Welcome to Today's Webinar!

School Climate Series: Student Engagement

This event will start at 11:00 am EDT.

Safe and Supportive Schools
Engagement | Safety | Environment

Welcome to Today's Webinar
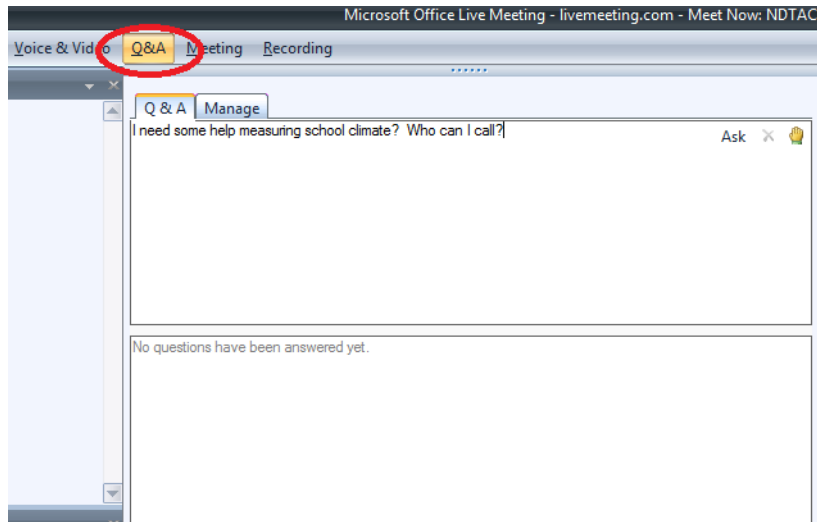
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Questions, Event Evaluation & Contact Information

Q&A

If you have a question for the presenters, please type it in the Q & A Pane or email sssta@air.org during the Webinar.

Evaluation

An event evaluation will appear as the last slide in the presentation. Please input your answers *directly* into the slide. All answers are *completely anonymous* and are not visible to other participants.

For assistance during the Webinar,
please contact the Safe and Supportive Schools Technical
Assistance Center at sssta@air.org.

The Safe and Supportive Schools Technical Assistance Center

- Funded by the U.S. Department of Education's Office of Safe and Drug-Free Schools.

- Provides training and support to states, including 11 grantees funded under the Safe and Supportive Schools Program and other state administrators; administrators of districts and schools; teachers; support staff at schools; communities and families; and students.

- Goal is to improve schools' conditions for learning through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.

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Safe and Supportive Schools Website

http://safesupportiveschools.ed.gov

Student Engagement
Sara Truebridge, Ed.D., Education Consultant

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Objectives

1	Inform
2	Validate
3	Empower
4	Support

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Engagement: Delving Deeper

1	Strength-Based Approach
2	Voices from Inside

3	What Engagement Is
4	What It's Not

5	What You Do
6	Strategies & Assessment

7	Resources
8	Citations

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Inform

Strength-Based Approach
Voices from Inside

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Polling Question #1

Which of the following best describes your current role?

- ❑ State Education Personnel
- ❑ District or School Administrator
- ❑ Teacher or School Support Staff
- ❑ Community or Family Representative
- ❑ Student
- ❑ Researcher
- ❑ Other

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Polling Question #2

Which of the following best describes the primary reason you chose to participate in today's session?

- ❑ To learn more about the issues surrounding student engagement.

- ❑ To gather practical information and strategies to teach, or share with, colleagues and others.

- ❑ To identify and gain effective skills and strategies for your own professional use.

- ❑ To validate what you may already know about the subject.

- ❑ More than one of the above.

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What do you see?

