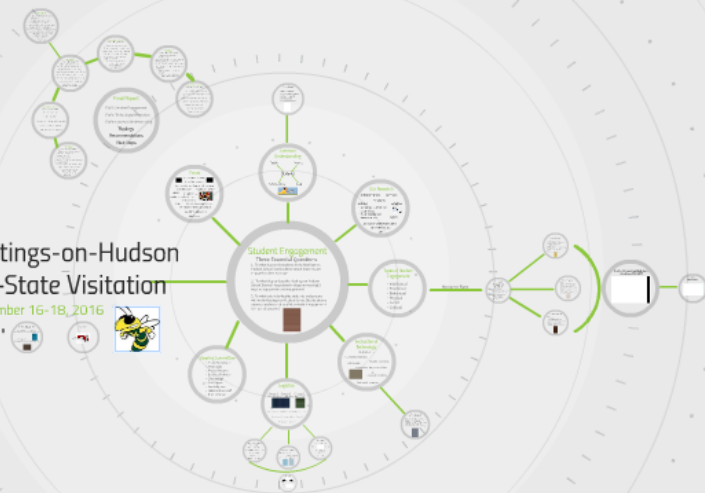


November 16-18, 2016



Hastings-on-Hudson Tri-State Visitation

November 16-18, 2016



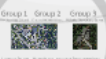
Student Engagement

Three Essential Questions

1. To what degree do students in the Hastings-on-Hudson School District demonstrate that they are engaged in their learning?
2. To what degree does the Hastings-on-Hudson School District integrate technology in meaningful ways to support student engagement?
3. To what extent do faculty, students, and parents within the Hastings-on-Hudson School District share a common understanding of what student engagement is in our classrooms?



Logistics



Group 1 Group 2 Group 3



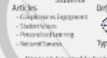
Focus



Common Understanding



Our Research



Types of Student Engagement

- Intellectual
- Emotional
- Behavioral
- Physical
- Social
- Cultural

Instructional Technology



Final Report

EQ1: Student Engagement
EQ2: Technology Integration
EQ3: Common Understanding

Findings
Recommendations
Next Steps

Final Steps



Hastings-on-Hudson Tri-State Visitation

November 16-18, 2016

Technology Access

Wifi: HOHSchools-BYOD
Username: LastnameFirstInitial (ex: lultj)

Laptop Access:
Username: LastnameFirstInitial (ex: lultj)



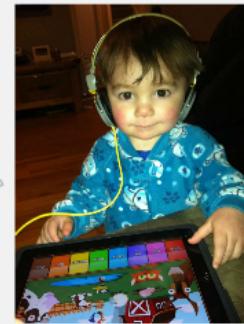
Thank You



Technology Access

Wifi: HOHSchools-BYOD

Username: LastnameFirstInitial (ex: luftj)



Laptop Access:

Username: LastnameFirstInitial (ex: luftj)





Steering Committee

- Ahava Steinbauer
- Amy Cazes
- Andrea Devarie
- Barbara Richman
- Chris Keogh
- Gail Kipper
- Lou Adipietro
- Melissa Shandroff
- Nina D'Amato

Student Engagement

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Focus



Problem Based Learning
Admin Walkthroughs



Learner Active Technology Infused Classrooms

Student Voice

Student Empowerment

STEAM

Growth Mindset

Student Centered Instruction



Peer Leadership

PBIS

Authentic Learning Experiences

Meaningful Integration of Technology

Social Emotional Learning

Mindfulness



You Tube



You Tube

Our Research

Administrators

Teachers

Students

Articles

- Compliance vs Engagement
- Student Voices
- Personalized Learning
- National Surveys

