

Induction Seminar #1

# Engaging ALL Students



# Facilitator Guide



# Induction Seminar #1: Engaging ALL Students

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Questions regarding this Beginning Teacher Support Seminar may be directed to the DPI Licensing, Educator Advancement and Development Team.

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Wisconsin Department of Public Instruction



Beginning Teacher Support Series

Induction Seminar 1: Engaging ALL Students

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## Beginning Teacher Support Seminar 1: Engaging ALL Students

### Introduction

#### WHAT is this?

This professional development resource is included in DPI's Induction Essentials resource library. There are three seminars in this series. This is first in the series of beginning teacher (ongoing orientation) seminars available to districts to support local efforts in meeting PI 34 requirements, which require districts to provide "ongoing orientation" to beginning educators. Comprehensive induction programs include professional learning within learning communities for beginning teachers that is guided by research, teaching and content standards, district instructional priorities, and the developmental needs of beginning teachers to advance quality instruction and the learning of every student. ([NTC Teacher Induction Program Standards, 2018](#)).

#### WHY has it been produced?

[Wis. Admin. Code sec. PI 34.040 \(5\)\(a\)](#) requires districts to provide ongoing orientation and support that is collaboratively developed by teachers, administrators, and other school district stakeholders.

#### HOW might this seminar be used?

Mentors and professional development leaders can use this resource to provide ongoing, timely professional development that is aligned with the Wisconsin Educator Effectiveness System (EE) timeline.

#### WHO is the intended audience?

This professional development series is designed for teachers serving in their first three years of teaching. DPI developed these resources to ensure that ongoing professional development is available to beginning teachers statewide.

#### HOW much time will be needed?

Allow two hours and thirty minutes to facilitate Seminar 1. The approximate time requirement of each section is provided at the start of the section. Facilitators may divide the material and present it in segments as appropriate to their context.

#### WHAT are the intended 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.*



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- *I can plan for strategies to engage students.*

### Preparing to Facilitate

Review this guide thoroughly prior to facilitating a group. Take note of key messages and anticipate EE System, model-specific modifications, and/or common questions in advance of the training.

Using this guide:

- Instructions for facilitating the seminar are identified by use of the words “Facilitator Instructions.”
- Facilitator talking points are identified by use of the word “*Script*” in italics.
- Facilitators are welcome to use the script language as written or rephrase to incorporate personal style, as long as the integrity of the content is maintained.

#### Facilitators will need the following:

- This Facilitator Guide
- [The Induction Seminar #1 slide deck](#) (PDF) - To present, select “View” > “Full Screen Mode” and use the arrow to move through slides.
- [Induction Seminar #1 Participant Packet](#) (PDF)
- [Developing Community Agreements](#) (PDF)
- Large chart paper and markers

#### Participants will need the following:

- Access to the internet
- A full copy of the applicable professional practice rubrics (you may request that participants bring the appropriate rubric to the training, or provide opportunity within the seminar for participants to access the full document. See below:
  - [DPI Model: Danielson Framework for Teaching](#)
  - [DPI Model: Pupil Services and Specialists](#)
  - [CESA 6 \(PDF\): Effectiveness Project \(EP\) Standards](#)
- Access to the *Opportunity Myth Executive Summary*. This can be accessed electronically, or provided in print for participants.

#### Preparation Prior to the training:

- Download and print the Participant Packet.
- Pre-read [Opportunity Myth Executive Summary](#) (key elements are presented in the seminar, and participants will be asked to read and respond to the report).



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- Arrange the room to accommodate both partner and group discussion.
- Confirm internet access for all participants and test all web links (the seminar relies heavily on web-based materials).
- Review all related resources.
- Communicate the start/end times and materials required for the seminar to all participants.

