Authentic Engagement for Student Success

Cathy J. Lassiter, Ed.D.

OSII: High Schools That Work
November 16, 2018
Targets for Today

- Develop a common understanding of student engagement
- Evaluate the role of student voice and its connection to engagement
- Explore the elements of intentionally inviting classrooms and the roles, relationships, clarity and challenge play in creating them
Student engagement may be the most important component of the framework for teaching.

Charlotte Danielson
“Engaging students is the job of every classroom teacher.”

Robert Marzano
What do you see?
Distinguishing Between Real and Fool’s Gold
The 3 Worlds of Learners

- The public world of the teacher
- The highly influential world of peers
- The student's own private world and experiences
Learning Activity

Table Talk

How do the 3 worlds of learners as described by Nuthall impact our ability to increase student engagement in learning?
Understanding of Student Engagement
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
At the Foundation

- As defined by Appleton in 2008 based on the student experience in various sub contexts in student life at school.
# Dimensions of Student Engagement

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behavioral Engagement</strong></td>
<td>Participates in school functions, Attends and participates in class activities and discussions, Follows school rules, Studies, Completes assignments</td>
</tr>
<tr>
<td><strong>Cognitive Engagement</strong></td>
<td>Desires challenge, Self-regulates, Plans, monitors, and evaluates one’s thinking and learning</td>
</tr>
<tr>
<td><strong>Emotional Engagement</strong></td>
<td>Is comfortable talking to peers, Engages in group learning, Asks questions of teachers, Interested, inquisitive, and curious about academic content</td>
</tr>
</tbody>
</table>

Behavioral Engagement

Students follow school rules, complete their homework, listen to the teacher. They are compliant and well behaved.
Cognitive Engagement

Students engage in the learning process and are fully present in their learning. They engage in metacognition and self-regulate and self-assess as they tackle challenges.
Emotional Engagement

Based on students' general sense of belonging in the school community and how they feel about their relationships with teachers and peers.
Behavioral engagement can mask cognitive engagement.
Learning Activity

Self-Reflect & Pair Share

Reflect on engagement in your classroom. What kind of engagement do you have most often? How might you increase student engagement at 1 or more of the 3 levels?
The Engagement Gap
Engagement by Design

“If we are serious about addressing the achievement gap, we must tend to the crisis of low engagement in far too many classrooms”
“Every student deserves a learning experience that has high levels of engagement by design.”
Digging into the Voice Research

- Quaglia Student Voice Survey
- 2015-16
- Students have something to teach us about schools
- 14 states
- 250 schools
- Gr. 3-5 - over 12,000 responses
- Gr. 6-12 - over 48,000 responses
Students can teach us something about schools.
Learning Activity

Table Discussion

Responding to the Student Voice Research
Creating Inviting Classrooms
Elements of Intentionally Inviting Classrooms

• **Trust**—the ongoing relationships between teachers and students

• **Respect**—actions communicate a context where everyone is valued

• **Optimism**—every member of the classroom has potential

• **Intentionality**—everything carefully designed to convey trust, respect, and optimism
Intentionally Inviting Classrooms

Trust

Optimism

Respect

Intentionality
# Characteristics of the Four Types of Teachers

<table>
<thead>
<tr>
<th>Intentionally uninviting teachers . . .</th>
<th>Intentionally inviting teachers . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are judgmental and belittling</td>
<td>Are consistent and steady with students</td>
</tr>
<tr>
<td>Display little care or regard</td>
<td>Notice learning and struggle</td>
</tr>
<tr>
<td>Are uninterested in the lives and feelings of students</td>
<td>Respond regularly with feedback</td>
</tr>
<tr>
<td>Isolate themselves from school life</td>
<td>Seek to build, maintain, and repair relationships</td>
</tr>
<tr>
<td>Seek power over students</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unintentionally uninviting teachers . . .</th>
<th>Unintentionally inviting teachers . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance themselves from students</td>
<td>Are eager but unreflective</td>
</tr>
<tr>
<td>Have low expectations</td>
<td>Are energetic but rigid when facing problems</td>
</tr>
<tr>
<td>Don’t feel effective and blame students for shortcomings</td>
<td>Are unaware of what works in their practice and why</td>
</tr>
<tr>
<td>Fail to notice student learning or struggle</td>
<td>Have fewer means for responding when student learning is resistant to their usual methods</td>
</tr>
<tr>
<td>Offer little feedback to learners</td>
<td></td>
</tr>
</tbody>
</table>
Learning Activity

Self – Reflection

Are you an intentionally inviting teacher?

What are some ways you might create an inviting classroom?
Effective classrooms don’t just happen. They are led by teachers who deeply understand their craft and the essential nature of the interaction between student, teacher, and content.
Model of Engagement by Design

Teacher

Relationships

Clarity

Student

Challenge

Content

Optimal Learning

Distinguishing Between

Fool’s Gold

Real Gold
Participant Evaluation


Cathy J. Lassiter, Author/Consultant
cathy.lassiter@corwinlearning.com
757-353-5371