



Student Engagement

Professional Learning for Teachers

December 12th
8:30-3:00PM

Agenda:



- Welcome Introductions
- Learning Targets & Success Criteria
- The importance of Oral Language Development
- Promoting Student Engagement-**Social/Emotional Environment**
- Lunch 11:45-12:15
- Promoting Student Engagement-**Physical Environment**
- Promoting Student Engagement-**Academic Environment**

Learning Targets



1. Deepen understanding of **social/emotional classroom environments** necessary to actively engage EL students in classroom learning.

1. Deepen understanding of **physical classroom environments** necessary to actively engage EL students in classroom learning.

1. Improve awareness of the **academic environments** (and scaffolds) necessary to actively engage EL students in classroom learning.

Success Criteria

1. I can **write a quick plan** for making adjustments to the **social/emotional environment** in my classroom to improve active engagement of EL students..

1. I can **explain** one way in which I will adjust my **physical classroom environment** to better engage EL students in classroom learning.

1. I can **engage in discussions** with my team about **routines and scaffolds** that are beneficial to actively engage EL students in classroom learning.

Introductions (in your group...)

If you could choose a student to magically engage in your instruction, what student would you choose and why?

5:00



Overview of Our Three Day Series

Day 1: Enhancing our understanding of:

- How language is acquired and language levels
- How primary language can support development of content understanding and developing additional languages
- Comprehensible Input



Day 2: Enhancing our understanding of:

- How to create environments where ELs are meaningfully engaged in classroom activities in which they can develop oral language and content area understandings.

Day 3: Enhancing our understanding of:

- The language demands of classroom activities
- The language proficiencies of our students (ELPs)
- How to use scaffolds to support them in developing and using academic language in reading, writing, listening and speaking



Equity- Who has the language of leadership in the classroom?

In your group, discuss how the reality of these two statements creates challenges for English learners in school and in their lives beyond k-12:

"The art of communication is the language of leadership."
- James Humes 34

"It is virtually impossible to express oneself in a new language without making mistakes and being exposed to ridicule." -Fisher, Frey, Rothenberg, 2008

5:00

How do we support Juan to develop the language of leadership?

Meet Juan. He is:

- 13 years old
- Was born in the US
- Speaks Spanish at home
- Scored 2s, 3s and 4s on his ELPA last Spring...

What are important aspects of learning environments that will engage him?



How do we support Mai to develop the language of leadership?

Meet Mai. She is:

- 10 years old
- In her first year in the US
- She speaks Vietnamese at home
- She scored 1s and 2s on her ELPA this fall...

What are important aspects of learning environments that will engage her?



What does student engagement look like?

Consensus Board:

Set Up:

- Draw a circle in the middle of the paper; Draw lines to create as many sections as people in your team
- Title middle diamond: Group Consensus Statement
- Each person selects a different color marker and writes only in their section

Consensus Roles:

Decide on A, B

- Partner A: Coordinator
- Partner B: Encourager
- Partner C: Recorder

Partner D: Reporter
Consensus Process:

- Everyone shares out
- Using a sentence frame, the team decides on one sentence together
- Continue with new question and new roles

We have come to the consensus that student engagement looks like



Student engagement looks like...

- Students' physical, emotional, and mental investment in their learning via different outputs
- Active participation with excitement and focus. Doesn't need to be load or group work, could be individual engagement. If they're sad when the bell rings.
- Participation is interactive in different ways for different learners. Facilitated by teacher planning.
- Student ownership is facilitated by the teacher and students are motivated to produce work to the best of their ability.
- Through verbal communication, asking questions, joining in the discussion. Non-verbal signals of engagement, facial expressions, etc.
- Action, effort and evidence match the task with everybody all in.
- Students take an active role and own their learning.


How can we know that Juan and Mai are actively engaged in learning? What might be the same about their engagement? What might be different?



As we're transitioning, please fill out your appointment sheet. Be sure to share your middle name or nickname with each of your new partners.

