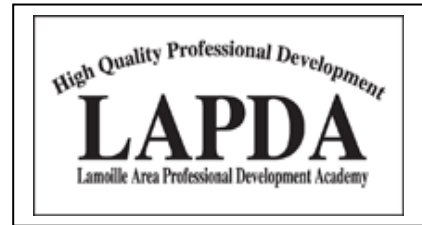


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Course: Maximizing Engagement for All Learners
Instructor: Steve Dahl
Prerequisites: None
Number of Credits: 3 semester credits / 45 hours

Course Description:

As teachers begin teaching within the Common Core State Standards (CCSS) framework they will quickly recognize an even greater emphasis needs to be placed on student engagement. There is widespread recognition that teachers are tasked with creating favorable learning conditions for a diverse population of learners. Teaching within the CCSS framework requires teachers to create equity of outcomes as well as equity of access to learning. In order for teachers move deeper into teaching within the CCSS it is important that they develop a solid understanding of the underlying principles of the CCSS and how maximizing student engagement is an essential part of teaching effectively within the Common Core State Standards.

To maximize engagement for all learners, teachers will learn the importance of recognizing the “achievement gap” is widened by an “engagement gap” at the individual student level. Course participants will learn that teachers and learners may view engagement through the lens of different enduring questions. When answering the enduring questions of learners, teachers will learn how to avoid various engagement traps. An important aspect of maximization will be to assess students with regard to their own orientation toward growth as learners. The negative implications of students holding a fixed view of their own potential as learners will be juxtaposed against a learning mindset that helps increase student willingness to take risks. The connection between students embracing an expandable view of their ability followed by teacher use of prescriptive teacher feedback will be made.

Throughout the course teachers will have opportunities to reflect on their own cycle of inquiry and demonstrate an impact on the achievement of students through engagement. In doing this, a number of factors will be considered including how universal design for learning principles can help address barriers within the learning conditions. The rationale for personalization through a continuous cycle of re-engagement for teachers and students will be provided. Teacher reflection strategies to guide interpretation of both overt and covert student disengagement will provide teachers an opportunity to implement what they are learning.

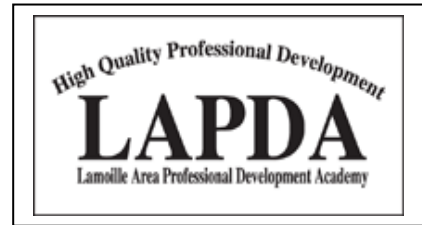
This course has been designed with the goal of (1) providing a framework which operationally defines engagement and promotes the value of maximizing engagement for all learners (2) provides research-based principles in which teachers can anchor their practices and (3) the characteristics of engagement-minded practices which both teachers and students will find motivating to implement that will leverage the efforts of both teacher-students. The educational literature increasingly underscores the importance of professionals understanding, anticipating and responding to the needs of students so that quality engagement is the predominant experience of students.

Course Objectives: Participants will

- Summarize the current need for personalization within a standards-based system
- Be able to define the difference between the “achievement gap” and the “engagement gap.”
- Articulate why what teachers do (“teaching”) and what students do (“learning”) are not equivalent.
- Understand the need for developing a gauge for engagement
- Recognize why maximizing engagement for all learners requires extensive interactions with learners
- Apply a number of potential pitfalls related to engagement (gaps, traps, wraps, and naps)

