

## The Student Engagement In Schools Questionnaire Sesq And

This book provides cutting-edge, evidence-based strategies and interventions that target students' engagement at school and with learning. Coverage begins with the background and 29-year history of the Check & Connect Model and describes the model and assessment of student engagement that served as the backdrop for conceptualizing the engagement interventions described in the book. Subsequent chapters are organized around the subtypes of student engagement – academic, behavioral, affective, cognitive – that were developed based on work with the Check & Connect Model. Principles and formal interventions are presented at both the universal and more intensive levels, consistent with the Response-to-Intervention/Multi-Tiered System of Support (MTSS) framework. The book concludes with a summary on the lessons learned from Check & Connect and the importance of a system that is oriented toward enhancing engagement and school completion for all students. Interventions featured in this book include: Peer-Assisted Learning Strategies (PALS). The Homework, Organization, and Planning Skills (HOPS) Intervention. The Good Behavior Game in the classroom. Check-in, Check-out (CICO). Banking Time, a dyadic intervention to improve teacher-student relationships The Self-Regulation Empowerment Program (SREP). Student Engagement is a must-have resource for researchers, professionals, and graduate students in child and school psychology, educational policy and politics, and family studies.

This research-based handbook listed the learning and practicing experience of Chinese international students in Canadian graduate schools, which aims to increase their engagement and enhance their experience. Specifically, this book explores the challenges and needs faced by Chinese international graduate students engaging in Canada and provides suggestions to support Chinese international students to better engage in their transitioning into Canadian graduate schools. Qualitative data were collected in the form of student and staff member interviews and educational policies. This book is mainly for people, who identify themselves as Chinese international graduate students in Canadian institutions, new to Canada and eager to better engage in Canada. This book can also be used for people, who have been supporting Chinese international graduate student engagement in Canada, and are interested in how to enhance their engagement to support their transition. This book is all about Dreams(??), all about Awareness (??), all about We (??), all about Learning and Doing (?????), and all about Engagement(??).

Where was your most memorable experience in elementary school? Was it in a classroom, in the gymnasium, the locker room, in a hallway or the staircase between classes? The most impactful learning experiences happen in a variety of physical environments; yet the classroom has traditionally been regarded as the most identifiable place for basic formal learning. But was the formal learning experience what made the greatest lifelong-learning impression on you today? In *Lost In Space* Joseph Kosiorek will share with you why this experience is critically important. You will learn why the traditional physical learning environment, the classroom alone, is no longer an effective model for PreK-12 education. You will take a journey through time and space, understand why the classroom hasn't changed in over 150 years, and be able to visualize what a better learning environment model looks like. How space impacts our learning both personally and systemically will change the way you look at the schools in your community. *Lost In Space* will provide you with the fundamental tools necessary to provide learning environments inclusive of all learnings, and set you on a course for meaningful change.

This dissertation, "Teacher Leadership and Its Impact on Student Engagement in Schools: Case Studies in Hong Kong" by Kokila Roy, Katyal, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. Abstract: Abstract of the thesis entitled Teacher Leadership and its Impact on Student Engagement in Schools: Case Studies in Hong Kong Submitted by Kokila Roy Katyal For the degree of Doctor of Philosophy At The University of Hong Kong In August 2005 This study investigates the factors that affect teacher leadership and its impact on student engagement in schools and the nature and extent of this leadership. The study has its genesis in the results of two large-scale studies in Canada that found the effects of principal leadership on student engagement were weak but significant, whereas the effects of teacher leadership were not significant at all. Given the influence of teachers, in general, on student learning, the finding concerning teachers seemed counter-intuitive, and worthy of further investigation. This qualitative research employs multiple case studies for in-depth study. The research sites were deliberately selected, being schools where teacher leadership was likely to be exercised, as it was believed to be more revealing of detailed causal procedures. The findings indicated that teacher leadership affected the engagement of students with schools. Nonetheless, there were three significant areas, teacher leadership, student engagement and home-school interaction, which needed further re- conceptualization. The latter part of this study thus focused on the building of theoretical models that incorporated the data that emerged from the case studies. This study suggests that with the advent of the Internet and large-scale outside learning, teacher leadership is no longer school specific. A new concept of teacher leadership is one where leadership is a broader and expansive influencing process between teachers and students that is unrelated to the narrower focus of managerial/administrative/role-related formalized vision of leadership. More importantly, this form of teacher leadership transcends the physical barriers imposed by schools and is supererogatory in nature. Moreover, the key definition of engagement is more intricate than the students' desire to participate in school activities and their desire to belong to the school. Students are engaged, often with school-valued targets in mind, in situations that defy the traditionally held concepts of engagement. The Internet competes with schools, often more successfully, as a transmitter of knowledge and this in turn raises questions about the fundamental function of schools and schooling. Socialization of students is seen as a primary function of schools, alongside instructional guidance. Learning for students has composite functions: school-based learning, important in that it provides a credentialing purpose and autonomous, out-of-school learning, that is more relevant and life-oriented. Finally, normative models of parents, teachers and students tend to take the view that teacher-home-student relationships are overlapping, and thus reform practices, as advocated in countries across the world proclaim the need for parents to be brought into partnerships with schools. The findings from this study suggest teachers, students and parents have reservations about accepting this model. A tentative model that reflects that teachers and parents have clearly demarcated roles in educating children is proposed as an alternative and is argued to be both realisti