12:00 _____

9:00: _____



3:00: _____

6:00: _____



Find your 9:00 partner



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Classroom Environment

- Social/Emotional- Affective Filter

- Norms
- Status and Expectations
- Community building/
Relationships

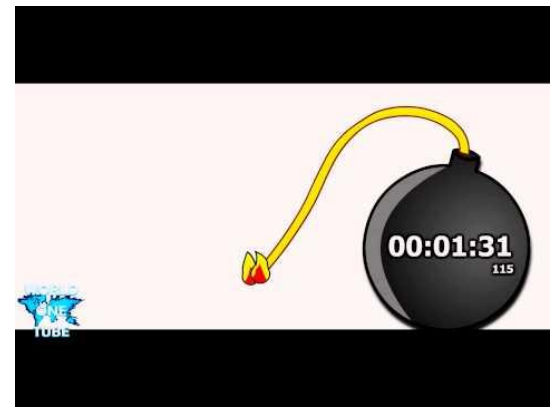
- Physical

- Arrangement of furniture and anchor-charts
- Flexible seating (to facilitate flexible grouping)

- Academic

- Collaboration vs. Cooperation
- Routines and Scaffolds
- Grouping for conversations

- I do _____ in my classroom to help students feel safe because _____
- When my students _____ it increases their engagement because _____



Please Thank Your Partner and
Take a 10 minute break

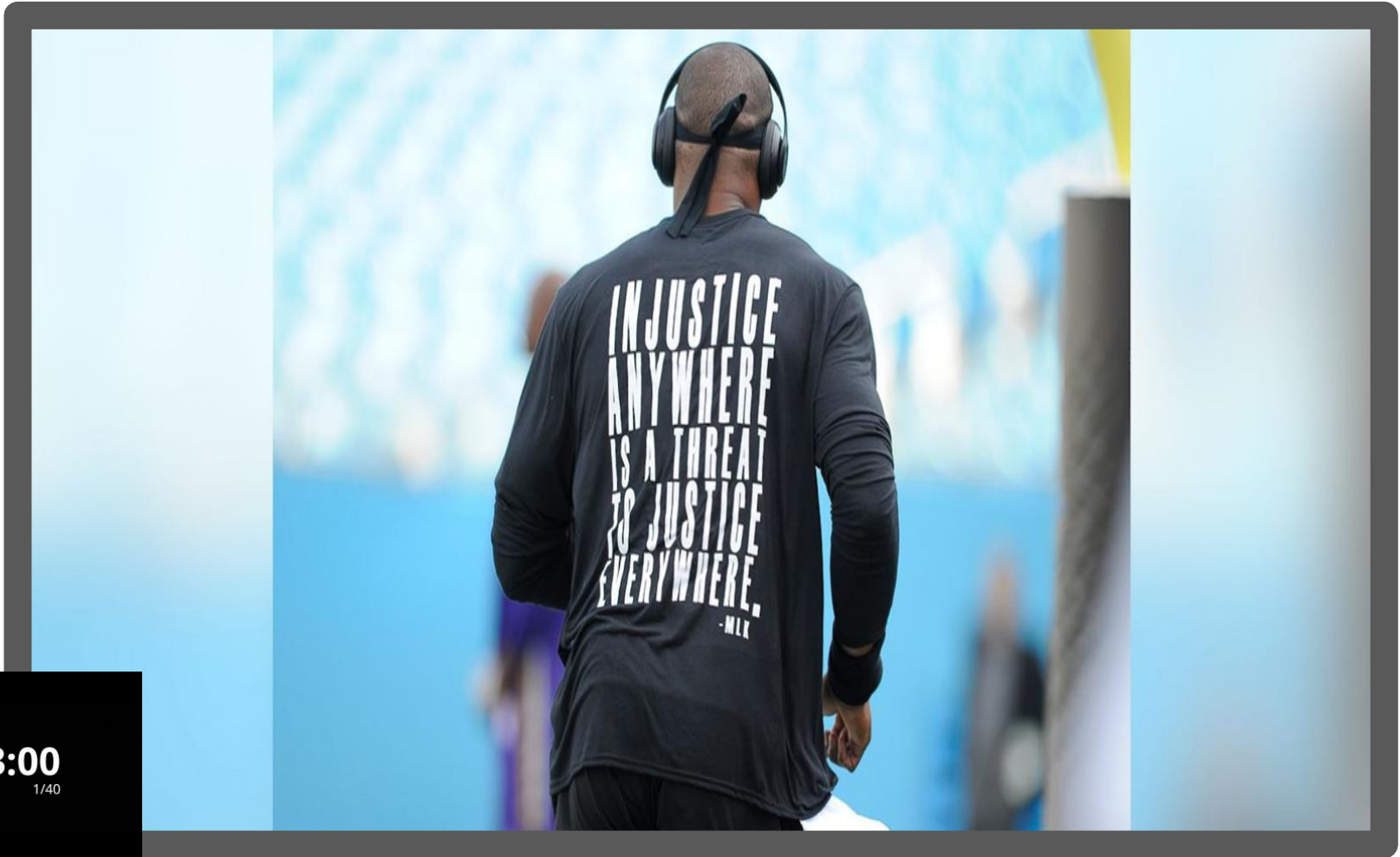


Why are we looking through an EL lens?

