Induction Seminar #1

Engaging ALL Students

Participant Packet
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What is the most important instructional practice you can bring to your classroom?

What makes this so important?

Enter your response below.
Outcomes

- I can reflect on my teaching practice in order to find areas of strength and areas for growth.
- I can articulate the importance of an engaging school experience.
- I can plan for strategies to engage students.

Professional Practice Rubric: DPI Framework for Teaching

Domain 2: The Classroom Environment

Component 2a: Creating a Classroom Environment of Respect and Rapport

- Teacher interactions with students, including both words and actions
- Student interactions with other students, including both words and actions

2a Indicators:

- Respectful talk, active listening, and turn-taking
- Acknowledgment of students' backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students
- Physical proximity
- Politeness and encouragement
- Fairness

Component 2b: Establishing a Culture for Learning

- Importance of the content and of learning
- Expectations for learning and achievement
- Student pride in work
2b Indicators:

- Belief in the value of what is being learned
- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
- Expectation of high-quality work on the part of students
- Expectation and recognition of effort and persistence on the part of students
- High expectations for expression and work products

Component 2d: Managing Classroom Behavior

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

2d indicators:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Absence of misbehavior
- Reinforcement of positive behavior

Instruction Domain:

Component 3c: Engaging Students in Learning

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing
3c Indicators:

- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively “working,” rather than watching while their teacher “works”
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

Professional Practice Rubric: CESA 6 Effectiveness Project

Standard 3: Instructional Delivery:

- Indicator 3.1 Engages and maintains students in active learning (e.g., student collaboration, small group instruction, real world applications, project-based learning).
- Indicator 3.3 Uses a variety of effective instructional strategies.

Standard 5: Learning Environment:

- Indicator 5.1 Establishes and maintains effective routines and procedures.
- Indicator 5.3 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
Boxing Protocol: Defining Equity

My Definition of Equity
### Think-Tac-Toe*

<table>
<thead>
<tr>
<th><strong>Group Work</strong></th>
<th><strong>Engaging Families</strong></th>
<th><strong>Using Protocols</strong></th>
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<tbody>
<tr>
<td>Is one of your &quot;stretches&quot; in the area of group work? What potential roadblocks can you plan for proactively?</td>
<td>Engaging Families helps reinforce student engagement. <a href="https://www.edutopia.org/blog/engaging-families-learning">Edutopia provides specific strategies to help families engage in their student’s learning</a>. Bonus—Parent teacher conference tips can be found here.</td>
<td>Protocols offer opportunities to engage in critical thinking. Participants reflect on and describe ideas, ask and answer strategic questions, and gain differing perspectives and new insights. A protocol creates a structure that makes it safe to ask challenging questions of each other and ensures that there is equity of voice. These <a href="https://www.edutopia.org/blog/engaging-families-learning">videos</a> demonstrate practices currently in use in real classrooms!</td>
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<tr>
<th><strong>Supporting ALL Learners</strong></th>
<th><strong>Working on the Work (WOW) resources</strong></th>
<th><strong>Promoting Excellence for All</strong></th>
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<tbody>
<tr>
<td>It can be challenging to meet the needs of every student in your classroom. Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn. <a href="https://www.cast.org/udl-guidelines">The UDL Guidelines</a> ensure that all learners can access and participate in meaningful, challenging learning opportunities.</td>
<td>The DPI Educator Effectiveness System Professional Development series offers a <a href="https://www.dpi.wisconsin.gov/education-development/educator-effectiveness-system">Quick Learn Library</a> of strategies to engage students. Use the sort feature to zero in on teaching strategies.</td>
<td>DPI <a href="https://www.dpi.wisconsin.gov/education-development/promoting-excellence-for-all">Promoting Excellence for All</a> presents professional learning resources and instructional strategies to engage students and families.</td>
</tr>
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<tr>
<th><strong>Building Strong Class Culture All Year Long</strong></th>
<th><strong>Teaching Tolerance</strong></th>
<th><strong>DPI WISELearn</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Read this <a href="https://www.teachingchannel.org/blog">Teaching Channel blog</a> (complete with links to strategies) about building a strong year-long class culture.</td>
<td>Discover strategies and professional development options that support engagement through practices that respect and honor individual identities.</td>
<td>DPI offers a library of resources to <a href="https://www.dpi.wisconsin.gov/education-development/wiselearn">include engagement strategies</a>. This set of resources is curated by educators across the state.</td>
</tr>
</tbody>
</table>

* See page 11 for a full list of Think-Tac-Toe resources, including all web links.
Protocols in the Self-Managed Classroom (excerpt)

Good classroom management practice comes under many names: “the orderly classroom,” “the rigorous classroom,” or “the focused classroom.” We invite you to think of it as “the self-managed classroom.” By using the term “self-managed,” we don’t mean to imply that classrooms will run themselves or that students don’t need the authority and support of their teachers—academically and behaviorally. Rather, self-management is an ethos and a belief system that permeates the classroom and says that students have the power, within themselves, to make wise choices that best serve them as learners and people and maintain a respectful classroom culture. Self-discipline is the end goal of all management structures. Students and teachers in the self-managed classroom are people who have self-knowledge, self-compassion, and self-control.

