

## LEARNING SNAPSHOT

### Student Engagement

- Student engagement is embedded in multiple frameworks used by districts in Illinois: the Illinois Learning Standards, a multi-tiered system of support, the Illinois Social and Emotional Learning Standards, and the Danielson Framework for Teaching.
- Student engagement refers to students' level of participation and intrinsic interest in school (Akey, 2006.)
- Research generally points to three interrelated types of student engagement: cognitive, behavioral, and emotional. All three must be present for authentic engagement (Gibbs & Poskitt, 2010).
- Student engagement involves malleable behaviors and attitudes (Fredricks, Blumenfeld, & Paris, 2004).
- Engaged students earn higher grades, possess a sense of belonging, set and work toward goals, and are persistent (Stout & Christenson, 2009).
- Increased student engagement is associated with positive school climate and culture (Appleton, Christenson, Kim, & Reschly, 2006).
- Many students move in and out of the cycle of engagement and disengagement or may appear engaged but are not (Toshalis & Nakkula, 2012).
- A student's level of engagement can influence his or her life opportunities (Bridgeland, Dilulio & Morison, 2006; Fredricks et al., 2004; Heitzeg, 2009).

### Instructional Practices

- Encourage students to consistently set goals, to monitor their progress toward attainment of goals, and to develop these actions as habits.
- Plan and deliver lessons that incorporate the cognitive demands of the Illinois Learning Standards.
- Gather formative assessments routinely by using quick-writes or other formats to gauge student learning and participation.
- Give students choices when completing assignments that allow students to master the same Illinois Learning Standards in different ways.
- Differentiate instruction.
- Cultivate a spirit of perseverance in students, and provide opportunities for students to rework assignments.
- Provide structured opportunities for students to work collaboratively and problem-solve, with accountability measures for all students included.
- Ensure classwork and assignments are related to real-world experiences whenever possible.
- Provide opportunities for students to present their learning to classmates.
- When appropriate, integrate the use of technology into instruction and assignments.
- Foster a classroom community where the needs, talents, and qualities of all learners are appreciated and nurtured through positive relationships among students and with teachers.

## Resources

### **Buck Institute for Education Website**

This website provides tools, resources, and professional development for designing project-based-learning opportunities for students at all grade levels.

<http://bie.org/>

### **CBE Life Sciences Education Website**

This website gives ideas for engagement strategies in biology. Many of the ideas are applicable across content areas.

<http://www.lifescied.org/content/12/3/322.full>

### **Putting Students at the Center: A Reference Guide**

This reference guide provides a framework for student-centered education and lists four key tenets of student-centered approaches that are essential to students' full engagement in achieving deeper learning outcomes.

<http://studentsatthecenter.org/resources/putting-students-center-reference-guide>

### **Motivation, Engagement, and Student Voice Toolkit**

The activities and materials in this toolkit will help educators understand and apply the concepts regarding motivation, engagement, and student voice. The activities are designed to facilitate the development of a mindset that encourages a critical analysis of what participants believe, what they do, and what might need to be changed to fully realize the potential of student-centered teaching.

<http://www.studentsatthecenter.org/resources/motivation-toolkit>

## References

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