

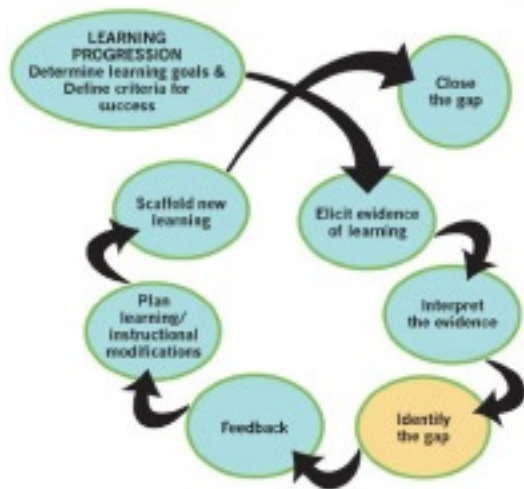


Course Description

FACT: *Students who are not engaged in the classroom are not learning.*

Research verifies that classrooms whose teachers have interactive lessons designed to engage all learners have the very best outcomes. It should be no surprise that engaging, interesting and relevant lessons and skillful teaching result in more orderly and effective classrooms.

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. In order for teachers to move deeper into teaching within the CCSS it is important that they develop a solid understanding of the underlying principles of the framework and how maximizing student engagement is an essential part of teaching effectively within the Common Core State Standards.



To maximize engagement for all learners, among many learning related principles:

- Teachers will learn the importance of recognizing the “achievement gap” is widened by an “engagement gap” at the individual student level.
- Teachers 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 regards to their own orientation toward growth as learners. The connection between students embracing an expandable view of their ability followed by teacher use of prescriptive teacher feedback will be made.

Course Goals:

- (1) Provide a framework, which defines engagement and promotes the value of maximizing engagement for all learners.
- (2) Provide research-based principles in which teachers can anchor their practices.
- (3) Introduce characteristics of engagement-mined practices which both teachers and students will find motivating.

Instructor
Steven Dahl, M.Ed



Maximizing Engagement of All Learners

Prerequisite: None

Number of Credits: 3 semester credits/
4 quarter credits/
45 hours

Steven Dahl is and has been a district-level administrator for nine years in Washington State schools and recognizes the need for high-quality, job-embedded professional development for staff. The kinds of courses Steven creates have appeal to both teachers and administrators and come with a solid rationale and research-based strategies (compliance efforts, improved student achievement and increasing commitment to a district goals and initiatives). Steven's role as a Director of Special Programs (overseeing Special Education, Title 1, LAP, 504, and Counseling) have helped to form his own vision for staff professional development. Steven has a Masters of Education in Exceptional Children and his K-12 Principal Credential and his K-12 Special Education Teaching Credential.