Definition

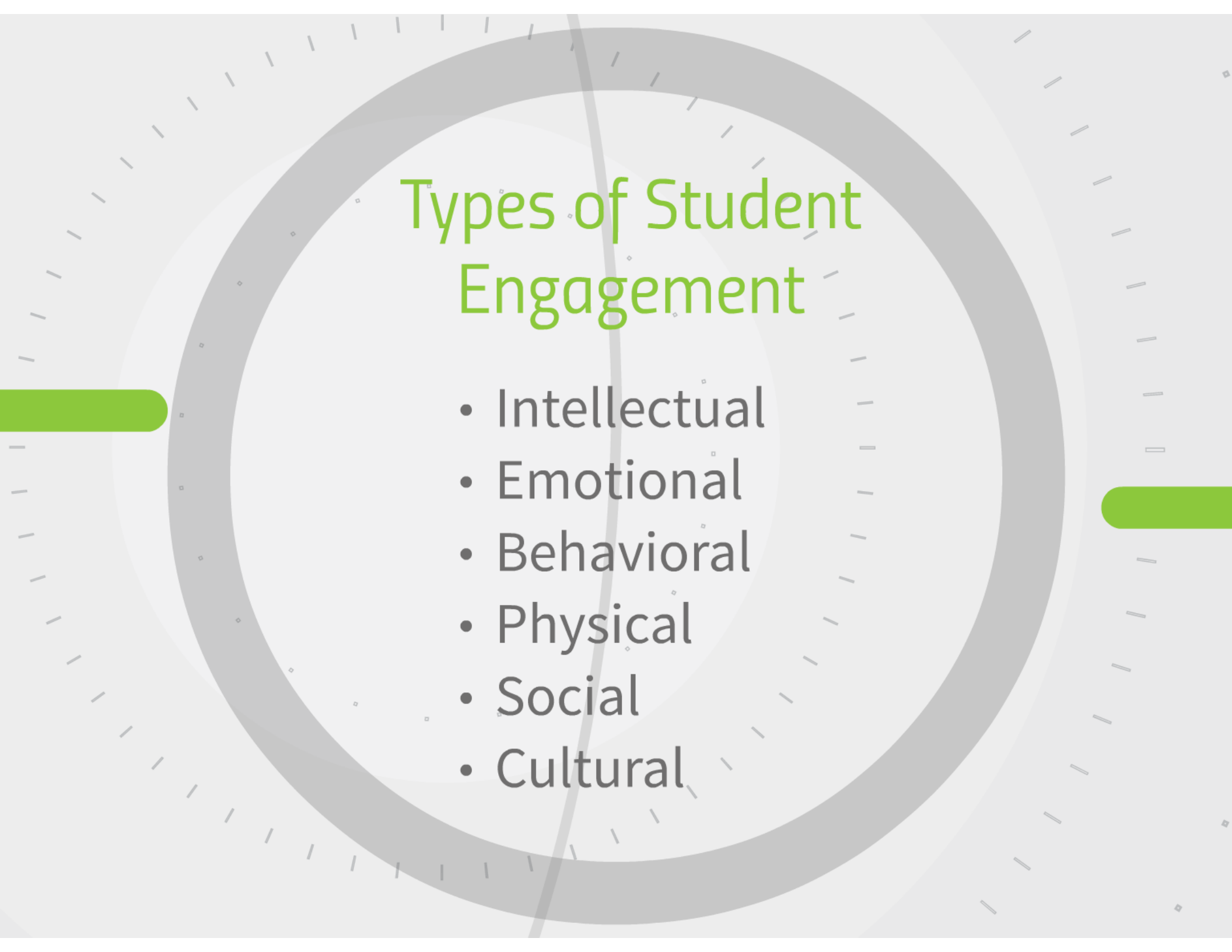


Types

Danielson's Framework for Teaching

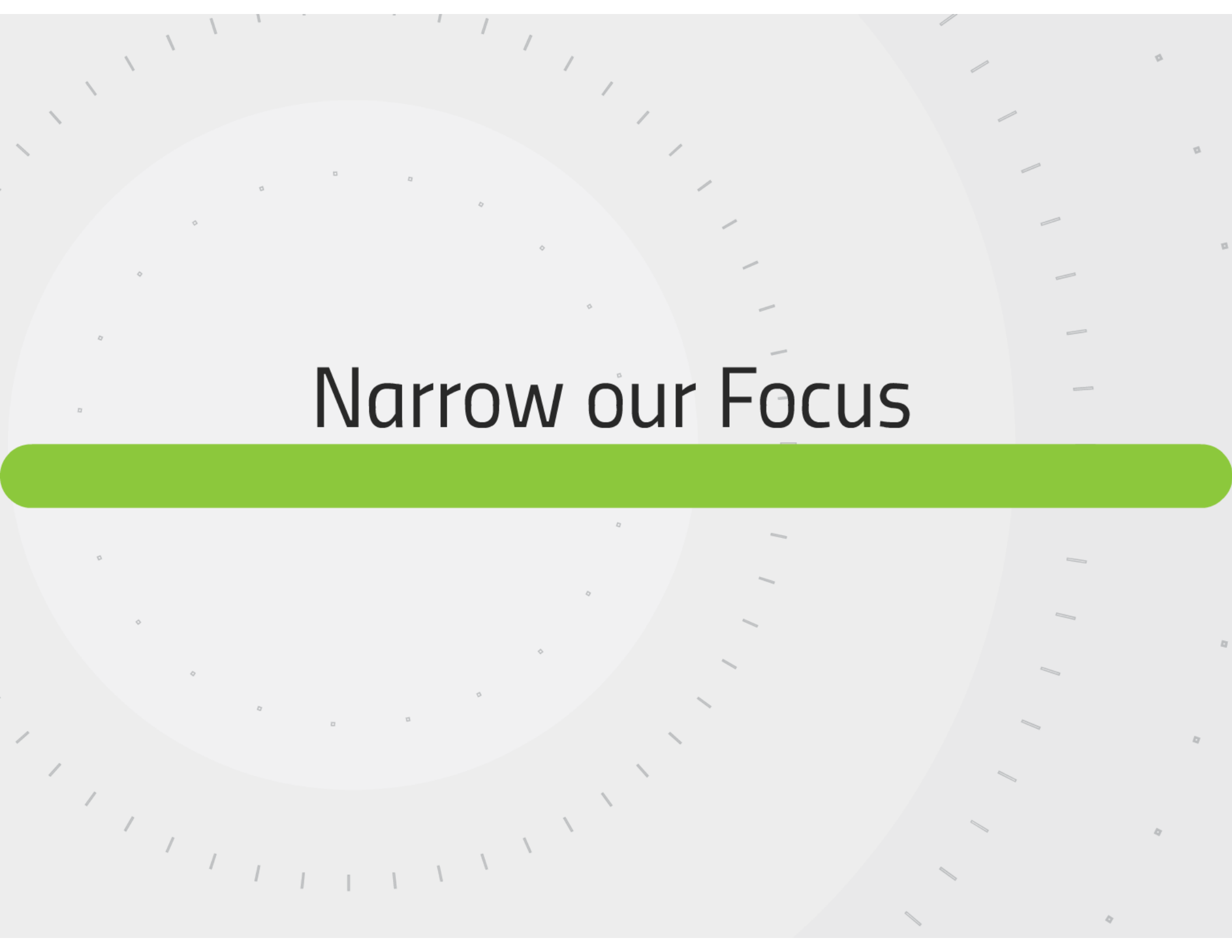
Admin Walkthroughs

LATI

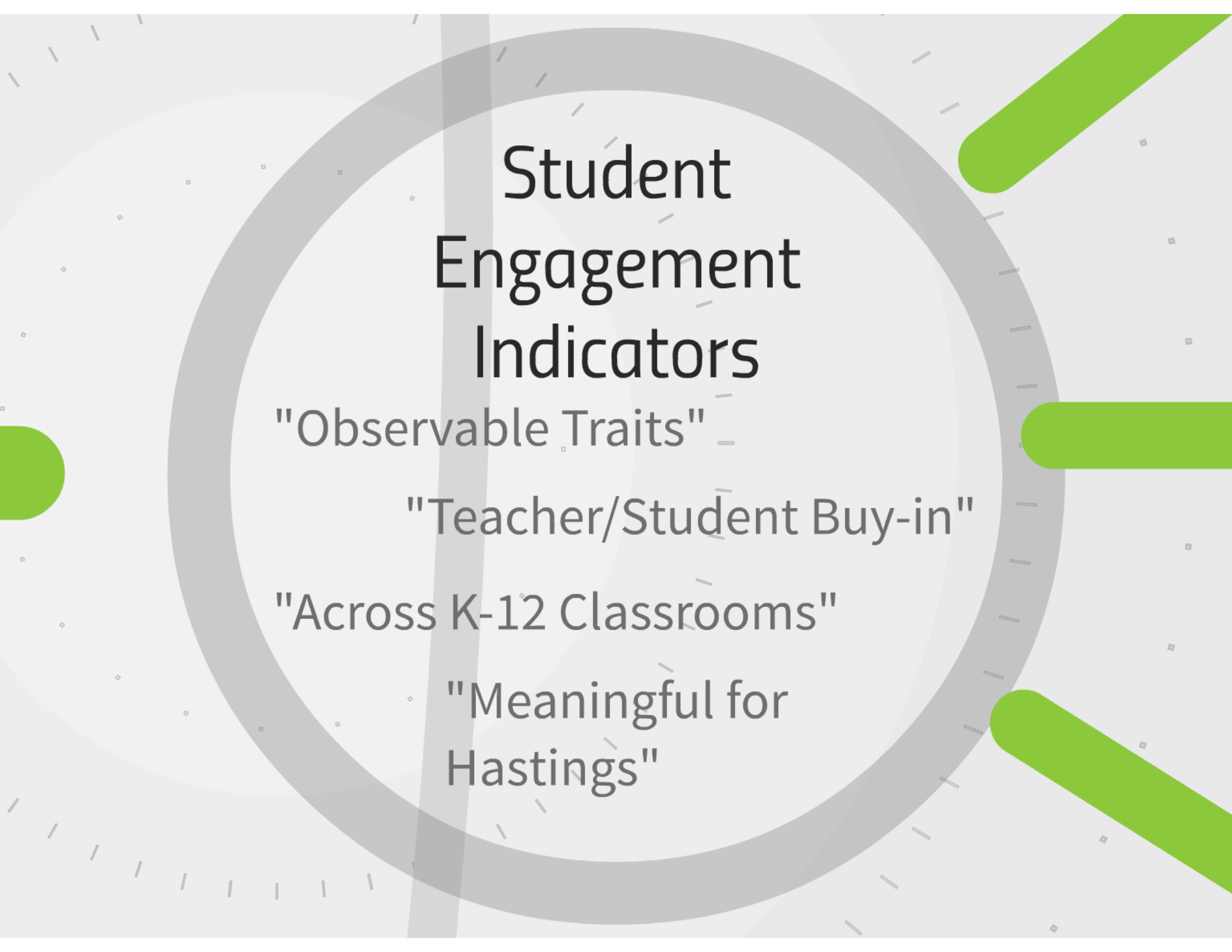
The background features a large, light gray circle with a dashed line around its perimeter. A thick, solid green horizontal bar is positioned on the left side, partially overlapping the circle. A thin, solid gray line runs diagonally from the top center towards the bottom right, passing through the center of the circle.

Types of Student Engagement

- Intellectual
- Emotional
- Behavioral
- Physical
- Social
- Cultural

The background features a large, light gray circle centered on the page. Within this circle, there are several smaller, concentric circles and a series of short, dashed gray lines that form a spiral pattern, radiating from the center. The overall aesthetic is clean and modern.

Narrow our Focus

The background features a large, light gray circle with a thick gray border. Inside this circle, there are four lines of text. To the right of the circle, there are four green, rounded rectangular bars of varying lengths, arranged vertically. The overall design is clean and modern.

Student Engagement Indicators

"Observable Traits"

"Teacher/Student Buy-in"

"Across K-12 Classrooms"

"Meaningful for
Hastings"

Physical Engagement

Students:

- Position themselves strategically for learning
- Move purposely between activities
- Use different modalities when learning
- Participate in hands-on activities
- Display appropriate emotional/physical responses when learning
- Access appropriate materials for learning



Social Engagement

Students:

- Collaborate/discuss with peers
- Give and receive constructive feedback
- Serve as resources for one another when learning
- Assume ownership of roles within a group
- Encourage positive relationships
- Display positive relationships with teaching professionals



Intellectual Engagement

Students:

- Contribute as well as consume information
- Document their independent learning (ex. note taking)
- Ask questions (that invite curiosity and provoke thinking)
- Grapple with content, appropriate to ability
- Initiate learning opportunities
- Make connections to what they're learning
- Explain their thinking process
- Discuss thinking among and between both teacher and students
- Reflect and provide feedback to teacher about learning (formative assessment)
- Demonstrate synthesis and application of learning in novel situations.
- Integrate diverse perspectives into their learning



Student Engagement Indicators

<https://goo.gl/Kcrn9M>

Hastings-on-Hudson Public Schools

27 Farragut Avenue
Hastings-on-Hudson, New York 10706
Phone: (914) 295-3100
Fax: (914) 478-3293
<http://www.hohschools.org>