What Does the Self-Managed Classroom Look Like?

Self-managed classrooms share basic characteristics. These characteristics are rooted strongly in high behavioral and academic expectations, which then in turn positively reinforce and support each other.

A self-managed classroom is respectful.

Respect is the bottom line for all academic and social interactions in the classroom. The teacher explicitly leads and models for students an unwavering disposition of respect in the way she interacts with the class and with her colleagues. Students are held to impeccable standards of respect toward each other and toward adults. Norms for respectful communication are set, modeled, and enforced without compromise. Students are not simply directed to “be respectful,” however. They discuss respect every day; they hold themselves and each other accountable for respectful behavior. They are considered partners in the learning process, deserving the respect and expectations given to adults: engagement, support, and accountability. As a result, students feel safe and trust one another.

A self-managed classroom is active.

In a self-managed classroom, students and teachers prioritize participation. All students contribute to the learning experience and are held accountable for that contribution. Multiple means for that contribution are evident, honoring different learning styles, strengths, physical activity, and development. Self-managed classrooms help students learn about their own social and academic strengths and contribute to the class in significant and varied ways. Students and teachers shift through multiple configurations of learning (whole-class lessons, group work, independent research, guided work) with grace and speed, with the ultimate goal of student independence in mind. Self-managed classrooms are silent and still at times, when that fits the nature of the work. Students can sit up straight, when needed, following the speaker with
attention and courtesy. At other times, self-managed classrooms are alive with movement and a productive “buzz” of discussion, problem-solving, critique, and creation when the work demands activity and collaboration. Like a real-world workplace, the classroom is often busy with a range of focused and productive independent and group work.

A self-managed classroom is collaborative.

A self-managed classroom is committed to collaborative, social construction of knowledge—a community of learners pushing each other’s thinking and building each other’s understanding—in whole-class discussion and work, in small-group work, and in paired work. Students are impelled and compelled to share their ideas and understanding with different groups and analyze and critique each other’s ideas. Students often take leadership roles in classroom discussions and protocols, particularly at the secondary level. Students work together to maintain a classroom climate that is physically and emotionally safe and positive; keep their classroom space neat and organized; and produce high-quality individual and group work. They have individual and collective responsibility for the quality of the classroom culture and learning. It is not just the teacher’s responsibility—it is everyone’s shared responsibility.

A self-managed classroom is growth-oriented.

In a self-managed classroom, making mistakes is part of the territory. In fact, students and teachers understand that error is not only normal but a necessary sign that learning is occurring. To that end, students demonstrate, analyze, and celebrate academic courage—taking risks to speak up in class, ask questions, pose ideas, and try out new concepts and vocabulary. They are not afraid or embarrassed to show they care about learning. They understand and discuss the concept of growth mindset—that practice makes you stronger, that engaging in harder work and more challenging problems “grows your brain.” They thrive on embedded cycles of practice, feedback, and documented growth in academics, communication, routines, and procedures.

Effective Management Is Built on Relationships

Whether the students you work with are a group of 25 second-graders who spend most of the day with you, or 125 ninth- and tenth-graders who see you for 50-minute periods, every student wants to be known and valued—by you as teacher and by their peers. The better you know your students, the more effective you can be. It is possible to keep all students “in line” and “well-behaved” without knowing them well, through stern and rigid, or entertaining and clever, teacher-centered lessons. It is even possible to keep students engaged much of the time through ritualized practices that keep eyes on you as teacher and keep things moving quickly. But to build a self-managed classroom where students are engaged, self-motivated, and self-disciplined while working actively and collaboratively, fostering good relationships with those students is the foundation of success.
Classroom management often breaks down when a student is struggling academically, socially, or emotionally. If you have built trust with that student, you have a foundation to intervene, subtly or demonstrably, to support and redirect him or her. It is especially important to be able to cite specific positive attributes of students when working with them—especially in times of problems—so that there can be a genuine basis for your faith in them to succeed. This doesn’t guarantee an easy solution, but without this foundation, there is little to build on to help the student grow.

Knowing students well and explicitly teaching skills and protocols needed for self-directed classroom management are commonly understood to be central parts of the job of primary and elementary teachers. In contrast, many secondary teachers feel that they were hired to teach a subject (e.g., math or history) and not to spend time getting to know students personally, to explicitly help students become stronger in social skills and behavior, and to practice and establish classroom routines.

We believe that secondary teachers will be much more effective when they become “teachers of students” rather than simply “teachers of content.” Long after students may have forgotten historical names and dates they learned in class (which they will access online), they will flourish in college history classes and in life if their history teacher has imbued them with the life skills to be resilient, incisive thinkers and researchers; to have courage and integrity in expressing and critiquing ideas orally and in writing; and to be an effective, collaborative worker.

