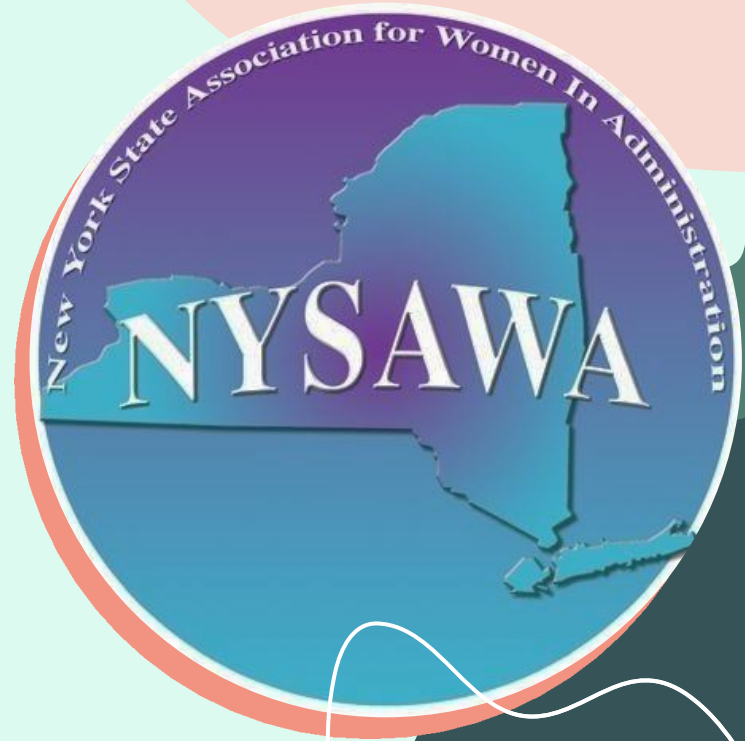


WNYSAWA

**Heather
Lyon, Ph.D**

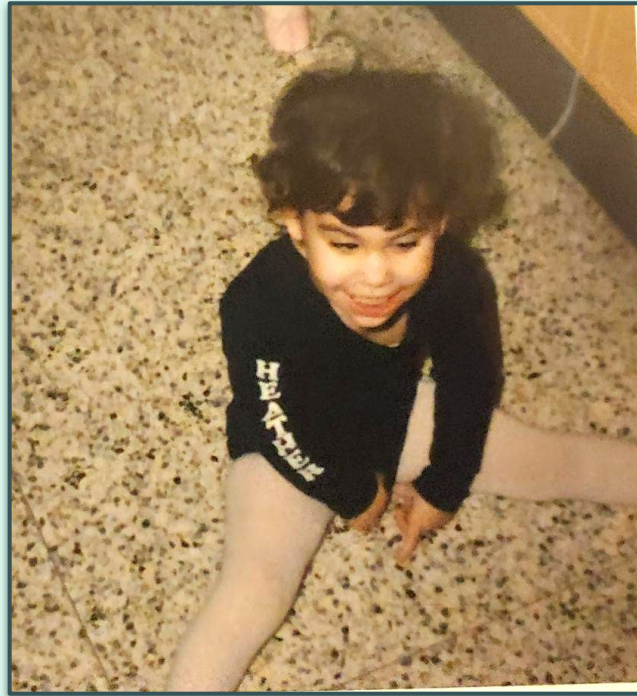
October 27, 2021



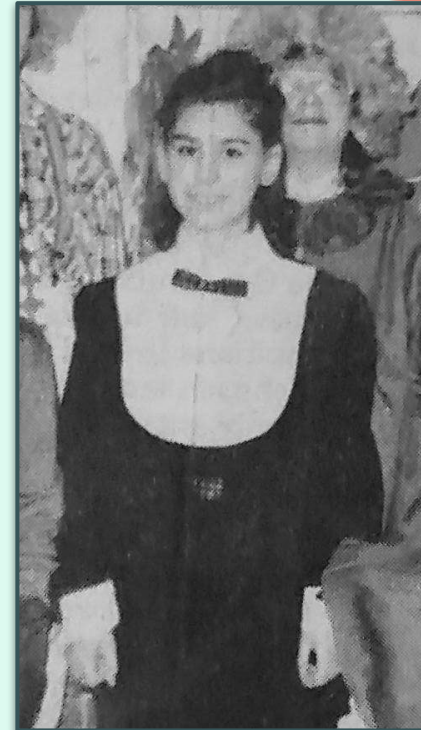


**What Did You
Want to Be When
You Grew Up**

What Did You Want to be When You Grew Up



What Did You Want to be When You Grew Up



What Did You Want to be When You Grew Up

Wanted to be a
well-paid,
famous writer
who did not live
with her parents



Did NOT want to
be a teacher
BUT needed a
way to get paid
so she did not
have to live with
her parents

The background features a light teal color with several abstract shapes: a dark teal shape in the top-left corner, a pink circle in the top-right corner, and a large orange shape in the bottom-right corner. A central pink rectangle with a dotted border contains the text.

