

OSII: High Schools That Work Columbus, Ohio

Authentic Engagement for Student Success

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Review: Characteristics of Engaged Students, Classrooms, Outcomes

Fisher, D., Frey, N., Quaglia, R., Smith, D., Lande, L. (2018). *Engagement by Design: Creating Learning Environments Where Student Thrive*. Corwin. Thousand Oaks.

Engaged Students

- Feel like they belong because they are recognized for who they are
- Have someone in their life they can turn to for support, encouragement, and praise
- Gain as much satisfaction from knowing they persevered and gave effort as from receiving a letter grade
- Continually ask “why?” and “why not?”
- Lose track of time and space when learning
- Are not afraid to fail or succeed
- Take on leadership roles and the responsibility that goes with them
- Possess the confidence to take action on causes they believe in
- Express their voice in a way that is recognized, valued, and heard

Engaged Classrooms

- Learning is not constrained by time
- Lessons are fluid and continually evolving
- An atmosphere of respect and understanding exists
- Student collaboration is the norm
- Meaningful conversation flows between students and teachers
- Responsibility replaces accountability
- Everyone is a teacher and a learner
- All voices are heard and valued
- There is a harmonious relationship between skills and challenges
- Personalization (knowing the students) influences the content

Engaged Student Outcomes

- Greater sense of self-worth
- Appreciation of other people’s ideas
- Greater sense of purpose, understanding of “who” they are, and thinking beyond themselves
- Acceptance of different perspectives
- Excitement for learning
- Willingness to take on academic challenges
- Awareness of their own ability and potential
- Increased confidence and pride in their ability
- Mindfulness of the importance of curiosity and creativity
- Increased spirit of adventure
- Respect for themselves and others
- Awareness of the potential impact of their actions on others

Dimensions of Student Engagement

Fisher, D., Frey, N., Quaglia, R., Smith, D., Lande, L. (2018). *Engagement by Design: Creating Learning Environments Where Student Thrive*. Corwin. Thousand Oaks.

Behavioral Engagement	<ul style="list-style-type: none">• Participates in school functions• Attends and participates in class activities and discussions• Follows school rules• Studies• Completes assignments
Cognitive Engagement	<ul style="list-style-type: none">• Desires challenge• Self-regulates• Plans, monitors, and evaluates one's thinking and learning
Emotional Engagement	<ul style="list-style-type: none">• Is comfortable talking to peers• Engages in group learning• Asks questions of teachers• Interested, inquisitive, and curious about academic content

Learning Activity: How Students Experience School

Source: Quaglia, R. & Corso, M. 2014. *Student Voice: The Instrument of Change*. Corwin. Thousand Oaks.

Student Voice Research

1. 38% of students report that their classes help them understand what is happening in their everyday lives.
2. 52% of students report that their teachers make an effort to get to know them.
3. 43% of students believe teachers care about their problems and feelings.
4. 73% of students say they put forth their best effort and 85% say getting good grades is important to them.
5. 67% of students feel accepted for who they are at school.
6. More than a quarter (27%) of students don't think their teachers expect them to be successful.
7. 64% of students find school to be a welcoming and friendly place.
8. 52% of students believe their teachers know their name.
9. 62% of students report that teachers help them learn from their mistakes.
10. 26% of students share they have never been recognized for something positive at school.

11. 58% of students believe teachers respect students.
12. 43% of students report that adults in their schools listen to students.
13. 58% of students say they feel comfortable asking questions in class.
14. 73% of student think their teachers believe in them.
15. Among high school students, 57% responded positively to the statement, "School inspires me to learn."
16. 38% of high school students agreed that "my classes help me understand what is happening in my everyday life."
17. 47% of students believe teachers are willing to learn from them.
18. 67% of students believe what they are learning will benefit their future.
19. 38% of student report that teachers make school an exciting place to learn.
20. 33% of students are afraid to try something new if they think they might fail.
21. 74% of students in grades 5-12 said that feedback in the moment was very helpful for their learning.
22. 86% of students report that they want to do their best at school, but in focus groups they often express a need for increased clarity regarding expected outcomes.
23. 43% of students say they like challenging assignments.
24. 17% of students readily admit they give up when school work is hard.
25. 44% of students report having a voice in decision making at school, and 58% believe they possess the ability to make good decisions.
26. 60% of students report that their teachers encourage them to make decisions.
27. 46% of students report having the opportunity to work with adults to find solutions to school problems.
28. 62% of students report that they enjoy working on projects with other students.
29. 43% of students report that school is boring.
30. 54% of students say they enjoy participating in their classes.
31. 40% of students believe they are a valued member of their school community.
32. 55% of students report that they are excited to tell their friends when they get good grades.