



Rules of Engagement; Activating Student Learning

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BELL-RINGERS

AS YOU ENTER...

- Dimensions of Engagement: *PERSONAL INQUIRY/RELEVANCE, QUESTIONING, PLANNING: SCOPE & SEQUENCE*
 - Add post-its:
 - *How do I know when I observe engagement? (yellow post-it notes)*
 - *Strategies to cultivate engagement? (blue post-it notes)*



WELCOME & HOUSEKEEPING

- Restrooms
- Wi-fi: CCT Public
no password, connect

*after accepting
conditions*



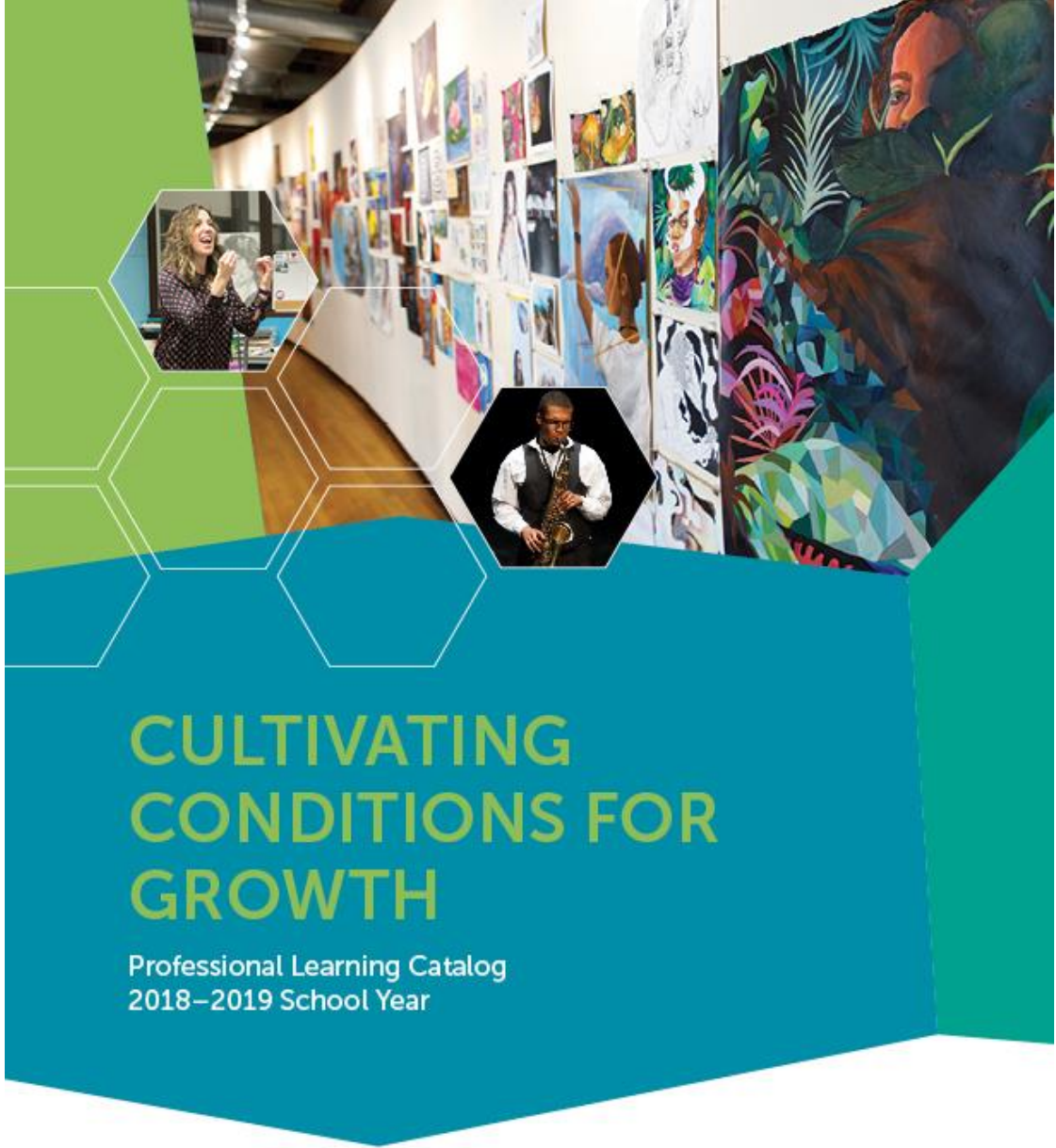
Upcoming Events

Changing the Dynamic: Creating a Healthy Organizational Culture
Friday, March 22, 2019 9am-12pm

