

Fostering High Leverage Engagement Practices via Classroom Drop-Ins: A Quick (5-minute) Turn-Key Opportunity for Administrators

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1

Session Objectives

1. Identify **high leverage trauma-sensitive classroom practices** that maximize student engagement and how they can be measured via a 5-minute non-evaluative classroom drop-in.
2. Understand how classroom drop-ins provide **turn-key opportunities for superintendents to engage in trust-building and collaboration** with their building administrators as well as foster positive administrator-educator relationships.
3. Learn how **Drop-In ‘dashboards’ support sustained implementation** and opportunities to develop a common language around engagement with educators and school board members to support long-term improvements in student outcomes.

2

Engaging the Whole Child

Rooting ourselves in the **“Why”** for Drop-Ins

We measure what we care about, and we care about what we measure.

Behavioral: Learning appropriate behavior and social/emotional skills in safe and supportive learning environments

Cognitive: Working with academic material and showing resilience/motivation to persist despite difficulty

Affective: Feeling of belonging, empathy, building social relationships with peers and adults

(Mahatmya, Lohman, Matjasko, & Feldman Farb, 2012)

3

Scan to [learn more about Drop-Ins](#) and hear experiences from other CT administrators!

Thank you!

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4

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