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Inform: Strength-Based Approach
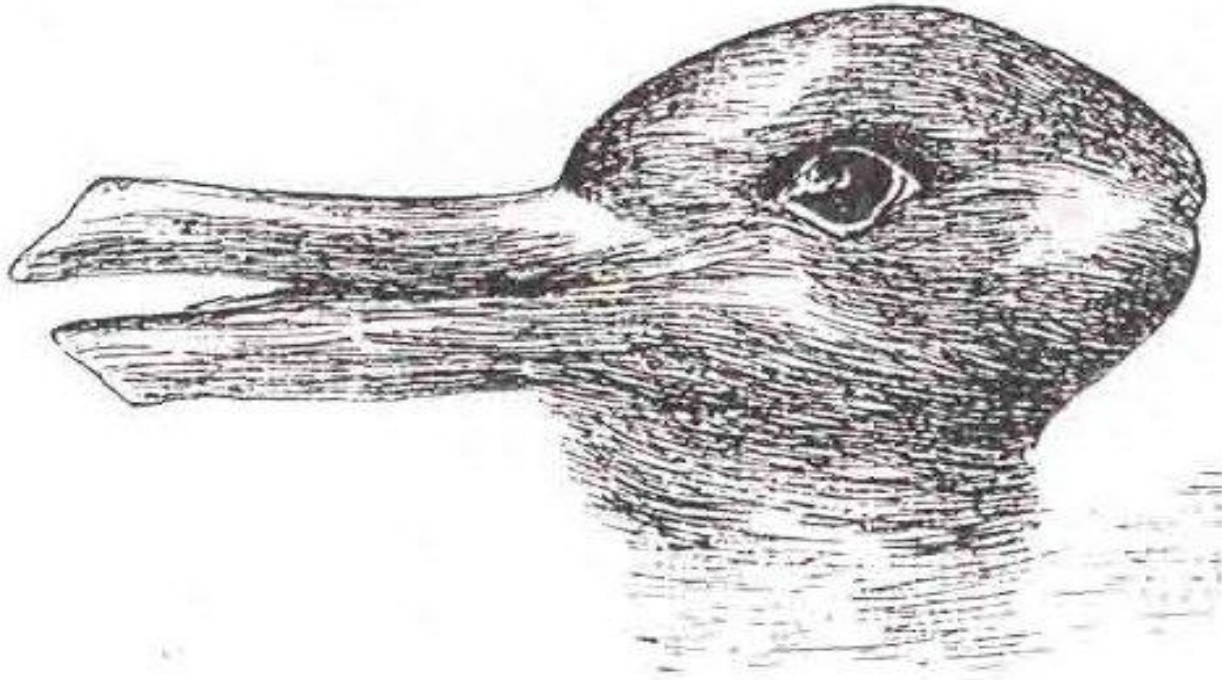
An engaged learning community is one that nurtures and mines resilience and potential through active listening, sharing, trust, and learning. In an engaged learning community the human potential is honored, renewed, and fueled thus producing successful education and life outcomes for all.

~ S. Truebridge

Inform   Validate   Empower   Support

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Inform: Strength-Based Approach

Reflection/Discovery

Think of a time in your life when you have been an engaged student or have had a classroom of engaged students.

- What did that look like?
- Who was involved?
- What was happening?
- How did you feel?

Inform Validate Empower Support

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1. Establishing authentic caring relationships

2. Communicating appropriate messages of high expectations

3. Providing meaningful opportunities for participation and contribution

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Inform: Strength-Based Approach

Self-Actualization
Vitality, Creativity
Self-Sufficiency
Authenticity
Playfulness
Meaningfulness

Self-Esteem

Love & Belonging

Safety & Security

Physiological Needs
Air, Water, Food, Homeostasis, Sex, Sleep

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Pushout Crisis: 4 Major Themes

1. Boredom and Engagement

2. Teaching and Classroom Learning

3. Discipline and Climate

4. Out-of-School Issues

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Inform: Voices from Inside

"I would have stayed in school longer if my school had . . ."

Category	Percentage
Better relationships between students/teachers	45%
Better relationships between students	35%
Classes focus on challenges adolescents face	28%
Weekly meetings to discuss problems	24%
Counseling programs	19%
Childcare	8%

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Inform: Voices from Inside

"Every teacher I had used a standard format. They never really tried nothing new. They tried no new tactics. No new learning techniques. No new games to play with us. Everyone thinks that just because we're in high school we can't play games. I love to play games!"

"We need a class for discussion, because I have opinions about things….We tried to start a discussion about human rights in history class…and the teacher shot us down…. He said, 'We have to keep to the curriculum.' And so you're like, 'Well, this is the curriculum! This is what I'm thinking about.'"