When it comes to motivating people to learn, disadvantaged urban adolescents are usually perceived as a hard sell. Yet, in a recent MetLife survey, 89 percent of the low-income students claimed "I really want to learn" applied to them. What is it about the

school environmentâ€"pedagogy, curriculum, climate, organizationâ€"that encourages or discourages engagement in school activities? How do peers, family, and community affect adolescents' attitudes towards learning? Engaging Schools reviews current research on what shapes adolescents' school engagement and motivation to learnâ€"including new findings on students' sense of belongingâ€"and looks at ways these can be used to reform urban high schools. This book discusses what changes hold the greatest promise for increasing students' motivation to learn in these schools. It looks at various approaches to reform through different methods of instruction and assessment, adjustments in school size, vocational teaching, and other key areas. Examples of innovative schools, classrooms, and out-of-school programs that have proved successful in getting high school kids excited about learning are also included.

Asking the right questions is the answer This groundbreaking book provides teachers with an accessible, research-based blueprint for developing student metacognitive skills and ensuring that students take responsibility for their own learning. The authors use the findings of cognitive scientists to highlight quality questioning behaviors and explain how to apply them for improved student outcomes. Key features include: Short vignettes of quality questioning in action Evidence that ties question strategy to student achievement An overview of collaborative, written, electronic, and group response strategies Examples of how quality questioning connects to formative assessment

The focus of this book extends the discourse on student engagement beyond prescriptive definitions and includes substantive ethical and political issues relating to this concept. As such, this collection includes voices of educational theorists, practitioners, and students. It provides a counter discourse to the current dialogue on student engagement in educational theory and practice which equate it primarily with behavioral and attitudinal characteristics including student compliance and qualities of teaching or teachers. In this collection, engagement is not viewed simply as a matter of techniques, strategies or behaviours. Rather, the understandings of student engagement presented, while distinct from each other, are imbued with a common vision of education for democratic transformation or reconstruction as operational for and in democratic communities. Contributors to this volume examine issues of the purpose of student engagement, and the question of the criteria, standards, and norms which are used to determine the quality and degree of engagement, and ultimately whether or not all forms of student engagement are equally worthwhile. This collection is intended for use in teacher and administrator preparation programs as well as school and district professional development initiatives.

Featuring updated research, grade-specific individual and group activities, and suggestions for assessment, this resource outlines how teachers can inspire their students to become self-motivated learners.

In this provocative book, authors Washor and Mojkowski observe that beneath the worrisome levels of dropouts from our nation's high school lurks a more insidious problem: student disengagement from school and from deep and productive learning. To keep students in school and engaged as productive learners through to graduation, schools must provide experiences in which all students do some of their learning outside school as a formal part of their programs of study. All students need to leave school—frequently, regularly, and, of course, temporarily—to stay in school and persist in their learning. To accomplish this, schools must combine academic learning with experiential learning, allowing students to bring real-world learning back into the school, where it should be recognized, assessed, and awarded academic credit. Learning outside of school, as a complement to in-school learning, provides opportunities for deep engagement in rigorous learning.

