



Frequently Asked Questions

Engage! Learning | Leader Resources

What is ELM?

With the Engage! Learning Model (ELM), classrooms are transformed into dynamic learning environments that facilitate relevant experiences for students that foster mastery of state standards. Through training, teachers and administrators are equipped with the knowledge and resources needed to design, facilitate, and lead these experiences so that students can acquire the hard and soft skills to be future ready. ELM integrates a standards-based design process with seamless technology applications and design thinking to create engaging learning experiences for students. In the model, teachers become designers of authentic standards-based challenges grounded in the local community and they facilitate learners through five consistent protocols to resourcefully and responsibly meet the challenge while mastering the standards. In the model, students gain content knowledge as well as the hard and soft skills to become college and career ready and thrive as contributing citizens and community members.

How will MISD support PBL campuses?

Support will be provided by district coaches, principals, curriculum coordinators, instructional coaches, and teachers from previously implementing campuses that have experience with the Engage model. MISD will continue to build capacity for support with ongoing training.

What will administrators look for in an Engage classroom?

A walkthrough form specific to MISD Engage classrooms has been created to support teachers and administrators in identifying the application of the facilitator standards in each protocol. The form provides guidance in understanding what to look for in an Engage classroom and serves as a tool to initiate collegial, reflective conversations about refinement in practice.

How can we guarantee students are mastering standards?

The model has several assessment tools including the Learner Tracking Tool, Formative Assessment Note Taking Sheet, and Summative Note Taking Sheet. Before each unit begins, students should be pre-assessed. During unit implementation, regularly scheduled progress checks should include: CRIT of research questions, research summaries, research summary share, Desk Crit using Formative Assessment Note Taking Tool, exit tickets, pin-ups, round table crits, refining Knows and N2Ks, Google form assessments, and post assessments including district assessments. Formative assessments may also be incorporated into DIY stations. All objectives should be mastered by the end of the Research/Work protocol before groups move into the create protocol.

How will absent students participate in ELM?

If a student is absent during LAUNCH/TEAM, the facilitator will place the student onto a team and provide the hook and background of the launch. Upon return, the project leader will walk the student through the team norms. The absent student can read the Challenge Brief and add N2Ks to the list from home. Upon return, the project leader will walk the student through the N2Ks created and any answers the team obtained during the report out. If a student is absent during PLAN, the team can assign the student Research Questions and original to-do tasks. If a student is absent during RESEARCH/WORK or CREATE/CRIT, they can continue with their tasks (to-do list). If the student is absent during SHARE, the team should continue with the Share if it cannot be rescheduled and another team member will substitute for that team member as all members should have access to and mastery of each other's material.

