

Student Engagement in the Post- Covid Era

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EDUCATION

What is Student Engagement?

- Student engagement is a key element of a positive school climate, with a large body of research linking it to academic achievement. Students demonstrate **behavioral engagement** through actions such as consistent attendance, completing assignments, coming to class prepared, and participating in class and in school activities.
- Students are **emotionally engaged** when they like school, are interested in, and identify with school culture. Students are **cognitively engaged** when they exert effort to do well in school, which can lead to strong academic self-concept.

How do you keep students engaged?

Multiple ways
of
engagement

Engagement



Kahoot

www.kahoot.com

Create live quizzes/polls. Students respond live in your class



Google Suite

<https://gsuite.google.com/>

Google docs allow for collaboration with groups of students. Google Forms can help with surveys, student responses.

Multiple ways
of
representation

Representation



PDF Documents

acrobat.adobe.com

- * Accessibility (read aloud)
- * Embedded Vocabulary Support (dictionary and thesaurus)



Google Translate App

<https://translate.google.com>

- A) Text translation
- B) Audio Translation
- C) Visual Translation



Youtube and other video apps

www.youtube.com

- A) Allow for visual representation of information
- B) Captioning

Multiple ways
of expression

Expression



Flip Grid

www.flipgrid.com

Flip Grid is a virtual classroom that can allow students multiple opportunities to express themselves and interact with others through video.



Student Choice

With the learning objectives in mind, allow students to choose their own technology to express their learning (creating an online video, song, etc)

Example

Learning Goal	Previous Assessment	Revised UDL Assessment
<p>Understand and explain the concept of least restrictive environment and professional perspectives about inclusion</p>	<p>You will demonstrate understanding of the major themes and topics related to least restrictive environment (LRE) and inclusion discussed in the course in a 10-page, double space essay. Consider the major focus areas of each module (historical perspective, legislation, family perspective, education, inclusion in today's schools, etc.)</p>	<p>For this open-ended and creative assignment and using Universal Design for Learning, you will demonstrate understanding of the major themes and topics related to LRE and inclusion discussed in the course. Consider the major focus areas of each module (historical perspective, legislation, family perspective, education, inclusion in today's schools, etc.) In the past, students have written essays, written poems/stories, created models, written and sung songs, drawn pictures and created videos (just to name a few).</p>

SPECIAL EDUCATION: A GUIDE FOR AN INCLUSIVE CLASSROOM

An inclusive classroom is one that offers intellectual, emotional and social support for all the students according to their needs, sets high expectations and explores the world from the students perspective.

Inclusion is not negotiable

Context



LEGISLATIONS

Since 1965 several laws and legislation have been passed to make sure all children in the US can access free education. Some of the more relevant were:

- 1973 - Vocational Rehabilitation Act (Section 504)
- 1975 - Education for All Handicapped Children Act
- 1990 - Americans with Disability Act
- 2004 - IDEA Improvement Act

IDEA

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Principles

1. Free and Appropriate Public Education
2. Procedural Due Process
3. Parent and Student Involvement
4. Zero Reject (Educability for all)
5. Non Discriminatory Evaluation
6. Least Restrictive Environment



It includes 13 categories with inclusionary and exclusionary criteria

Autism, Deaf - Blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disabilities, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment Including Blindness.

Special Education supports both the student and their family

Classroom support

504 PLAN



Offers accommodations for students in General Education, it is NOT special education. The accommodations are changes in the environment, not in the instruction.

The purpose of 504 Plans is to remove barriers to learning.

IEP - INDIVIDUALIZES EDUCATION PROGRAM

A comprehensive document that allows students to access specialized instruction, accommodation and related services, both inside and outside the classroom. It must include present level of performance, goals, services, and the time at which the service will be offered and for how long.

