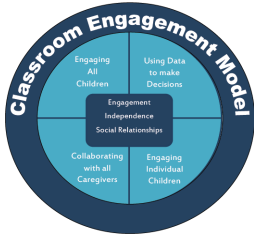


# CLASSROOM ENGAGEMENT MODEL EXECUTIVE SUMMARY

JANUARY 2021



## *Classroom Engagement Model (CEM) and the COVID-19 pandemic.*

Programs using CEM have found innovative and creative ways to adapt the evidence-based practices that increase children’s engagement, independence and social relationships in distance learning formats and in socially distant face-to-face classrooms. The dedication and passion of the teaching staff across Minnesota is inspiring! This 2019-20 Executive Summary describes the practices of

CEM, outlines the impact CEM has on programs, teaching staff, children and families, and highlights the ways ***the work continues***, even through the COVID-19 pandemic.

***The Classroom Engagement Model (CEM)*** is a set of research-based teaching practices that increase engagement and full participation of every child. Increased engagement leads to more learning, increased skill acquisition, and better outcomes for children.

***Why is Engagement important?*** Children need to be engaged in order to learn and practice skills. CEM focuses on teaching children within daily routines, alongside their peers, and with materials or activities that children are interested in. Additionally, children with disabilities are at-risk for lower levels of engagement and often need additional opportunities to practice new skills. Focusing on strategies to increase engagement and active participation leads to better outcomes for all children.



***How do teachers learn about CEM?*** Classroom Engagement Model is one of three innovations supported through the Minnesota Centers of Excellence for Young Children with Disabilities (MNCoE). MNCoE provides CEM partner sites with professional development, including training, coaching, and guidance using data to make decisions.

## *Using CEM in Distance Learning ~ A Family Perspective*



Colleen Cascudo  
Preschool Teacher  
Wayzata

“As a result of being home with me since March and losing most social interaction, Ava has become quite shy, especially with using her voice when with other people. The format you are using (in distance learning) with letting the children have jobs is certainly helping Ava to find the confidence to speak up. I can’t imagine the hours you are spending on preparing and shipping/posting (to SeeSaw) the fun activities and ‘work’ pages for the students. Ava is really enjoying them and is so proud of getting to post them to SeeSaw when she is finished. As for the technical aspect of trying to use Zoom (esp with a group of 4 yr olds), I personally think you are doing an outstanding job and it has been pretty seamless on our end (with the exception of our the internet on our end occasionally dropping). Thank you for all you do and for stepping out of your comfort zone to educate and encourage our children.”  
- Shara, Parent, Wayzata Early Learning School

# The work continues!

## MNCoE Supports to CEM Teams during COVID-19

### CEM Training goes Virtual!



All team members in a CEM classroom, including general education teachers, special education teachers, paraprofessionals, and related service providers, attend CEM training. Each team member has a valuable role in supporting children's engagement in learning and attending training together allows teams to begin planning to use CEM practices and strategies right away. In order to provide training on the CEM practices across the state to programs in a variety of learning models, MNCoE offered live, virtual training using zoom. New this year, MNCoE also added a Saturday CEM training series to meet the needs of programs who are unable to have subs in the building while teachers attend training.

### Local Implementation Teams Carry On!



The Sleepy Eye Implementation Team continues to meet one time per month to intentionally guide the work of the program as they scale up using evidence-based practices in year two of implementation. Through collaborative discussions, review of data and action planning, the implementation team targets active engagement of all students, families and staff within their preschool program.

### Peer Coaching Continues

*"This is our second year in CEM and even with different teaching models, we have picked up right where we left off last year.*

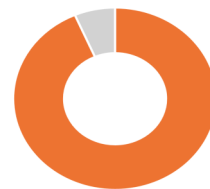
*Our strong teaming and collaboration have led to stronger action plans and discussions which benefit our students."*

*Carly Anderson (Coach and Coachee), Hill City*

### CEM 1 Training: What are participants saying?

'The information and materials are of high quality.'

