

The following are specific teacher behaviors that increase student engagement. The behaviors are sorted according to three key components of engagement: cognitive, affective and behavioral. In many cases, these behaviors do not exclusively support just one component but instead overlap to facilitate multiple components of engagement. These lists are not exhaustive; teachers use an abundance of effective practices to engage their students. It is important for teachers to understand that there are three components of engagement and that the long term goal is to consistently instruct and interact with students using strategies across the three components.

Cognitive:

A student's beliefs about his /her competence and perceptions of teacher caring (I am capable of learning, my teacher cares for me and will support me, etc.)

- Smiles at each student
- Affirms students' attempts to answer
- Makes explicit how to do well in the classroom and in the school
- Encourages story telling and sharing of students' personal lives
- Asks questions that do not have a right or wrong answer
- Gives accurate, specific, and timely feedback
- Gives constructive feedback that identifies where students can learn, grow and do better
- Explicitly tells students that he or she cares
- Displays student work that reflects growth (not just perfect papers)
- Praises students for their hard work and extra effort
- Sets high expectations for all students and holds students accountable for meeting those expectations
- Teaches students to set goals for themselves and monitor progress towards those goals

Affective:

A student's emotions or feelings about the classroom and school (belonging, safety, attachment to teacher, etc.)

- Uses students' language (student-friendly language or popular slang)
- Laughs with students
- Shares personal stories from childhood
- Shares personal stories that reflect common human emotion: frustration, anger, joy, sadness
- Shares personal stories about the important people in his or her life
- Affirms student risk taking in answering and in completing assignments
- Uses humor or positively jokes with class
- Acknowledges when he or she makes a mistake, normalizes it and models next steps
- Displays photographs in the classroom of all students
- Exhibits fairness and respect when disciplining students
- Builds daily rituals with students
- Reads books by authors of similar race and culture to students
- Displays pictures of role models of similar race and culture to students

Behavioral:

A student's behavior or effort in the classroom (participation, effort output on an assignment, attendance, etc.)

- Uses student names in lesson examples or writing samples
- Uses specific student interests in lesson examples, text choices or writing samples
- Provides student choice
- Encourages students to talk in class
- Uses name sticks
- Incorporates Think-Pair-Shares
- Allows students a chance to teach
- Incorporates small group and cooperative work
- Uses visual aids or technology