Why Writing

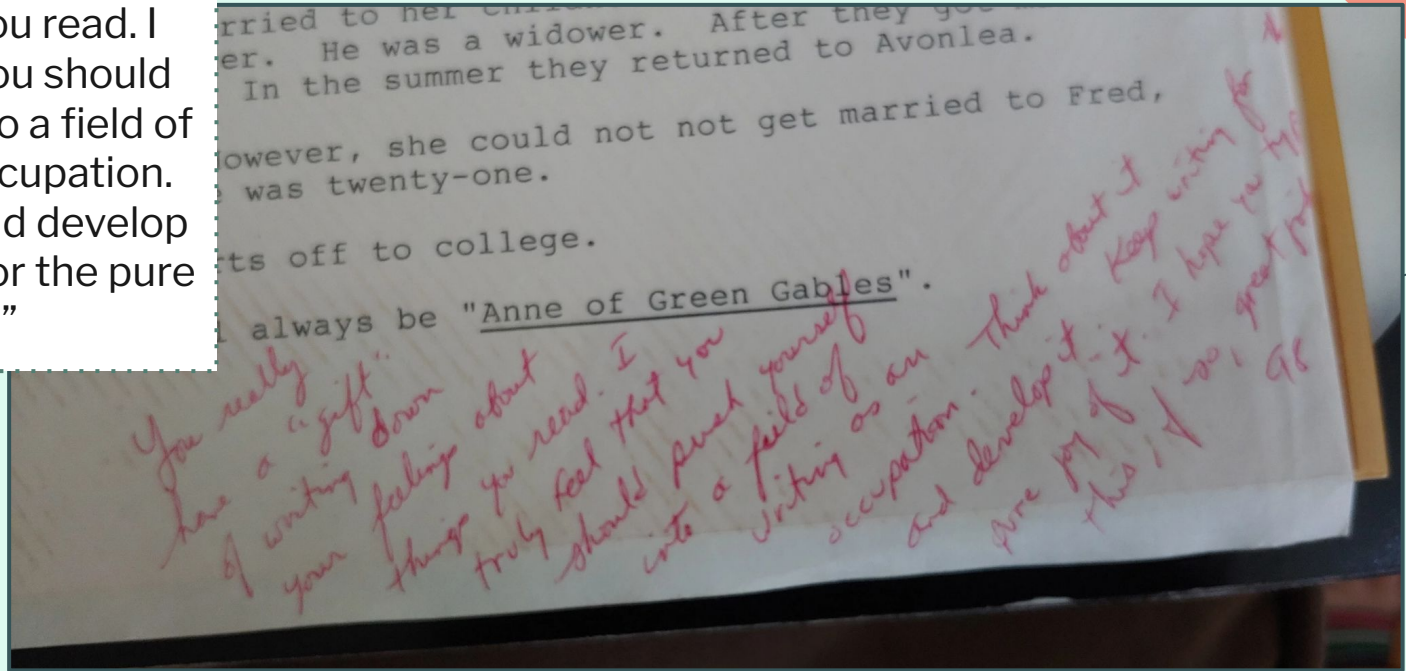
My First Writing Memory (Second Grade)



Haiku
The grass grows under
The pretty snow
a showing
Of new life begins.

Then There's This (Sixth Grade)...

"You really have a 'gift' of writing down your feelings about things you read. I truly feel that you should push yourself into a field of writing as an occupation. Think about it and develop it. Keep writing for the pure joy of it."



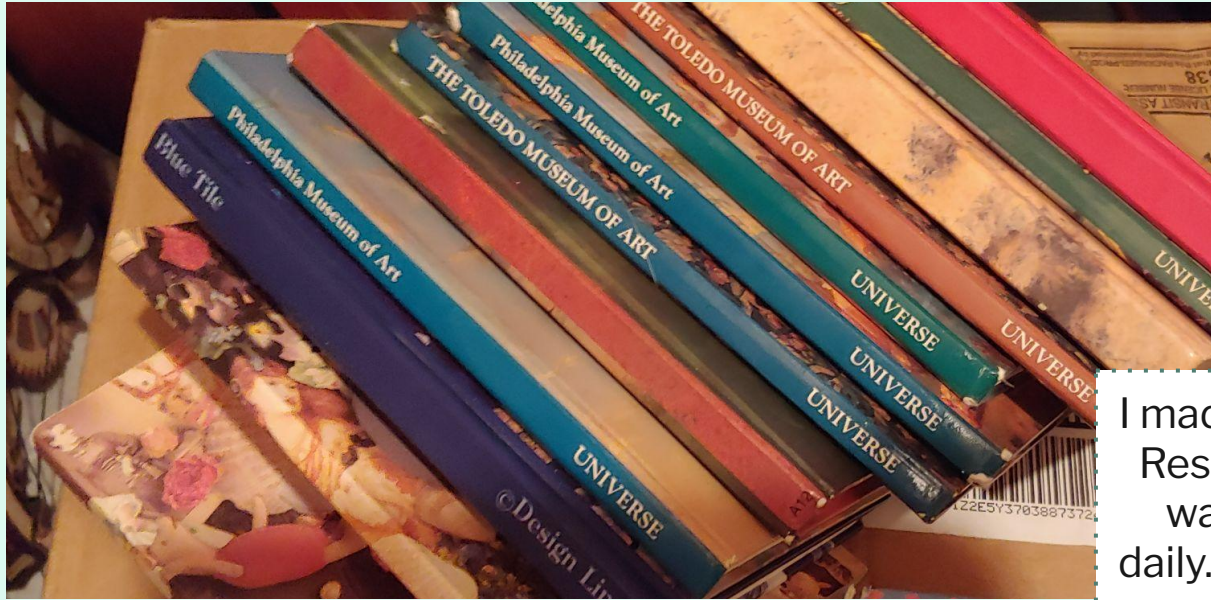
And This (Fourth & Fifth Grade)