- Exploring equity and privilege through any lens helps us to understand those concepts through for other populations and lenses.
- Supports that increase equity and privilege for ELs tend to benefit many other students.
- In many of our schools, ELs are a student group that has been traditionally underserved.

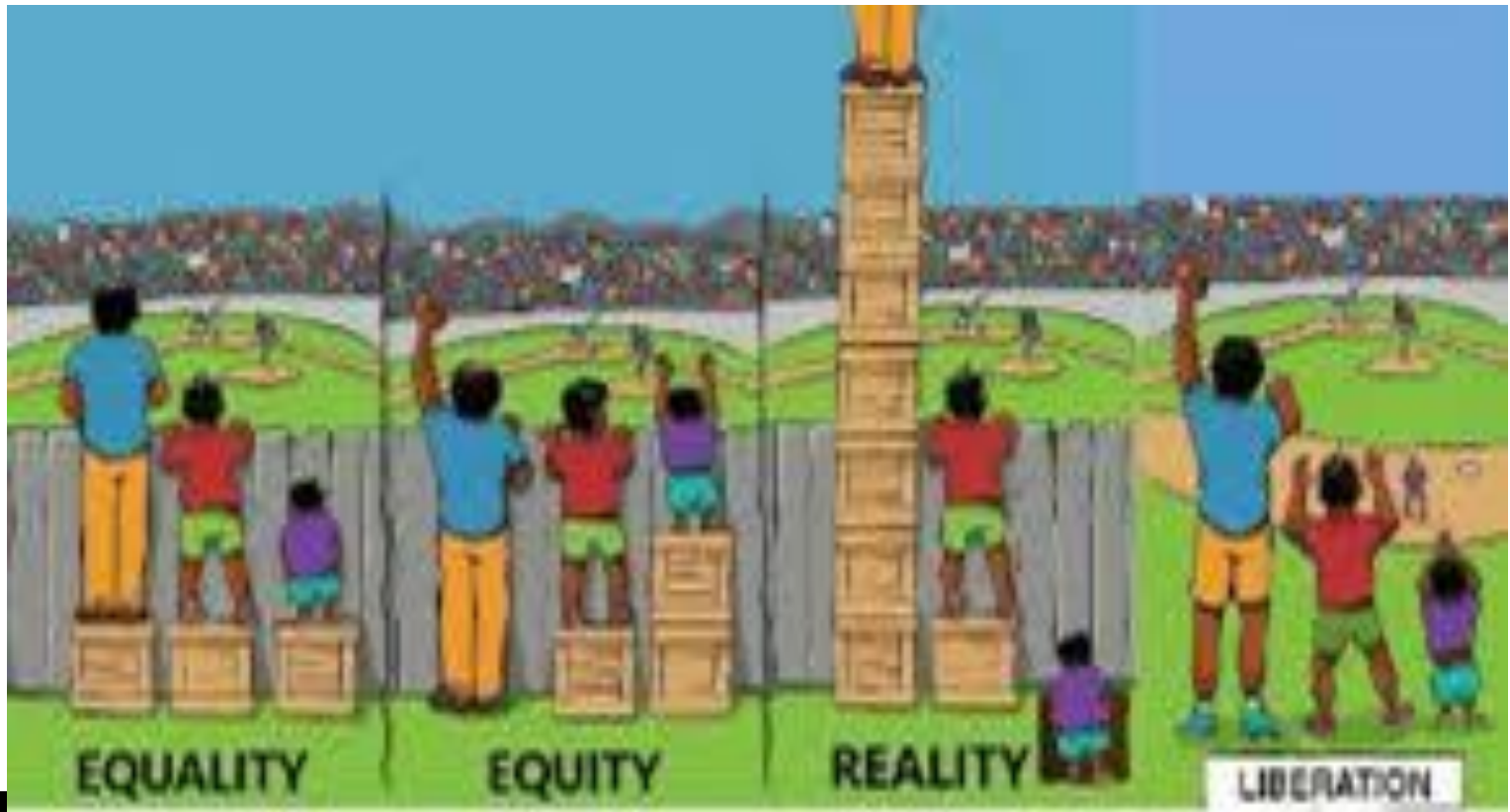


What is targeted universalism?