In 1985 the federal government funded two 5-year centres to conduct research on effective schools. Student Engagement and Achievement in American Secondary Schools presents the findings of one of these studies, as carried out by the National Center of Effective Secondary Schools located at the University of Wisconsin-Madison. Editor Fred M. Newmann and the other contributors to this study examine existing research, detail their own findings, and propose concrete strategies for improving students' achievement in secondary schools.

Based on a 5-year study of an elementary school with socioeconomic diversity, the authors provide an active model of civic engagement organized into three settings: Classroom, School, and Community. Each chapter includes an overview of what research has demonstrated about civic engagement in that particular space, offers detailed descriptions of activities, and closes with lessons for practice. This case study demonstrates how putting civics at the center of the curriculum gives purpose and motivation to traditional academic learning, including tested subjects such as reading, writing, and mathematics. As former elementary school teachers, the authors focus on what is possible in schools rather than a romantic vision of what schools could be. Classroom teachers, school principals, community members, and teacher educators can use this resource to foster a deeper, richer understanding of what is entailed in civic life.

The use of recent college graduates as volunteer teachers has increased in recent years with the growth of the Teach for America program and alternative middle schools for at-risk children from low income homes. Very few studies to date have investigated the effects of the use of such teachers on student learning and engagement in school. The present study examines the effectiveness of using volunteer teachers in 11 alternative urban middle schools that utilize the Nativity model. Results show that experienced teachers hold more positive perceptions of their teaching competence than do volunteers and their students rate the climate of their classrooms as more conducive to learning. Results also provide support for the value of using volunteer teachers, provided that they are well trained and supervised and that they are given more teaching responsibilities only as they become more competent in the classroom. (Contains 4 tables.).

Optimal Learning Environments to Promote Student Engagement analyzes the psychological, social, and academic phenomena comprising engagement, framing it as critical to learning and development. Drawing on positive psychology, flow studies, and theories of motivation, the book conceptualizes engagement as a learning experience, explaining how it occurs (or not) and how schools can adapt to maximize it among adolescents. Examples of empirically supported environments promoting engagement are provided, representing alternative high schools, Montessori schools, and extracurricular programs. The book identifies key innovations including community-school partnerships, technology-supported learning, and the potential for engaging learning opportunities during an expanded school day. Among the topics covered: Engagement as a primary framework for understanding educational and motivational outcomes. Measuring the malleability,

complexity, multidimensionality, and sources of engagement. The relationship between engagement and achievement. Supporting and challenging: the instructor's role in promoting engagement. Engagement within and beyond core academic subjects. Technological innovations on the engagement horizon. Optimal Learning Environments to Promote Student Engagement is an essential resource for researchers, professionals, and graduate students in child and school psychology; social work; educational psychology; positive psychology; family studies; and teaching/teacher education.

This report examines several aspects of student engagement at school. The results indicate that the prevalence of disaffected students varies considerably both within and among schools in most countries, and that this variation is not attributable solely to students' family backgrounds.

Co-creation of learning and teaching, where students and staff collaborate to design curricula or elements of curricula, is an important pedagogical idea within higher education, key to meaningful learner engagement and building positive student-staff relationships. Drawing on literature from schools' education, and using a range of examples from universities worldwide, this book highlights the benefits of classroom-level, relational, dialogic pedagogy and co-creation. It includes a focus on the classroom as the site of co-creation, examples of practice and practical guidance, and a unique perspective in bringing together the concept of co-creation with relational pedagogy within higher education learning and teaching. Critical Practice in Higher Education provides a scholarly and practical entry point for academics into key areas of higher education practice. Each book in the series explores an individual topic in depth, providing an overview in relation to current thinking and practice, informed by recent research. The series will be of interest to those engaged in the study of higher education, those involved in leading learning and teaching or working in academic development, and individuals seeking to explore particular topics of professional interest. Through critical engagement, this series aims to promote an expanded notion of being an academic – connecting research, teaching, scholarship, community engagement and leadership – while developing confidence and authority.

For more than two decades, the concept of student engagement has grown from simple attention in class to a construct comprised of cognitive, emotional, and behavioral components that embody and further develop motivation for learning. Similarly, the goals of student engagement have evolved from dropout prevention to improved outcomes for lifelong learning. This robust expansion has led to numerous lines of research across disciplines and are brought together clearly and comprehensively in the Handbook of Research on Student Engagement. The Handbook guides readers through the field's rich history, sorts out its component constructs, and identifies knowledge gaps to be filled by future research. Grounding data in real-world learning situations, contributors analyze indicators and facilitators of student engagement, link engagement to motivation, and gauge the impact of family, peers, and teachers on engagement in elementary and secondary grades. Findings on the effectiveness of classroom interventions are discussed in detail. And because assessing engagement is still a relatively new endeavor, chapters on measurement methods and issues round out this important resource. Topical areas addressed in the Handbook include: Engagement across developmental stages. Self-efficacy in the engaged learner. Parental and social influences on engagement and achievement motivation. The engaging nature of teaching for competency development. The relationship between engagement and high-risk behavior in adolescents. Comparing methods for measuring student engagement. An essential guide to the expanding knowledge base, the Handbook of Research on Student Engagement serves as a valuable resource for researchers, scientist-practitioners, and graduate students in such varied fields as clinical child and school psychology, educational psychology, public health, teaching and teacher education, social work, and educational policy.

This book explores the unique phenomenon of public alternative schools in Toronto, Canada and other large urban areas. Although schools of this kind have existed for more than a century, very little has been written about the alternative school movement. These alternatives focus more on child-centered instruction, give many students (and teachers) opportunities to organize the school differently, provide a greater voice for teachers, students, and parents, and engage students far more with experiential learning. When traditional school structures are failing to meet the needs of many children and youth, there is a rapidly growing need for information and discussion about alternatives that will encourage their talents and serve their needs. This book draws attention to the issue of alternative schooling to help make it more accessible to a wider audience.

**ENGAGING STUDENTS** In Phillip Schlechty's best-selling book *Working on the Work*, he outlined a motivational framework for improving student performance by improving the quality of schools designed for students. *Engaging Students* offers a next-step resource in which Schlechty incorporates what he's learned from the field and from the hundreds of workshops he and the Schlechty Center staff have conducted since *Working on the Work* was first published. This innovative and practical book is focused on helping teachers become increasingly successful in designing engaging work for their students. Schlechty contends that rather than viewing schools as teaching platforms, schools must be viewed as learning platforms. Rather than seeing schools as knowledge distribution systems, schools must be seen as knowledge work systems. Rather than defining teachers as instructors, teachers must be defined as designers, leaders, and guides to instruction. *Engaging Students* also includes useful questionnaires that will facilitate discussion, analysis, and action planning at both school and classroom levels. Praise for *Engaging Students* "In *Engaging Students*, Schlechty boldly delineates why the focus on engaging students overrides the focus on test scores. Every teacher and administrator in my district will use this guide to transform our entire organization into one that is truly focused on student engagement." —KIM REDMOND, superintendent, Canton Local Schools, Canton, Ohio "This insightful book reminds us that every decision made in schools should ultimately benefit students. You will find yourself referring to this book again and again as a guide to support you in your role as an educator." —ALLENE MAGILL, executive director, Professional Association of Georgia Educators, Atlanta, Georgia "Here is a much-enriched framework for everything Dr. Schlechty advocates: well articulated curriculum standards, schools as a platform for learning, teachers as leaders and designers of engaging and meaningful work, and students becoming responsible for their learning." —NYANA SIMS, K-12 literacy and induction facilitator, Goshen School District, Torrington, Wyoming "By understanding and implementing the principles so thoughtfully articulated in this book, schools can become centers of highly engaged learners—and in that endeavor find again the joy of teaching and learning." —JOHNNY VESELKA, executive director, Texas Association of School Administrators, Austin, Texas

In *Acting It Out*, you'll discover how to use drama in your ELA and social studies classrooms to boost student participation and foster critical thinking. With years of experience supervising arts integration programs in Chicago Public Schools, authors Juliet Hart, Mark Onuscheck, and Mary T. Christel offer practical advice for teachers in middle and high schools. Inside, you'll find... Group activities to improve concentration, harness focus, and engage students of all abilities and learning styles in teamwork Close reading exercises that encourage students to think critically and build personal relationships with the text Strategies for integrating active approaches to dramatic literature, such as improvisation and scene work Ideas for using dramatic literature as a springboard for studying history and interdisciplinary studies Annotated reading lists that highlight each play's content and recommended uses in ELA or social studies Throughout the book, you'll also find handy tools such as reflection questions, handouts, and rubrics. By implementing the strategies in this book and allowing students to step into different roles from a text, you'll improve reading comprehension and energize your classroom!

Social media has permeated almost every aspect of the lives of anyone who utilizes the internet. Teachers and students are no exception. Students are most likely to use social media sites such as MySpace, Facebook and Twitter. This research focuses on best practices related to augmenting school curriculum to utilize these tools to increase student engagement which is critical in taking the education of school-age children to the next level. Some research shows that children today spend an inordinate amount of time, upwards of 40+ hours weekly,

interacting with social media. Educators must embrace this new technology and find new ways to integrate social media into the classroom, because they will be more able to connect with children in a medium that they are utilizing daily; thus increasing their engagement. Although some problems such as digital divide and other limitations do exist, this cannot be a deterrent to utilizing this type of new technology.

Appendixes include: (1) Interview Guide; (2) Consent Form; (3) IRB [Institutional Review Board] Protocol 11-27 Approval Letter; (4) Household Internet Usage; and (5) Short List of Educational Website Examples. (Contains 4 footnotes.).

Student engagement in school is an important precursor to a successful and secure future. Through interaction, investment, and interest in school, young people develop a sense of belonging and connection to their community, feel empowered, and gain a sense of agency and control over their lives. In the short term, students who perceive value in the content they are learning and enjoy being at school tend to achieve at high academic levels. In the long term, engaged students tend to be socially conscious and are prepared to participate in democracy. This study examined the associations between high school students' perception of school climate and their self-reported engagement in school. Using survey data collected from 513 high school students attending traditional, alternative, and a democratic school, the study focused on how three domains of school climate (supportive teachers, youth voice, and safety) influenced two dimensions of engagement (emotional and cognitive). The results of multiple regressions with tests for mediation found that each characteristic of school climate significantly predicted students' emotional engagement, which in turn, had significant positive effects on their cognitive engagement. Importantly, the results indicated that youth voice in decision-making was the only climate variable that had significant direct effects on emotional engagement as well as cognitive engagement. Finally, the study's results showed that attendance at the democratic and alternative schools had positive effects on student engagement, suggesting important setting-level effects or nuances in the institutional atmosphere of these schools. Overall, this study makes important contributions to the school climate and engagement literature by providing further evidence that setting-level characteristics of schools are important predictors of student engagement. By identifying a mediating role of emotional engagement, the results have important practical implications for school reform and for schools interested in identifying strategies to maximize student engagement of their students. The findings may be particularly salient for advocates and researchers of social-emotional learning. Finally, this study provides evidence that youth voice in decision-making, a dimension that is commonly absent in many school settings, is an instrumental and foundational element of school climate that should be integrated, prioritized, practiced, and nurtured.

The Law School Survey of Student Engagement (LSSSE) focuses on activities that affect learning in law school. The results in this year's survey show how law students use their time, what they think about their legal training, and what law schools can do to improve engagement and learning. The selected results reported in this study are based on responses from 26,641 law students at 82 law schools who completed LSSSE in spring 2009. The researchers also draw upon several sets of experimental questions appended to the survey for a subset of the 2009 respondents. This study features three themes: (1) "Another Look at Faculty Feedback"; (2) "Beyond the Classroom"; and (3) "Legal Education in a Changing World". Findings, both promising and disappointing, are presented. (Contains 5 tables, 7 figures, 9 resources and 4 footnotes.) [For the 2008 annual survey results, see ED506934.]

The compelling chapters shared in this volume—focused on innovation and transformation—will help thrust education and teacher action (rather than reaction) in a positive trajectory of change.

