Student Engagement in the Post-Covid Era

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What is Student Engagement?

• Student engagement is a key element of a positive school climate, with a large body of research linking it to academic achievement. Students demonstrate **behavioral engagement** through actions such as consistent attendance, completing assignments, coming to class prepared, and participating in class and in school activities.

• Students are **emotionally engaged** when they like school, are interested in, and identify with school culture. Students are **cognitively engaged** when they exert effort to do well in school, which can lead to strong academic self-concept.

National Center on Safe Supportive Learning Environments
How do you keep students engaged?

**Engagement**

- **Kahoot**
  - www.kahoot.com
  - Create live quizzes/polls. Students respond live in your class

- **Google Suite**
  - https://gsuite.google.com/
  - Google docs allow for collaboration with groups of students. Google Forms can help with surveys, student responses.

*Multiple ways of engagement*
Multiple ways of representation

Representation

PDF Documents
acrobatic.adobe.com
* Accessibility (read aloud)
* Embedded Vocabulary Support (dictionary and thesaurus)

Google Translate App
https://translate.google.com
A) Text translation
B) Audio Translation
C) Visual Translation

Youtube and other video apps
www.youtube.com
A) Allow for visual representation of information
B) Captioning
Expression

Multiple ways of expression

**Flip Grid**
www.flipgrid.com
Flip Grid is a virtual classroom that can allow students multiple opportunities to express themselves and interact with others through video.

**Student Choice**
With the learning objectives in mind, allow students to choose their own technology to express their learning (creating an online video, song, etc)

Prepared by Paul Luelmo, PhD for the Project PIPELINES at San Diego State University, 2019
<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Previous Assessment</th>
<th>Revised UDL Assessment</th>
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<tbody>
<tr>
<td>Understand and explain the concept of least restrictive environment and professional perspectives about inclusion</td>
<td>You will demonstrate understanding of the major themes and topics related to least restrictive environment (LRE) and inclusion discussed in the course in a 10-page, double space essay. Consider the major focus areas of each module (historical perspective, legislation, family perspective, education, inclusion in today's schools, etc.)</td>
<td>For this open-ended and creative assignment and using Universal Design for Learning, you will demonstrate understanding of the major themes and topics related to LRE and inclusion discussed in the course. Consider the major focus areas of each module (historical perspective, legislation, family perspective, education, inclusion in today's schools, etc.) In the past, students have written essays, written poems/stories, created models, written and sung songs, drawn pictures and created videos (just to name a few).</td>
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SPECIAL EDUCATION: A GUIDE FOR AN INCLUSIVE CLASSROOM

An inclusive classroom is one that offers intellectual, emotional, and social support for all students according to their needs, sets high expectations, and explores the world from the students' perspective.

Context

LEGISLATIONS
Since 1965 several laws and legislation have been passed to make sure all children in the US can access free education. Some of the more relevant were:

1975 - Vocational Rehabilitation Act (Section 105)
1975 - Education for All Handicapped Children Act
1990 - Americans with Disability Act
2004 - IDEA Improvement Act

IDEA INDIVIDUALS WITH DISABILITIES EDUCATION ACT
Principles:
1. Free and Appropriate Public Education
2. Procedural Due Process
3. Parent and Student Involvement
4. Zero Reject (Educability for all)
5. Non-Discriminatory Evaluation
6. Least Restrictive Environment

It includes 11 categories with inclusionary and exclusionary criteria.

Classroom support

504 PLAN
Offers accommodations for students in General Education. It is NOT special education. The accommodations are changes in the environment, not in the instruction.
The purpose of 504 Plans is to remove barriers to learning.

IEP - INDIVIDUALIZES EDUCATION PROGRAM
A comprehensive document that allows students to access specialized instruction, accommodation, and related services, both inside and outside the classroom. It must include present level of performance, goals, services, and the time at which the service will be offered and for how long.

Assessment
- Accommodation: adaptations or changes to educational environments and practices.
- Modification: adaptations that change what students learn and are used with students who require more support or adjustments than accommodations can provide.

In order to determine eligibility, schools or parents can request an evaluation.
## Content standards addressed from History–Social Science for California Public Schools Kindergarten Through Grade Twelve:

<table>
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<tr>
<th>11.10</th>
<th>Students analyze the development of federal civil rights and voting rights.</th>
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<tr>
<td>11.11</td>
<td>Students analyze the major social problems and domestic policy issues in contemporary American society.</td>
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## Materials needed:
- Laptops provided by school
- Reading packets provided by teacher
- Websites provided by teacher

## Learning Objectives:
Students will learn the history and the social injustices that people with disabilities have had to and continue to face in the United States. Students will also learn about the importance of inclusion.

## Assessment of learning:
Criteria: Students will be given a short writing/typing assignment that will allow them to have more ways to show their knowledge.

## Agenda (on board):
- **Monday:** Define Special Education. Explore how people with disabilities have been treated from the 1950’s and onwards in the United States. Go over person first language.
- **Tuesday:** Discuss important legislation that have helped people with disabilities.
- **Wednesday:** Quickly go over IEPs and 504 Plans. Begin talking about the importance of family and inclusion within it.
- **Thursday:** Learn about the importance of inclusivity in society.

## Instructional Notes:
- **Monday:** The teacher will have created a slide show that condenses all the information from the Parallels in Time website, will include slides that discuss person first language with examples, and have a definition of Special Education. Students will fill in blanks in pre-printed notes as the lesson goes on.
- **Tuesday:** Students will be split into 2 groups and do a read around of packets provided by the teacher about the Education for all Handicapped Children Act (1975) and the American with Disabilities Act (1990). After this, the students will be paired with another student that researched the other act.
Final Thoughts

• Be creative!
• Allow students to be creative!
• Keep the learning objective in mind.
• Create a rubric or authentic assessment method
Student Engagement

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Associate Director, Center for Teaching & Learning
Motivational Mindsets

GROWTH
PERSONAL RELEVANCE
SENSE OF BELONGING

*Creating class environment, university climate
GPS Messaging

- Syllabus, welcome email/welcome video, first day of class
- Growth emails for struggling students
- Personal relevance folders, announcements, shares
- Sense of belonging emails
- Establish routines in messaging and active learning strategies
Growth Mindset

- Establishing growth mindset in class – transparency!
- Framing your assignments
- Request to redo
  - Revise & resubmit
  - Exam retake
- Exam wrappers
Personal Relevance

- Make connections in class – transparency!

- Connections with personal life
  - Interests, experiences,

- Connections with other classes, major, field
  - JEDI: representation, role models
Sense of Belonging

- Building community in class – transparency!

- Connections w/ (you) faculty, TAs, SI instructors, etc.
  - Regular office hours, tutoring

- Connections w/ other students
  - Discussion prompts at the beginning of class (online option)