## Part 1: Getting Started

Estimated time: 30 min

**Rationale:** The *Getting Started* section of the seminar is important for setting the tone and building trust among the participants. Connecting participants to the learning at the start of the seminar (slide 3, Connector) provides grounding for the work and taps into their prior knowledge. Participant information within the Connector helps facilitators get to know the participants and highlights prior knowledge, misconceptions, and potential adjustments needed to meet their needs.

| Slide#/Title                       | Facilitator Instructions and Script  |
|------------------------------------|--|
| 1<br>Title Slide                   | <b>Facilitator Instructions:</b> Welcome participants and thank them for their participation.  |
| 2<br>Part I:<br>Getting<br>Started | <b>Script:</b> <i>There are three parts to this seminar. We will start with some introductions, housekeeping, and foreshadowing, followed by a standards-based learning section. We will close with reflection and feedback.</i>   |
| 3<br>Connector                     | <p><b>Rationale:</b> Participants will be exploring the language of the professional practice rubrics in detail during this seminar. The connector offers a chance for them to consider practices they've tried, observed, or have been exposed to as a learner that were either engaging for them as learners, or might have already proven important and/or successful for them in their classrooms. The purpose of this approach is to gauge their understanding of important strategies, to generate a diverse list of strategies to connect and refer to, and to allow them to make relevant connections to prior knowledge.</p> <p><b>Script:</b> <i>As a beginning teacher, you must continually learn and practice your craft while attending to a multitude of other responsibilities at the same time. With so much to learn and know, how do you decide where your time and energy might be best spent?</i></p> |



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| Slide#/Title                              | Facilitator Instructions and Script  |
|---|--|
|   | <p><i>Reflect on the question posed on this slide. "What do you think is the most important instructional practice you can bring to your classroom? What makes this so important?" Record your thoughts on page 1, the Connector, in your Participant Packet.</i></p> <p><b>Facilitator Instructions:</b> Provide approximately 3-5 minutes for participants to consider effective practices and identify one that they feel is important. Call for everyone's attention when time is up and move into introductions.</p>  |
| <p><b>4</b><br/>Partner Introductions</p> | <p><b>Script:</b> <i>We will go around the room for introductions. Please turn and introduce yourself to an elbow partner. Share your name, preferred pronouns, district, teaching position, and the instructional practice that you've identified as important for students. Be prepared to introduce your partner to the larger group.</i></p> <p><b>Facilitator Instructions:</b> Have materials at hand (large chart paper and markers) to record participant responses. Select one participant to begin introductions.</p> <p>Using a whip-around approach, ask participants to introduce their partner to the larger group, and identify one key practice they discussed. Record the practices they share on the chart paper. If strategies are duplicated, add tally marks next to the statement. You will return to the chart later in this seminar.</p> <p>When introductions conclude, thank participants for sharing and note the frequency with which the practices were selected.</p> <p><b>Script:</b> <i>Let's review the list of practices we've just generated. These practices may come from our own experiences as learners, or those that have proved successful for us in our classrooms. We gravitate to the familiar, whether it's from our own experiences as a learner or because we've had success with a particular strategy. It's important to stick with what works! However, what works for us as learners, may not work for other learners.</i></p> <p><i>In order to engage with all learners in our classrooms, we sometimes have to consciously step outside of our comfort zones, and try the unfamiliar. In the last activity today, you will have a chance to explore different engagement strategies during our time together today.</i></p> <p><b>Facilitator Instructions:</b> Make connections to the topic of engagement by highlighting any strategies identified within the introductions that relate to the components/indicators explored in this seminar.</p> |



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| Slide#/Title                                    | Facilitator Instructions and Script  |
|---|--|
| <p><b>5</b></p> <p>Importance of Engagement</p> | <p><b>Facilitator Instructions:</b> Allow time for participants to access the professional practice framework that’s appropriate to their district/role. Participants may have brought the practice rubrics with them, or may have them bookmarked electronically. Now is the time to have them access that resource. Model how to find the full, electronic version to ease future access of the tool.</p> <p>The following question is not model-specific, and can be posed to all participants.</p> <p><b>Script:</b> <i>The Danielson Framework for Teaching (FfT) rubrics and the Effectiveness Project Performance Standards provide a common language to describe best practice. Charlotte Danielson calls Domain 3, Instruction, the “heart of the Framework for Teaching.” She further states that component 3c, Engaging Students in Learning, is the heart of Domain 3. Why do you think she says this?</i></p> <p><b>Facilitator Instructions:</b> Allow time for participants to process and elicit 1-2 responses.</p> <p><b>Script:</b> <i>Let’s take a closer look at the FfT rubrics and Effectiveness Project standards to better understand what each level of performance looks like.</i></p> |
| <p><b>6</b></p> <p>DPI Model (FFT)</p>          | <p><b>Facilitator Instructions:</b> Slide #6 displays abbreviated language that is specific to the student engagement standards in the Danielson Framework for Teaching (FFT). Use this slide only if your district utilizes the FFT. If your participant group is mixed, you will also want to use slide #7.</p> <p>The goal here is twofold:</p> <ol style="list-style-type: none"> <li>1) To help participants understand that engagement goes beyond “activities.”</li> <li>2) To help participants note the shift in language within the performance levels and the structure of the professional practice framework that is used in your district to define best practice.</li> </ol> <p>Slide 6 presents the FFT criteria within the performance levels and describes what student engagement looks like and sounds like in the classroom. Be careful to walk through the slide in a way that reinforces participants’ understanding of the terms for the structure of the framework.</p>   |



