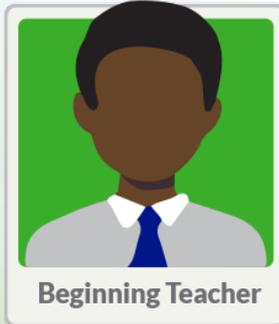


Induction Seminar #1



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

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 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

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



Engagement is the heart of the framework.

DPI Model: Danielson Framework for Teaching

Levels of Performance



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

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).

Distinguished	Effective	Developing / NI	Unacceptable
Learning tasks/activities and materials require only recall or have a single correct response or method.	Learning tasks are a mix of those requiring thinking and those requiring recall.	Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.	Lesson activities require high-level student thinking and explanations of their thinking.



Turn and Talk

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.



Page 2
(Participant Packet)

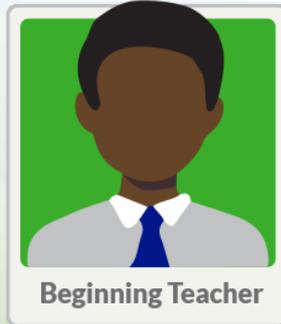
Agenda

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



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



Instructional Focus: Effectiveness Project (EP)

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.



re·flec·tion

Noun

The practice of studying your own experiences to improve the way you work.



Activity 1: Boxing Protocol

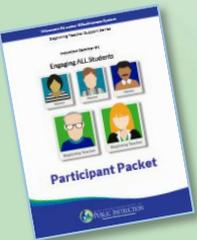
What is your definition of **equity**?

Boxing Protocol: Defining Equity

Define

4 Participant Packet

WI Dept of Public Instruction
<https://dpi.wisconsin.gov/education-development-support>



Page 5
(Participant Packet)

TNTP: The Opportunity Myth

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.

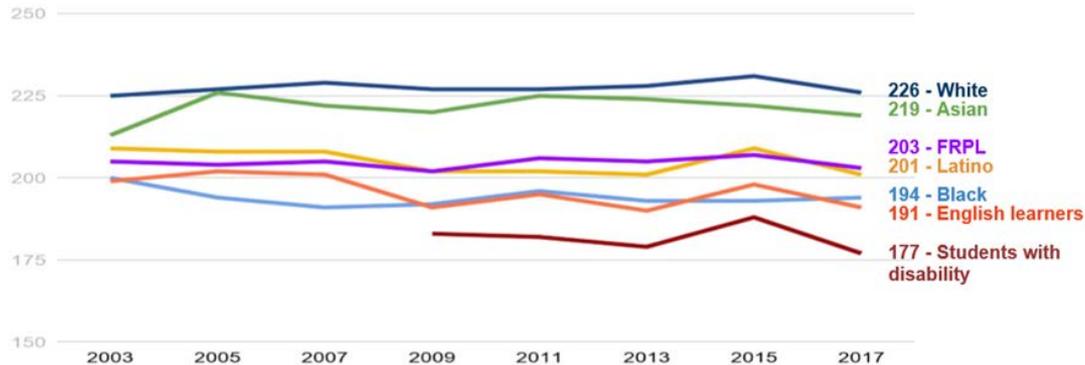
- The underlying reason: **Low expectations.**
- Students in classrooms with higher levels of engagement gained **2.5 months of additional learning** in comparison to their peers in classrooms with lower levels of engagement.
- The gap in achievement is directly related to what **we provide!**

Equity is in the Details

Provision Gap

Wisconsin's achievement gap shows a similar story

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



UnboundEd

Source: National Center for Education Statistics (2018).

