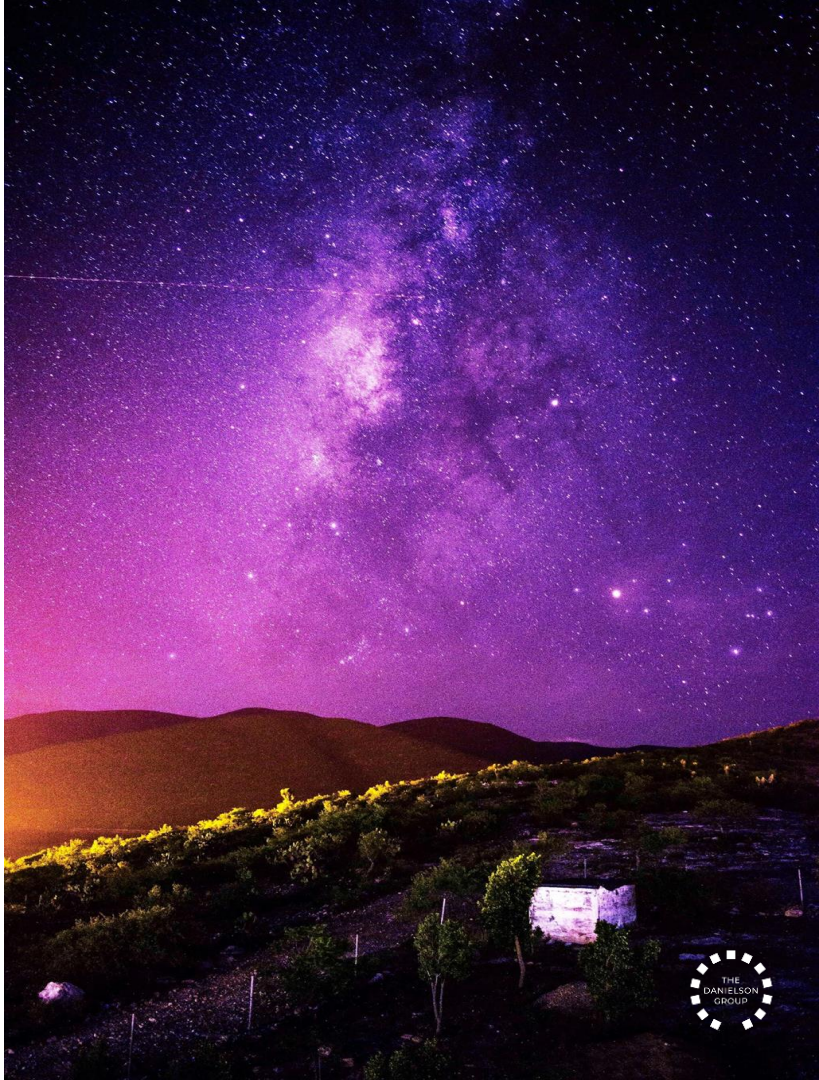
Based on your own experience, what pathways must teachers be aware of to promote or maintain intellectual engagement?

Science of Trust

High-trust actions:

- Recognize excellence
- Induce ‘challenge stress’
- Give choice in how they do their work
- Enable assignment crafting
- Intentionally build relationships
- Facilitate whole-person growth
- Show vulnerability
- Create an environment that centers learning: risk-taking, mistakes and growth.

Adapted from Source: Zak, P. (2017) : The Neuroscience Of Trust.



Relational Trust

Bryk and Schneider. (2003)

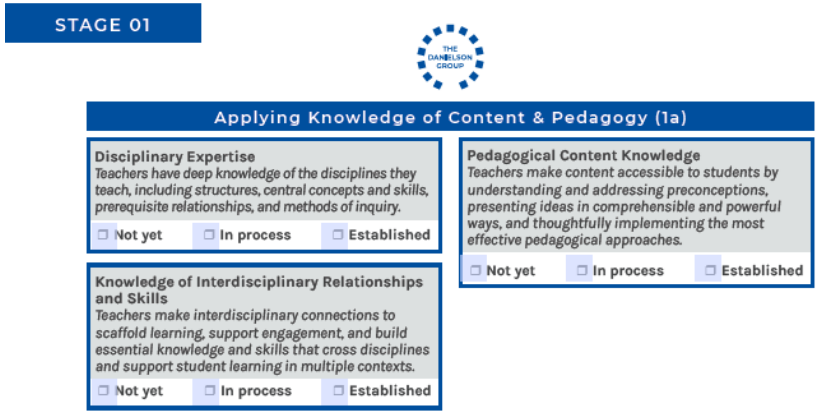
Component Study: 1a

Applying Knowledge of Content & Pedagogy

Take 4 minutes to review the self assessment on 1a.

What are some areas of strength?

What are some growth opportunities?