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| Slide#/Title  | Facilitator Instructions and Script   |
|---|---|
|   | <p><b>Script:</b> <i>Within the Framework for Teaching (FtT), the Instruction Domain speaks to student engagement in Component 3c. There are four Levels of Performance ranging from “Basic” to “Distinguished.” Notice how the levels of performance improve from left to right. The language within each performance level helps us identify levels of practice and—more importantly—understand what is needed to strengthen practice.</i></p> <p><b>Facilitator Instructions:</b> Ask participants to find review the professional practice standards/components appropriate to their district/role to note details related to the structure of the tool. Provide time for participants to review language within each performance level.</p> <p>Invite participants to share observations from their review of the professional practice rubrics. Note: If not identified by the participants that reviewed the FtT. Emphasize the inclusion of critical attributes (which provide specific, actionable language for change) and the indicators.</p>  |
| <p><b>7</b><br/>Effectiveness<br/>Project<br/>Standards</p> | <p><b>Facilitator Instructions:</b> Slide #7 is specific to the student engagement standards in the CESA 6 Effectiveness Project (EP). Use this slide only if your district utilizes the EP framework.</p> <p><b>Script:</b> <i>The Effectiveness Project Performance standards speak to student engagement within Performance Standard 3, specifically in Performance Indicators 3.1 and 3.3.</i></p> <p><i>This slide shows Performance Indicator 3.1. Please notice that there are four levels of performance. Notice how the levels of performance improve from right to left. The language within each performance level provides a basis for assessing practice and helps to determine next steps for improvement.</i></p> <p><b>Facilitator Instructions:</b> Ask participants to find review the professional practice standards/components appropriate to their district/role to note details related to the structure of the tool. Provide time for participants to review language within each performance level.</p> <p>Invite participants to share observations from their review of the professional practice rubrics.</p> |
| <p><b>8</b><br/>Turn &amp;Talk</p>                          | <p><b>Script:</b> <i>Let’s pause and process. Review the language of the component/standard for student engagement. (FtT Component 3c/ EP Standard 3.1) From the little bit we’ve explored so far,</i></p>  |



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| Slide#/Title  | Facilitator Instructions and Script  |
|---|--|
|   | <p><i>and the information provided within the tool itself, what does student engagement look like? Sound like? If we were to focus energies on student engagement, what other components might be affected?</i></p> <p><b>Facilitator Instructions:</b> Direct the participants back to the rubric. Ask that they focus on Fft Component 3c/ EP Standard 3.1 and engage in discussion about what it looks like/sounds like within their classroom context. The debrief for this introduction to the language of engagement is important, as it is an opportunity to get beginning teachers to think beyond “activities” when considering student engagement.</p> <p>It is likely that many of the suggestions made by the beginning teachers regarding other components will correspond to Domain 2: Classroom Environment. This seminar is designed to underscore the importance of engagement, but a focus on engagement will support efforts in the classroom environment components/ indicators.</p> <p>Thank participants for their contributions and move to outcomes.</p> |
| <p><b>9</b></p> <p>Seminar Outcomes</p>             | <p><b>Script:</b> <i>This seminar provides an opportunity for you, as beginning teachers, to engage in timely professional learning. The outcomes for this session include:</i></p> <ul style="list-style-type: none"> <li>• I can reflect on my teaching practice in order to find areas of strength and areas for growth.</li> <li>• I can articulate the importance of an engaging school experience.</li> <li>• I can plan for strategies to engage students.</li> </ul> <p><i>I encourage you to reflect on these outcomes throughout this session and again -- more formally -- at the end.</i></p>  |
| <p><b>10</b></p> <p>Agenda</p>                      | <p><b>Facilitator Instructions:</b> Show slide, review the plan for the session.</p>   |
| <p><b>11</b></p> <p>Community Agreements Matter</p> | <p><b>Facilitator Instructions:</b> To facilitate this activity, you will need to access the <a href="#">Developing Community Agreements</a> instructions from the National Equity Project.</p>  |



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| Slide#/Title | Facilitator Instructions and Script   |
|--------------|---|
|              | <p><b>Rationale:</b> Developing community agreements is a powerful strategy for coalescing a group into a team. The <i>process</i> of constructing agreements is often more important than the product. Agreements come from a consensus-driven process that identifies what each member of the group needs from the others, and members commit to helping one another feel safe, supported, open, and trusting. As such, the agreements provide a common framework for how people aspire to work and be together as they take transformational action (National Equity Project, Developing Community Agreements).</p> <p><b>Script:</b> <i>Research has made it clear that “isolationist teaching” does not produce the student learning results that effective collaboration with colleagues does. This seminar is designed to engage you in collaboration with your peers, and is intended to be a safe space to share and learn from each other. In order for that to happen we must establish agreements as a learning community.</i></p> <p><i>Therefore, Community Agreements Matter. They help to...</i></p> <p><b>Facilitator Instructions:</b></p> <ul style="list-style-type: none"> <li>• Read the slide, or invite a participant to read it aloud.</li> <li>• Select a method for establishing your community agreements, and proceed in creating the agreements. This activity will take up to fifteen minutes.</li> <li>• Before moving on, let participants know that directions for the community agreements activity can be found on the resources page of their participant packet. Encourage them to use this activity in their classrooms as appropriate.</li> </ul> <p>Include any other operational norms typical for your context: use of technology, adult needs, etc.</p> |



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Part 2: Learning (two activities) Total Time: 1 hour, 40 minutes

**Rationale:** This part of the seminar focuses on key components/indicators within the professional frameworks (Danielson FfT and Effectiveness Project Standards). Identification of the components/indicators helps participants to make connections to their Professional Practice Goals, and encourages continued instructionally-focused conversations with their mentor.

| Slide#/Title   | Facilitator Instructions and Script   |
|--|---|
| <p style="text-align: center;"><b>12</b></p> <p>Title Slide<br/>Part 2: Learning</p> | <p><b>Facilitator Instructions (regarding upcoming slides):</b></p> <p>Slide #13 will highlight relevant domains and components from the DPI model professional practice framework: the Danielson Framework for Teaching (FFT).</p> <p>Slide #14 will highlight relevant standards and indicators from the CESA 6 Effectiveness Project professional standards. If your participant group is mixed, show <u>both</u> slides.</p> <p>If all participants use the same model, simply skip the non-applicable slide.</p>   |
| <p style="text-align: center;"><b>13</b></p> <p>DPI Domains/<br/>Components</p>      | <p><b>Facilitator Instructions:</b> This slide is specific to the DPI model. The next slide is specific to the CESA 6 Effectiveness project. Dependent upon your group, use one or both.</p> <p><b>Script:</b> <i>We have explored the language of component 3c: Engaging Students in Learning, within our connector activity. Today's learning will also support your understanding of components within the classroom environment domain- as we explore how classroom climate and classroom management are impacted by deep engagement. I encourage you to continue discussion around these components with your mentor.</i></p> <p><b>Facilitator Instructions:</b> Dependent upon your audience, review relevant components from the appropriate slide(s). Allow 3-5 minutes for participants to review the domains/components within their rubrics, noting and understanding the differences between levels.</p> |



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| Slide#/Title   | Facilitator Instructions and Script   |
|--|---|
| <p><b>14</b></p> <p>EP Standards/<br/>Indicators</p> | <p><b>Facilitator Instructions:</b> This slide is specific to the CESA 6 Effectiveness Project. Dependent upon your group, use this slide, slide #13 (DPI Model), or both.</p> <p><b>Script:</b> We have explored the language of Standard 3.1 within our connector activity. Today's learning will also support your understanding of components within the learning environment standard- as we explore how classroom climate and classroom management are impacted by deep engagement. I encourage you to continue discussion around these components with your mentor.</p> <p>I encourage you to continue discussion around these standards with your mentor.</p> <p><b>Facilitator Instructions:</b> Dependent upon your audience, review relevant standards and indicators from the appropriate slide(s). Allow 3-5 minutes for participants to review the standards and indicators, note leveled language, and understand the differences between levels.</p>  |
| <p><b>15</b></p> <p>Reflective<br/>Practice</p>      | <p><b>Script:</b> While the learning portion of this seminar features professional practices related to planning and instruction, the practices of professionalism quietly support this work.</p> <p>Reflection, the practice of studying your own experiences to improve the way you work, is an important professional practice. While reflective practice doesn't come naturally to everyone, it can be developed and nurtured through professional conversations and by engaging in continuous improvement cycles.</p> <p>The EE Cycle is designed as a continuous improvement process. Reflective practice plays a key role in the cycle as we engage in ongoing review of student data, collaborate with others, examine SLO evidence, and adjust our instructional practices to better support students.</p> <p><b>Facilitator Instructions:</b> Be cognizant of your participants' varied school contexts. Not all participants will have the same levels of support for EE tasks and may express frustration. As facilitator, you may need to deter comments of negativity and re-direct participant focus to the potential of the EE System to support and nurture professional growth.</p> |



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Activity 1: Defining Equity

Estimated Time: 60 minutes

**Facilitator Preparation:** Read [The Opportunity Myth Executive Summary report](#) prior to facilitating this section of the seminar. Participants will review the Summary Report as well to shape their expanding definition of equity and to create a strong link between culturally-responsive instruction and the reduction of gaps in and across student groups.

This activity utilizes a 3-step “Boxing Protocol” to expand participant’s definition of equity. The activity requires approximately 60 minutes overall to include discussion and is divided as follows:

- **Write:** a personal definition of equity
- **Expand definition** based on information presented in slides #17-19
- **Read/explore:** *Think, Tac, Toe*

| Slide#/Title  | Facilitator Instructions and Script  |
|---|--|
| <p style="text-align: center;"><b>16</b></p> <p>Boxing Protocol<br/>Step 1:<br/>Defining Equity</p> | <p><b>Facilitator Instructions:</b> Model this step of the activity as you provide instructions. To begin, draw the three nested boxes of the Boxing Protocol template on large chart paper. Label the center box “My Definition of Equity.”</p> <p><b>Script:</b> <i>To get started, please turn to page 5 in your Participant Packet where you will find a graphic that looks like the template I have drawn here. I’d like you to spend a minute or so thinking about your current definition of equity. Then take another couple of minutes to write your definition in the center box.</i></p> <p style="text-align: center;">----- <b>Allow participants to work for approximately 3 min</b> -----</p> <p><b>Script:</b> <i>Next, we are going to expand our definitions of equity by exploring engagement as a means to address academic gaps within and across groups of students. To begin this part of the activity, I invite you to review the Opportunity Myth Executive Summary.</i></p> <p><b>Facilitator Instructions:</b> Model how to <a href="#">access the document electronically</a>.</p> <p style="text-align: center;">----- <b>Allow participants to work for approximately 10 min</b> -----</p> <p>When time is up, or the majority have finished, cue the participants to come back together. Invite participants to share pieces of the article that reinforced or shaped their understanding of equity. The following slides will reinforce the key take-aways and establish a common understanding of the data presented within the Executive Summary, and makes the direct link to engagement.</p> |



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| Slide#/Title   | Facilitator Instructions and Script   |
|--|---|
| <p><b>17</b></p> <p>The Opportunity Myth</p>         | <p><b>Script:</b> Thank you for sharing your key take-aways. This slide lists key elements of an engaging school experience as presented in the Opportunity Myth, some of which have been identified by you, but are important in building our definition of equity:</p> <ul style="list-style-type: none"> <li>• <i>Grade-appropriate assignments: consistent opportunities to work on grade-appropriate assignments; the students in this study gained 2 months of learning with regular access to grade level assignments.</i></li> <li>• <i>Strong instruction, which lets students do most of the thinking; when students started the year behind grade level, access to strong instruction closed the gap to their peers by six months.</i></li> <li>• <i>In classrooms where teachers held high expectations and believe students can meet grade level standards, students gained more than four months of learning.</i></li> <li>• <i>Deep engagement in the learning at hand.</i></li> </ul> |
| <p><b>18</b></p> <p>Opportunity Myth: Engagement</p> | <p><b>Script:</b> The article also presents data related to the amount of time students are involved in engaging school experiences, citing that they are involved in engaging activities only 55% of the time.</p> <ul style="list-style-type: none"> <li>• <i>They cited weak expectations as the reason.</i></li> <li>• <i>But when students are highly engaged (one of the four resources necessary) they gain up to 2.5 months additional learning to that of their peers.</i></li> <li>• <i>This suggests that the gap comes not from the ability of the student but, rather, what is provided within the school experience.</i></li> </ul>   |
| <p><b>19</b></p> <p>Equity in the Details</p>        | <p><b>Facilitator Instructions:</b> Present this slide and ask that they review and construct meaning. Invite volunteers to summarize what they see. Provide any of the following background information (as needed) to complete the importance of this data.</p> <p><b>Background Information for Facilitator:</b></p> <p>This graph shown on this slide compares the performance of several Wisconsin student groups over the last 14 years.</p> <p>Kate Gerson, CEO of Unbound Ed, has examined race-based equity issues in U.S. schools. She shared her findings in a 2018 DPI statewide presentation. The data</p>   |



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| Slide#/Title  | Facilitator Instructions and Script  |
|---|--|
|   | <p>connected achievement gaps with opportunity -- specifically opportunities and access to the key elements identified in the Opportunity Myth report.</p> <p>Kate Gerson shared this WI data, reflecting on the gaps in and across student groups, and challenged us to consider achievement gaps as <u>provision</u> gaps; that is, gaps that result from the provision (or lack thereof) of rich, engaging school experiences (rather than gaps based on student ability or achievement).</p> <p><b>Script:</b></p> <ul style="list-style-type: none"> <li>• Before we move on to the last step of the boxing protocol, what questions or comments might you have?</li> <li>• The link for the Opportunity Myth report is included in the list of resources on page 13 of your Participant Packet.</li> </ul>   |
| <p><b>20</b></p> <p>Boxing Protocol</p> <p>Step 2:<br/>Reflection on<br/>Opportunity<br/>Myth</p> | <p><b>Script:</b> Now let's return to the Boxing Protocol template and revisit our definition of equity. Use the next part of the box to record any information from the information presented in the Opportunity Myth slides that have expanded or shaped your definition of equity.</p> <p>----- <b>Allow participants to work for approximately 2-3 min</b> -----</p>   |
| <p><b>21</b></p> <p>Boxing Protocol</p> <p>Step 3<br/>Self-Selected<br/>Learning</p>              | <p><b>Facilitator Instructions:</b> To complete the outer box, the participants will self-select resources from the “Think-Tac-Toe” grid (Participant Guide, page 6). Model this step of the activity as you provide instructions. Allow approximately 32 minutes for this part of the activity (slides 21-23).</p> <p><b>Script:</b> To complete the outer box of the protocol template, we will use a strategy called “Think-Tac-Toe (TTT)”. Please turn to page INSERT of your Participant Packet.</p> <p>This last portion of the boxing protocol will focus on engagement strategies. Things you can use within your own classroom to engage students. The template itself is not fancy. It's a grid much like you would expect to see in Tic-Tac-Toe. You simply populate it with resources that are relevant to the content you are teaching. This self-selected, personalized, learning experience engage students through choice.</p> <p><b>Facilitator Instructions:</b> Read the slide directions, ensuring they have access to the internet-based resources.</p> |



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| Slide#/Title                                  | Facilitator Instructions and Script  |
|---|--|
|   | <p>After reading the directions, ask if there are any questions related to the activity, then break up the time as follows:</p> <ul style="list-style-type: none"> <li>• <b>15 minutes:</b> Participants explore the Think-Tac-Toe resources and add to their protocol. Be sure to walk around the room to provide technical assistance as needed. Stop the independent exploration activity at the 15-minute mark.</li> </ul> <p><b>Script:</b> How has your definition of equity evolved over the course of this activity? Take time to reflect any changes in your definition of equity on the outer box of your protocol template.</p> <p><i>Now share the resources you explored with your tablemates.</i></p> <ul style="list-style-type: none"> <li>• <b>10 minutes:</b> Participants discuss the resources they reviewed with their table group.</li> </ul> <p><i>Before we move to closing activities, I invite volunteers to share insights thoughts related to this three step protocol to define and refine our definitions of equity.</i></p> |
| <p><b>22</b><br/>DPI Definition of Equity</p> | <p><b>Script:</b> We will finish up this activity by taking a look at the DPI definition of equity. Read it, then look at the definition that you wrote in the center of your boxing protocol. Reflect on ways in which the DPI definition equity connects (or doesn't) to your own definition.</p>  |
| <p><b>23</b><br/>Turn and Talk</p>            | <p><b>Facilitator Instructions:</b> This turn-and-talk segues to the next activity in which participants will draw connections between engagement and classroom management.</p> <p>Allow time for participants to process and discuss the prompt and then invite volunteers to share their thoughts with the larger group.</p> <p>Note: Summarize and articulate the connection between engagement and behavior management if participants do not do so as part of their sharing: <b>Engaged students will not distract others from learning, reducing the need for a teacher's focus on "managing" behaviors.</b></p>   |



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Activity 2: The Active Classroom Total Time 40 minutes

**Facilitator Preparation:** This activity will take approximately 40 minutes to complete, including both small- and large-group discussion. Beginning teachers are often challenged with classroom management, and have likely engaged in conversation with their mentor and principal about classroom management. This activity is designed to help participants understand that engagement is a proactive strategy for classroom management.

| Slide#/Title   | Facilitator Instructions and Script  |
|--|--|
| <p style="text-align: center;"><b>24</b></p> <p>The Active Classroom</p> <p>Click to hear the correct pronunciation of <a href="#">Thich Nhat Hanh</a></p> | <p><b>Facilitator Instructions:</b> Read the quote aloud or ask a participant to do so. Invite participants to share their thoughts about the quote and its meaning in relation to engagement and or classroom management.</p> <p><b>Script:</b> <i>Take a moment to read this quote by Thich Nhat Hanh. Classroom management is described in the Classroom Environment domain (FfT) and in the Learning Environment Standard (EP Model). It is a challenge for all teachers and likely something that you have found challenging as well.</i></p> <p><i>Creating an engaging classroom environment helps create the ideal learning conditions for all learners. The quote highlights that (much like the gardener) educators need to examine the variables that cause behavior (rather than blame the student). Classroom management becomes proactive rather than reactive when all learners are engaged in rich, appropriately-rigorous thinking and learning activities. Creating a classroom environment that includes norms, policies, and procedures that respect and support the diversity of the student populations is a critical part of engaging all learners.</i></p> |
| <p style="text-align: center;"><b>25</b></p> <p>Relationship Between Engagement &amp; Classroom Management</p>   | <p><b>Script:</b> <i>To help better understand the relationship of engagement and classroom management, we will start with an excerpt from <u>Management in the Active Classroom</u>, which you will find on page 7 of your participant packet.</i></p> <p><i>As you read, note any sentence, phrase, or word that you feel is related to your practice. We will do some partner and group sharing after you complete the reading.</i></p> <p><b>Facilitator Instructions:</b> The approximate time for each part of this activity is listed below. Adjust as necessary for your group.</p>  |



