

## Student Engagement: Guiding Questions

1. How do teachers, evaluators, and peer reviewers define “student engagement”?
2. What measures of student engagement would provide meaningful data for teacher reflection, development, and evaluation?
3. What role will student engagement data play in your local teacher development and evaluation model?

### Definition of “Student Engagement” in Minnesota’s Example Model

Student engagement is an organizing framework for examining a student’s commitment to and involvement in learning, which includes **academic, behavioral, cognitive, and affective** dimensions. It is influenced by the context of family, peers, community, and school. Within the classroom, a teacher can influence student engagement through **relationships** with students and the **relevance** and **rigor** of instruction.

### Potential Sources of “Longitudinal Data”

Teacher Sources	Student Sources
<ul style="list-style-type: none"> <li>• Levels of rigor in classroom instruction and assignments</li> <li>• Strategies for connecting content to students’ lives</li> <li>• Relationships with students</li> <li>• Frequency monitoring student behavior</li> <li>• Strategies for minimizing classroom disruptions and off-task behavior</li> <li>• Management of transitions</li> <li>• Efficiency and consistency of classroom routines</li> <li>• Organization of learning groups</li> <li>• Communication of explicit learning objectives</li> <li>• Facilitation of student questions and responses</li> <li>• Quality and frequency of feedback</li> <li>• Instructional match to student abilities and needs</li> <li>• Use of multiple teaching methods</li> <li>• Delivery of instruction at a quick, smooth, efficient pace</li> <li>• Clarity of directions</li> <li>• Use of homework to enhance learning</li> <li>• Use of student-mediated strategies               <ul style="list-style-type: none"> <li>○ Metacognitive strategies</li> <li>○ Study skills</li> <li>○ Self-monitoring procedures</li> <li>○ Self-management skills</li> <li>○ Student goal-setting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student responses to a perception survey</li> <li>• Student responses to teacher interactions</li> <li>• Student attention to learning activities</li> <li>• Assignment completion rates</li> <li>• Levels at which students express ideas and pose questions relevant to learning</li> <li>• Levels at which students initiate and complete tasks</li> <li>• Levels at which students are on-task and working independently or in groups;</li> <li>• Student body postures</li> <li>• Frequency of disruptions</li> <li>• Levels at which students regulate emotions and behaviors to meet classroom demands</li> <li>• Levels at which students express a desire to do well and to learn</li> <li>• Levels at which students enjoy the class, content, and teacher</li> <li>• Levels at which students see themselves represented in the class or content;</li> <li>• Classroom community</li> <li>• Levels of rigor in student goals</li> </ul>