Notice the
self-edits
in my diary

face of the earth. The only
reason I'm not married is
dad because I don't have one
he didn't die or anything it's
my mom and dad got to the
big D year divorced. Although
my mom has a boyfriend named
he's funny. He never been
married and he's 34. I know
for a fact one day there going
to get married because were
going to move to Alaska.
I don't know if it's true or not
but I mean. Good night. 2.
1900



And This (From Ninth Grade-College)



I made a New Year's Resolution when I was 14 to write daily. I did that from 14-21.

The background is a light teal color. In the top-left corner, there is a dark teal shape with thin black lines extending from its edge. In the top-right corner, there is a solid pink circle. In the bottom-right corner, there is a large, wavy pink shape. A large, light pink rectangle with a dotted border is centered on the page.

My Pathway

My Day Job

Welcome to the Office of Curriculum & Instruction!

"We Are Aiming Higher"



Heather Lyon, Ph.D.

Assistant Superintendent of Curriculum, Instruction & Technology

Phone: 716-286-7244

Email: hlyon@lew-port.com

Parallel Tracks

| | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | |
|---------------------|------------------|---------|---------------------|------|------|----------------------|-------|------|-------------------------|------|--------|------------------------|------|----------------|------|------------------------|------|---------------------------|---|---------------------------------------|---------------|---------------|--|
| Educational | Earned BA | Ed.M. | | CAS | | Ph.D. | | | | | | | | | | | | | | | | | |
| Professional | | LTS | 9-12 ELA AIS & 11 H | | | Coordinator, WNYRSSC | | | Director of Instruction | | | Chief Academic Officer | | Superintendent | | Director of Elementary | | | Assistant Superintendent of Curriculum, Instruction, & Technology | | | | |
| Personal | Moved to Buffalo | Engaged | Married | | | | Nolan | | Lilia | | Oliver | | | | | | | | | | | | |
| Writing | | | | | | | | | | | | | | | | | | Started Blog & Manuscript | | Finished Manuscript & Found Publisher | Book Released | Book Released | |

Educational Inspirations



Sam Kool



Dee Schwartz



Howard Lyon



Corrie Giles



Professional Inspirations



Catie Huber

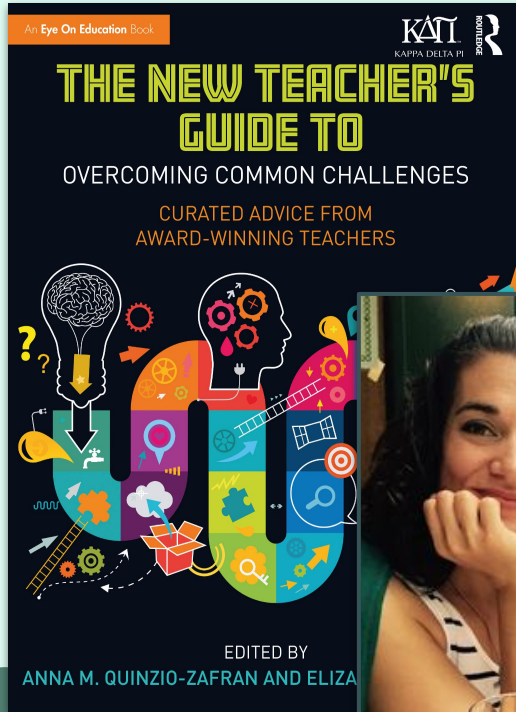


Robin Zymroz



Sarah Jane
Thomas

Professional Inspirations



Melissa Laun

In a 2018 Gallup article, “Why We Need Best Friends at Work,” Annemarie Mann explains the importance of a workplace best friend, particularly for women. In comparison to women who strongly disagree that they have a best friend at work, women who strongly agree are:

- less likely to be actively looking or watching for job opportunities
- more connected with their coworkers, knowing what is expected of them and trusting their integrity and ethics
- more likely to rate their own, their team's and their organization's performance more excellently
- more likely to take risks that could lead to innovation
- more likely to have a positive experience during the day, such as enjoying what they do, making more progress and getting recognized for successes
- less likely to report having a negative experience during the day such as worry, stress and feeling tired



