

"If students are not engaged there is little, if any, chance that they will learn what is being addressed in the class"

- Marzano & Pickering

Learner Engagement

at - a - glance...

What matters most?

Characteristics of Engaging Student Experiences

- clear expectations that are modeled
- activation of prior knowledge
- opportunities for personal responses
- sharing student work with others
- freedom to take risks
- learning with others
- meaningful choices

Based on Philip Schlechty. (2011) *Engaging Students*. Jossey-Bass.

Engagement: (n.) emotional involvement or commitment

Practical Applications

- Offer students choice on assignments such as homework.
- Offer daily opportunities for pair and small group work.
- Provide meaningful positive reinforcement to all students.

More Information:

10 Steps to better engagement:

<http://www.edutopia.org/project-learning-teaching-strategies>

List of Strategies:

<http://daretodifferentiate.wikispaces.com/file/view/strategies.pdf>

WHY?

Motivating learners can often seem like a daunting task. But research shows a significant correlation between high levels of engagement and improved attendance and achievement according to NAEYC. [h \(https://www.naeyc.org/files/yc/file/200603/JablonBTJ.pdf\)](https://www.naeyc.org/files/yc/file/200603/JablonBTJ.pdf)

Engaged students exhibit several important characteristics that teachers want ALL students to exhibit including:

- Engaged students are attracted to the work,
- persevere despite challenges and obstacles, and
- take visible delight in accomplishing their work

which lead students to success (Strong, Silver & Robinson *Educational Leadership*, pp. 8-12, Sept., 1995.).

If we are to engage ALL students, we must commit ourselves to filling our toolboxes with high yield strategies to ensure engagement.

Making it Personal...

- What strategies can YOU employ to engage all of your students all of the time?
- How can you better inform yourself and your colleagues of new strategies for engaging learning?