Strongly Agree 94% Somewhat Agree 6%



# The work continues!

## CEM Teams support Children and Families through COVID-19

### DL Classroom Helper Jobs: Peer Interaction and Active Participation

Class Jobs	
Weather Reporter-	Shape Superstar-
Friend Counter-	Librarian-
Letter Hunter-	Feelings Finder-
Color Catcher-	Show and Share-
Pattern Predictor-	

### Predictable Routines in DL

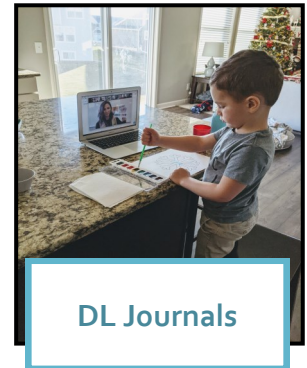
Group Time	Movement break	Bathroom	Snack time	Art time	Music time	Goodbye
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### CEM Practices in Distance Learning (DL) Classrooms

CEM teams have adapted the evidence-based practices, such as creating consistent routines within routines, adding props, materials and movement to activities, embedding goals into routines, and intentionally planning peer interactions, for online learning. Thank you Wayzata Early Learning School, Rochester Public Schools and Marshall Public Schools for sharing your examples!



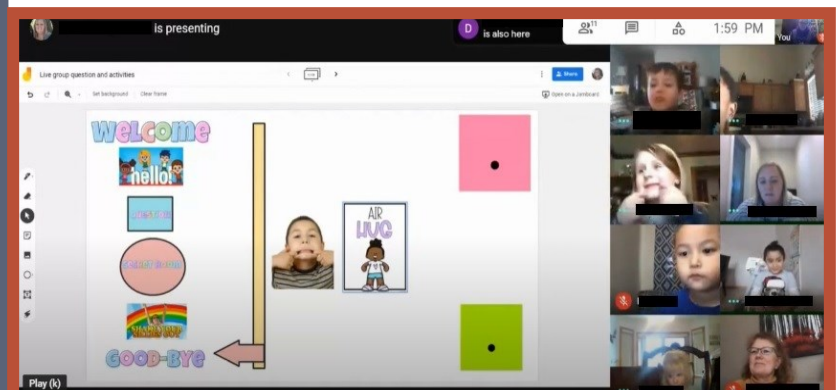
DL Peer Helpers



DL Journals

*One challenge of distance learning is having preschoolers learn via live meetings and relying on technology and a screen to keep them engaged. One tool we have found useful is providing this visual schedule with predictable routines to help keep them engaged. Our good-bye routine within that routine includes choices of how to say good-bye to their peers to help promote positive social-interactions.”*  
 – Emily Templeton, ECSE Teacher  
 Rochester, MN

### CEM Sightings in Rochester’s Distance Learning!



# The work continues!

## Using Data for Continuous Improvement

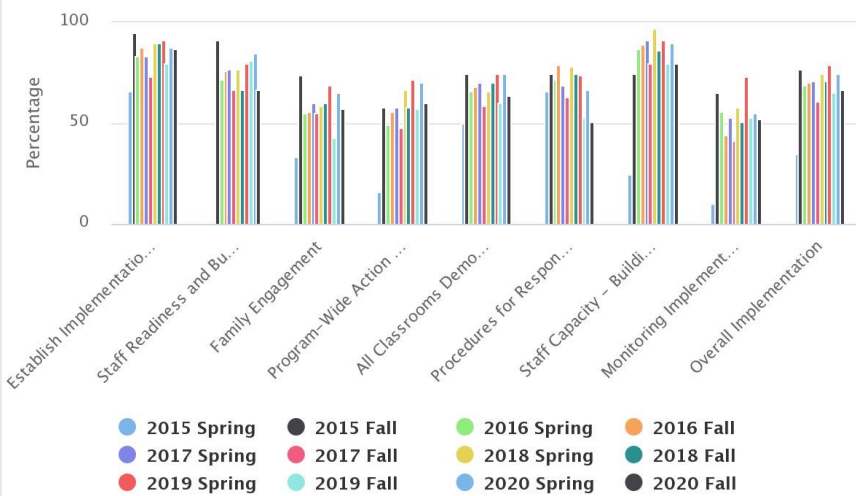
### Minnesota Innovation Implementation Data (MIID) System launched!

In August 2020, MNCoE launched Minnesota Innovation Implementation Data (MIID), a web-based data system for local programs to enter data and generate meaningful reports in real time, to all participating sites statewide.

MNCoE, in partnership with MNIT Services, created the MIID system to replace the more cumbersome data collection efforts through paper logs and excel spreadsheets.

The newly created online system provides local teams instant access to data summaries that can be used to make decisions and improve practices. MNCoE can also summarize state-wide data to better understand the type of supports programs need.

