

Co-Teaching to Maximize Student Engagement

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<http://iu12-coteaching.wikispaces.com/>



Motivation

Motivated

- When a behavior is engaged in repeatedly, it demonstrates a level of motivation to engage in that behavior.

Complain about work, but you still go

Unmotivated

- If a behavior does not occur, it demonstrates a lack of motivation to engage in that behavior.

Love to paint , but never do.



Motivation

- Students who repeatedly misbehave are more motivated to misbehave than to behave responsibly
- Students who do nothing are more motivated to do nothing than to complete the assignment



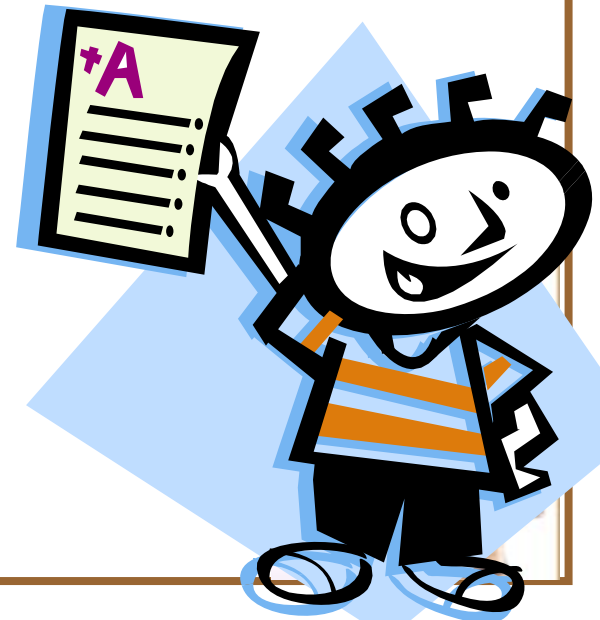
Intrinsic Motivation

- A person is intrinsically motivated when he engages in a behavior, and the pleasant consequences that occur during and/or after the behavior are “related to the essential nature of that behavior.”



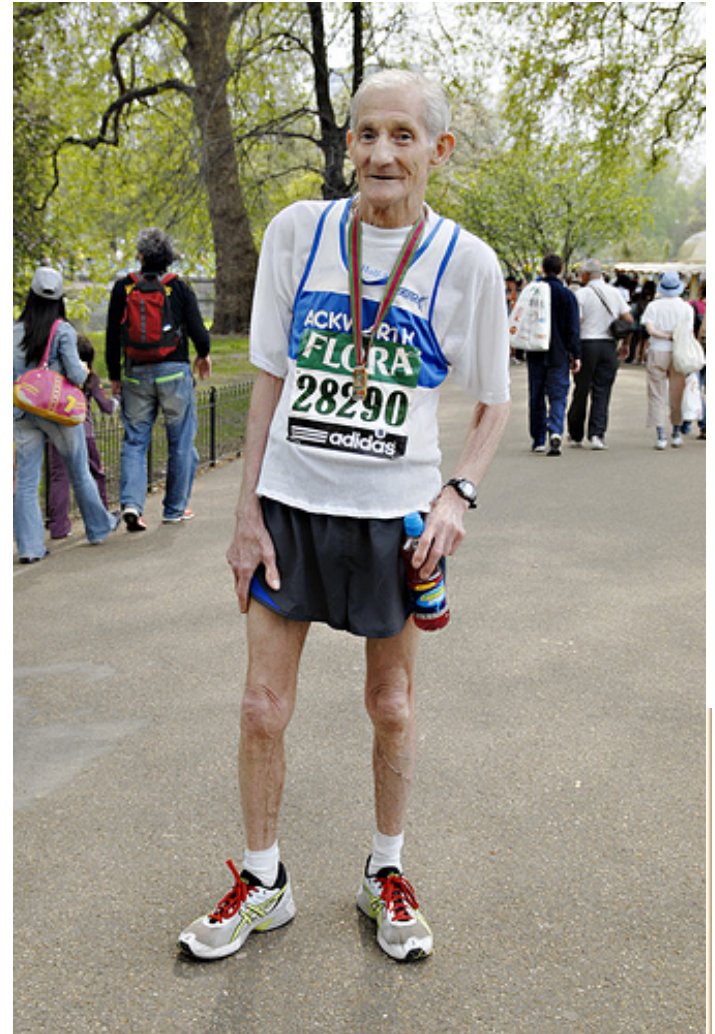
Extrinsic Motivation

When someone engages in a behavior due to pleasant consequences occurring during/after the behavior that are **not related to the essential nature of the behavior.**