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"Just saying you need to pass math isn't enough. Show me how knowing Pi is worth something."

"Mentioned more than any other topic . . . was the feeling that teachers really did not care about us as people."

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Validate

What Is Student Engagement
What It's Not

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Many overlapping constructs: Motivation, engagement, attention, interest, effort, efficacy, enthusiasm, participation, involvement

No single definition of student engagement

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Validate: What Is Student Engagement

"…a focus on engagement calls attention to the connection between a learner and the social context in which learning takes place. Engaging schools promote a sense of belonging by personalizing instruction, showing an interest in students' lives, and creating a supportive, caring school environment."

"Students are engaged when they are attentive, committed, persistent and find meaning and value in the tasks that make up the work."

Student engagement depends on making instruction as "student friendly" as classroom climate.

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Motivation: Bridging Theory to Practice

"... the community of scholars who study motivation has ... voiced warnings about the detrimental effects of high-stakes testing on students' motivational functioning ... as well as suggested that performance deficits might be explained, in part, by motivational rather than cognitive issues."

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Validate: What It Is and Is Not

What It Is	What It's Not
- Involves behaviors and emotions - "Flow" - Teachers as designers of experiences - Standards as a source of direction - Designing work	- Not *just* attention - Not *just* time on-task - Not *just* motivation - Teachers as performers/entertainers - Standards as a source of control - Planning lessons

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Questions?

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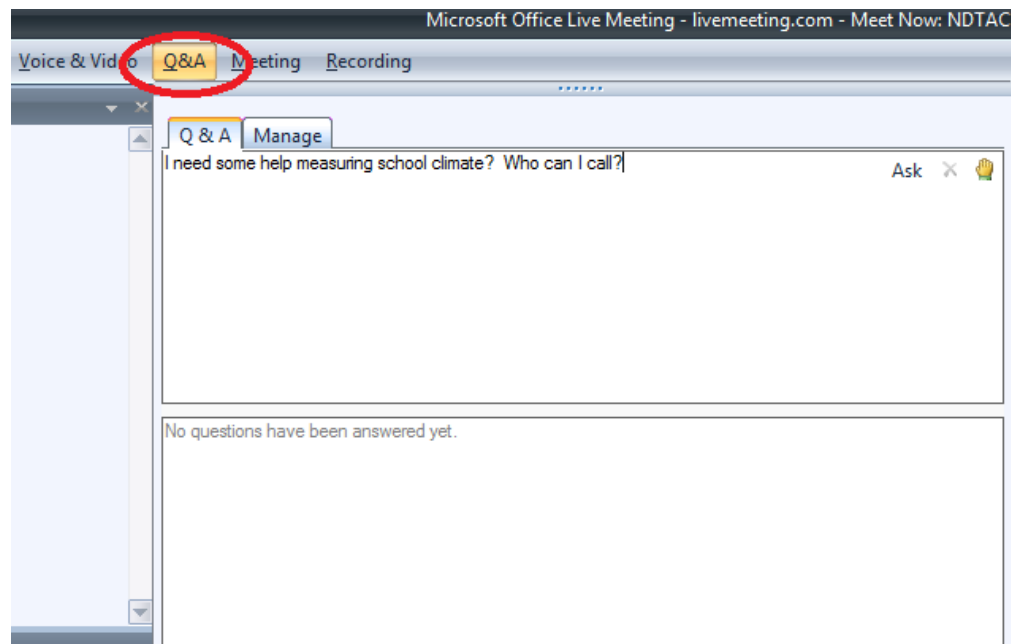
Empower
What You Do
Strategies and Assessment

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Which area is your strength?

- ❑ Establishing authentic caring relationships
- ❑ Communicating appropriate messages of high expectations
- ❑ Providing meaningful opportunities for participation and contribution

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Empower: Strategies & Assessment

Recommendations from *Engaging Schools*:

1. Redesign courses and instructional methods

2. Provide ongoing classroom-based assessment for the effectiveness of curriculum and instructional practices, not only in terms of learning, but also in terms of keeping students engaged behaviorally, cognitively, and emotionally

3. Focus on preservice teacher preparation programs

4. Provide support and resources

5. Use tools to evaluate schools, teachers, and students that assess high-level critical thinking, analysis, application, etc.

