

A large, light grey, stylized letter 'C' is positioned on the left side of the page. A solid red circle is placed over the right side of the 'C'. A thin red horizontal line extends from the right edge of the 'C' across the page, passing behind the text.

# Instructional Strategies that Engage All Learners





## Engaging Instructional Strategies

Strategy	Description	Comments/How Can I Use This?

## Anticipatory Guide: Student Engagement

Before	Statement	After
True and/or False	A student drops out of school every nine seconds in the United States.	True and/or False
True and/or False	As students get older, engagement levels show a consistent increase.	True and/or False
True and/or False	Research findings show no correlation between student engagement, absenteeism, and academic performance.	True and/or False
True and/or False	High school students are sitting passively and listening in approximately 60 percent of their classes.	True and/or False
True and/or False	Engagement strategies such as Picture Notes and Quick-Draws are best used with concrete concepts or vocabulary.	True and/or False
True and/or False	Student engagement is evident when students are paying attention, participating, working collaboratively, and behaving.	True and/or False
True and/or False	Without a supportive learning environment, student engagement cannot exist.	True and/or False
True and/or False	Student grades are more motivating and lead to higher levels of engagement than personal goal setting and growth.	True and/or False
True and/or False	The most effective formative assessment is delivered at the end of class after students receive all the information being delivered.	True and/or False
True and/or False	Students should summarize notes rather than take notes verbatim.	True and/or False

# Learning Target Self-Assessment

<b>Unit:</b>				<b>Grade level:</b>			
<b>Target:</b>		<b>Date:</b>		<b>Date:</b>		<b>Date:</b>	
Rate your own mastery over time. Remember that your rating can change over time.							
<b>New to me</b>							<b>I got this!</b>
<b>Target:</b>		<b>Date:</b>		<b>Date:</b>		<b>Date:</b>	
Rate your own mastery over time. Remember that your rating can change over time.							
<b>New to me</b>							<b>I got this!</b>
<b>Target:</b>		<b>Date:</b>		<b>Date:</b>		<b>Date:</b>	
Rate your own mastery over time. Remember that your rating can change over time.							
<b>New to me</b>							<b>I got this!</b>
<b>Target:</b>		<b>Date:</b>		<b>Date:</b>		<b>Date:</b>	
Rate your own mastery over time. Remember that your rating can change over time.							
<b>New to me</b>							<b>I got this!</b>

# Debate Team Carousel

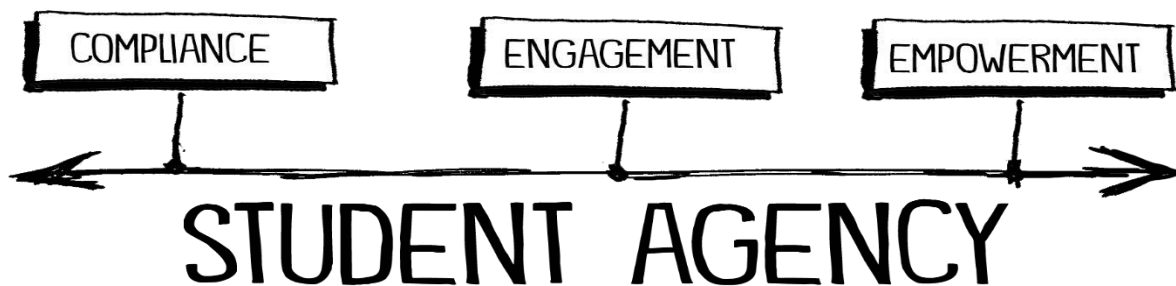
## What is student engagement?

<p><b>1. Give your opinion and describe what it would look like and/or sound like in a classroom.</b> Record your opinion and explain your reason for it.</p>	<p><b>2. Add a supporting argument.</b> Read your peer's response. In this box, add another reason that would support your peer's response.</p>
<p><b>3. Add an opposing argument.</b> In this box, record a reason that might be used to argue <i>against</i> what is written in boxes #1 and #2 (For example: Why might what is written in boxes #1 and #2 <b>NOT</b> describe student engagement?)</p>	<p><b>4. Add your "two cents."</b> Read what is written in the three boxes. Add your two cents.</p>



## Five Central Themes of Engagement

1. **Students exhibit sustained commitment to achieving goals for the purpose of personal growth rather than as a measure of student achievement or for another outcome.** External reinforcement can be a powerful motivator for some students but true engagement happens when students discover that learning is a personal endeavor. When students cross the threshold of true engagement, they understand that tasks are worthwhile because they help them meet personal goals they have set for themselves, not the teacher's goals for them (Csikszentmihalyi, 1990).<sup>[3]</sup>
2. **Students continue performing a task until they have achieved the desired outcome, not just until the task is completed.** When the learning environment shifts its focus to process and personal growth, young people understand that it is the learning and growing that matters. Their personal goals make the shift to what it is they want to know and be able to do.
3. **Students demonstrate a willingness to persist even in the face of obstacles.** Students who are highly engaged find that difficulties they may encounter along the learning path may present challenges but they do not halt process.
4. **Students exhibit positive emotions during the learning process.** Because student engagement puts ownership in the hands of young people, a higher level of autonomy, self-reliance and commitment follows. Engaged students display positive emotions, such as taking pride in their work, feeling confident in their abilities and understanding their roles in sustaining interdependent relationships with both their peers and adults.
5. **Student engagement happens within the context of a supportive environment.** To be truly emotionally, socially and academically engaged, young people need to feel safe, valued and supported by those around them. Fully committing oneself to growing and changing requires risk, which is both inherent in the engagement process and necessary for students to achieve new levels of success.



*This article was adapted from Weaving Key Elements of Student Engagement into the Fabric of Schools.*

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# Chalkboard Splash

<b>Similarities</b>	<b>Differences</b>	<b>Surprises</b>



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### Areas of expertise

- Student Engagement
- Progress Monitoring and Feedback
- Effective Learning Environments
- Differentiation
- Instructional Strategies
- Effective Questioning
- Leadership
- Continuous Improvement
- Cognia Improvement Platform Tools
- Strategic Thinking and Planning
- Curriculum
- Preparing for the Engagement Review
- Diagnostic Reviews
- Student Engagement Reviews

### Bio

Dr. Nicole Reeves serves as Senior Director Professional Learning for Cognia. Nicole's education includes bachelor's degrees in both education and special education and a master's and doctoral degree in Educational Leadership. Nicole assists institutions in all areas of professional learning and school improvement. An experienced trainer, presenter, and facilitator, Nicole has presented at several local, regional, and national conferences, including those hosted by AdvancED, Cognia, Louisiana Association of Principals, SACS/CASI, Associated Professional Educators of Louisiana, and National Catholic Education Association, and has trained and facilitated many active work sessions for teachers, administrators, and board-level personnel at all levels in various types of educational institutions. Nicole is a certified national trainer for Time To Teach and has vast educational experience in schools spanning 24 years, including teaching special needs students, 6th grade, and 1st grade before becoming curriculum coordinator/librarian, assistant principal, and principal. To date, Nicole has 31 years of experience in education.

### Testimonials

"It [the presentation] was very thorough and the presenter was very knowledgeable."—Instructional Strategies

"This presentation was great the way it was. We were able to get up and move instead of just sitting in a chair."—Instructional Strategies

"Great ideas!!"—Strategic Thinking and Planning

"You are modeling as an effective, considerate, and caring instructor!"—Rebecca Dahl, Workshop participant

### Booking information

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