My Writing Pathway

The Start of Lyon's Letters



Robyn R.
Jackson

2312T *Seven Leadership Behaviors That Promote Rigor, Equity, and Access*

Robyn Jackson, ECN, Washington, DC
Middle and Secondary



Four Questions

1
**How'd You
Do It**

2
**Why'd You
Do It**

3
**Explain the
Title**

4
**What is
Engagement**

How'd You Do It



How'd You Do It



How'd You Do It



George Couros

"An inspiring book with a compelling message: why innovation is necessary and possible in education. George Couros illustrates how to unleash talents in a culture of creativity through innovation."
—YONG ZHAO, Professor, University of Oregon and author of *World Class Learners*

"If you are looking for a book to help initiate conversations on innovation and challenge the status quo and are unsure where to turn, *The Innovator's Mindset* is the answer!"
—AMBER TEAMMANN, Principal, Wiley ISD

The Innovator's Mindset is the how to guide on moving from an industrial to an innovative model of schooling.
—GREG WHITNEY, Executive Director of Schools, Catholic Education, Diocese of Parramatta

#InnovatorsMindset
GeorgeCouros.ca

Kids walk into schools full of wonder and questions. How you, as an educator, respond to students' natural curiosity can help further their own exploration and shape the way they learn today and in the future.

The traditional system of education requires students to hold their questions and compliantly stick to the scheduled curriculum. But our job as educators is to provide new and better opportunities for our students. It's time to recognize that compliance doesn't foster innovation, encourage critical thinking, or inspire creativity—and these are the skills our students need to succeed.

In *The Innovator's Mindset*, George Couros encourages teachers and administrators to empower their learners to wonder, to explore—and to become forward-thinking leaders.

If we want innovative students, we need innovative educators. In other words, innovation begins with you. Ultimately, innovation is not about a skill set, it is about mindset.

***The Innovator's Mindset* is for you if:**

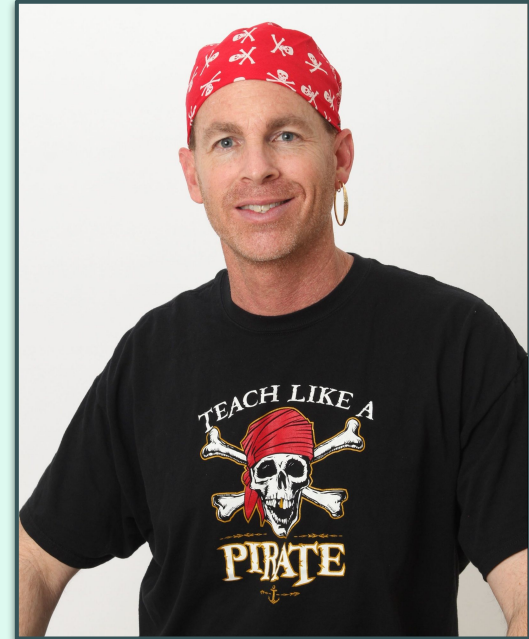
- You are a superintendent, district administrator, or principal who wants to empower your staff to create a culture of innovation.
- You are a school leader—at any level—and want to help students and educators become their personal best.
- You are a teacher who wants to create relevant learning experiences and help students develop the skills they need to be successful.

You'll be inspired to:

- Connect with other innovative educators
- Support teachers and leaders as learners
- Tap into the strengths of your learning community
- Create ongoing opportunities for innovation
- Seek more effective methods for measuring progress
- And, most importantly, embrace change and use it to do something amazing

ISBN 9780386155499 90000 >
9 780386 155499

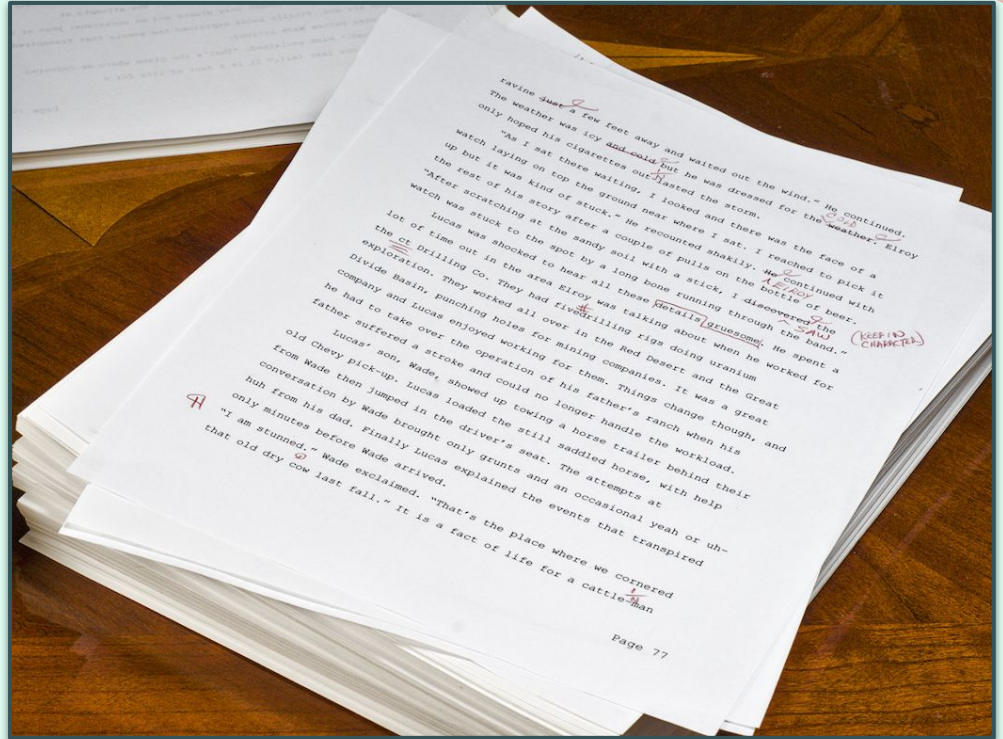
 **DAVE BURGESS**
Consulting, Inc.



Dave Burgess

How'd You Do It

2020
2019
2018



How'd You Do It



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| Heather Lyon Stenhouse Submission Fold... | 7/19/2021 8:48 AM | File folder | |
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| The Engagement Narwhal by Heather Lyon | 3/7/2019 7:01 PM | Adobe Acrobat D... | 6,359 KB |

How'd You Do It



Why'd You Do It



Paula Bevan

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally
- 4f Demonstrating Professionalism

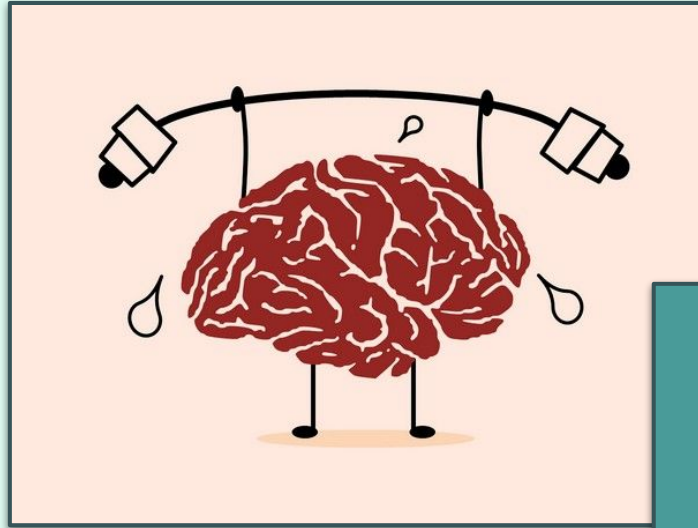
Domain 3: Instruction

- 3a Communicating With Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Why'd You Do It



Paula Bevan



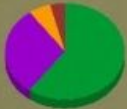
Why'd You Do It

LEVELS OF ENGAGEMENT


According to Phillip Schlechty, there are five ways that students respond or adapt to school-related tasks and activities.

- ENGAGEMENT** **HIGH ATTENTION - HIGH COMMITMENT**
The student associates the task with a result or product that has meaning and value for the student. The student will persist in the face of difficulty and will learn at high and profound levels.
- STRATEGIC COMPLIANCE** **HIGH ATTENTION - LOW COMMITMENT**
The task has little inherent or direct value to the student, but the student associates it with outcomes or results that do have value to the student (such as grades). Student will abandon work if extrinsic goals are not realized and will not retain what is learned.
- RITUAL COMPLIANCE** **LOW ATTENTION - LOW COMMITMENT**
The student is willing to expend whatever effort is needed to avoid negative consequences. The emphasis is on meeting the minimum requirements. The student will learn at low and superficial levels.
- RETREATISM** **NO ATTENTION - NO COMMITMENT**
The student is disengaged from the task and does not attempt to comply with its demands, but does not try to disrupt the work or substitute other activities for it. The student does not participate and learns little or nothing from the task.
- REBELLION** **DIVERTED ATTENTION - NO COMMITMENT**
The student refuses to do the work, acts in ways to disrupt others, or substitutes tasks and activities to which he or she is committed. Student develops poor work sometimes negative attitudes towards formal education and intellectual tasks.