The Relationship between Classroom Management and Student Engagement and Motivation

We believe that the best management tool is creating engaged and motivated students. When schoolwork is personally meaningful, is appropriately challenging, and invites creative and critical thinking, it brings out the best in student behavior. The same group of students who may be considered “behavior problems” or “unfocused” in one classroom may be “model students” in another classroom where the work is compelling. On the flip side, effective classroom management also creates the conditions that allow all students to engage in their academics. The structures and strategies in this article are not meant to be a magical solution to problems caused by a curriculum that does not respect the capacity and imagination of students. Rather, they are designed to be joined with respectful and challenging work.

We also believe that classroom management is most successful when students are motivated to be their best selves. This is most effective when students are motivated primarily not by compliance to rules (although compliance is necessary) or by external rewards and tracking systems (although for some situations or students, those may be helpful). The most effective management comes when students are motivated primarily by their aspiration to be good and positive members of a classroom community that they respect and value. The most powerful engagement and motivation is not created by clever structures. It is created by a sense of belonging to a positive academic community. It is useful to think of “engagement” as the fulfillment of three conditions. These conditions are rooted in the psychological research on intrinsic motivation by Ed Deci and Richard Ryan (1995), and cited by such thinkers as Daniel Pink (2011). Students are fully engaged when these three conditions are satisfied:
• A sense of competence *(I can succeed here)*
• A sense of community *(I belong here)*
• A sense of choice *(I am trusted to make wise choices here)*

It’s easy to see where this approach to classroom management is different. Traditionally, classroom management conceives of students as agents to be guided and controlled for the smooth, orderly operation of a school. Management is something done *to* students. While we recognize the essential need for adult guidance, the self-managed classroom is also created *with* students, promoting self-discipline and self-guidance, and thrives in classroom and school cultures that promote a sense of competence, community, and choice where students can become their best selves.

**Self-Managed Classrooms and the Common Core State Standards**

The way a teacher chooses to structure and run her classroom sends powerful messages to her students about their capacity and responsibility, and helps define the nature of the learning process. When management structures align with the higher cognitive demand of the Common Core State Standards—demanding individual responsibility and independence, critical thinking, and collaborative work—then students can thrive in a coherent academic culture that promotes real-world skills. In simple terms: the classroom can promote college, career, and civic readiness through responsible self-management, rather than constrain student growth in a classroom that is exclusively teacher-driven and compliance-based.

When a teacher succeeds in sending messages that support the highest aims of the Common Core, a synergy results that makes the Common Core not only meaningful and accessible but attainable. In this way, both classroom instruction and classroom management can and should be aligned to the Common Core.

Consider these seven descriptors of college- and career-ready students, from the *Introduction of the Common Core ELA Standards*.

• They demonstrate independence
• They build strong content knowledge
• They respond to the varying demands of audience, task, purpose, and discipline
• They comprehend as well as critique
• They value evidence
• They use technology and digital media strategically and capably
• They come to understand other perspectives and cultures

Our experience has taught us that a self-managed classroom—one that is respectful, active, collaborative, and growth-oriented—is one where this vision of a college- and career-ready student not only lives but thrives. Consider also that many of the standards themselves require
that students work collaboratively, making management strategies for an active classroom a key ingredient for success. What follows are two examples from the Common Core speaking and listening anchor standards:

- **Speaking and Listening Anchor Standard SL.1**: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

- **Speaking and Listening Anchor Standard SL.3**: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Excerpt from: Management in the Active Classroom, Part 2: Protocols in the Self-Managed Classroom (Expeditionary Learning, 2014).
http://www.standardsinstitutes.org/sites/default/files/material/2.protocols_in_the_self_managed_classroom_establishing_the_active_classroom_el_2015.pdf
Individual Challenge Action Plan (ICAP)

What changes in my own practice do I want to make?

Enter your response:

How will I initiate this change?

Enter your response:

What supports do I need to be successful?

Enter your response:

How will I know if I’ve made progress?

What evidence will I review? How will I document my own growth? Improvements in student learning?

Enter your response:

Adapted from the I-MAP by Debbie Bambino – National School Reform Faculty
# Resource List

## Participant Packet Resources


## Think-Tac-Toe Resources


EL Education. Collaborative Culture: Group work. Retrieved from: https://eleducation.org/resources/collaborative-culture-group-work


WI Department of Public Instruction. EDS Working on the Work, Quick Learn Library. Retrieved from: https://dpi.wi.gov/ee/wow/wow-resources/quick-learn-library
## Feedback Form

Put a check mark in the column that most closely applies to your training experience.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>I have a better understanding of engagement practices.</td>
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<tr>
<td>I have a better understanding of what proficient/effective practice looks like in related components/indicators of the professional practice rubric.</td>
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<td>I feel I am better prepared to address the expectations of my teaching assignment because of this training.</td>
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<tr>
<td>I have confidence I can apply my learning to my practice.</td>
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<td>The trainer(s) was knowledgeable in the training content.</td>
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<td>The time provided for activities and discussion was appropriate.</td>
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<td>Training norms were established and supported.</td>
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<tr>
<td>The training supported my adult learning needs.</td>
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Additional Feedback: