Beginning Teacher Support Series

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?
Partner Introductions

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

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<tr>
<th>Domain 1: Planning and Preparation</th>
<th>Domain 2: Classroom Environment</th>
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<td>1a Demonstrating Knowledge of Content and Pedagogy</td>
<td>2a Creating an Environment of Respect and Rapport</td>
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<td>1b Demonstrating Knowledge of Students</td>
<td>2b Establishing a Culture for Learning</td>
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<td>1c Setting Instructional Outcomes</td>
<td>2c Managing Classroom Procedures</td>
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<td>1d Demonstrating Knowledge of Resources</td>
<td>2d Managing Student Behavior</td>
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<td>1e Designing Coherent Instruction</td>
<td>2e Organizing Physical Space</td>
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<th>Domain 3: Instruction</th>
<th>Domain 4: Professional Responsibilities</th>
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<td>3a Communicating with Students</td>
<td>4a Reflecting on Teaching</td>
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<td>3b Using Questioning and Discussion Techniques</td>
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<td>3e Demonstrating Flexibility and Responsiveness</td>
<td>4e Growing and Developing Professionally</td>
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<td>4f Showing Professionalism</td>
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Engagement is the heart of the framework.
### DPI Model: Danielson Framework for Teaching

#### Levels of Performance

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
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<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>
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<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>
</tr>
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</table>
**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>
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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
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
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.
Reflective Practice

reflection

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
Opportunity Myth: Engagement

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**!
Equity is in the Details

Percent of time students have access to grade level work:

- White 34%
- Students of Color 22%
- English Learners 20%

Provision Gap
Wisconsin’s achievement gap shows a similar story

Wisconsin’s NAEP grade 4 reading scores, by student groups, 2003-2017

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.
Turn and Talk #2

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

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.

Closing
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.
Reflection and Next Steps

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)

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Educator Development and Support Team