Welcome!
We will begin on the hour!

The Role of Professional Learning Communities in fostering Intellectual Engagement

Session 3 - Intellectual Engagement: Engaging Students in Collaboration, Dialogue, & Critical Thinking

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Session 3

Intellectual Engagement:
Engaging Students in Collaboration, Dialogue, & Critical Thinking
75% of 5th graders feel engaged by school, but only 32% of 11th graders feel the same way.
The Danielson Framework for Teaching

DOMAIN 1: PLANNING AND PREPARATION
- 1a Applying Knowledge of Content and Pedagogy
- 1b Knowing and Valuing Students
- 1c Setting Instructional Outcomes
- 1d Using Resources to Support Students
- 1e Planning for Coherent Instruction
- 1f Assessing Student Progress

DOMAIN 2: LEARNING ENVIRONMENTS
- 2a Cultivating Respectful and Affirming Environments
- 2b Fostering a Culture for Learning
- 2c Maintaining Purposeful Environments
- 2d Supporting Positive Student Behavior
- 2e Organizing Spaces for Learning

DOMAIN 3: LEARNING EXPERIENCES
- 3a Communicating About Purpose and Content
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment for Learning
- 3e Responding Flexibly to Student Needs

DOMAIN 4: PRINCIPLED TEACHING
- 4a Engaging in Reflective Practice
- 4b Documenting Student Progress
- 4c Engaging Families & Communities
- 4d Contributing to School Community and Culture
- 4e Growing and Developing Professionally
- 4f Acting Ethically on Behalf of Students
Our Solution:

Session 1: Hands, Hearts, and Mind
- 1a Applying Knowledge of Content & Pedagogy
- 1b Knowing and Valuing Students
- 1e Planning Coherent Instruction

Session 2:
- 2b Fostering a Culture for Learning
- 2d Supporting Positive Student Behavior
- 3a Communicating About Purpose and Content

Today’s session:
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3e Responding Flexibly to Student Needs
Our Solution:
THE DANIELSON GROUP’S APPROACH TO PROFESSIONAL LEARNING

3 KEY SPHERES INFLUENCE
to maximize the possibilities for school improvement and teacher growth.

● REFLECTIVE PRACTICE
● COLLABORATIVE INQUIRY
● INSTRUCTIONAL COACHING
Tools:

➔ Intellectual Engagement Guide

➔ Self-Assessment Tool

➔ Observation Guide
To what extent are you leveraging the 3 Spheres of Influence in your professional learning?

Poll:
Which Sphere of Influence does your school focus on most:
  Reflective Practice?
  Collaborative Inquiry?
  Instructional Coaching?
In this session, you will...

- Analyze Stage 3 of the Intellectual Guide - focusing on Engaging Students in Collaboration, Dialogue & Critical Thinking
- Preview the conditions and structures that support how to create and maintain a Professional Learning Community.
Stages of Intellectual Engagement

Stage 3: Engaging Students in Collaboration, Dialogue & Critical Thinking

01 Arranging for Learning
Begin by deeply understanding your students’ identities and assets, and the content and pedagogy of your discipline. Once well informed in both of these areas, create instructional outcomes and learning experiences that effectively sequence opportunities to learn and gain mastery of complex concepts and enduring understandings (Components 1a, 1b and 1e).

02 Facilitating Engaging Learning Experiences
Be purposeful about creating a learning environment in which students are affirmed and challenged and encouraged to take responsibility for their learning. Explicitly teach, model and support positive behaviors conducive to learning and establish systems that support those behaviors. Effectively communicate clear goals and expectations that allow students to engage with rich content and check for their understanding as the lesson progresses. (Components 2b, 2d, and 3a).

03 Engaging Students in Collaboration, Dialogue, & Critical Thinking
With these systems, structures and understandings in place, use questioning and discussion to support and develop critical thinking, reasoning and reflection; create learning experiences requiring higher order thinking, collaboration, and multiple approaches (Components 1e, 3b, and 3c, 3e).
Take 2 minutes to review the self-assessment on 3c.

What are some areas of strength?

What are some growth opportunities?
What are the qualities of a rich learning experience in your context?
Rich Learning Experiences

- Agency
- Critical Thinking
- Completion of Tasks and Activities
- Minds, Hearts and Hands
Refer to your observation tool as we watch the video.

### Observing for Component 3c pp. 13

<table>
<thead>
<tr>
<th>Rich Learning Experiences</th>
<th>Notes and Observations</th>
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<tbody>
<tr>
<td>Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement.</td>
<td>Possible examples, evidence statements, and questions</td>
</tr>
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<td>□ Not yet □ In process □ Established</td>
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<table>
<thead>
<tr>
<th>Collaboration and Teamwork</th>
<th>Notes and Observations</th>
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<tbody>
<tr>
<td>Student collaboration is a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful.</td>
<td>Possible examples, evidence statements, and questions</td>
</tr>
<tr>
<td>□ Not yet □ In process □ Established</td>
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<tr>
<th>Use of Instructional Materials and Resources</th>
<th>Notes and Observations</th>
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</thead>
<tbody>
<tr>
<td>Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content.</td>
<td>Possible examples, evidence statements, and questions</td>
</tr>
<tr>
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<table>
<thead>
<tr>
<th>Opportunities for Thinking and Reflection</th>
<th>Notes and Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding.</td>
<td>Possible examples, evidence statements, and questions</td>
</tr>
<tr>
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Observing for Component 3c
A Real World Geometry Project

Watch the video through the lens of the Elements of Success for Component 3c.