CEM Statewide Benchmarks of Quality



### Coaching Support for 2020

#### Routines & Engagement Webinar

#### CEM in 2020 Q&A Recording

#### CEM Idea Board

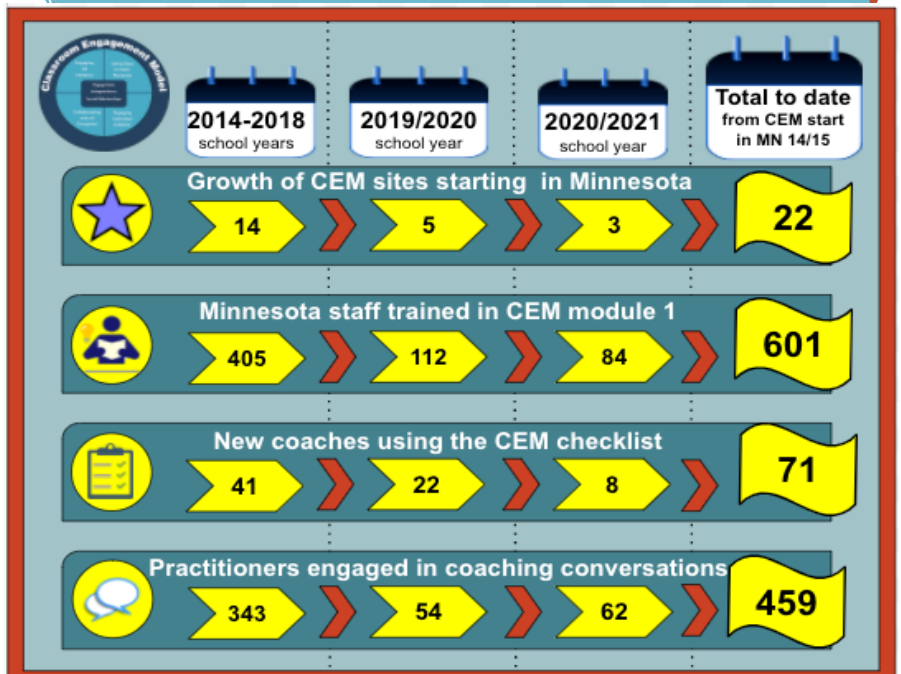
#### DL Checklist

**Classroom Engagement Model Practices: Idea Board**  
\*Ideas are a starting point for your classroom/program to consider.

Created 12/2019 during COVID pandemic

Practice/Strategy <small>(Key success)</small>	In Person Learning	Hybrid Learning	Distance Learning
<b>Learning and Collaboration</b> <ul style="list-style-type: none"> <li>• Student responsibilities</li> <li>• Regular meetings</li> <li>• Clear communication</li> </ul>	<ul style="list-style-type: none"> <li>→ In person or virtual meetings</li> <li>→ Check agendas or wait for those who is responsible for what</li> <li>→ Planning for whole group goals and individual state goals and supports</li> </ul>	<ul style="list-style-type: none"> <li>Take components of both in person and distance learning and adapt for use within your program.</li> </ul>	<ul style="list-style-type: none"> <li>→ Virtual meetings</li> <li>→ Use virtual documents in a location accessible to all (Google Drive or OneDrive possibly)</li> <li>→ Provide chat or text during DL sessions if needed to increase engagement in meetings</li> <li>→ Clarify any new roles or expectations, including updating daily/weekly schedules</li> <li>→ Responsive communication, such as a follow up phone call or text after a distance learning session providing specific positive feedback about a strategy that was used</li> </ul>
<b>Classroom Routines</b> <ul style="list-style-type: none"> <li>• Clear process for each routine</li> <li>• Distinct schedule</li> <li>• Consistent and predictable routines</li> <li>• Prompts</li> <li>• Visual supports to increase independence</li> </ul>	<ul style="list-style-type: none"> <li>→ Individual prep logs</li> <li>→ Viewing routines actual steps</li> <li>→ Laminated items + easier to handle</li> <li>→ Use disposable items + paper documents, use as prep, then take home or take visuals for updates</li> </ul>	<ul style="list-style-type: none"> <li>Take components of both in person and distance learning and adapt for use within your program.</li> </ul>	<ul style="list-style-type: none"> <li>→ Review the schedule for the virtual session</li> <li>→ Include active and passive activities</li> <li>→ Active activities might include engaging and thinking, a Flipgrid, a treasure hunt for items in the virtual environment, sing songs, sorting or labeling in a virtual space</li> <li>→ Prompts might include items next to the</li> </ul>

### CEM Programs, Training and Coaching ~ the work continues!



# Impact of using CEM Practices

**CEM practices focus on increasing children's engagement, independence and social relationships through strong partnerships between general and special education professionals**

(McWilliam, & Casey 2008). These outcomes align to the *Child Outcome Summary (COS)* used in Early Childhood Special Education to summarize a child's functioning in everyday living across developmental domains to support local, state and federal organizations make data based decisions on continuous improvement.