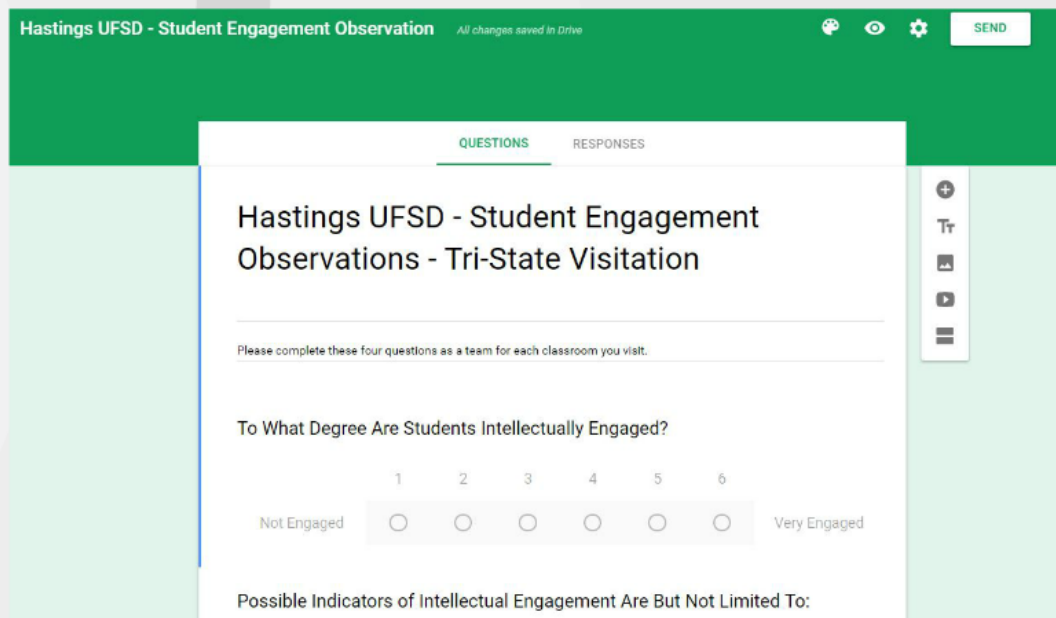
A National Blue Ribbon District of Excellence

STUDENT ENGAGEMENT INDICATORS & TECHNOLOGY INTEGRATION

Intellectual Engagement Students... • Contribute as well as consume information • Document their independent learning (ex. note taking) • Ask questions (that invite curiosity and provoke thinking) • Grapple with content, appropriate to ability • Initiate learning opportunities • Make connections to what they're learning • Explain their thinking process • Discussions occur among and between both teacher and students • Reflect and provide feedback to teacher about learning (formative assessment) • Demonstrate synthesis and application of learning in novel situations • Integrate diverse perspectives into their learning	Physical Engagement Students... • Position themselves strategically for learning • Move purposely between activities • Use different modalities when learning • Participate in hands-on activities • Display appropriate emotional/physical responses when learning • Access appropriate materials for learning
Social Engagement Students... • Collaborate/discuss with peers • Give and receive constructive feedback • Serve as resources for one another when learning • Assume ownership of roles within a group • Encourage positive relationships • Display positive relationships with teaching professionals	Technology Supports Student Engagement Technology... • Meaningfully embedded into the lesson • Used to enhance or extend the learning • Used as a means of collaboration • Multimedia makes traditional print text visual • Used to differentiate instruction • Foster independence and self-monitoring

Observation Data

<https://goo.gl/T4QccS>



The screenshot shows a Google Forms interface with a green header bar. The title of the form is 'Hastings UFSD - Student Engagement Observation' with a subtitle 'Tri-State Visitation'. The form is currently on the 'QUESTIONS' tab. The first question is 'To What Degree Are Students Intellectually Engaged?' with a 6-point Likert scale from 'Not Engaged' to 'Very Engaged'. The second question is 'Possible Indicators of Intellectual Engagement Are But Not Limited To:'. The form is set to be completed by a team for each classroom visited.

Hastings UFSD - Student Engagement Observation All changes saved in Drive

QUESTIONS RESPONSES

Hastings UFSD - Student Engagement Observations - Tri-State Visitation

Please complete these four questions as a team for each classroom you visit.

To What Degree Are Students Intellectually Engaged?

1 2 3 4 5 6

Not Engaged ☐ ☐ ☐ ☐ ☐ ☐ Very Engaged

Possible Indicators of Intellectual Engagement Are But Not Limited To:

Student Engagement

Three Essential Questions

1. To what degree do students in the Hastings-on-Hudson School District demonstrate that they are engaged in their learning?
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Instructional Technology

Only When....