How does understanding
of content and pedagogy
support intellectual engagement
and deeper learning
for students?
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Pedagogical Content Knowledge 1a

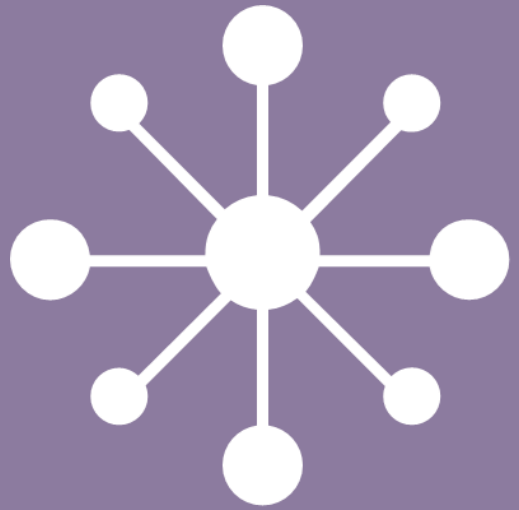
Teachers make content accessible to students by understanding and addressing preconceptions, presenting ideas in comprehensible and powerful ways, and thoughtfully implementing the most effective pedagogical approaches.

Pedagogical Content Knowledge

- ➔ Pick a topic in your discipline.
- ➔ What is a common misconceptions in understanding this topic?
- ➔ For this misconception, think of three different ways to teach the topic.
- ➔ What other cross-curricular connections might you make?

Stop and Jot

Pedagogical Content Map



What would happen if we centered and planned around student misconceptions? What would that look like in your planning contexts?

Engaging Students' Head, Heart, and Hands.

Teachers who deeply understand their content are better prepared and able to meet students where they are and scaffold their learning. Students feel may feel at times, "this is hard, but my teacher knows this and will help me grow." When students feel valued, seed and heard they develop more trusting relationships leading to increased intellectual engagement.

Theory of Action: Designing Coherent Instruction for Engagement

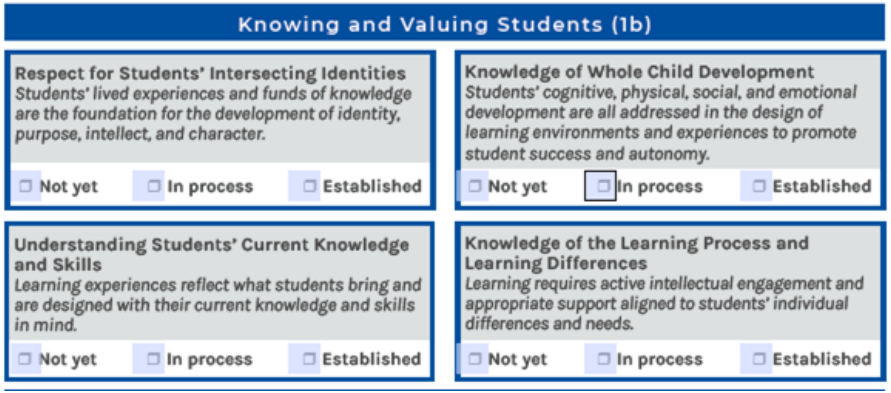
When teachers are competent in their content, know and value students, then they can design coherent instruction that leads to student intellectual engagement.

1a + 1b = 1e

Component Study: 1b

Knowing and Valuing Students

In the **Intellectual Engagement** guide self-assessment, reflect on your practices.



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1b: Knowing and Valuing Your Students

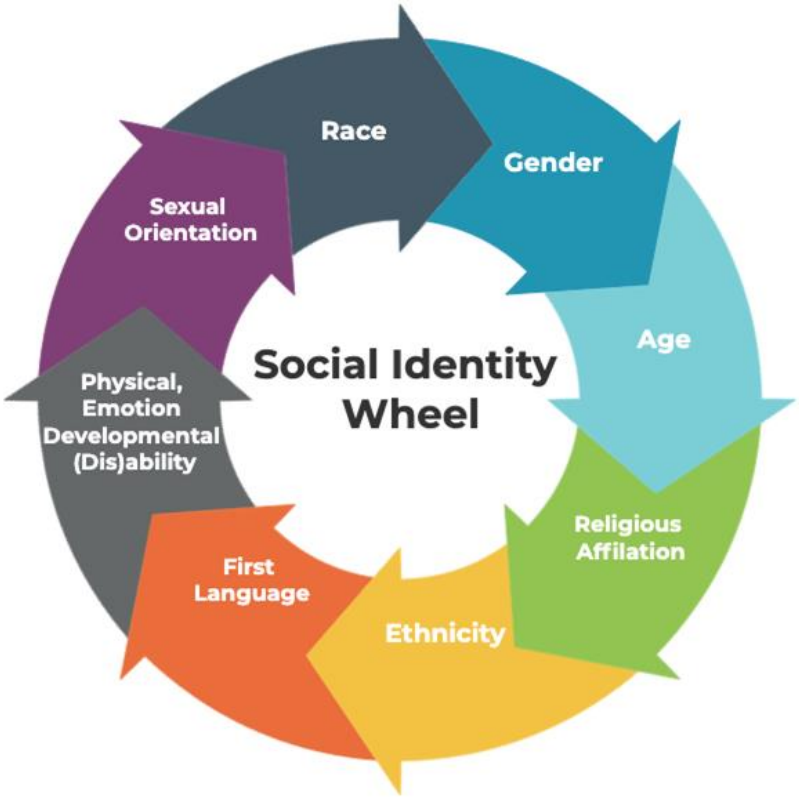
A sense of belonging is the foundation for student intellectual engagement. Knowing and valuing each of your students helps foster a culture of belonging and leads to engagement.