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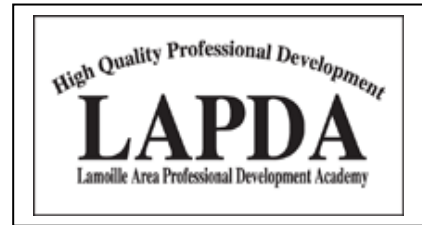
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- Demonstrate understanding of the need to formulate an engagement hypothesis
- Review current research on the role of emotions in learning
- Develop awareness of elements of a brain-friendly learning environment
- Distinguishing between “good stress” and “bad stress” levels that impact learning
- Comprehend the role of fear for learners and strategies to help mitigate fear
- Understand the elements of and a rationale for a student engagement self-reflection tool
- Articulate the enduring questions for both teachers and learners and the pivotal nature of students’ enduring questions
- Identification of the features of a cycle of inquiry and the importance of using one to increase student engagement
- Conceptualize success in teaching as interdependent with success of learners
- Recognize the importance of connecting with students to develop strong teacher-student relationships
- List characteristics of learning environments that alter the odds against or in favor of learning
- Demonstrate understanding that a teacher’s role is multi-faceted as an advocate, buffer and catalyst within the learning environment.
- Delineate the characteristics of a fixed ability mindset and an expandable ability mindset
- Recognize how a growth-minded approach is integral to maximizing engagement for all learners regardless of academic achievement levels
- Implement a teacher reflection strategy to determine whether student orientation is toward a fixed or expandable view of ability
- Prepare a lesson or unit of instruction on the growth mindset for an entire class
- Link the key teacher behavior of providing prescriptive feedback with the need for learners to receive informative communication during their learning process
- Learn steps to providing effective prescriptive feedback.
- Recognize the research base that suggests particular kinds of praise can actually decrease engagement
- Understand the benefits of providing prescriptive feedback
- Understand the significance of encouraging student ownership of data about their own performance
- Learn several methods for providing students opportunities to reflect on their own performance data over time
- Describe the statements that may be typical of myths associated with engagement
- Reflect on any overlap between current practice and engagement myths
- Understand the role of behavior as a language for learners trying to get unmet needs through their behavior
- Recognize the covert and overt aspects of behavior and the challenges each can present for teachers maximizing engagement
- Reflect on course content and applications to current teaching context
- Create an engagement map to guide future learning interests

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Content Outline/Topics

Lesson 1: Maximizing Student Engagement

- 1a) Framing Student Engagement
- 1b) Understanding Personalization
- 1c) Start Where Your Learners Are

Lesson 2: There is an Engagement Gap to Bridge

- 2a) There is an Engagement Gap to Bridge
- 2b) Maxims or Myths?
- 2c) How Engagement Helps Define Us

Lesson 3: Formulating an Engagement Hypothesis

- 3a) Formulating an Engagement Hypothesis
- 3b) The Engagement Apps (Applications)
- 3c) The Engagement Trap
- 3d) Avoiding the Engagement Trap
- 3e) Creating an Engagement Map
- 3f) The Engagement Landscape

Lesson 4: The Teacher's Role: Engaging the Learner to Self-Engage

- 4a) The Teacher's Role: Engaging the Learner to Self-Engage
- 4b) Emotions and Learning
- 4c) What Teachers Can Do To Drive Out Fear
- 4d) Enduring Questions about Engagement

Lesson 5: The Importance of School Connectedness

- 5a) The Importance of School Connectedness
- 5b) Data Suggests the Relationships Matter
- 5c) Why Strive to Maximize Engagement for *All* Learners?

Lesson 6: Growth-minded Engagement

- 6a) Paying Attention to Attention
- 6b) Paying Attention to Effort
- 6c) Preparing to Teach Students to Maximize Their Own Growth

Lesson 7: Providing Feedback to Maximize Engagement for All Learners

- 7a) Providing Feedback to Maximize Engagement for All Learners

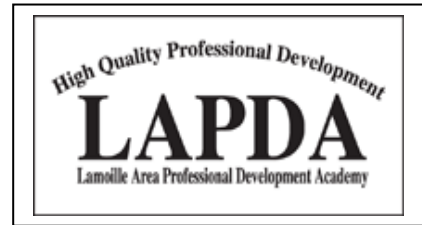
Midterm Exam

Lesson 8: Helping Students Own the Learning Process

- 8a) Helping Students Own the Learning Process
- 8b) Student Reflection is Pivotal
- 8c) Learning Conditions that Promote Student Ownership

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**Lesson 9: Engagement Myths**

- 9a) Many Myths of Engagement
- 9b) The BIG Myth of Disengagement
- 9c) Reframing Behavior in Terms of Engagement
- 9d) When Student Engagement is Covert
- 9e) Strategies for Maximizing Engagement in the Common Core State Standards

Lesson 10: MEAL: A Taste of Things to Come

- 10a) MEAL: A Taste of Things to Come
- 10b) Educational Neuroscience Will Help Inform Practice

Final Exam Part 1**Final Exam/Reflection Part 2****End of Course Reflection****Student Expectations:**

This online course is experiential and interactive. Participants will engage in a variety of activities to learn, practice, and apply the skills outlined in the course. This will include workbook exercises, short answers that are reviewed by a moderator, quizzes, the development of written lessons using differentiated strategies, classroom implementation of these strategies, and analysis of both the lesson and the students' response to the lesson. A final exam is also a part of the course. Participation in all of these areas is necessary for students to successfully complete the course with a passing grade.