Beginning Teacher Support Seminar 1: Engaging ALL Students

| Slide#/Title   | Facilitator Instructions and Script  |
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|  | <ul style="list-style-type: none"> <li>• 13 minutes: Participants read. Watch for early completion and move on.</li> <li>• 9 minutes: Participants share their insights -- first with an elbow partner at their table, then with the larger group at their table. If conversation lulls earlier, cue participants back for large group discussion.</li> <li>• 2 minutes: Volunteer participants to share thoughts with the larger group in the room.</li> </ul>  |
| <p style="text-align: center;"><b>26</b></p> <p style="text-align: center;">Self-Managed Classroom</p> | <p><b>Facilitator Instructions:</b> The graphic shown may be found in <u>Management in the Active Classroom</u>.</p> <p><b>Script:</b> <i>This diagram is featured in the article you just read. What does this diagram say about classroom management and what lies at the center? How does the key instructional practice you identified earlier in the seminar relate to this diagram?</i></p> <p><b>Facilitator Instructions:</b> Refer participants to page 1 in the Participant Packet, where they recorded their initial responses (Connector). Provide some thinking time for participants to make connections. Note the strategies that connect to classroom management, such as knowing students, active/engaged, respectful relationships, etc.</p> <p><b>Script:</b> <i>This last activity likely has you thinking about your own classroom management experiences.</i></p> <p><i>Honestly? Classroom management could be a seminar in and of itself! You have probably had conversations with your mentor, a trusted colleague, or an evaluator about the classroom environment and its relationship to managing student behavior. In this seminar, we have emphasized student engagement as the primary focus, over classroom management. In practice, however, they are dependent on one another. I encourage you to continue discussion with your mentor about your learning today, and reflect on how this information can inform your EEP goals.</i></p> <p><b>Facilitator Instructions:</b> Ask for questions related to any of the content around student engagement, or classroom management. Remind participants that there are resources on page 13 of their Participant Packet, then move to closing activities.</p> |



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Part 3: Closure Estimated Time: 10 min

**Rationale:** The closing portion of the seminar provides an important opportunity for the facilitator to emphasize key information, tie up loose ends, correct misunderstandings, and help participants translate their new learning into actionable classroom practice by creating an Individual Challenge Action Plan (ICAP).

| Slide#/Title  | Facilitator Instructions and Script  |
|---|--|
| <p><b>27</b></p> <p>Part 3: Closing</p>             | <p><b>Script:</b> <i>It's time to reflect on our learning today. First, let's revisit the seminar outcomes.</i></p>  |
| <p><b>28</b></p> <p>Revisit Outcomes</p>            | <p><b>Script:</b> <i>As I read each outcome, reflect on today's learning and discussion, in order to self-assess your level of understanding and comfort in applying the learning to your practice.</i></p>  |
| <p><b>29</b></p> <p>Reflection &amp; Next Steps</p> | <p><b>Script:</b> <i>We will end our work together by making the commitment to apply some of our new learning. Turn to page 12 in your Participant Packet to find the Individual Challenge Action Plan (ICAP). We will use this to set some goals.</i></p> <p><i>You may choose to share the plan with a mentor, instructional coach, or grade level colleagues to get feedback on your implementation, or revisit it at a later date. You will also revisit your ICAP in the next seminar in this series.</i></p> <p><b>Facilitator Instructions:</b> Allow up to 3-5 minutes for reflection and completion of the ICAP. If participants are finished early, call their attention back to the larger group and invite volunteers to stand* and share their thoughts with the larger group. Close the session with a “stand and deliver.” Adjust this activity accordingly for participants who may be unable to stand.</p> <p><b>Script:</b> <i>Please stand. To close out our seminar today we will all share our biggest piece of learning with the group. I will start with a volunteer. In the event that a participant shares the same thought/idea that you were going to share, you may sit down at the same time as the individual who shared. We will continue until all of you are sitting.</i></p> |



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| Slide#/Title  | Facilitator Instructions and Script   |
|---|---|
| <p data-bbox="272 394 324 436"><b>30</b></p> <p data-bbox="256 464 341 485">Closure</p> | <p data-bbox="418 409 1451 527"><b>Facilitator Instructions:</b> Thank participants for their time and energy. Invite them to complete the session evaluation located on the last page of the Participant Packet, and hand it to you prior to exiting the room.</p> |