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Recommendations from *Engaging Schools*:

6. Restructure comprehensive high schools to create smaller learning communities

7. Eliminate formal and informal tracking

8. Diffuse guidance and counseling among staff

9. Improve communication, coordination, and trust among the adults in the various settings where youth spend their time

10. Identify and coordinate with social and health services in the community; policymakers revise policies to facilitate students' access to the services they need

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Empower: Strategies & Assessment

Teachers:

❑ Balance "guide on side" and "sage on stage"

❑ Involve students in choosing academic learning—with appropriate curricular and developmental limits

❑ Introduce new academic topics by systematically querying students about what they already know and what they might want to learn

❑ Integrate social, emotional, ethical, and aesthetic learning into academic learning

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Teachers:

❑ Create tasks better done by groups than individuals

❑ Frequently engage students in reflecting on their own progress as learners

❑ Ask open-ended vs. short-right-answer questions; encourage students to respond directly to other students

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Empower: Strategies & Assessment

Teachers:

❑ Proactively teach students the social interaction skills and academic discourse skills they need in order to harmoniously and productively communicate and collaborate

❑ Use "wait time" after asking a question; students who need extra time to formulate their responses are afforded the time and students can think more deeply before having to listen to the responses of their peers

Inform — Validate — Empower — Support

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Citations ▪ 32, 33, 34
Page ▪ 33

Empower: Strategies & Assessment

Teachers:

❑ Provide curriculum, pictures, and stories that resemble the ethnic and cultural makeup of the class

❑ Differentiate instruction

❑ Inform students of lesson objectives and expectations

❑ Invite students to tell their stories

❑ Contextualize curriculum to students' experiences

❑ Provide a voice for students

❑ Engage students in setting their own goals

❑ Integrate social-emotional learning

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(Teachers) It would be helpful to have:

- ❑ More time with colleagues to dialogue and share ideas
- ❑ Less time devoted to testing
- ❑ More examples of what these strategies "look like"
- ❑ More support from my school
- ❑ More support from my district
- ❑ All of the above
- ❑ Other

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Empower: Strategies & Assessment

Schools:

- ❑ Include student voice/representative when policy issues are discussed

- ❑ Expand collaboration with school and community and include students

- ❑ Provide time, venue, and agenda to discuss issues of student engagement (i.e., staff meetings)

- ❑ Challenge myths held of certain groups of children and youth

- ❑ Reframe "standards"

- ❑ Develop a principal support network

- ❑ Create design teams

- ❑ Change school from a bureaucratic structure into a learning organization

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Empower: What You Do

Schools:

- ❑ Become clear on beliefs and values

- ❑ Institute experiential learning and project-based learning

- ❑ Engage in classroom observations

- ❑ Provide appropriate professional development

- ❑ Provide additional educational social supports to meet students needs

- ❑ Explore "looping"

- ❑ Offer internships, apprenticeships, and service learning

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(Schools) It would be helpful to have:

- ❑ More time with colleagues to dialogue and share ideas

- ❑ Less time devoted to testing

- ❑ More examples of what these strategies "look like"

- ❑ More support from my school

- ❑ More support from my district

- ❑ All of the above

- ❑ Other

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Empower: Strategies & Assessment

Districts:

- ☐ Provide time, venue, and agenda to discuss issues of student engagement

- ☐ Develop policy guidelines with respect to student engagement

- ☐ Include student engagement as a data point

- ☐ Include student engagement as a topic of induction of new teachers

- ☐ Seek input from other districts/regions/areas

- ☐ Implement restorative justice practices

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Empower: Strategies & Assessment

Districts:

❑ Reframe how students are viewed: products vs. knowledge learners

❑ Reframe how teachers are viewed: deliverers of standardized curriculum vs. leaders, designers, and guides

❑ Include student voice/representative on School Board or other policy body

❑ Share authority

❑ Provide protection of teachers when try something innovative to increase student engagement and it needs adjustments