Presenting the psychology behind the best-managed classrooms The authors engage you from the start by contrasting how differently teachers respond to common situations. They expertly bridge the gap between educational psychology and classroom management from the perspectives of student engagement, peer and student-teacher relationships, and teacher self regulation. Both current and prospective teachers will find helpful tools for engaging difficult students, managing challenging relationships, and handling conflict. Key topics include: Student behavioral, relational, and cognitive engagement in the learning process Classroom structures that contribute to student engagement The contribution of peer relationships to positive and negative behavior management Strategies that help children learn to manage their own behavior Connecting with students who are culturally and linguistically diverse

This practical resource shows teachers how to enact robust forms of civic education in today's schools. Both instructive and thought-provoking, it will inspire teachers to craft curricula addressing a wide range of genuine civic problems such as those related to racial discrimination, environmental damage, and community health. Dividing civic literacy projects into three key phases—problem identification, problem exploration, and action—the author provides concrete examples from upper-elementary, middle, and high school classrooms to illustrate and analyze how each phase can unfold. The projects ultimately provide opportunities for youth to participate in civic life while they develop essential literacy skills associated with reading, writing, and speaking. The final chapter outlines a curriculum design process that will result in coherent and meaningful civic literacy projects driven by clear goals. It includes practical tools, such as a sample unit timeline, an assessment chart, and student worksheets that can be modified for immediate use. "Shira's work offers us a reflection of democratic practice in the classroom through the teaching of critical reading, persuasive writing, and deliberation. In *Teaching Civic Literacy Projects*, Shira invites us all to contemplate the depth of the democratic project and the possibility that schools can help uphold our democratic ideals." —From the Foreword by Celia Oyler, professor, Teachers College, Columbia University. "This book is a gem! Shira Epstein has provided invaluable assistance for teachers interested in engaging their students in the political and civic spheres in ways that build crucial literacy skills. The combination of a powerful framework and rich and detailed case studies provides readers with a clear vision and helpful, specific guidance for creating robust civic learning experiences for young people." —Diana Hess, senior vice-president, Spencer Foundation and professor, University of Wisconsin–Madison "Excellent civic education means encouraging young people to identify and define problems and take action. That is challenging in our era of political polarization and narrow definitions of education. Shira Eve Epstein provides the best practical guide for teachers who want their students to confront social problems." —Peter Levine, Lincoln Filene Professor of Citizenship & Public Affairs, Tufts University

The performance-based model of education has been proven successful in a number of schools across the United States and the world. The majority of the students and teachers who are currently operating in innovative performance-based programs have been exposed to the traditional model of education for the bulk of their educational lives, and are in a unique position to judge the efficacy of the system. In an earlier pilot study, there was a significant difference in the perspective of the students and teachers in favor of the performance-based system, which could eventually lead to the adoption of the model on a larger scale in future years. The purpose of this embedded, multiple-case study was to analyze how students and teachers operating in two educational programs that had implemented the performance-based model perceived their own levels of engagement and optimism, and how the teachers judged the leadership that helped

put the system in place. The case is bound by the system of performance-based education, bound by place in terms of one school in California and one in Montana, and bound by time in that the analysis of the participant data is from the early months of 2014. This research was framed by the following central question: How do teachers and students who operate in a performance-based educational system describe academic optimism, student engagement, and transformational leadership behaviors of their principals? Three primary sources of data were used: individual interviews, student and teacher surveys, and achievement documentation. Analysis and triangulation of the data identified key issues and painted a rich picture of academic success in this innovative model.

