Induction Seminar #1

Engaging ALL Students
Part 1: Getting Started
As a learner, what instructional practice is/was most effective for you?

What would you identify as the most important instructional practice you can bring to your classroom?

What makes this so important?
1. Share with a partner

2. Introduce your partner to the larger group:
   - Name
   - Preferred pronouns
   - District
   - Teaching position
   - The instructional practice they identified as most important
The Importance of Engagement

Domain 1: Planning and Preparation
1a Demonstrating Knowledge of Content and Pedagogy
1b Demonstrating Knowledge of Students
1c Setting Instructional Outcomes
1d Demonstrating Knowledge of Resources
1e Designing Coherent Instruction
1f Designing Student Assessments

Domain 2: Classroom Environment
2a Creating an Environment of Respect and Rapport
2b Establishing a Culture for Learning
2c Managing Classroom Procedures
2d Managing Student Behavior
2e Organizing Physical Space

Domain 3: Instruction
3a Communicating with Students
3b Using Questioning and Discussion Techniques
3c Engaging Students in Learning
3d Using Assessment in Instruction
3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities
4a Reflecting on Teaching
4b Maintaining Accurate Records
4c Communicating with Families
4d Participating in the Professional Community
4e Growing and Developing Professionally
4f Showing Professionalism

Engagement is the heart of the framework.
## DPI Model: Danielson Framework for Teaching

### Levels of Performance

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning tasks/activities and materials require only recall or have a single correct response or method.</td>
<td>Learning tasks are a mix of those requiring thinking and those requiring recall.</td>
<td>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</td>
<td>Lesson activities require high-level student thinking and explanations of their thinking.</td>
<td></td>
</tr>
<tr>
<td>Few students are intellectually engaged in the lesson.</td>
<td>Some students are intellectually engaged in the lesson.</td>
<td>Most students are intellectually engaged in the lesson.</td>
<td>Virtually all students are intellectually engaged in the lesson.</td>
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Effectiveness Project Standards

Performance Indicators

3.1 Engages and maintains students in active learning (e.g., student collaboration, small group instruction, real world applications, project based learning).

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Effective</th>
<th>Developing / NI</th>
<th>Unacceptable</th>
</tr>
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</tr>
</tbody>
</table>
1. What does student engagement look like? What does it sound like?

2. If we focused time and attention on these components/indicators, what other components/indicators might be impacted?
Seminar Outcomes

1. I can reflect on my teaching practice in order to find areas of strength and areas for growth.

2. I can articulate the importance of an engaging school experience.

3. I can plan for strategies to engage students.
Today:

- Utilize the Connector
- Recognize importance of equitable opportunity
- Examine student engagement
- Consider proactive classroom management
- Reflect and close
Community Agreements Matter

- We can’t achieve our vision in a hostile, disrespectful, or undermining group culture.
- Critical conversations are sometimes emotional—emotional safety and trust are required.
- Our relationships with each other model for students how human relationships should be and what shapes school culture.
- Healthy school and classroom culture is key to personal sustainability.
Part 2: Learning
Instructional Focus: DPI model

Domain 2: Classroom Environment
- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
  - 2d Managing Student Behavior
  - 2e Organizing Physical Space

Domain 3: Instruction
- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
  - 3d Using Assessment in Instruction
  - 3e Demonstrating Flexibility and Responsiveness
Standard 3: Instructional Delivery
3.1 Engages and maintains students in active learning (e.g., student collaboration, small group instruction, real world applications, project based learning).
3.2 Builds upon students’ existing knowledge and skills.
3.3 Uses a variety of effective instructional strategies.
3.4 Uses materials, technology, and resources to enhance student learning.
3.5 Differentiates and paces instruction to meet students’ needs.
3.6 Reinforces learning goals consistently throughout the lesson.
3.7 Communicates clearly and checks for understanding (e.g., multiple levels of questioning).

Standard 5: Learning Environment
5.1 Establishes and maintains effective routines and procedures.
5.2 Creates and maintains a safe physical setting.
5.3 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
5.4 Promotes respectful interactions that challenge and engage all students within the learning environment.
5.5 Creates an environment that is academically appropriate, stimulating, and challenging.
5.6 Encourages student participation, inquiry, and intellectual risk-taking.
5.7 Respects and promotes the appreciation of diversity.
5.8 Uses a balance of effective verbal, nonverbal, and digital communication tools to foster a positive, culturally inclusive learning environment.
reflection

/reˈflektʃ(ə)n/

Noun

The practice of studying your own experiences to improve the way you work.
Activity 1: Boxing Protocol

What is your definition of equity?
Elements that contribute to an engaging school experience:

• Grade-appropriate assignments
• Strong instruction
• Teachers who hold high expectations
• Deep engagement

“Students of color, those from low-income families, English Learners and students with mild to moderate disabilities have even less access to these resources than their peers.”

~The Opportunity Myth, p.4
Students reported experiencing engaging school experiences only 55% of the time.

- The underlying reason: Low expectations.
- Students in classrooms with higher levels of engagement gained **2.5 months of additional learning** in comparison to their peers in classrooms with lower levels of engagement.
- The gap in achievement is directly related to what we provide!
Percent of time students have access to grade level work:

- White 34%
- Students of Color 22%
- English Learners 20%
Boxing Protocol Part 2: Opportunity Myth

• Revisit your definition of equity.
• How has information related to opportunity and gaps shaped your thinking?
• Add information that has expanded or shaped your definition of equity to the middle box.
Boxing Protocol Part 3: **Self-Selected Learning**

- Explore 1-2 resources from *Think-Tac-Toe (page 6)*.
- As you encounter information that adds to and/or shapes your definition of equity, record it in the outer box.
- Be ready to share with your thoughts with your table group and/or the full group.
Educational equity means that every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income.
• How does student engagement relate to classroom management?
“When you plant lettuce, if it does not grow well, you don’t blame the lettuce. You look into reasons it is not growing well. It may need fertilizer, or more water, or less sun. You never blame the lettuce.”

—Thich Nhat Hanh
The Relationship Between Engagement & Management

Read the excerpt:

*Protocols in the Self-Managed Classroom.*

As you read, note connections to your own practice, and consider next steps and/or actions.
The Self-Managed Classroom

The classroom is a community in relation to the larger world.

All individual selves are honored and respected.

Students and teachers are independent and self-regulated.

The Self-Managed Classroom:
Respectful, Active, Collaborative, Growth-Oriented

Closing
Revisit Outcomes

1. I can reflect on my teaching practice in order to find areas of strength and areas for growth.
2. I can articulate the importance of an engaging school experience.
3. I can plan for strategies to engage students.
Reflect on and commit to the application of your learning.

Today’s exploration included:

- Student engagement
- Defining equity
- Classroom management
Additional information may be found online:
Wisconsin Department of Public Instruction: Educator Development & Support (https://dpi.wi.gov/educator-development-support)