1b Knowing and Valuing Students

- Respect for Students' Identities
- Understanding of Students' Current Knowledge & Skills
- Knowledge of Whole Child Development
- Knowledge of the Learning Process & Learning Differences

Poll: Which aspect of knowing and valuing students do you hope to get better at this year?

Student Identity



What aspects of student identity are reflected in:

- ➔ Texts
- ➔ Interactions
- ➔ Instruction

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Observing for Component 1b

Refer to your observation tool as we watch the video.

Knowing and Valuing Students (1b)

Elements of Success	Notes and Observations *Possible examples, evidence statements, and questions*
Respect for Students' Intersecting Identities *Students' lived experiences and funds of knowledge are the foundation for the development of identity, purpose, intellect, and character.* ❒ Not yet ❒ In process ❒ Established	
Understanding Students' Current Knowledge and Skills *Learning experiences reflect what students bring and are designed with their current knowledge and skills in mind.* ❒ Not yet ❒ In process ❒ Established	
Knowledge of Whole Child Development *Students' cognitive, physical, social, and emotional development are all addressed in the design of learning environments and experiences to promote student success and autonomy.* ❒ Not yet ❒ In process ❒ Established	
Knowledge of the Learning Process and Learning Differences *Learning requires active intellectual engagement and appropriate support aligned to students' individual differences and needs.* ❒ Not yet ❒ In process ❒ Established	

Observing for Component 1b

Watch the video through the lens of the Elements of Success for Component 1b.

- **Respect for Students' Identities**
- **Understanding of the Students' Current Knowledge and Skills**
- **Knowledge of the Learning Process and Learning Differences**

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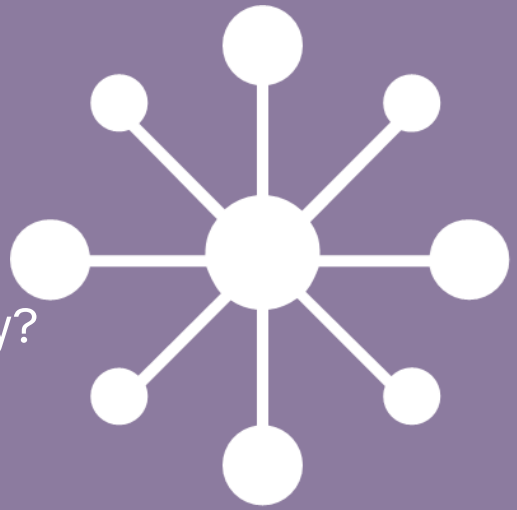
Observing for Component 1b



- Poll: Which one did you observe most frequently? Write in the chat the element of success you observed?
  - A--Respect for Students' Identities
  - B--Understanding of Students' Current Knowledge & Skills
  - C--Knowledge of Whole Child Development
  - D--Knowledge of the Learning Process & Learning Differences
- How did the teacher engage students' minds, hearts and hands?

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Theory of Action

When teachers are competent in their content, know and value students, then they can design coherent instruction that leads to student intellectual engagement.

1a + 1b = 1e

Heads, Heart, Hands

- What are some new ways to support students' total intellectual engagement, meaning their heads, heart and minds?

- What tools do you plan on utilizing more to foster intellectual engagement?

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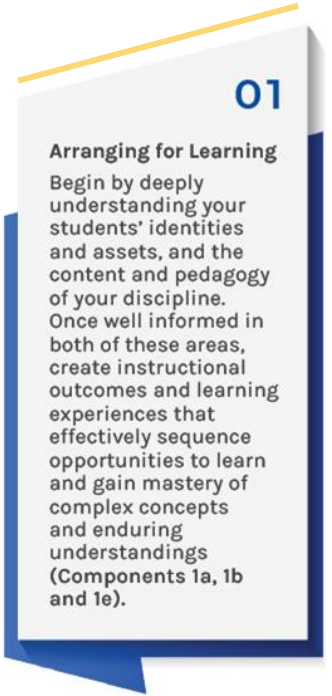
Key Takeaways - Stage 1

Educators must take time to know and value students in order to plan effectively for student intellectual engagement.

From an equity standpoint, educators must reflect create pathways for all students to succeed.

Knowledge of Content and Pedagogy broadens the possibilities for creating effective pathways for student success.

Intellectual engagement involves purposefully designing learning experiences that stimulate students cognitively, behaviorally, and emotionally.



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Stages of Intellectual Engagement

Stage 2: Facilitating Engaging Learning Environments

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