Meaningfully integrated

Collaboration

Extend the learning

Increase learning opportunities



Access to resources

Enhances instruction

Technology Supports Student Engagement

- Meaningfully embedded into the lesson
- Used to enhance or extend the learning
- Used as a means of collaboration
- Multimedia makes traditional print text visual
- Used to differentiate instruction
- Foster independence and self-monitoring



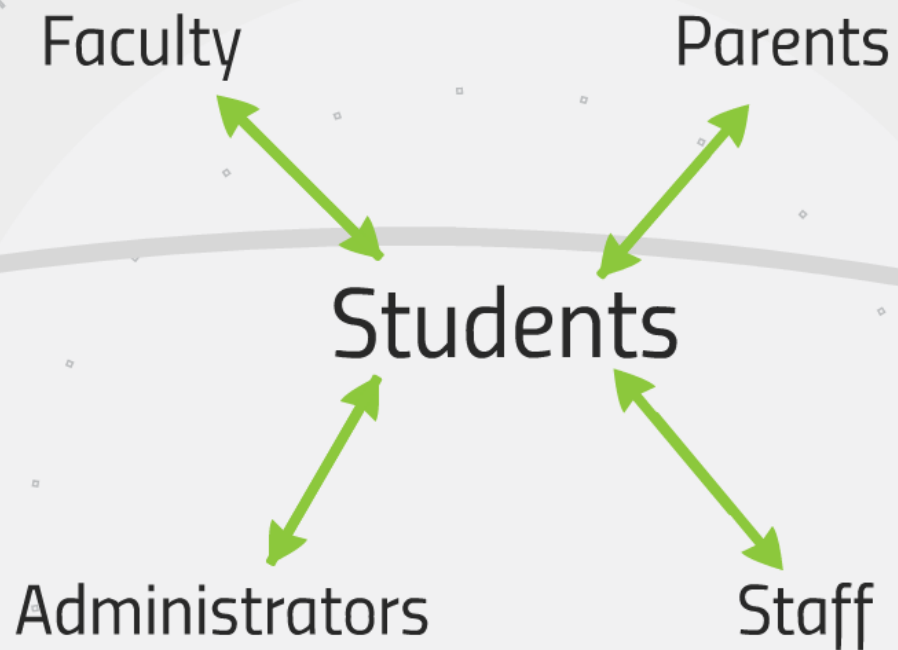
Student Engagement

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Common Understanding



Themes Emerged

Parental Awareness
Communication Strategies
Curriculum Integration
Peer Observation
Empowered Students

Student Engagement: Outcomes/Developing Themes

- **Parental Awareness**
 - Parental involvement
 - Communication strategies
 - Parental role
 - Parental expectations
- **Communication Strategies**
 - Communication strategies
 - Use of ICT in the classroom
 - ICT in the classroom
 - ICT in the classroom
 - ICT in the classroom
- **Curriculum Integration**
 - Curriculum integration
 - Curriculum integration
 - Curriculum integration
 - Curriculum integration
 - Curriculum integration
- **Peer Observation**
 - Peer observation
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 - Peer observation
 - Peer observation
- **Empowered Students**
 - Empowered students
 - Empowered students
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 - Empowered students

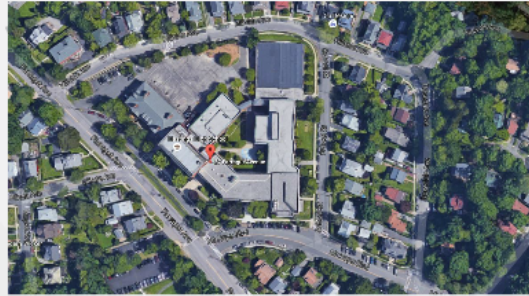
Student Engagement - Collective Understanding - Themes

- Parental Awareness
 - Back to school nights
 - Communication documents
 - Workshops
 - PTSA meetings
 - SEPTA meetings
- Curriculum Integration
 - Embedded
 - Common Language
 - Use of SEI's during instruction
 - SEI Rubric development
 - Making home/personal connections to SEI's
 - Formative assessments/Exit tickets
- Peer Observations
 - Teachers
 - Students
- Empowered Students
 - Define engagement
 - Build awareness
 - Create rubrics
 - Self-reflection
 - Provide examples
 - Feedback
 - Engagement goal setting
- Communication Strategy
 - Website
 - Student video
 - Online survey
 - SEI Posters
 - Social Media
 - Video moments of "engagement" in your classroom