Student engagement in learning is critical to the development of lifelong learners. Many research studies have found that student engagement is congruent with teacher student interaction, school culture, and student achievement. However, in the research literature, little has been documented about the role of the school leader in ensuring teachers are equipped with the skills, knowledge, and expertise to engage students in learning. The purpose of this qualitative study is to investigate the extent to which middle school principals in a single large urban school district develop teacher instructional practices that cultivate student engagement across disciplines in Grades 6-8. The research focuses on the school leaders' use of the elements and attributes of the Danielson's Framework for Teaching (2013) to facilitate student engagement. It further examines the ways in which middle school principals invest in teacher development to promote student engagement and the leadership role of the principal in developing teacher instructional practices. The study will inform the decision making processes of school leaders seeking to improve student engagement and foster lifelong learning. This phenomenological study targeted New York City middle school principals with two or more consecutive years leading middle schools that are designated in good standing, meaning they are meeting or exceeding established achievement targets. Twelve randomly selected school leaders responded to semi-structured interview questions. Their digitally recorded responses were analyzed using the NVivo software. Findings indicate the school leaders' belief that when students are engaged in learning, they are active participants in the learning experiences. Engagement practices are embedded into the culture of schools in good standing, are routinely evident in classroom instruction, and their impact consistently monitored. The school leaders prioritize teacher learning and accept this as a primary responsibility. They maintain structures that provide teachers with opportunities to assume leadership roles in the school community and time to collaborate around teaching and learning. The researcher concludes in order to engage students in high levels of learning, school leaders should focus their attention on (1) prioritizing teacher learning as a primary responsibility, (2) the collaborative improvement of teacher practice, (3) cultivating teacher leadership, and (4) utilizing the Danielson Rubric to monitor teacher instructional practices.

This book presents a potential hierarchy between the three basic psychological needs central to Self-Determination Theory (SDT). Findings from the author's research suggest that the motivation to exercise autonomy is an outcome that is cumulatively influenced by the perceived quality of the teacher-student relationship and students' perceived competence within specific learning contexts and with a specific teacher. These findings are the basis for three hypotheses regarding students' motivation to engage with learning activities. The first is that perceived competence is informed by and reciprocally informs the quality of the teacher-student relationship. The second is that students' perceived competence and the quality of the teacher-student relationship have a combined impact upon students' autonomous motivation. The final posit is that a teacher can be autonomy supportive both prior to and during activities where students have opportunities to exercise their autonomy. Such autonomy support includes the influence of teacher feedback upon students' perceived competence and their subsequent motivation to autonomously engage with learning activities. This research begins to unravel such motivational interplay through an SDT-informed model, which is used as the basis for discussing the specific influence of teacher feedback and autonomy support upon students' engagement with learning activities in formal learning settings. The findings and model are worthy of further testing and development, as part of the wider agenda of student engagement, wellbeing and positive psychology prevalent in educational research, education psychology, and the philosophy of social motivation.

This study explored the construct of student engagement in secondary schools from students' perspectives. While Canadian high school students perform exceptionally well on international achievement measures, there is a growing concern that some students, even though they may complete high school requirements and graduate, are not challenged, and are not fully engaged in their learning, possibly resulting in undeveloped skills and talent, unrealized potential and lost opportunities. The study was designed to determine factors that contribute to student engagement within the culture of schools. This was accomplished through a study of practice in two high schools in an urban school district. The study was positioned to hear from students using a Canadian survey: What Did You Do in School Today? and group interviews. The concept of Flow as described by Csíkszentmihályi (1990) was examined as a potentially useful way to compare and describe students' varying levels of engagement and sense of being instructionally challenged. The survey results showed that the responses of less than 50% of the students who participated indicated intellectual engagement with school. Many attend school for social reasons or simply participate in school to satisfy formal requirements. The interview results suggested that there is a need to listen to students, include a more personalized, broad range of authentic, multi-disciplinary learning experiences, and provide appropriate teacher training and resources to enhance approaches to instruction and assessment. These measures could foster a culture in which more adolescents engaged with and felt a sense of belonging in school.

In a landmark ruling that received national attention in 1989, the Kentucky Supreme Court declared the entire system of elementary and secondary public schools in Kentucky to be unconstitutional. The ruling directed the Kentucky legislature to create a new and constitutional system of education. The result was a groundbreaking law that now serves as a national model. As might be expected, anything as important to society's future as the education of children

generates continuing questions. This book explores some of those questions through the eyes of the students, and provides thoughtful insight on some school climate issues often ignored when attempting to reform public education. The author concludes that while structural changes were implemented under the guise of restructuring, the organization's hierarchy and its approach to change—a top-down decision making, and state-mandated assessment and accountability practices—mitigated against improved student engagement in school membership and learning. The book concludes with a student agenda for school improvement. It challenges educational policy makers and practitioners to recognize students as agents in school culture and to consider developing a student-centered and inclusive approach to change.

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