03:00
1/40

How are these images like or unlike your school's current context for EL students?



The wisdom of Roberto Dansie

LOCAL

Context Matters

LOCA

How do we create contexts in which all students can learn? What do we need to understand?

Video Viewing- Privilege Primer



What about Language Privilege?

How are we currently reinforcing linguistic privilege for some students and keeping others on the fringes?

In your teams, using the list from “Unpacking the Knapsack” as a mentor text, generate items related to language privilege in our classrooms and schools.

“In our school, native English-speaking students can expect to_____.”

“In our school, native English-speaking families can expect to_____.”



5:00

Reading from “Unpacking the Knapsack”

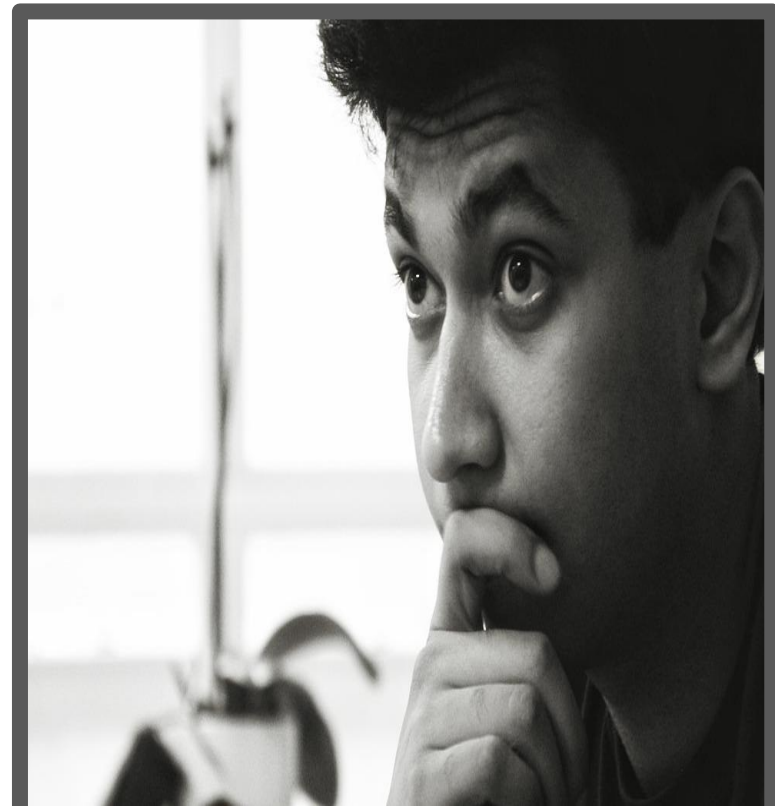
Process reading individually:

What did you hear?

What do you think that it means to you?

Which of these items speaks to you?

What would you add to the list?



English Language Privilege

"In our school, native English-speaking students can expect to_____."

- Assessment in the primary language. Show what they know.
- Find teachers and students who share their language
- Have materials in their primary language
- Understand the anachronisms, idioms, etc.
- Not be the example for their entire race or group.
- Can get the feeling for the room, school, teacher, much quicker by reading the materials that are posted.
- Have full access to all or most extra-curricular activities.
- Find friends who are like them
- Understand the rule and potential discipline in the classroom
- Find books to read in their language
- Communicate their needs
- the characters in stories will be similar to them
- eat food that is common to them and smell scents that are familiar
- easier to understand changes (schedule, assemblies, etc.)
- Not feel nervous if they need to take care of some logistics at school
- not be asked to do things that would be culturally uncomfortable (sitting next to someone of the opposite gender, etc.)

In our school, native English-speaking families can expect to_____."

Have parent-teacher conferences in their native language

Understand report card

Check their child's grades/assignments

Volunteer

Read newsletters from school and class in their language

Understand communications from school.

That their phone calls will be answered

To communicate directly with teacher or school

Understand the sexual curriculum that their child will use

Know what they need to engage in extra-curricular activities

School will be out for important holidays

Read the reader board

Read what their child has written

Understand changes in transportation, etc.

Attend school events or assemblies

Easily advocate for their child

Have a network of support outside the school.