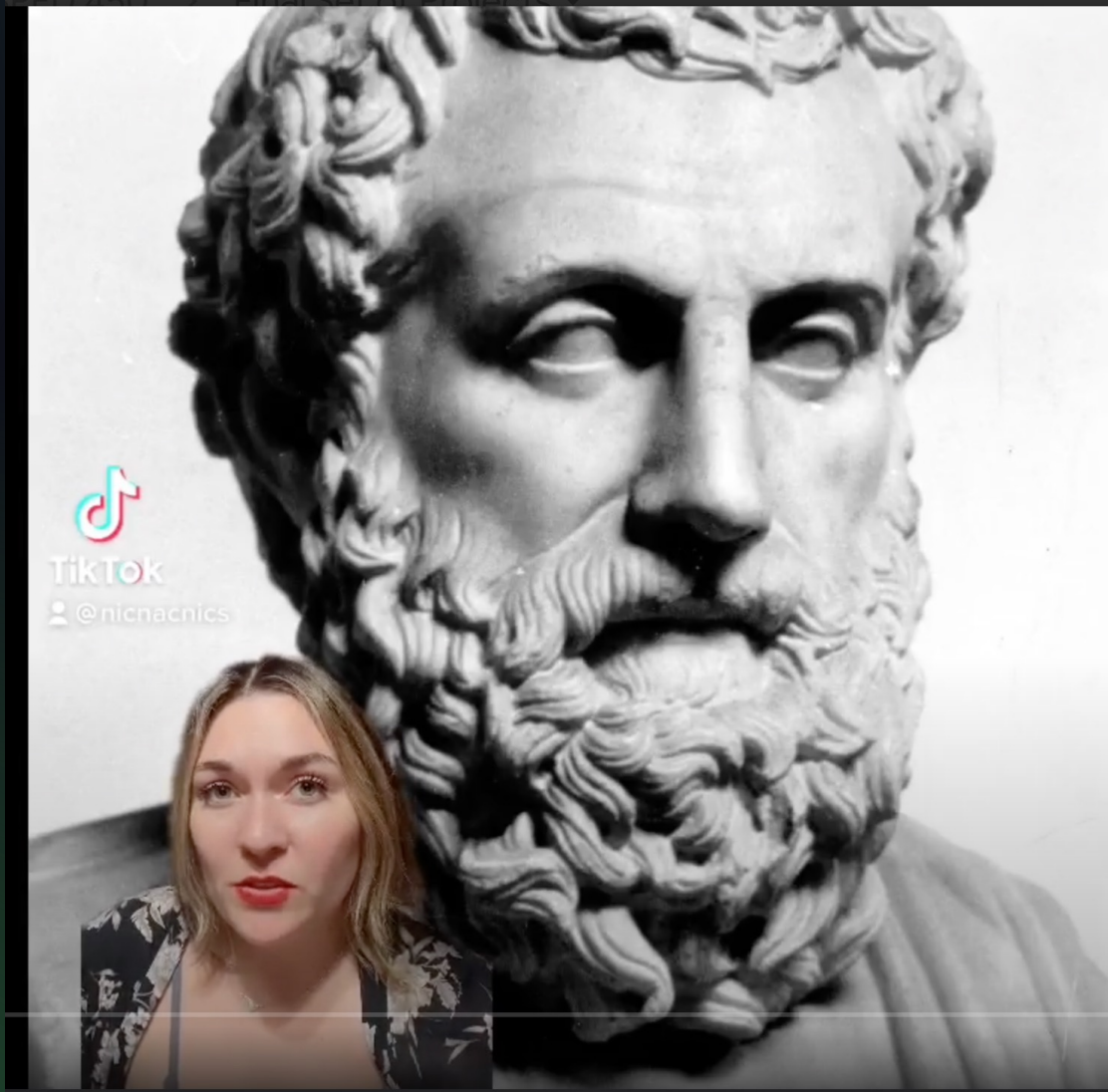
In order to determine eligibility schools or parents can request an initial evaluation



Assessment

- **Accommodation:** adaptations or changes to educational environments and practices.
- **Modification:** are adaptations that change what students learn and are used with students who require more support or adjustments than accommodations can provide.