<p>What are the parameters regarding the district scope and sequence?</p> <p>ELM campuses have flexibility to move and cluster standards within a specific window in the scope and sequence of the Year at a Glance (YAG). Elementary campuses may rearrange and cluster standards within an Organizing Idea (OI) to construct PBL units, while secondary campuses may rearrange and cluster standards within a Quarter. Common district assessments will remain the same for all campuses.</p>	<p>How will we differentiate for GT, ELLs, SPED in the ELM?</p> <p>Differentiation can be accomplished by providing supporting resources, DIYs, workshops, and progress checks during Research/Work. Project requirements and assessments may also be modified. Pre-assessments will help teachers determine how differentiation can be built into the unit.</p>
<p>Why include Kindergarten and 1st Grade?</p> <p>Young children learn through play and informal project based learning experiences. Including K-1 creates a positive culture of “this is how we do school.” Implementation in K-1 will also ensure consistency of implementation, support and resources while promoting the belief that non-readers in the upper grades can be successful with this learning model.</p>	<p>How will this look in Kindergarten and 1st Grade?</p> <p>Although some resources utilized during RESEARCH/WORK will have to be created for non-readers, the collaborative nature of ELM is very natural to young children as they learn from one another through play. Interviews provide a format for young learners to conduct research. Children’s literature can be recorded and captured as a video on an iPad as a read aloud to support student learning during Research/Work.</p>
<p>What are the standards for fidelity of the model?</p> <p>The expectation for ELM campuses is that all teachers will implement with fidelity to the Engage Learning Model. Teachers will apply the Designer and Facilitator standards. Administrators will apply the Lead and Coach standards. A Walkthrough form has been developed specifically for ELM classrooms to guide, inform, and measure fidelity to the model.</p>	<p>What is the expectation in Forethought?</p> <p>The minimum expectation is that units designed in eStudio, Google Docs, or any other manner will be saved and uploaded into the Forethought planner. DIY resources accessible during Day 3 of the initial PBL training for teachers will provide guidance on the district expectations for using Forethought.</p>
<p>After the conclusion of an ELM unit, can we review before starting the next unit?</p> <p>No. Standards should be mastered during the RESEARCH/WORK protocol. Allowing review between units would devalue student mastery of standards within the model. Similarly, it would discourage teachers from holding students to high standards of work during the PLAN and RESEARCH/WORK protocols. If intervention is needed, teachers have the opportunity to invite those students for intervention workshops in future ELM units.</p>	<p>What if the ELM unit does not end until after the district assessment window closes?</p> <p>Flexibility in administering district assessments is provided through a three-week assessment window. This extended window allows adjustment in administering the assessment to accommodate opportunities for learning and mastery. Student mastery of standards should occur by the end of the RESEARCH/WORK protocol. Therefore, the district assessment can be administered any time following RESEARCH/WORK and does not necessarily have to occur after SHARE.</p>

<p>What are the data implications for cross-district comparisons?</p> <p>All campuses will continue to take common district assessments according to the district assessment calendars.</p>	<p>When will the model begin being implemented? (Day 1?)(Week 1?)</p> <p>Teachers will design and facilitate all learning in the content areas of science and social studies through the Engage Learning Model. Specifically, student learning through the Engage Learning Model begins on the first day of school. Establishing classroom culture is vital, and student learning related to soft skills, protocols, and classroom expectations will be taught through the Engage Learning Model.</p>
<p>Are designers required to use eStudio for design?</p> <p>Campuses will have choice as to if they wish to allow teachers to design in eStudio, Google Docs, or other electronic means. It is encouraged that teachers at least reference eStudio during design to look for project ideas or to access the virtual coaching features.</p>	<p>eStudio is full of unfinished products. How do I find quality projects?</p> <p>When evaluating projects in eStudio, look for projects with the three “e”s. Projects with all three should be standards based, real, and complete. Although this is not a guarantee of quality, it will narrow the search to projects that are more likely to be of help. In addition to the projects located in eStudio, our content coordinators will collect exemplar units written within the district and upload them into Forethought.</p>
<p>How do we conduct labs in ELM?</p> <p>Labs should be facilitated as DIYs or workshops rather than whole group instruction. The facilitator could conduct a workshop with all Workshop Managers providing instruction related to the lab. The Workshop Managers would facilitate the lab with their teams.</p>	<p>How do we address labs typically done whole group due to safety concerns?</p> <p>In situations in which safety is a concern and close supervision of students is required, it would be appropriate for rotating groups of students to conduct the lab in the form of a workshop.</p>
<p>How do we ensure that all students learn the material when information is taught through a workshop?</p> <p>Each workshop will include a turnaround tool to equip students to facilitate the workshop with their group. Early in the first year of implementation, students will likely need explicit instruction and scaffolding to accomplish this until they are fluent in the protocols.</p>	<p>Do we still do the other strategies that we have been trained on now that we do ELM?</p> <p>Absolutely! High-yield strategies and other best practices can still fit within the Engage Learning Model. When designing your ELM units, consider the purpose of the strategy and which protocol would best match the purpose. District Engage coaches are always available to support you during design to help with this process.</p>