❑ Educate the community and inform policy makers

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Empower: Strategies & Assessment

Districts:

❑ Limit over-testing/opt for alternative assessments

❑ Interview students

❑ Recruit teachers from the neighborhood

❑ Reduce class size

❑ Create support groups

❑ Find meaningful ways to engage parents

❑ Maintain funding and focus on alternative education

❑ Value social-emotional learning

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(Districts) It would be helpful to have:

❑ More time with colleagues to dialogue and share ideas

❑ Less time devoted to testing

❑ More examples of what these strategies "look like"

❑ More support from my school

❑ More support from my district

❑ All of the above

❑ Other

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Empower: Strategies & Assessment

Marzano and Pickering

Emotions: How Do I Feel?

Interest: Am I Interested?

Perceived Importance: Is this Important?

Perceptions of Efficacy: Can I Do This?

Wentzel

Emotions: Am I excited about doing/learning this?

Goals: What do I want to do?

Efficacy: Can I do it?

Values: Is this important/relevant?

Attributions: What causes success and failure? Do I have opportunities to make choices; practice autonomy?

Social Expectation: What am I supposed to do?

Belonging: Does anybody care?

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Teachers– Design Strategies for Creating Engaging Work:

1. Product focused
2. Content and substance
3. Organization of knowledge
4. Clear/compelling standards
5. Protection from adverse consequences
6. Affiliation
7. Affirmation
8. Novelty & variety
9. Choice
10. Authenticity

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Empower: Strategies & Assessment

1. Establishing authentic caring relationships

2. Communicating appropriate messages of high expectations

3. Providing meaningful opportunities for participation and contribution

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Reflection- A, B, C

How do you create community and communicate to students that you care about them, hold high expectations of them, and provide them with opportunities to participate and contribute?

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Empower: Strategies & Assessment

A. Caring Relationships: *What it Looks Like* (Teachers)

1. Being there

2. Compassion

3. Listening/giving voice

4. Believing

5. Patience

6. Basic trust

7. Relevancy of work/tasks

8. Communicating w/ families

9. Other

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B. High Expectations: *What it Looks Like* (Teachers)

1. Belief in the resilience of all

2. Youth centered

3. Challenge

4. Support

5. Persistence

6. Reframing

7. Strengths-focused

8. Mistakes as opportunities

9. Set goals

10. Produce/performance/ exhibition

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C. Participation/Contribution: *Implications for Practice* (Teachers)

1. Safe places	5. Student initiated
2. Inclusion	6. Interaction
3. Responsibility	7. Group process
4. Student centered	8. Other

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Polling Question #7

**On which of the following would you like to focus more attention?**

❑ Establishing authentic caring relationships

❑ Communicating appropriate messages of high expectations

❑ Providing meaningful opportunities for participation and contribution

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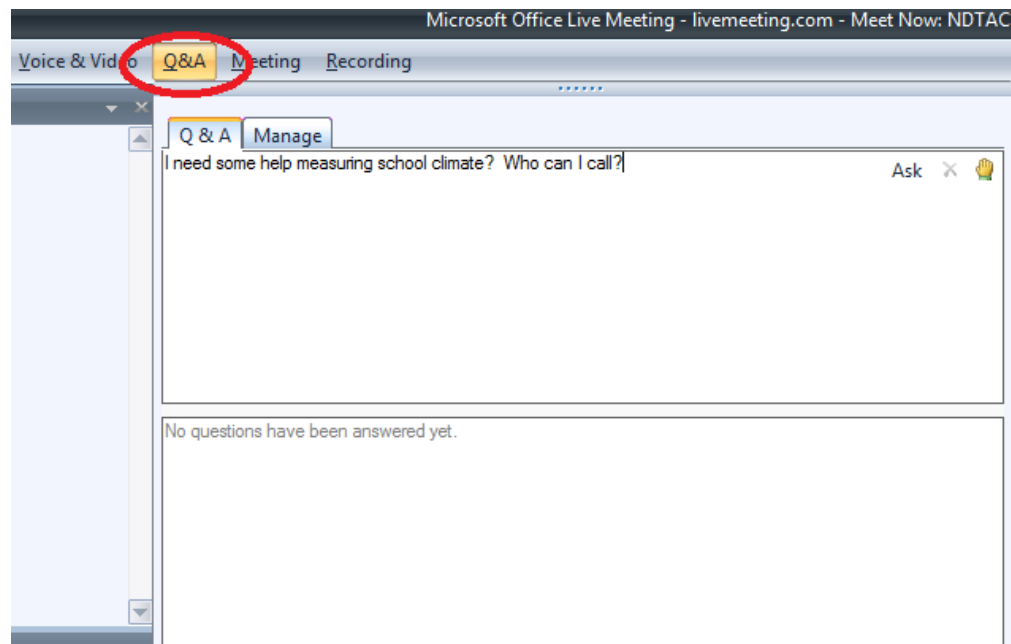
Resources