Perform, Present, Produce: Educator as Artist - MUSIC
Thursday, March 28, 2019 4:30pm-6:30pm

Arts Education Conference 2019: Cultivating Conditions for Growth
Friday, April 5, 2019 8:30am-5:30pm

Shelter From The Storm: Recognizing, Understanding and Defining Trauma
April 25, 2019 4:30pm-7:30pm



CULTIVATING CONDITIONS FOR GROWTH

Professional Learning Catalog
2018-2019 School Year

ingenuity



DEPARTMENT OF ARTS EDUCATION



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RULES OF ENGAGEMENT: AGENDA

- Bell Ringers
- Welcome & Logistics
- Experiencing Engagement: Arts Lesson
- *****BREAK*****
- Let's Get META: Timeline Activity
- Delving Deeper: Dimensions of Engagement
- Sharing Resources
- Reflection & Farewell



SESSION OBJECTIVES

- **Understand** the scaffolding, differentiation, pedagogical tools and techniques that can enhance student engagement in the arts education lessons you design and teach.
- **Learn**, generate, and share concrete strategies to enhance student engagement in arts lessons through planning, questioning, reflection, and tapping into student inquiry.
- **Engage** in an interdisciplinary artistic lesson to examine how to maximize student inquiry from planning through implementation.



FRAMEWORK ALIGNMENTS

- **Ingenuity Arts Partner Standards of Practice Guide**
 - Focus Area 3: Execute Quality Instruction
 - *Component 3a: Integrate Educational and Artistic Practices*
- **CPS Framework for Teaching**
 - Domain 1: Planning and Preparation
 - *1b. Demonstrate Knowledge of Students*
 - *1c. Selecting Learning Objectives*
 - *1d. Designing Coherent Instruction*
 - Domain 3: Instruction
 - *3a. Communicating with Students*
 - *3b. Using Discussion and Questioning Techniques*
 - *3c. Engaging Students in Learning*
- **CPS School Excellence Framework**
 - *Curriculum, Instructional Materials, Rigorous Student Tasks, Instruction*



Norms

What do you/we need to succeed?

BE PRESENT. BE AWARE. BE RIGOROUS.

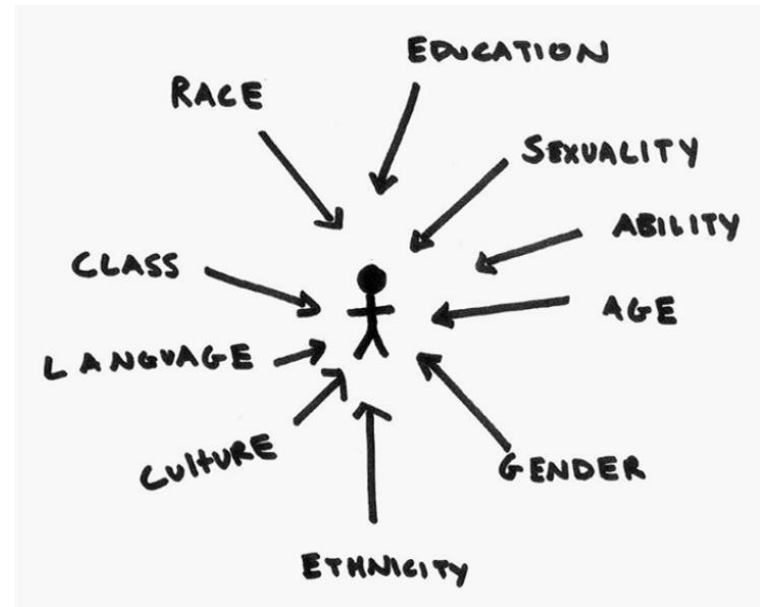
BE CURIOUS. BE AFFECTED. BE RESPECTFUL.

- ❖ **Today: give yourself permission to be the LEARNER!** Assume best intent, own your impact
- ❖ Experience discomfort
- ❖ Speak your truth
- ❖ Take space, give space
- ❖ Take risks and live in ambiguity

PERSONALIZATION: *Who's in the room?*

Take inventory:

- *Names/pronouns*
- *What do they already know about this art form, topic?*
- *How do you get to know who is in the room? Allow students to self identify!*





Arts Lesson.