Logistics

Group 1

Hastings High School

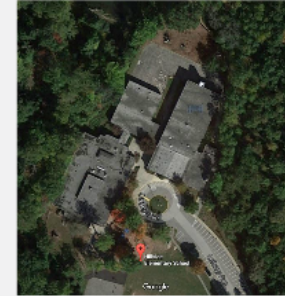


Group 2

Farragut Middle School

Group 3

Hillside Elementary School



Lecture Room - Homebase, Group 2 Presentations

High School Conference Room - Group 1

Makerspace - Group 3



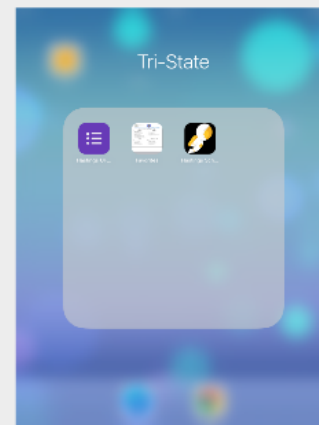
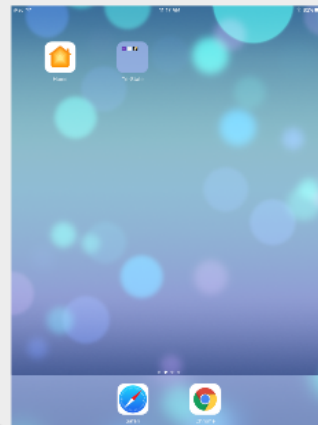
Presentation of Artifacts
Hastings Model
25 Unique Presentations
Across Buildings and Content Areas
Provide Context
Answer Questions
Electronic Documents

Classroom Observations

Meet in Main Office

Group A & Group B

Guide and Schedule Provided





Home



Tri-State



Safari



Chrome

Tri-State



Hastings UF...



Favorites



Hastings Sch...

