

# Applying the Trifecta of Engagement

by Dr. Patricia Dickenson

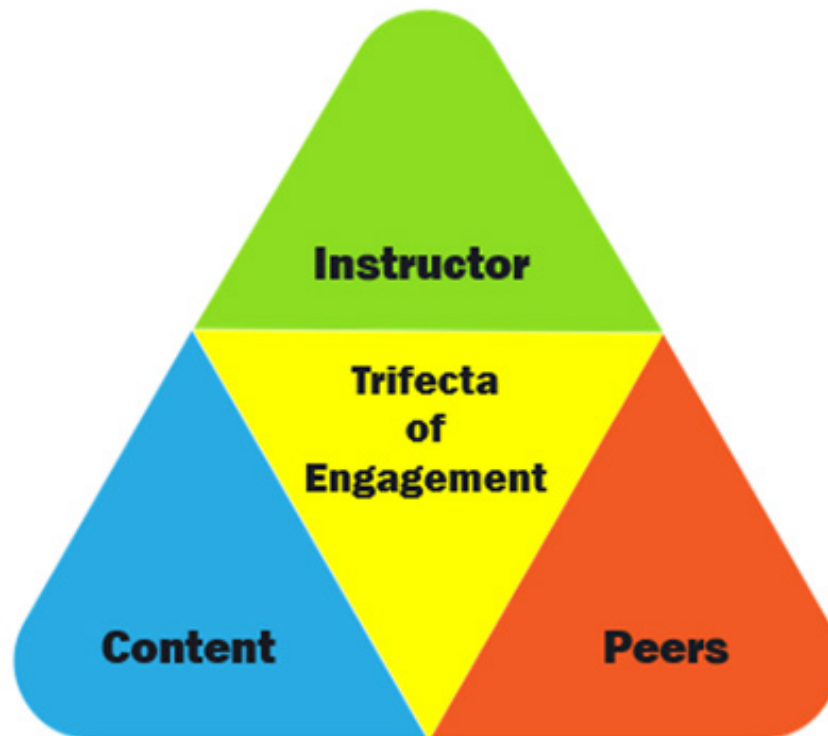


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Dr. Dickenson participated in the Enhanced Teaching & Learning Strategies Faculty Development program that consisted of online teaching practices using tools in Blackboard to engage students.

This program presents teaching strategies using the Trifecta of Engagement framework to (1) engage students with content, (2) engage students with peers, and (3) engage students with their instructor.

Faculty provide evidence of how they applied the Trifecta of Engagement when teaching a real course.



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## Engaging Students with Content

Dr. Dickenson had her students create video lessons to teach the content to each other and demonstrate their teaching strategies. Here are some example videos her students created:

[Example 1](#)

[Example 2](#)

[Example 3](#)

[Example 4](#)

## Engaging Students with Students

Students engaged with each other in a discussion board after viewing each other's videos.

### **Week Four Discussion 4B: Peers Screencast**

Enabled: Statistics Tracking

Threaded discussion of other peers screencast. In the discussion board post your screencast. Provide feedback to at least 2 of your p

To answer this particular question, click the link above. Once you are in the forum, click the "Create Thread" button to view the questi



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## Engaging Students with Instructor

Dr. Dickenson developed a rubric to assess her student work and provide personalized feedback.

## Classroom Observation Rubric

(4) Integrating/Innovative- The candidate provides clear, consistent, and convincing evidence demonstrating the competency or competencies. Candidate's practices demonstrate a preponderance of appropriate, relevant, accurate, and clear or detailed evidence. (3) Applying- The candidate provides clear evidence demonstrating competency or competencies. Candidate's practices demonstrates a preponderance of appropriate, relevant, or accurate evidence. (2) Emerging- The candidate provides partial evidence demonstrating the competency or competencies. Candidate's practices demonstrate a preponderance of minimal, limited, cursory, inconsistent, and/or ambiguous evidence. (1) Beginning- The candidate provides little or no evidence demonstrating competency or competencies. Candidate's practices demonstrate a preponderance of inappropriate, irrelevant, inaccurate, or missing evidence. (0) Unacceptable- The candidate did not meet the assignment requirements.

Criteria	Integrating/Innovative	Applying	Emerging
Pre-Observation Dtat	2 points Comprehensive and clear description of pre-observation information. (Classroom structure, demographics, etc.)	1.5 points Clear description of pre-observation information.	1 point Description of pre-observation information.
Observation	4 points Comprehensive and clear description of teacher and student behaviors that meet the Standards for Mathematical Practice.	3 points Clear description of teacher and student behaviors that meet the Standards for Mathematical Practice.	2 points Description of teacher and student behaviors that meet the Standards for Mathematical Practice.



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<b>Post Observation Reflection</b>	<b>3 points</b> Comprehensive and clear reflection of observation, detailed description of students' strengths and challenges. Specific recommendations for improving the learning environment.	<b>2.25 points</b> Clear reflection of observation. Description of strengths and challenges. General recommendations for improving the learning environment.	<b>1.5 points</b> Limited reflection of observation. Limited descriptions of strengths and challenges. Limited recommendations for improving the learning environment.
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