Expect to have easy access to tech in the school or through other community resources

Have feelings of being welcome to the school when they come

Hopes and Dreams: An Asset-Based Approach

- Valuing and respecting each other
- Valuing diversity
- Realizing that cultural context will affect an individual's communication and participation in education in a variety of ways



Funds of Knowledge

LUIS MOLL invites educators **outside** the walls of the classroom to **encounter** the rich and **varied** cultural **resources** within their students' **communities** in order to foster educators' understanding of these resources as **strengths** rather than as cultural or cognitive deficits.

Luis Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez (2001)

"Debunks the pervasive idea that linguistically and culturally diverse working-class minority households lack worthwhile knowledge and experiences."

-Margery Ginsberg



Communal Experiences

Classroom experience at the beginning of a unit to support equal access for all students.



Parent Learner

Field Trips

Videos

Community Learner
Connection

Lesson focused on Home School

Think about a lesson or a unit you have taught or will be teaching soon. How could you incorporate a communal experience to provide equitable access to the subject matter?

Think, write, pair, share your response.

01:09

Windows and Mirrors



SEED's National Co-Founding Director Emily Style- Curriculum as Window and Mirror

Graffiti Wall

- Work in job-alike groups to create a graffiti wall.
- Record your group's thinking using graphics, words etc.
- After 7 minutes, be ready to share your thinking.

Which Supports for Developing a Social/Emotional Environment for engagement seem to be essential for your students' success in the classroom?



Supports for Developing a Social Environment for Engaging EL Students

TIME FOR
LUNCH



Reflect on your learning...

What am I currently doing to create an environment that helps my English learners engage in my classroom?	What changes could I make to improve engagement in oral language development in my classroom?
Learning Target #1-Social/Emotional Environment:	
Learning Target #2- Physical Environment:	
Learning Target #3- Academic Environment:	

Strategy Check



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Find a job-alike partner to
connect with.

Pack and stack and settle in for a moment.

My classroom environment

On paper provided draw your classroom arrangement.

Classroom Environments- Physical Arrangement



- <https://www.teachingchannel.org/videos/desk-arrangement-for-collaboration-nea>

Walls and Arrangement

Look at pictures of varied classroom physical environment

How might physical environment through arrangement, flexibility and use of walls help students engage in classroom activities and discussions?

How might this be an equity and status issue in classrooms?

C onversation onversation ONVERSATION onversation	 <p>Voice Level 0 NO TALKING</p>
H elp !!!!!!! elp !!! ELP!!!!!! elp !!!!!!!	 <p>Raise your hand and wait silently.</p>
A ctivity CTIVITY ctivity CTIVITY	 <p>Write Silently.</p>
M ovement ovement ovement ovement	 <p>You may not get out of your seat.</p>
P articipation articipation articipation ARTICIPATION	 <p>Work all by yourself.</p>
S uccess uccess uccess UCCESS	 <p>Testing Session</p>

Conversation: Can students converse during this activity?
About what? With whom? For how long?

Help: How do students get your attention for help? How do students get questions answered? What should they do while they wait for you?

Activity: What is the expected end product of this activity?
What is the task or objective?

Movement: For what reasons can students get out of their seats during this activity? Do they need permission to do so?

Participation: What behavior shows that students are participating or not participating?

Success: There are no questions for this one. When CHAMPs expectations are met, students will be successful.

Analyze AND Design

1. With your "Elements of Physical Environment Reflection Sheet", review a classroom set-up - your own, one of the examples on your worksheet

Elements of Physical Environments that Support Academic Discourse

How are physical areas in the classroom designated for large group, small group and independent work?

How are expectations for volume levels, protocols for moving around (restrooms, water, materials), etc. visible and comprehensible (CHAMPS)?

How are resources (such as poems, charts, and other co-created materials about the current unit) displayed for students to reference during discussions?

How are furniture and dividers arranged to facilitate teacher assessment and support of student talk?

How can students transition between various groupings for different

Let's try it out!

CHAMP for Physical Environment Analysis



Conversation: Talk quickly with your partner to generate ideas. Use a level 2 voice.



Help: Ask your partner first, then raise your hand, if teacher help is needed. While you're waiting, continue to engage in the discussion.



Activity: Generate ideas for enhancing your physical environment with your partner, individuals will report out when asked.



Movement: Huddle with your partner. You may leave the pair if you need to take care of personal needs. You do not need to ask for permission.



