

# Spotting the *ENGAGING* Framework

Excerpted from " *ENGAGING Teens in Their Own Learning: 8 Keys to Student Success*",  
Paul Vermette, Eye-on-Education, October 2008) - [pjv@niagara.edu](mailto:pjv@niagara.edu)

<b>E</b>	<b>ENTICE EFFORT AND BUILD COMMUNITY</b> Every opportunity to motivate, encourage, and support students is taken	<b>ASK:</b> How has the instructor tried to build relationships with students AND foster a sense of community in the classroom?
<b>N</b>	<b>NEGOTIATE MEANING</b> Students must develop their own understanding of important ideas; they are never expected to memorize without meaning nor are they to claim understanding without their own examination.	<b>ASK:</b> How has the instructor tried to force learners to develop their own understandings of important concepts and practices?
<b>G</b>	<b>GROUP FOR COLLABORATION</b> Students work within partnerships, showing respect for everyone and accepting the responsibility of honoring a community of learners.	<b>ASK:</b> How has the instructor used grouping to build collaboration amongst students?
<b>A</b>	<b>ACTIVE LEARNING AND AUTHENTIC ASSESSMENT</b> Learning is seen as the result of thinking and is demonstrated by (a) performance task(s). Learning is "doing" and is always visible and audible. "Tests" mean providing evidence of understanding by skilled use of ideas in a new and realistic situation.	<b>ASK:</b> How has the instructor promoted active learning and used differentiated (authentic) assessments to help learners think deeply?
<b>G</b>	<b>GRAPHIC ORGANIZERS</b> A powerful visual tool, these are used regularly to examine information, record thinking, and document relationships.	<b>ASK:</b> How has the instructor utilized graphic organizers to help students think deeply about ideas AND/OR document their own insights?
<b>I</b>	<b>INTELLIGENCE INTERVENTIONS</b> Students' efforts toward learning are enhanced through the use of multiple intelligences. Teachers and students employ a myriad of strategies, activities, and tools to maximize the learning potential in each experience.	<b>ASK:</b> How has the instructor utilized "multiple intelligences theory" and "spontaneous interventions" to promote quality work AND to make diversity a strength?
<b>N</b>	<b>NOTE MAKING</b> Note making expects students to construct and record their own ideas and keep them for further analysis/ reflection/ modification. It is in their personal thought that students make sense of (learn) the content.	<b>ASK:</b> How have students been asked to record their own thinking and to personalize their understanding during class time AND during reading assignments?
<b>G</b>	<b>GRADE WISELY</b> The teacher's grading policy should work to get the maximum number of students to try their best (most frequently) and should lead to a sense of community within the class. Teachers must "adapt" for individual differences far more than has been done in the past.	<b>ASK:</b> How has this instructor's grading policy contributed to student motivation, students' sense of accomplishment, student level of interest and a sense of community?