- Rich Learning Experiences
- Collaboration and Teamwork
- Use of Instructional Materials
- Opportunities for Thinking and Reflection

Table for 22: A Real-World Geometry Project
Lesson Objective: Apply knowledge of area and perimeter to solve real-world problems
GRADE 6 / MATH / GEOMETRY
14 MIN
Math.3.MD.C.7a | Math.3.MD.D.8

Link to Video
Stop and Jot in Chat
Observing for Component 3C

- Write in the chat the element of success you observed with an example from the video
  - A--Rich Learning Experiences
  - B--Collaboration and Teamwork
  - C--Use of Instructional Materials and Resources
  - D--Opportunities for Thinking and Reflection.
- How did the teacher engage students’ minds, hearts and hands?
Poll: Which element of success do you feel your school community needs to become better at?
- A--Rich Learning Experiences
- B--Collaboration and Teamwork
- C--Use of Instructional Materials and Resources
- D--Opportunities for Thinking and Reflection.
More than 70% of initiatives fail.

Lack of clarity, tools and processes.
Our Solution:
THE DANIELSON GROUP’S APPROACH TO PROFESSIONAL LEARNING

3 KEY SPHERES INFLUENCE

to maximize the possibilities for school improvement and teacher growth.

- REFLECTIVE PRACTICE
- COLLABORATIVE INQUIRY
- INSTRUCTIONAL COACHING
Three Big Ideas of a PLC

Putting our work together in an anchored and coherent way for professional learning and growth.

Ensure all students learn at high levels

collective and collaborative effort

focus on results

— Richard DuFour, Learning by Doing: A Handbook for Professional Learning Communities at Work
The Cycle of Inquiry

Poll: Which Stage are you most interested in learning more about?
Create Goal Statement using the language of elements of 3c.

Example

By January 10th, I will have strengthened my capacity to design opportunities for students to engage in thinking and reflection by using the strategy of ________.
Practice Setting Goals using the Elements of Success:

By (date), I will have strengthened my capacity to (insert elements of success) by (intervention).

- Rich Learning Experiences
- Collaboration and Teamwork
- Use of Instructional Materials
- Opportunities for Thinking and Reflection
Key Takeaways - Stage 3

● To foster intellectual engagement within students, educators must deliberately design a learning environment that invites students to participate fully, critically think, reason and reflect.

● Intellectual engagement amongst students occurs by deliberate educator design. Therefore, educators must consider the quality of instructional materials and resources in service of rich learning experiences that foster collaboration, thinking and reflection.

● Professional Learning Communities can help to improve educator collective efficacy to create learning environments that are intellectually engaging for students.
Take the Framework for Teaching Further

- Work with your peers to tag, analyze, and discuss any of our 1,400+ Framework-aligned classroom videos.
- Assign your team Framework-aligned courses designed for their specific areas of growth.
- Use our video observation platform for coaching and mentoring with the Framework for Teaching rubrics.

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**The Cycle of Inquiry**

**Inquiry Meeting(s)**

**Objective 2:** Determine what data to collect

Data Collection should answer the question “Where am I now?”

Cluster 5:

- Lesson Plan (Additional supports/modifications),
- Formative Assessment
- Summative Assessment
- Feedback logs
- Goal setting sheets

In breakout rooms, discuss some of the data that could be collected for Cluster 2?
**The Cycle of Inquiry**

**Inquiry Meeting(s)**

**Objective 2: Determine what data to collect**

**Focus Statement**

**Example**

Based on my self-assessment results, I would like to focus on Cluster 2, specifically building positive developmental relationships.

**Collect Data**

**Example**

Target students: Use exit tickets and surveys to gauge how students feel about their interactions in class.

Instructional Materials: I will gather one week of lesson plans to analyze opportunities to increase group work.

Systems and Routines: I will analyze my systems and routines with respect to my focus area.

Observation Data: I will record 3 - 4 lessons and review it with colleagues to monitor respectful interactions.
The Cycle of Inquiry
Work Sample Analysis

Analyze data
Example
Target students: 2 out of 4 students show care and respect towards each other and myself.

Instructional Materials: My materials don’t necessarily reflect the concept of care.

Systems and Routines: I have a system where students can discuss each other’s strengths, I’m not sure if it’s working for my other 2 students.

Observation Data: My observation data revealed that I have consistency in this area.
The Cycle of Inquiry

Intervention Design

Objective 1: *Brainstorm Interventions*

Example: Brainstorm Intervention
Ask students to submit 2-3 suggestions for how they would like to engage in caring and respectful dialogue with their teacher and among peers. Based on their feedback, develop a set of protocols for interactions. The protocols should range between 3-4 statements.
The Cycle of Inquiry
Action Research

Example
I will commit to using the protocol at least 5 times and gathering data on my success indicators.
Journaling - Future Dreaming

Spend 5 min. responding to the following prompt. You may use the back of your packet, another piece of paper, or type your thoughts.

In terms of Intellectual Engagement, what do you want your classroom/school to look like, feel like, sound like in 1 week, 6 months, 1 year?