Participation: Engage in the discussion and share your ideas. They're worth sharing! Everyone's voice should be heard.



SUCCESS: You have a better understanding of what engaging physical environments are.

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Please Thank Your Partner and Go
Back to your Seat



Take a
BREAK



Activator

- Use the number for the month that you were born.
- Without talking, line up around the room beginning with January and ending with December.
- SLIDE the LINE and find your partner
- Share your response to the question below.
- Continue down the line when indicated



What are you thinking about now that would support the engagement of the student that you chose this morning and why?

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 - **Collaboration vs. Cooperation**
 - **Routines and Scaffolds**
 - **Grouping for conversations**

Surfacing Background Knowledge



7:00

1. On a sticky (of your table's color) write down your favorite routine or scaffold that gets students talking in your classroom.
2. Put your sticky on another team's table ONLY if they don't have a sticky of your color, or the same strategy, already.
3. Return to your seat and talk with your teammates about which routine or scaffold you liked best and why.
4. We'll collect these to add to resources for teachers.

Groupings for Academic Conversations

5:00

- When are classroom conversations like a soccer game and when are they like a track meet?



Discuss first the picture and then generate a list with your team of the groupings you use in your classroom.



Student Talk

```
graph TD; A[Student Talk] --- B[Activities]; A --- C[Structure]; A --- D[Scaffolding]; B --- B1[Student Task]; B --- B2[The opportunity for student talk]; C --- C1[Time]; C --- C2[Turns]; C --- C3[Assess]; D --- D1[Must be clear:]; D --- D2[What to talk about]; D --- D3[&]; D --- D4[How to talk about it]; D --- D5[&]; D --- D6[Who to talk to];
```

Activities

Student Task

The
opportunity
for student
talk

Structure

Time

Turns

Assess

Scaffolding

Must be clear:

What to talk
about

&

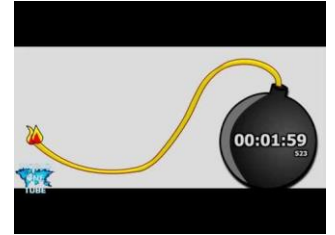
How to talk
about it

&

Who to talk
to

Partner Conversations

- When does TPS go wrong?
- What supports do students need?



- Scaffolding for body
- Language scaffolds for output (sentence frames)
- Scaffold listening
 - paraphrasing
 - accountability

Individual Accountability: Purpose and Options for Support

- Numbered Heads Together
- Popsicle sticks
- Random Name Picker (app)
- Cards
- Dice



Numbered Heads Together

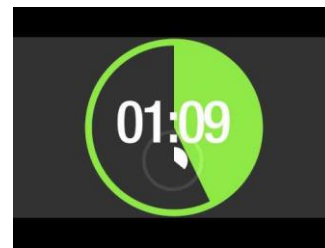
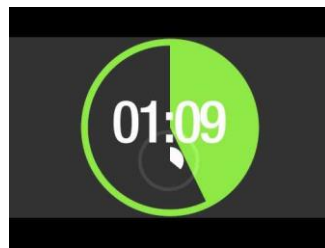
- Number off in your teams 1-4.
- Write your number down to remember it.
- When it's your team's turn to share out, I will call a number and that person will share the team's contribution.



How can we know that Juan and Mai are actively engaged in learning?

In your group, discuss the following question:

How can it be acceptable to use random participation and individual accountability with all students?



Routines for Student Engagement- Stand Up

For each routine,

1. Quickly identify potential scaffolds for English learners.
2. When your group has an idea, everyone stand up.

Anyone in your group might have to share the answer, so pay attention.

- Turn and Talk (pairs)
- A/B Partners (pairs)
- Inside/Outside Circle (multiple partners in succession)
- Fishbowl (Whole group)
- Socratic Seminar (Whole group)
- Talking Legos (Small Groups)
- Numbered Heads Together (Small Groups)
- Some Enchanted Evening
- Line up Fold up (Pairing)
- Stand up, hand up, pair up (Multiple partners in succession)
- Take a side (Whole group, small group, pairs)
- Four Corners (group, small group, pairs)
- Structured Academic Controversy



10 MINUTES

Talking Legos Debate



Make triads and discuss:

- Which of the routines in the packet do you think is the most beneficial for English learners and why?

Protocol:

- Choose one color of Legos
- Put a Lego in the center every time you speak.
- When you're out of Legos, just listen to the discussion.

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Thank you!

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