

**CIT Mentor Forum Capture Sheet:**  
**BREAKOUT DINNER SESSION: Engaging Students in Learning**  
**from January 26, 2015**

Specific challenges for teachers around Engaging Students in Learning	How Might CIT Lead Teacher-Mentors provide support to address these needs?	Categories
<b>Health/PE</b> Too many classes for not enough stations Windows screwed down and too hot. Large class size, teaching in small spaces. Not enough equipment and supplies. Lack of technology support. New teachers not given computers. Moving teachers around can't form relationships.		School Environment/Culture School/District Policies Facility Conditions Facilities Resources
<b>Librarians</b> Classroom management Relevancy Physical environment (space being used at different times for contrary purposes) Lack of respect for the library as a classroom Not appropriate use of librarians as co-teachers with classroom teachers	PD for Interns Sharing Lessons City-wide meetings Encouraging new librarians to visit other librarians	Classroom Environment School Environment/Culture Facilities
<b>English</b> Limited life experience Limited vocabulary Lack of parental support Time for exploration Time for colleagues to meet, talk, plan	Stay positive! Collaborate on work and teaching strategies. Share ideas! Model lessons with them Invite parents in to build relationships. Administrators need to be instructional leaders Go to PD together with Interns	Student ability Student families School Environment/Culture Planning and Preparation
<b>Technology</b> Materials Understanding our role as technology educators, not just computers Space/Location		Resources School Environment/Culture Facilities
<b>Science</b> Keeping away from pap-pencil labs, Inquiry as much as possible with materials available Safety, lack of resources and equipment Lab requirements: <ul style="list-style-type: none"> <li>• attendance, deadlines</li> <li>• communicating w/parents/guardian,</li> <li>• organization of labs,</li> <li>• paperwork</li> </ul>	Listserv in NY is very wealthy Identify Lead Teachers in building	Planning and Preparation Classroom Environment Instruction Facilities Resources School/District Policies
<b>ESOL</b> Compliance vs. engagement: what does each look like, Develop social language but it may or may not look the same as academic discourse	Observations Modeling Scaffolds Call on students using sticks-multipart questions to everyone when no one responds	Instruction

<p><b>Social Workers, Psychologists, Counselors</b>  Attendance issues,  Getting parents engaged to work w/ mental health professionals collaboratively  Getting parents to recognize their own children's mental health needs,  Scheduling issues-huge  Effective time management &amp; flexibility to deliver service around common core</p>	<p>Help us with more people to do <u>real</u> outreach.  Help administrators understand our roles and we are all different.  Help administrators understand the difference between mental health issues vs. discipline.</p>	<p>Student Attendance  Student Families  School/District Policies</p>
<p><b>Elementary – Primary</b>  Listening and Learning – Pacing: too long leads to kids being disconnected  ELLs – connections  Difficult to deviate from curriculum when you are learning it</p> <p>Common core lessons are dry: require sit and get, Kindergarten students are so young and immature that they don't have the independent skills needed to be successful without full teacher support  At all K-2 grade levels, the kids struggle with needing/wanting to work with the teacher often won't/can't be engaged in independent classrooms</p>	<p>Model, think of ways to teach content that are more hands on, appealing, real books instead of how to make it relatable, such as props-puppets, tactile objects to stimulate interest, senses-encourage collaboration, use real books instead</p> <p>Provide more training that focuses on how to do it what it should look like. Just saying they must be engaged doesn't help anyone.</p>	<p>Planning and Preparation  Instruction</p>
<p><b>Foreign Language</b>  Culturally responsive language &amp; material, are students getting that deeper knowledge  Purpose for learning  Showing engagement by students seeing the importance of learning second language</p>	<p>Modeling Engaging Lessons  Having Conversations  Collaborating  Advocating for Intern</p>	<p>Planning and Preparation  Classroom Environment  (Culture of Learning)  Instruction</p>
<p><b>Music, Art</b>  Reading level challenge, common core finds students exhausted  Lack of supplies (for art &amp; music), Having a classroom to teach, Evaluation by Danielson Rubric which is more appropriate for non-special subject class room, inconsistent rubrics</p>	<p>Pair students (worst/best readers)  Aspire to share supplies  Grieve lack of classrooms</p>	<p>Student ability  Resources  Facilities  School/District Policies</p>
<p><b>Special Education (secondary)</b>  How are we going to help interns engage students in learning in a CT model, when will we finally talk about it?</p> <p>So many levels of support in sp ed, ways for non-verbal students to share/participate</p>	<p>We frequently have new assignments every year.  Let's team up with General Ed content teachers and Special Ed teachers who have remained in content to share successful engagement strategies.</p> <p>Consultant Model specifics have not been shared across the district. Need info for informed CSE discussions</p>	<p>School/District Policies  Instruction</p>
<p><b>Math</b>  Group kids according to level Differentiating by ability  All students using calculators and highlighters to interpret  Students working in groups solving problems and charting on poster paper,  All awake and participating, Questioning techniques and wait time</p>	<p>Observe peers  How to present content  More formative assessment  Training in engagement vs. compliance  Training in questioning techniques  Learn by discovery</p>	<p>Instruction  Student ability</p>
<p><b>Special Education (Elementary)</b>  Varying levels of students (so low)  Keeping them engaged in common core because it is so above ability levels  Behavioral issues impair engagement  Modifying common materials &amp; utilizing different teacher- found resources  Overwhelming them with material that may set them off  State tests linked to our APPR</p>	<p>Brainstorming and collaboration with colleagues  Online sessions/E-learning sites</p>	<p>Student ability  Classroom Environment  Resources  Instruction  School/District Policies</p>