Participants will focus on creative inquiry by exploring the depth of exploration that can be unlocked through self-guided questioning.

Before we begin: *assigning roles!!*

- Choose a **TIMEKEEPER** who can time each stop on their phone or watch!
- Choose a **RECORDER** who will track your ideas on the chart paper provided!

Arts Lesson.

Inquiry is not about arrival, it's a continuous process.





Arts Lesson.

STEP ONE: 10 MINUTES

- First take 2 minutes to examine the terms on the chart paper
- **Select one pair** that sparks your collective curiosity
- On the chart paper **brainstorm as many questions** you can think of for this pair of words:

What connects these words? What separates them? What do you wonder? What associations do you have with these words? Do not try to define them – instead be curious about them.

During the brainstorm feel free to sketch, make word associations, identify personal connections with these words.



TAKE **TWO MINUTES** AND...

Read back over all the questions you generated and select **ONE focus question** from your list of questions to use as a guide to examine your word pair or inquiry lens more deeply during the rest of this activity!



Arts Lesson.

STEP TWO: 20 MINUTES

Spend the next 20 minutes investigating your inquiry lens with your group. Split up!!

1) Field Observation - Look for evidence.

-Explore this building or go outside to find evidence that helps to dig deeper into your inquiry lens using your focus inquiry question. Where can you look to find answers to your question?

*Engage your creativity!! Jot down notes for yourself/group. Create drawings. Write down words and phrases you see and hear. Devise movements. Take photos/video.

2) Interview – Asking your focus inquiry question.

-Interview someone or multiple people about your terms to further your exploration. Attempt to find people outside this classroom space!

*Jot down notes, record their voice, take photos or videos! (*Ask permission first!*)



Arts Lesson.

STEP THREE: 5 MINUTES

Come back together as a group and review the information you noticed and collected as you explored your focus inquiry question.

What did you notice? What connections and discoveries are you making about your inquiry lens? What new questions and curiosities are arising?



Arts Lesson.

STEP FOUR: 10 MINUTES

- Each group member share the artistic discipline(s) you teach/create arts education work in.
- How can your small group create some **quick** artistic work, inspired by your inquiry lens, inquiry question, and the data/evidence you gathered during your field observation/interviews?
 - This could be an artistic collage, each person creating something small on their own to offer to the group OR the group can attempt to work together to create something.
 - Whatever you make will be IN PROCESS!

***This is NOT ENOUGH time do this task!
Begin a process, don't worry about finishing it.***



Arts Lesson.

STEP FIVE: 5 MINUTES

Journal:

Take some time to journal for yourself a connection you have with this work around inquiry. *What did you discover individually and as a group? How does this connect to your own artistic/teaching practice? What personal connections are you making? What did you discover about inquiry? How did this change the artistic process you engaged in? What lingering questions or curiosities do you have?*

During this journaling time feel free to sketch, make word associations, identify personal connections.

***TAKE A
BREAK!***





Let's get META!

Timeline of the arts lesson

Throughout the arts lesson how did you experience or observe dimensions of engagement:

- Revisit bell-ringer post-its (yellow & blue)
- Provide post-it notes and identify where you experienced or observed strategies for:
 - PERSONAL INQUIRY/RELEVANCE (pink post-its)
 - QUESTIONING (green post-its)
 - SCOPE & SEQUENCE (orange post-its)

Consider sequencing, instruction, materials, personalization, differentiation, reflection



Arts Lesson. Review

Participants will focus on creative inquiry by exploring the depth of exploration that can be unlocked through self-guided questioning.

Opening: Choosing an inquiry lens and focus question.

Activity One: Exploring your question creatively by finding evidence and data.

Activity Two: Reviewing your collective discoveries.

Activity Three: Artistically showcasing your observations and findings.

Closing: Reflecting on the experience.



DELVING DEEPER INTO THE DIMENSIONS OF ENGAGEMENT

- Self-select a dimension, create small groups
- Use the brainstorming we have done as a jumping off point! (grab those post-its!)
- Roles: *identify who is the*
 - Note-taker: grab chart paper and markers
 - Transcriber: take notes in Google Doc
 - Time-Keeper: Keep your group moving
- Identify strategies, questions, and resources for your dimension!



DIMENSIONS OF ENGAGEMENT GROUP SHARE OUT

Each group share out:

- Your dimension
- A strategy someone in your group will implement
- A lingering question about your dimension
- A new resource that was shared



REVISITING THE SESSION OBJECTIVES

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Please complete a paper evaluation



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