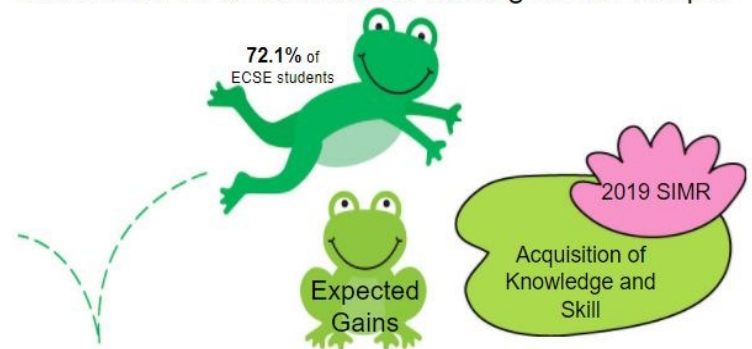
In 2019, 72.1% of preschool children with disabilities served by districts implementing CEM made greater than expected progress in acquisition and use of knowledge and skill. The analysis was not yet able to consider level of observed fidelity of each practitioner and the outcomes of children served.

## CEM Practices Impact on Learning

*2019 MN State Identified Measurable Results (SIMR)  
Child Outcome Summary 2*

### Minnesota CEM Celebration!

Children in CEM Districts are Making GIANT Leaps!



**"We have seen all the children be more engaged in learning and they've increased independence and we have seen them be much more successful in their peer interactions."**

**-Carissa Stricklen**

**Orono Early Learning Teacher & CEM Coach-ee**

## CEM Impact on Teaming

*"My reflection on coaching as an administrator is that I think it has brought our team closer together, both professionally and personally. Yes, I am seeing amazing things happen in our classrooms because of coaching and yes, teaching practices are improving and being more intentional. And, something I didn't expect but is paying huge dividends is that our staff is even more cohesive, supportive, effective and intentional than ever before. The conversations that I observe are rich, professional, and laser-focused on both their practices and how they can better support students. I am in awe of this team and all the work they have put into adopting CEM practices and am thrilled with the impact practice-based coaching has had on our program."*

**- Brandon Otway, Early Childhood Coordinator  
Hill City and NECC/Remer**



**Northland Early Childhood Collaborative (NECC) in Remer, MN**

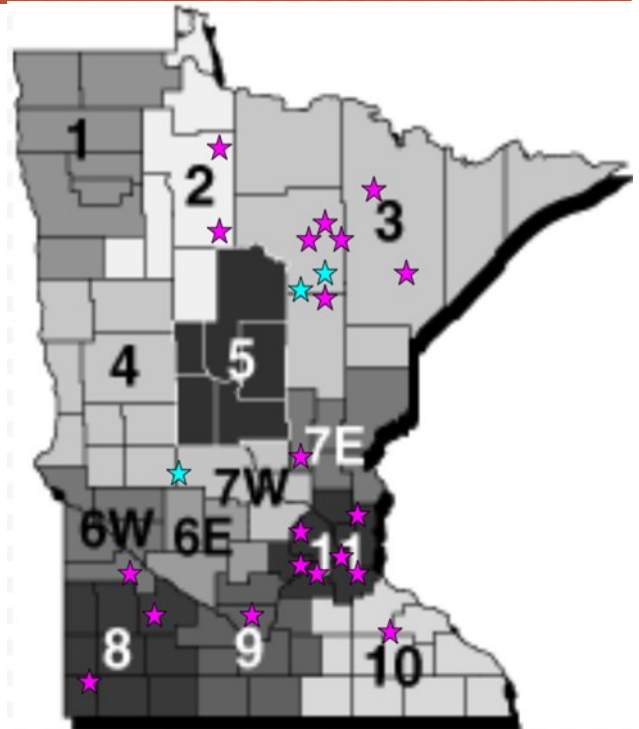
*Virtual Coaching Meeting  
1st year team implementing through a pandemic!*

# Classroom Engagement Model throughout Minnesota

Each year, Minnesota early childhood programs can apply to partner with MNCoE for Classroom Engagement Model training, coaching, and data support. The following districts are CEM sites (by year of implementation).