Focus Groups

Steering Committee

Parents



Students

Board of Education

Teachers

Administrators

Schedule



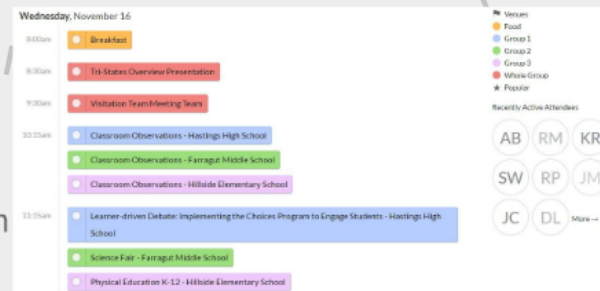
Computer

<https://goo.gl/RXR2rh>

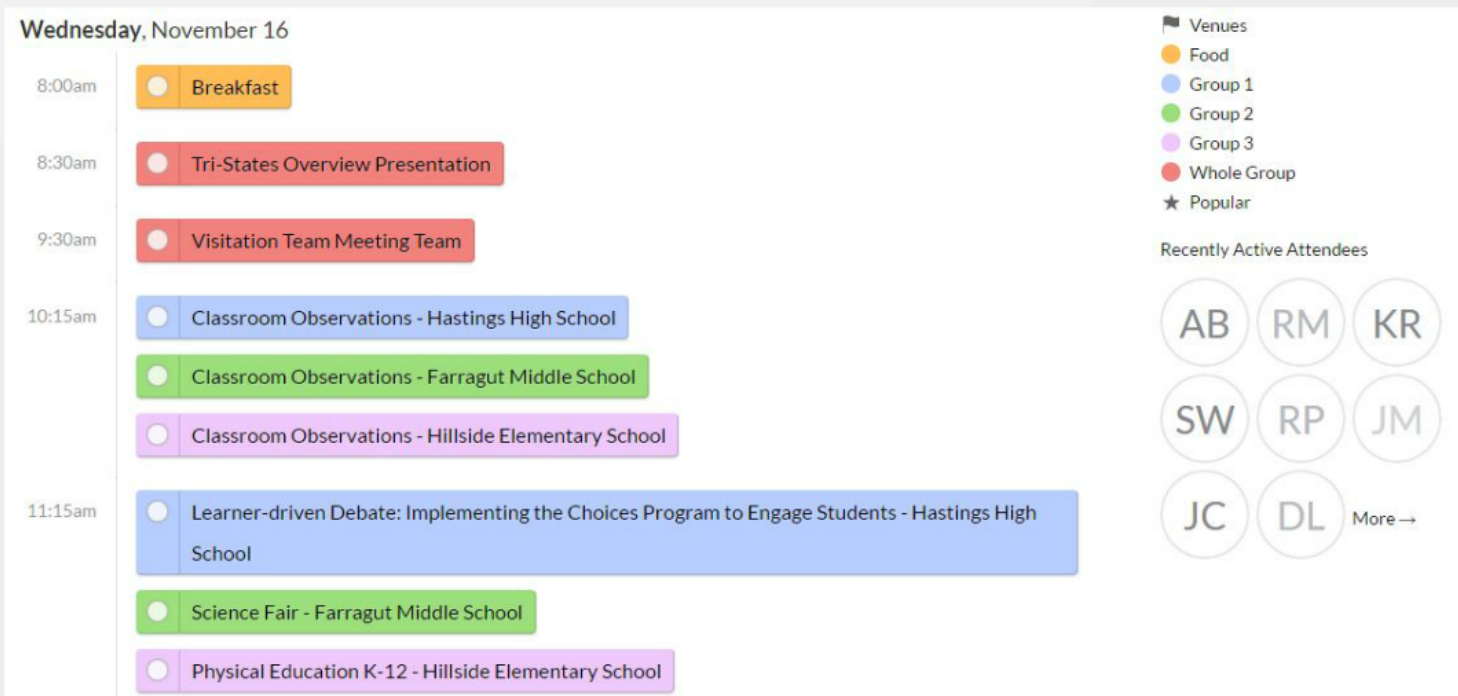
Mobile

<https://goo.gl/N5uIn0>

Group/
Venue
Presenter
Time
Description
Artifacts



Group Venue Presenter Time Description Artifacts



Observation Data

<https://goo.gl/T4QccS>

Hastings UFSD - Student Engagement Observation All changes saved in Drive

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Final Report

EQ#1: Student Engagement

EQ#2: Technology Integration

EQ#3: Common Understanding

Findings

Recommendations

Next Steps



Findings

EQ#1: Student Engagement

- Topic resonated with visiting team
- Relevance across districts
- Close attention to SEL
- Student comfort with LATI
- Evidence of social, emotional, intellectual, and physical engagement
- Students engaged in thoughtful activities
 - Impressed by research & decisions
 - Student-centered environment
 - Impressed with change
 - "Excellent instruction is occurring"

Recommendations

EQ#1: Student Engagement

- Teacher peer coaching
- Explore UBD Design
- Changing norms and structures (i.e. report cards)
- Student voice to assess engagement
- Collect data on student engagement

Findings

EQ#2: Technology Integration

- Designed to support instruction
- Technology integration was deliberate
- Consistent with appropriate technology use
- Skill practice, problem solving, and collaboration
- Students were actively engaged in learning
- Technology unobtrusively supports learning
- Integration of digital citizenship lessons
- Screen time was directly related to instructional goals

Recommendations

EQ#2: Technology Integration

- Communication of technology use
- Technology expectations placed on website
- Continue to evaluate digital citizenship lessons
- Short videos of student work be posted
- Greater emphasis on technology for interdisciplinary work
 - Host parent technology evenings
 - Include staff and student voice with respect to technology integration

Findings

EQ#3: Common Understanding

- Engagement matrix provided a solid foundation
- Aligned understanding of student engagement between teachers and administrators
- Students recognized and spoke about the matrix
- Teachers expressed "importance" of student engagement
 - Positive changes to instructional practices
 - Ample structures to facilitate dialogue about engagement

Recommendations

EQ#3 Common Understanding

- Learning walks for teachers and admin
- Student and teacher focus groups to continue work
- Communication of student engagement indicators
 - Additional meeting time for collaboration
 - Engage staff in reflective practice
 - Clarify initiative vs. invitation
 - Common Implementation

Next Steps

- Administrative walk-through document
- Develop and post grade level technology expectations
- Continue to improve communications
- Focused meeting time for student engagement conversations with faculty
 - Revisit matrix at end of year, seek faculty, student, & parent input
 - Debrief with faculty
 - Share with community

Thank You