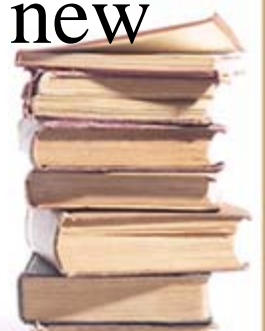
Intrinsic vs Extrinsic

- For most behaviors, motivation is a mix of both.
- Interesting lesson, positive feedback



Motivation and Proficiency

- Past success = motivated to take on new challenges
- You do what you are good at.
- Students with lots of past failures are not likely to be intrinsically motivated to engage in the behaviors necessary to learn the new skill or knowledge.



Expectancy x Value = Motivation

Feather N.T (1984)

Expectancy -the degree to which an individual expects to be successful at the task

Value – the degree to which an individual values the rewards that accompany that success



Concepts to Keep in Mind

1. Your students' behavior will tell you what they are motivated/unmotivated to do.
2. Increase motivation for desired behavior; decrease motivation for undesired behavior.
3. Use procedure that address both intrinsic and extrinsic motivation.
4. Motivation is related to expectancy of success and value of rewards.



Activating Strategies

- Activate and build prior knowledge
- Hook and Link
- Preview Vocabulary

- 1. How will activating increase expectancy or value?*
- 2. How can activating be part of co-teaching?*



Distributed Summarizing

- Techniques for formative assessment for teacher
- Students check for understanding
- Breaks up the lesson

1. How will summarizing increase expectancy or value?

2. How can summarizing be part of co-teaching?



Games

- At the beginning of a lesson to activate
 - At the end to summarize
 - As review
 - Distributed throughout lesson to increase engagement.
1. *How will games increase expectancy or value?*
 2. *How can games be part of co-teaching?*



6 Tasks to Motivate Students

Task 1: Enthusiasm

Task 2: Effective Instruction

Task 3: Non-contingent Attention

Task 4: Positive Feedback

Task 5: Intermittent Celebrations

Task 6: Ratio of Interactions



Task 1: Enthusiasm

Present the task/behaviors that you want students to engage in, in a manner that will generate enthusiasm (and intrinsic motivation) on the part of the students.

1. Explain why or how the task/behavior will be useful for students.
2. Give students a vision of what they will be able to do eventually.
3. Relate new tasks to previously learned skills
4. Rally the enthusiasm and energy of students.



Task 2: Effective Instruction

Implement effective instructional practices to keep students interested and academically engaged.

1. Teacher's presentation style
2. Actively Involving Students in Lessons –The longer we talk, the more students we lose.
3. Having clear objectives and evaluating students' progress
4. Ensuring high rates of student success



Task 2: Effective Instruction

Implement effective instructional practices to keep students interested and academically engaged.

6. Providing students with immediate performance feedback

7. Level of classroom instruction



Task 3: Non-contingent Attention

1. Greet students
2. Show an interest in students' work
3. Invite students to ask for assistance
4. Have conversation with students
5. Make a special effort to greet or talk to any student with whom you've had a recent interaction regarding a misbehavior



Task 4: Positive Feedback

Give students positive feedback in a variety of ways on their progress/success in meeting behavioral and academic goals

1. Feedback should be accurate
2. Feedback should be specific and descriptive
3. Feedback should be contingent
4. Feedback should be age-appropriate



Task 5: Intermittent Celebrations

Periodically reward both individuals and class with some kind of celebration that acknowledges their progress/success in meeting behavior and academic goals

1. “Intermittent reinforcement schedule”
2. More frequent when in the early stages of learning a new skill, improving existing skill, or a difficult task.
3. What celebration is likely to mean the most to your students



Task 6: Ratio of Interactions

Plan to interact at least three times more often with each student when he or she is behaving appropriately than when he/she is misbehaving.

When a student is starved for attention...

1. The will go to desperate lengths to get it
2. The form of attention will not matter
3. The behavior you pay most attention to is the behavior you will get more of in the future



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