Whereas accommodations level the playing field, modifications change the playing





<p>Content standards addressed from History–Social Science for California Public Schools Kindergarten Through Grade Twelve:</p> <p>11.10 Students analyze the development of federal civil rights and voting rights.</p> <p>11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.</p>	<p>Materials needed:</p> <p>Laptops provided by school</p> <p>Reading packets provided by teacher</p> <p>Websites provided by teacher</p>
<p>Learning Objectives:</p> <p>Students will learn the history and the social injustices that people with disabilities have had to and continue to face in the United States. Students will also learn about the importance of inclusion.</p>	<p>Assessment of learning:</p> <p>Criteria: Students will be given a short writing/typing assignment that will allow them to have more ways to show their knowledge.</p>
<p>Agenda (on board):</p> <p>Monday: Define Special Education. Explore how people with disabilities have been treated from the 1950’s and onwards in the United States. Go over person first language.</p> <p>Tuesday: Discuss important legislation that have helped people with disabilities.</p> <p>Wednesday: Quickly go over IEPs and 504 Plans. Begin talking about the importance of family and inclusion within it.</p> <p>Thursday: Learn about the importance of inclusivity in society.</p>	<p>Instructional Notes:</p> <p>Monday: The teacher will have created a slide show that condenses all the information from the Parallels in Time website, will include slides that discuss person first language with examples, and have a definition of Special Education. Students will fill in blanks in pre-printed notes as the lesson goes on.</p> <p>Tuesday: Students will be split into 2 groups and do a read around of packets provided by the teacher about the Education for all Handicapped Children Act (1975) and the American with Disabilities Act (1990). After this, the students will be paired with another student that researched the other act.</p>

<p>SPECIAL EDUCATION: Overview</p> <p>Special Education is a branch of public education that provides students with disabilities with the same educational opportunities as students without disabilities.</p>		<p>Accommodations</p> <ul style="list-style-type: none"> Changes in instruction or delivery format to support learning. Assisted by IEP team. 	<p>Administrative Evaluation</p> <ul style="list-style-type: none"> Assessments conducted by school or district. Assessments conducted by state or federal agencies. 	<p>Family as Teachers</p> <ul style="list-style-type: none"> Families as partners in education. Families as advocates. 	<p>Family Roles</p> <ul style="list-style-type: none"> Families as partners in education. Families as advocates. 	<p>Family as Teachers</p> <ul style="list-style-type: none"> Families as partners in education. Families as advocates. 	<p>Family Roles</p> <ul style="list-style-type: none"> Families as partners in education. Families as advocates. 	<p>Family as Teachers</p> <ul style="list-style-type: none"> Families as partners in education. Families as advocates. 	<p>Family Roles</p> <ul style="list-style-type: none"> Families as partners in education. Families as advocates. 	<p>Family as Teachers</p> <ul style="list-style-type: none"> Families as partners in education. Families as advocates.
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MONOPOLY

Step 1
Start
450

?

Teaching with Inclusion

- See the world from students' perspective.
- Inclusion is not removal.
- Let experiences form the evidence.
- Check your assumptions.

Inclusion

- Children with disabilities are included with children who do not have disabilities.
- Individualized collaborative learning with common goals.

RTI

- Screening and assessment and intervention to improve students' achievement and reduce behavioral problems.
- Use data to identify students at risk for learning problems, monitor progress, adjust.

UDL

- Examples of UDL:
- Provide choice of content.
- Provide choice of methods.
- Provide choice of settings.
- Provide choice of assessment.
- Provide choice of communication.

Evidence-Based

- Research-based practices that are supported by scientific evidence.
- Examples: Direct Instruction, Self-Determination Training, Social Skills Training, etc.

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Final Thoughts

- Be creative!
- Allow students to be creative!
- Keep the learning objective in mind.
- Create a rubric or authentic assessment method