Special Features

The course allows for a variety of interactive activities to practice specific skills. Lessons in video format and those summarized in the course are varied to provide examples of specific strategies used in differentiated instruction in different subjects and at different grade levels. Participants have repeated opportunities to apply the skills learned in this course in their own classrooms through implementation assignments.

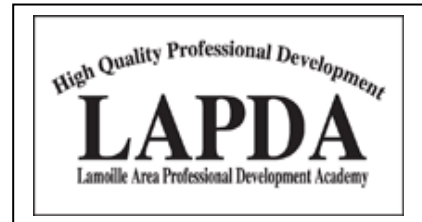
Instructor Description

Steve Dahl, M.Ed., is currently a public school administrator overseeing a number of district-level programs and services which include Special Education, Section 504, Title 1, and English Language Learner (ELL) programs. During the past 7 years in an administrative role, Steve has gained valuable insight into the increasing challenges facing today's educational professionals when responding to the needs of an ever-changing and diverse student population. Steve's background includes having served as a Para-Educator for students with multiple disabilities, a direct service provider for adults with a wide range of disabling conditions, and as a Special Education Teacher providing specially designed instruction for a diverse secondary-level student population. Steve's commitment to the professional learning community also includes having taught pre-service graduate and undergraduate coursework at Western Washington University in Woodring's College of Education. His current professional interests include researching strategies for job-embedded professional development, the role of technology in improving student achievement, maximizing student engagement of all students, and instructional decision-making.

His current professional responsibilities include frequent interactions with school-based professionals inclusive of general education teachers, special education teachers and specialists, nurses, counselors, and administrators. Steve places a high value on the role of parents and looks for ways to positively engage parents to maximize the learning

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conditions which students experience. Steve enjoys working collaboratively with a diverse professional population to design programs and services which meet the needs of students ranging from early childhood through secondary-level vocational transition programs. As the parent of 4 children ranging from ages 4 to 12, Steve develops courses from a perspective which reflects realities experienced by parents, students, and the many educational professionals who make the “wheels on the bus go ‘round and ‘round.” These experiences and perspectives readily transfer to the quality of the online courses he develops.

- M.Ed – Exceptional Children (1997) – Western Washington University
- K-12 Administrator Credential Program (2005) – Western Washington University
- BA in Philosophy (1991) – Western Washington University
- Served as Adjunct faculty—Western Washington University (1999-2003)

Methods of Instruction

A variety of strategies are employed in this course:

- Content presented for participants to read online—the formal instruction
- Video clips illustrating key course concepts and strategies
- Specific and varied learning activities to practice skills and strategies
- Online forum for participants to post answers to questions and summarize student responses to differentiated lessons in their own classrooms
- Classroom examples, specific strategies, activities, implementation assignments, and quizzes are included in each course module so skills are acquired and practiced at high enough levels of understanding to be applied throughout the course

Final Exam

The final exam is in two parts. There will be a comprehensive exam that assesses all course content. Each participant will also engage in a variety of exercises throughout the course and provided opportunities to self-evaluate that experience, report the results to the forum, and receive feedback on progress. The combination of the two will determine the passing grade.

Skills Transfer

The entire course is designed for application in the real world of the participant. The course not only provides the core knowledge of what differentiation is and why it is effective, it also gives numerous examples of effective differentiation strategies that can be immediately transferred by participants into their classroom practices.

Grading Criteria

The students will have the option of pass/fail or a letter grade when they register for the course. They will receive a passing grade upon completion of the course and all its’ elements. With the interaction element of the moderator on our online courses, a student cannot complete the course with less than a B grade.

For a B grade:

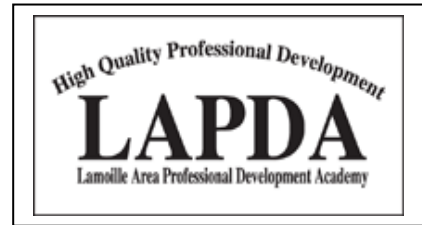
Completion of all online assignments, workbook assignments, postings to online forum, and response to practice done in own setting at a B. Passing the final exam with a score of between 70% and 85%.

For a A grade:

Completion of all online assignments, workbook assignments, postings to the online forum, and response to practice done in own setting at a B. Passing the final exam with a score between 85% and 100%.