Resources

Buck Institute for Education: Project Based Learning for the 21st Century
http://www.bie.org/

Collaborative for Academic, Social, & Emotional Learning
http://casel.org/why-it-matters/benefits-of-sel/

Developmental Studies Center
http://www.devstu.org/page/welcome-dsc-public-web-site

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Resources

National Center for Student Engagement
   http://www.schoolengagement.org/

Restorative Justice
   http://www.restorativejustice.org

Schlechty Center
   http://www.schlechtycenter.org/

SoundOut: Promoting Student Voice in School
   http://www.soundout.org/

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Upcoming Webinars
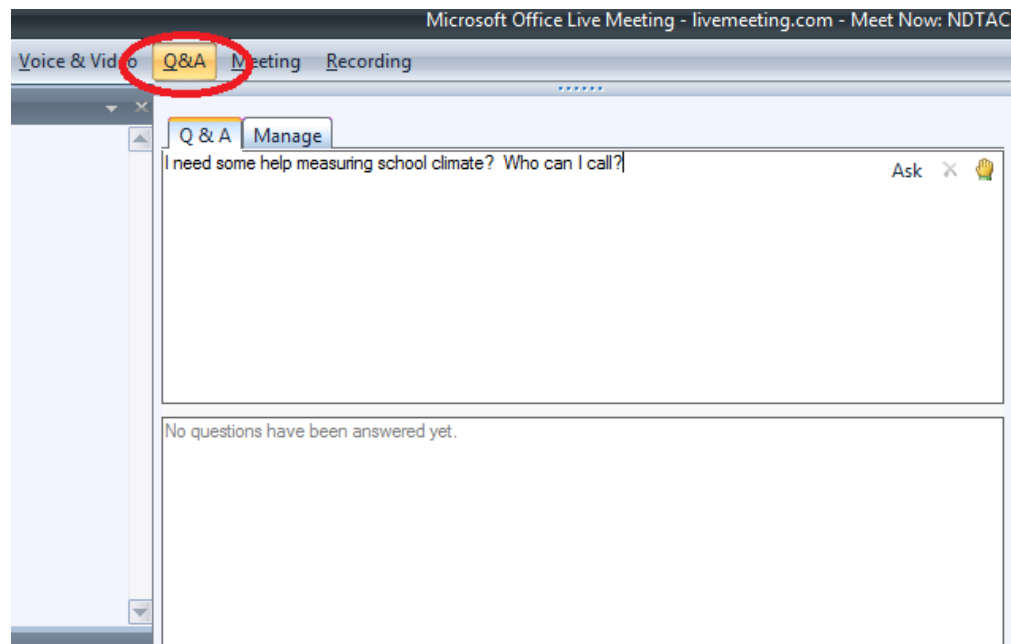
- **Substance Abuse Prevention**
  August 24, 2011   4:00 pm − 5:30 pm ET
  August 25, 2011   11:00 am − 12:30 pm ET

- **School Based Climate Teams (Part 2)**
  September 14, 2011   4:00 pm − 5:30 pm ET
  September 15, 2011   11:00 am − 12:30 pm ET

- The FY11 schedule of Safe and Supportive Schools TA Center Webinars will be posted as soon as it is available.