Student Engagement

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Motivational Mindsets

GROWTH

PERSONAL RELEVANCE

SENSE OF BELONGING

*Creating class environment, university climate



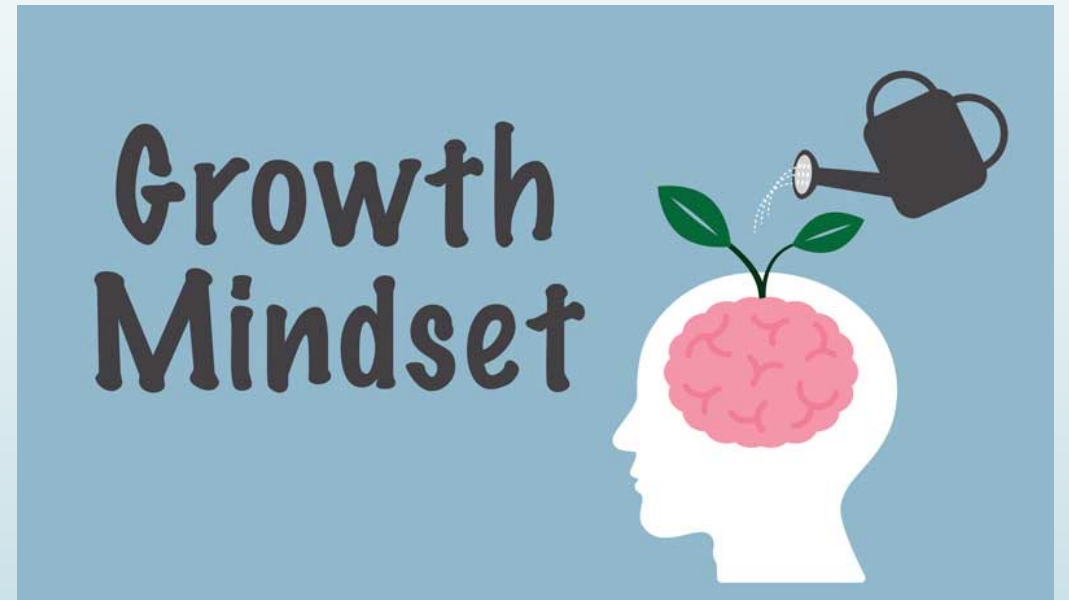
GPS Messaging

- ▶ Syllabus, welcome email/welcome video, first day of class
- ▶ Growth emails for struggling students
- ▶ Personal relevance folders, announcements, shares
- ▶ Sense of belonging emails
- ▶ Establish routines in messaging and active learning strategies



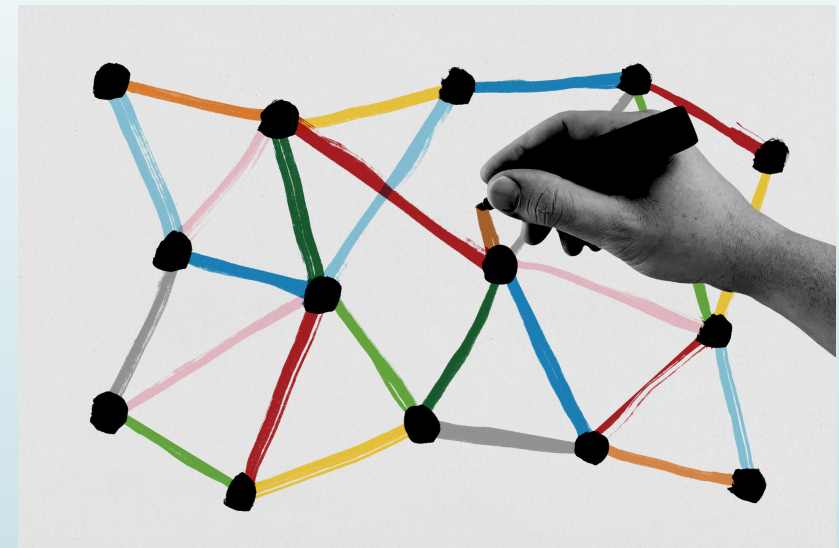
Growth Mindset

- ▶ Establishing growth mindset in class – transparency!
- ▶ Framing your assignments
- ▶ Request to redo
 - ▶ Revise & resubmit
 - ▶ Exam retake
- ▶ Exam wrappers



Personal Relevance

- ▶ Make connections in class – transparency!
- ▶ Connections with personal life
 - ▶ Interests, experiences,
- ▶ Connections with other classes, major, field
 - ▶ JEDI: representation, role models



Sense of Belonging

- ▶ Building community in class – transparency!
- ▶ Connections w/ (you) faculty, TAs, SI instructors, etc.
 - ▶ Regular office hours, tutoring
- ▶ Connections w/ other students
 - ▶ Discussion prompts at the beginning of class (online option)