The Highly Engaged Classroom



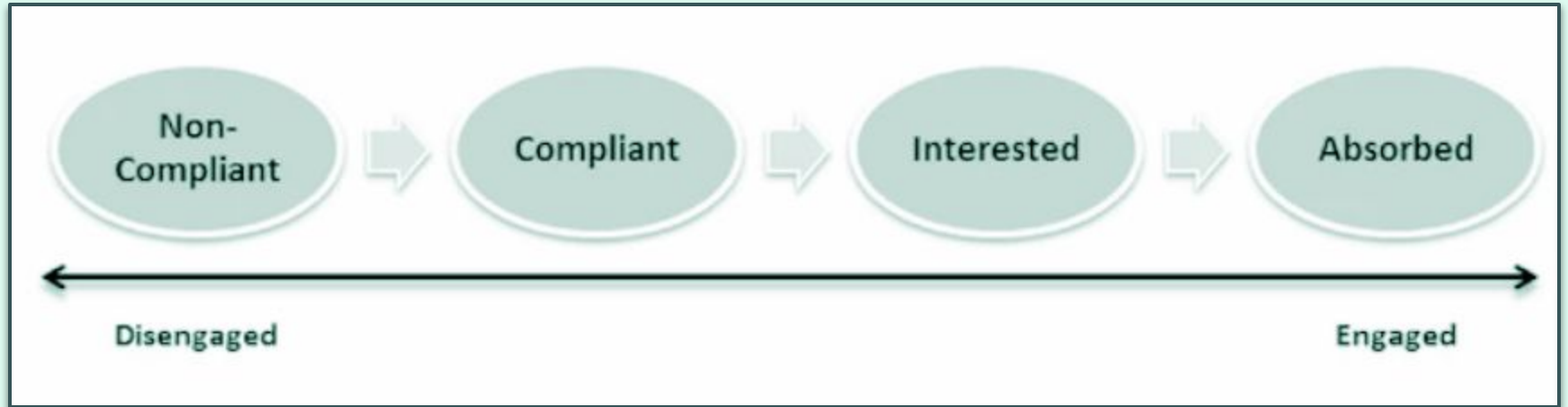
The Well Managed Classroom



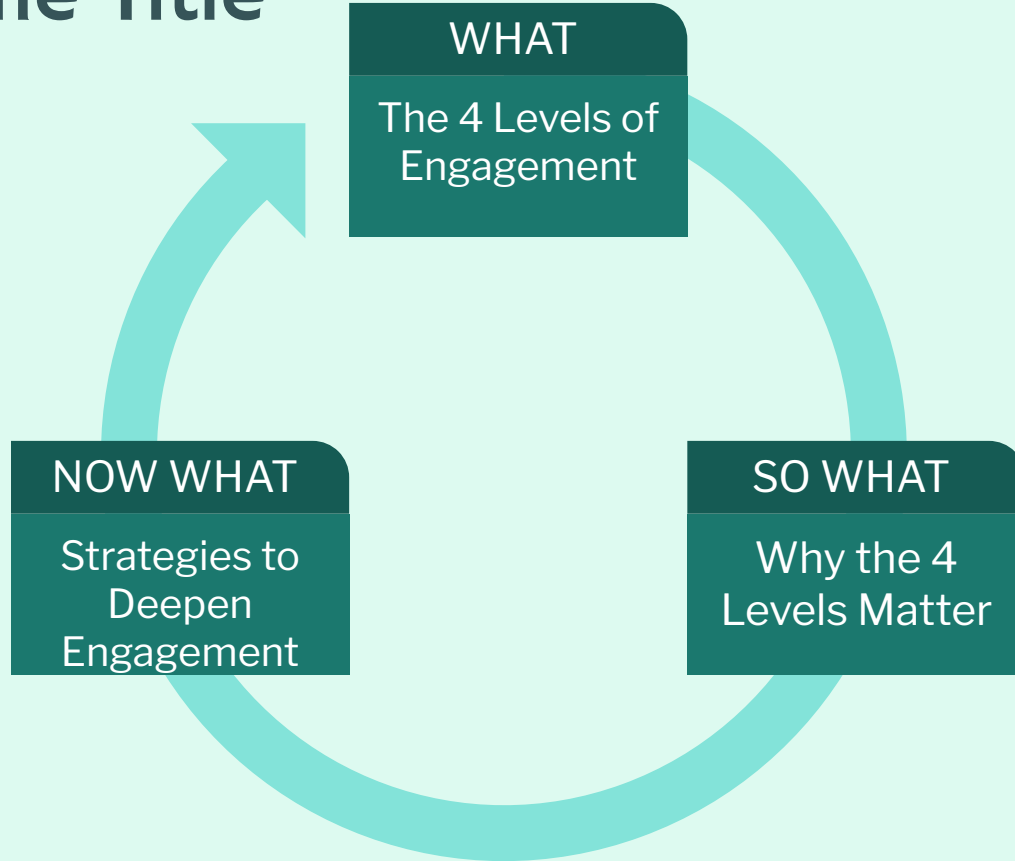
The Pathological Classroom



Why'd You Do It



Explain the Title



Explain the Title



Explain the Title

“...it is possible to achieve the highest levels of engagement in schools but doing so, is not common. It does exist, but many people have never seen it, some don't even believe it's possible because they can't even imagine it, and still others think they've achieved it even when they haven't. In schools, absorption (the highest form of engagement) would look like student-driven environments where students initiate the learning and are intrinsically *compelled* to learn. They want to keep at it after the bell rings. After the lesson is over. After the unit is done. Even if they weren't getting graded. It's out there, but it's a narwhal.”

Explain the Title

Examples of Engagement as a Unicorn Versus Engagement as a Narwhal

| Engagement as a Unicorn | Engagement as a Narwhal |
|---|--|
| Students applaud and thank the teacher for the fantastic lesson | Students feel proud of their own work and learning |
| Teachers have endless amounts of resources to add bells and whistles to the lesson to entice students into learning | Teachers have some resources but the students seek out and provide their own resources as part of the learning process |
| There is an infinite amount of learning time so the teachers can dig into the things they believe the students are interested in the most | Students make time outside of the classroom to continue digging into the things that they want to know more about |
| Students fall in love with what the teachers are having them study | Students are empowered to use what they know and care about to drive what they are studying |
| Parameters like standards, curriculum, and assessments are determined by the teacher | The teacher and students leverage the dictated parameters so that even if the teacher has boundaries, the students have high levels of freedom |
| Differentiation means that the teacher has created individualization for all students | Differentiation means that the students are trusted to create ways to personalize the task |
| Teachers can set aside the learning to get to know students | Everyone in the learning environment creates relationships through teaching and learning |



www.cutt.ly/Narwhal

What Is Engagement

Discussion Questions

1. What assignments did you copy from others when you were in school?
2. How do you do your taxes? Yourself electronically, via an accountant, etc? Why do you choose that method?
3. Talk about a class you took in school because you knew that it would be helpful towards your GPA?
4. What are your hobbies that you do in your free time? Talk about the expenses (including time and/or money) that it costs to do those things.