<i>Deer River (2014-15)</i>	<i>Elk River (2014-15)</i>
<i>St. Francis (2014-15)</i>	<i>Rochester (2014-15)</i>
<i>North St. Paul (2015-16)</i>	<i>Marshall (2015-16)</i>
<i>Eastern Carver Co (2015-16)</i>	<i>Kelliher (2015-16)</i>
<i>Nashwauk-Keewatin (2015-16)</i>	<i>Greenway (2015-16)</i>
<i>Murray County Central (2017-18)</i>	<i>Floodwood (2018-19)</i>
<i>Pipestone (2018-19)</i>	<i>Wayzata (2018-19)</i>
<i>Mounds View (2019-20)</i>	<i>Hill City (2019-20)</i>
<i>Orono (2019-20)</i>	<i>Sleepy Eye (2019-20)</i>
<i>Bi-Cap Bemidji (2019-20)</i>	<i>Willmar (2020-21)</i>
<i>Northland Remer (2020-21)</i>	<i>Grand Rapids (2020-21)</i>

Applications for 2021-2022 sites are due Feb 1, 2021.  
Visit [www.mncoe.org/innovations](http://www.mncoe.org/innovations) to learn more.



★ Veteran CEM Sites  
★ New CEM Sites in 2020-21



Wayzata Teaching Team (Fall 2019)

*“The shared goals and student success motivate the staff to want to continue the work and make the innovation part of the day. It’s just the way we teach, nothing extra.”*

—Sandi Loxton  
ECE coordinator  
Wayzata Early Learning School

## Connections to other Minnesota initiatives:

**Evidence-based Quality Intervention Practices (EQIP):** EQIP is a MNCoE innovation that supports early interventionists to learn and implement Family Centered Practices within Natural Learning Environments, using a Coaching Interaction Style. CEM extends these practices into the classroom by engaging families, embedding goals into daily classroom routines, and teaming across general education and special education staff.

**Pyramid Model:** Pyramid Model is a framework for supporting children’s social-emotional development. CEM aligns to Pyramid Model by giving teachers strategies to embed these goals into routines. Currently, 9 programs are implementing both Pyramid Model and CEM.

**Parent Aware:** CEM aligns with the Parent Aware emphasis on family interactions as an essential factor in determining the quality of programs. Family engagement is a core component in CEM.

# MNCoE and the Classroom Engagement Model

## Get to know the CEM State Implementation Team!

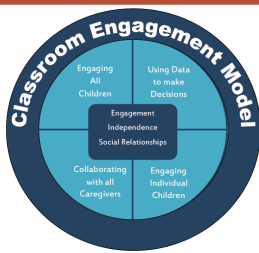
*Each month, the CEM state implementation team meets to review state-wide data and engage in planning to support Minnesota programs to use the practices of the Classroom Engagement Model.*

**Mission Statement:** To encourage, guide, and support the implementation of the Classroom Engagement Model with statewide early childhood teams, including: Early Childhood Special Education (ECSE)/Early Childhood (EC) staff, community partners, principals, district administrators, and families.

**Vision:** Statewide early childhood teams will engage all children through systems of training, coaching, data collection, teaming and solution-focused discussions.



## Are you interested in becoming a MNCoE CEM site?



If so, we encourage you to start by looking at the available [information about CEM website](https://mncoe.org/mncoe/innov/) (link: <https://mncoe.org/mncoe/innov/>), including an introductory power point and other helpful resources. Contact your [Professional Development Facilitator](https://mncoe.org/mncoe/about/fac/) (link: <https://mncoe.org/mncoe/about/fac/>) to start your exploration conversations. Your Professional Development Facilitator will lead your team through the exploration process, which includes:

- An on-site introduction to MNCoE Classroom Engagement Model for your staff
- Facilitation of an exploration, fit, and readiness process, using a process called the “Hexagon Tool”
- Answering questions about the partnership with MNCoE and explaining the application process

We look forward to partnering with you and supporting you to engage all children in learning.



This initiative is made possible through partnership with the Minnesota Department of Education using federal funding CFDA #84.173 Special Education. Unless otherwise specified, this activity does not necessarily represent the policy of the MN Centers of Excellence, Metro ECSU, federal Department of Education or the state Department of Education and you should not assume endorsement by the federal or state government.