Standards INSTITUTE

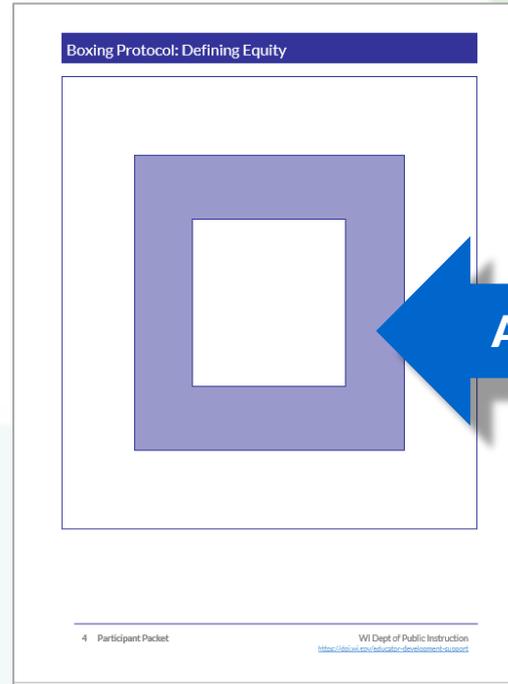
Percent of time students have access to grade level work:

- 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.

Boxing Protocol: Defining Equity

Add

Think-Tac-Toe*

Group Work Is one of the best ways for your students to learn. It gives them a chance to work together and learn from each other. It also allows them to share their own ideas and experiences. For more information, see Group Work .	The Opportunity Myth The New Teacher Project reports that 80% of teachers believe that all students have equal access to the same quality of education. However, research shows that this is not the case. For more information, see The Opportunity Myth .	Using Protocols Protocols offer opportunities to engage and challenge students in a structured way. They provide a safe space for students to share their ideas and experiences. For more information, see Using Protocols .
Supporting All Learners All learners have the right to a high-quality education. This means that we must provide all students with the same opportunities to learn. For more information, see Supporting All Learners .	Mind Sets The article Mind Sets and Learning Dispositions by Carol Dweck discusses the importance of having a growth mindset. It explains how a growth mindset can help students overcome challenges and achieve their goals. For more information, see Mind Sets .	Showing Evidence for All The article Showing Evidence for All by Sarah D. Sparks discusses the importance of providing all students with the same opportunities to show their learning. It explains how teachers can use a variety of assessment strategies to ensure that all students are being assessed. For more information, see Showing Evidence for All .
Building Strong Class Culture All Year Long It is important to start building a positive class culture from the beginning. This means that teachers should establish clear expectations and routines from the start. For more information, see Building Strong Class Culture All Year Long .	Universal Design for Learning The article Universal Design for Learning by David H. Rose and Anne Meyer discusses the importance of designing learning experiences that are accessible to all students. It explains how UDL can help teachers create a more inclusive and effective learning environment. For more information, see Universal Design for Learning .	The Importance of Student Voice Providing opportunities for student voice and participation is essential for creating a positive learning environment. This means that teachers should encourage students to share their ideas and experiences. For more information, see The Importance of Student Voice .

*A full list of Think-Tac-Toe resources, including all web links, may be found on page 11 (Appendix).

Beginning Teacher Support Seminar 2 - Page 14



Page 6
(Participant Packet)

DPI Definition of Equity

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?*



Activity 2: Active Classroom



“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



Beginning Teacher Support Seminar 1: Engaging All Students

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

Beginning Teacher Support Seminar 1 Page | 5

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.

Page 7
(Participant Packet)



The Self-Managed Classroom



Closing



Beginning Teacher



Beginning Teacher



Beginning Teacher



Beginning Teacher



Beginning Teacher



Beginning Teacher

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.

Reflection and Next Steps



Beginning Teacher Support Seminar 1: Engaging ALL Students

Individual Challenge Action Plan (I-CAP)

What changes in my own practice do I want to make?
What do I hope will happen as a result of this change in practice?

Enter your response:

How will I initiate this change?
What am I going to do? What steps will I take and when will I take them?

Enter your response:

What supports do I need to be successful?
Who can help me and what do I need from them?

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 Berkebile - Harbor School Reform Faculty
<https://www.school-districts.com/g/DownloadContent.aspx?cid=104&id=104>

Beginning Teacher Support Seminar 1 Page | 10

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)
(<https://dpi.wi.gov/educator-development-support>)

© Wisconsin Department of Public Instruction
Educator Development and Support Team