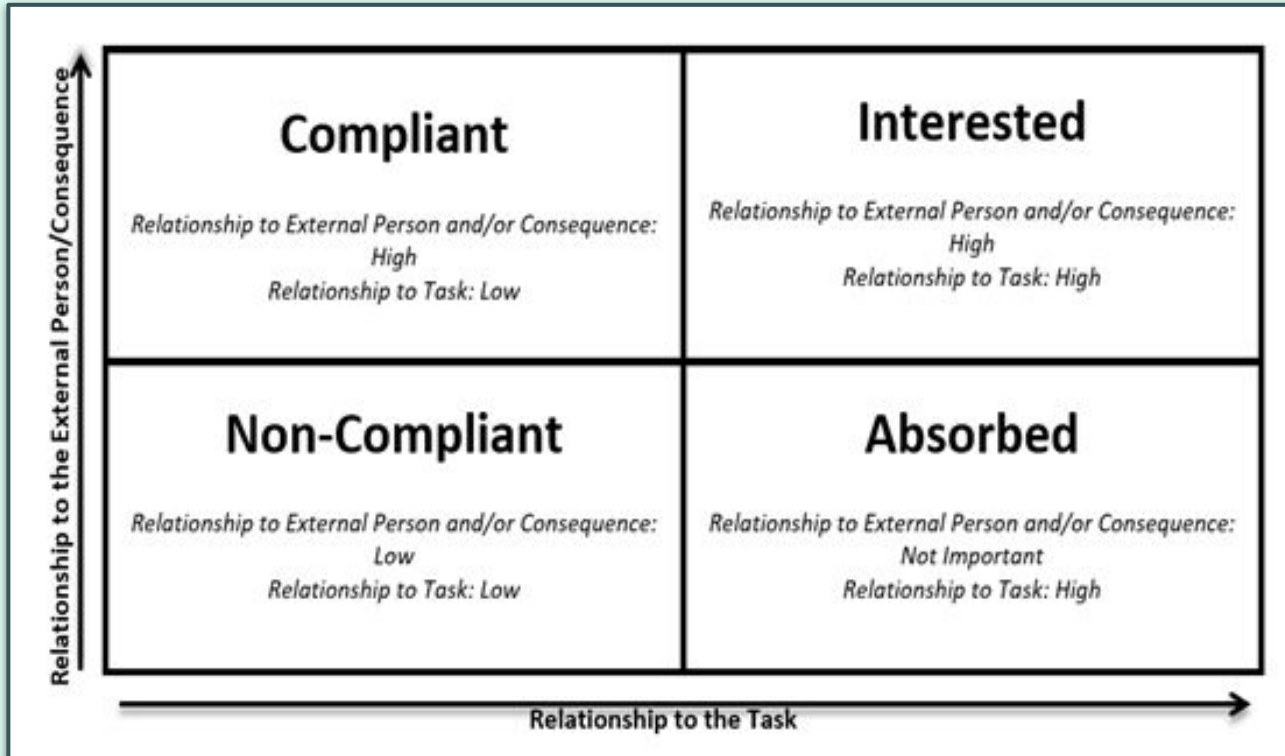
What Is Engagement

Engagement

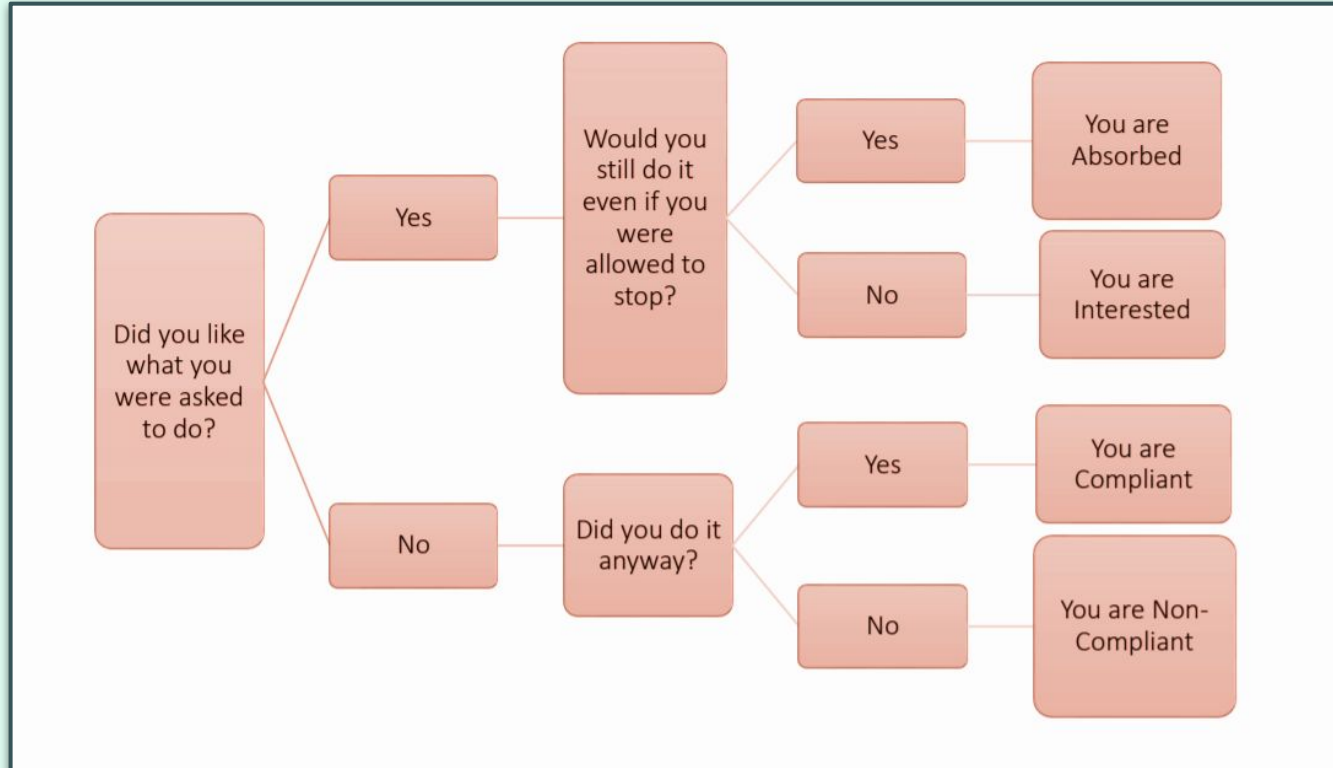
= Enjoyment of the Task

+ Reward for the Task

What Is Engagement



What Is Engagement



What Is Engagement

Manifestations of Engagement by Engagement Level

Compliant

First-Timer
People-Pleaser
Rule-Follower

Non-Compliant

Rebel
Normalizer
Activist

Interested

Willing Participant
Professional
Strategist

Absorbed

Novice
Enthusiast
Addict

What Is Engagement

Remember Goldilocks

What Is Engagement

**Be on the lookout for
behavioral compliance but
non-compliance with the
learning**

What Is Engagement

The easiest way to create engagement is by offering choice and voice

What Is Engagement

**Every student should find a
way to be absorbed in
school**

What Is Engagement

Interest is the aim for every
student in every classroom
every day

What Is Engagement

People are absorbed in
feelings not just in *tasks*

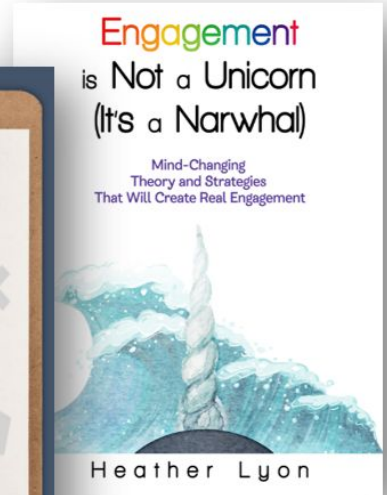
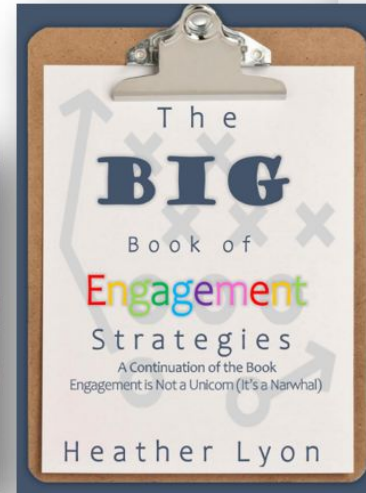
What Is Engagement

Discussion Questions

1. What assignments did you copy from others when you were in school? **NORMALIZED NON-COMPLIANCE**
2. How do you do your taxes? Yourself electronically, via an accountant, etc? Why do you choose that method?
RULE-FOLLOWER COMPLIANCE
3. Talk about a class you took in school because you knew that it would be helpful towards your GPA? **INTERESTED STRATEGISTS**
4. What are your hobbies that you do in your free time? Talk about the expenses (including time and/or money) that it costs to do those things. **ENTHUSIAST**

My Side Job

Read Heather Lyon's blog posts & find oodles of resources for the books *Engagement is Not a Unicorn (It's a Narwhal)* & *The **BIG** Book of Engagement Strategies* at www.lyonsletters.com





Questions Feedback

Thanks

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