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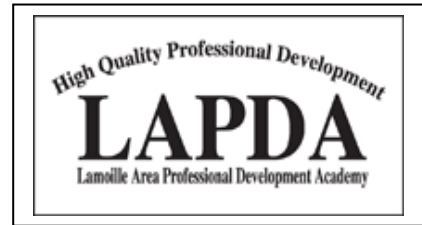
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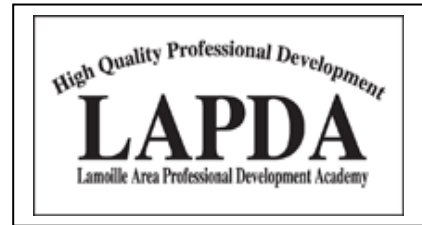
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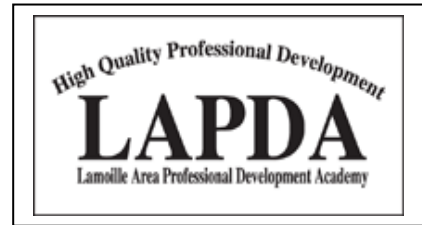
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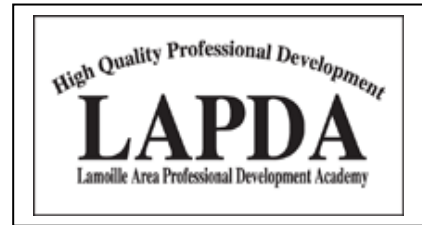
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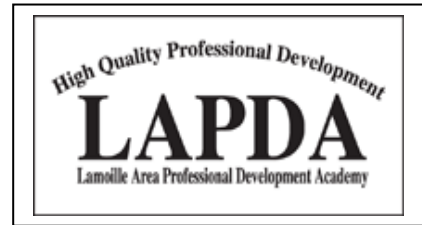
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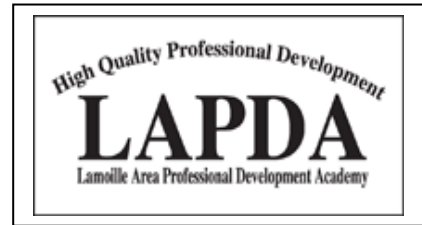
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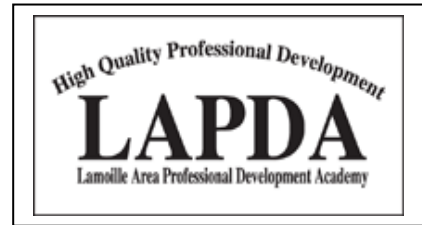


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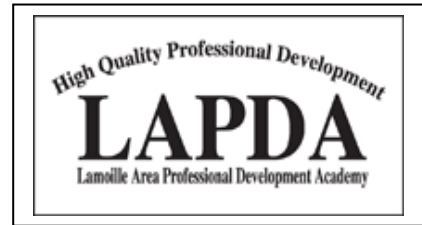
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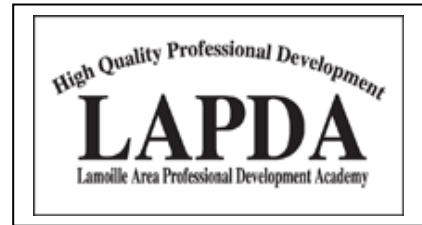
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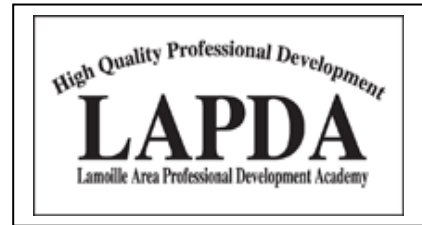
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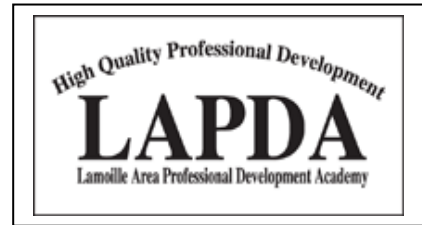
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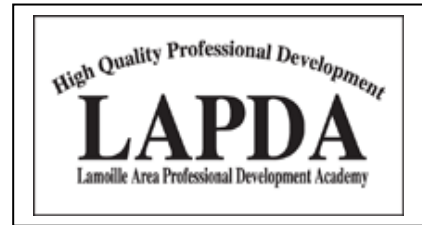
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Available on request