

Segment 3:

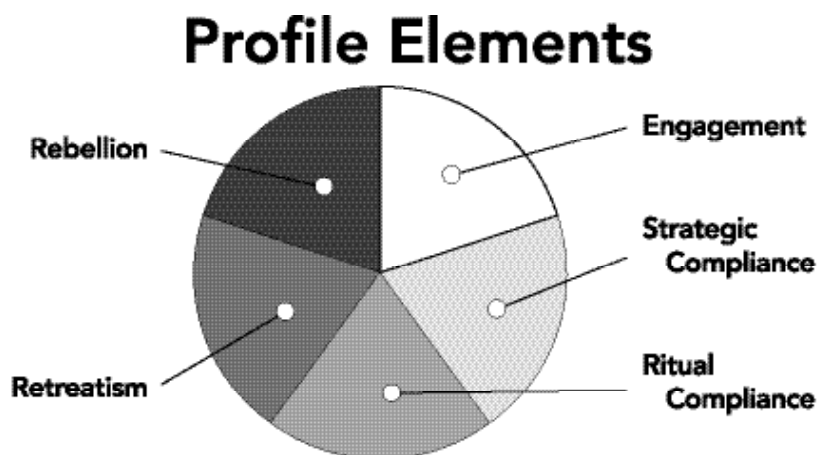
Levels of Student Engagement

Levels of Student Engagement (13:52 in length)

Student engagement is central to the work of schools.

Profile elements identify where students might be in a classroom—

- Engagement — Students find the work interesting, meaningful, and challenging.
- Strategic Compliance — Students pay attention but they are not committed. They learn but the learning is not profound because it has no personal meaning or significance.
- Ritual Compliance — There is no commitment to the work and students pay minimal attention. The learning that occurs is low level and superficial.
- Retreatism — The student does not pay attention or participate but does not engage in any form of disruptive behavior.
- Rebellion — The student's attention is diverted, and he or she may disrupt or otherwise cause problems. Cheating may spin off of rebellion.



© Copyright Schlechty Center for Leadership in School Reform.

Profile Elements Activity:

Ask participants to study the profile elements chart on this page. Invite them to visualize students they have known who fit into the various categories.

Discussion:

Considering some of the students identified, lead a discussion on what could be done to draw each of these students into full classroom engagement.

Journal Activity:

In their journals, suggest that participants make note of ideas that could help them engage more students.

Beliefs that Underlie the “Working on the Work” Framework

Beliefs that drive what effective teachers do.

1. One of the primary tasks of teachers is to provide work for students—work that students will find engaging and that will result in their learning that which is valued by the school system, by parents, and by the community at large.

2. A second task of teachers is to lead students to do well and be successful in the work they undertake.

3. Therefore, teachers are instructional leaders and curriculum designers.

Beliefs about students and their learning.

4. Students are volunteers and what they have to volunteer is their attention and commitment.

5. Differences in commitment and attention produce differences in the way students are involved in their work.

6. Differences in student involvement affect directly the efforts students expend on school-related tasks.

More beliefs to impact student learning.

7. Effort affects learning outcomes at least as much as does intellectual ability.

8. The level and type of involvement will vary depending on the qualities teachers build into the work they provide students.

9. Therefore, teachers can directly affect student learning through the design of work that has those qualities that are most engaging to students.

To learn more about:

Working on the Work

Presented by: Phillip C. Schlechty

Please view the following segments on PD 360:

- Segment 1: Introduction
 - Segment 2: The Core Business of the School
 - **Segment 3: Levels of Student Engagement**
 - Segment 4: The “Working on the Work” School
 - Segment 5: Introduction/Creating the Framework
 - Segment 6: Designing Quality Work
 - Segment 7: Engaged Teachers and Students at Work
-

About This Program

Enthusiastic, thoroughly engaged learners are the joy of any teacher. As teachers learn to organize work that is connected to the curriculum and to incorporate important design qualities, their students will achieve at higher levels and they will experience the success of an engaged classroom. Based in Louisville, Kentucky, the Schlechty Center has identified key components of school leadership and teacher planning that result in engaged classrooms. The process is driven by the core business of the school—which is to produce work that is so compelling students persist with it and is so challenging that students have a sense of accomplishment when they complete it. The center’s framework, *Working on the Work*, provides a structure for designing tasks consistent with the core business of schools.

Meet Our Presenter

Featuring Dr. Phillip C. Schlechty, George Thompson, and senior associates of the Schlechty Center for Leadership in School Reform, these programs present the research and teachings of Dr. Schlechty who is a widely acclaimed educator, author and lecturer. Dr. Schlechty is a former professor at the University of North Carolina, Chapel Hill. He is also the founder and Chief Executive Officer of the Schlechty Center for Leadership in School Reform which is an organization that provides high-quality and responsive support to those who are leading school reform efforts across the nation. The center’s staff primarily works with public school leaders to transform schools from organizations that produce compliance and attendance to organizations that nurture attention and commitment at all levels in the system.

Where to Go for More Information on: *Working on the Work*

For further professional development information please contact:

School Improvement Network
8686 South I300 East
Sandy, Utah 84094
Office: (801) 566-6500 Fax: (801) 566-6885

Schlechty, Phillip (2005) Creating Great Schools: Six Critical Systems at the Heart of Educational Innovation. San Francisco, CA: Jossey-Bass Publishers.

Schlechty, Phillip (2002) Working on the Work: An Action Plan for Teachers, Principals, and Superintendents. San Francisco, CA: Jossey-Bass Publishers.

Schlechty, Phillip (2000) Shaking Up the Schoolhouse: How to Support and Sustain Educational Innovation. San Francisco, CA: Jossey-Bass Publishers.

Schlechty, Phillip (1997) Inventing Better Schools: An Action Plan for Educational Reform. San Francisco, CA: Jossey-Bass Publishers, 1997.

Schlechty, Phillip (1990) Schools for the 21st Century: Leadership Imperatives for Educational Reform. San Francisco, CA: Jossey-Bass Publishers.

Grateful appreciation to the following outstanding school systems and organizations for sharing their experiences and expertise:

Brady Middle School
Pepper Pike, Ohio

Forsyth County School District
Cumming, Georgia

Norwalk High School
Norwalk, California

Chattahoochee Elementary
Cumming, Georgia

Franklin Pierce School District
Tacoma, Washington

Orange City Schools
Pepper Pike, Ohio

Columbia Junior High
Fife, Washington

Goshen County School District #1
Torrington, Wyoming

Orange High School
Pepper Pike, Ohio

Columbia School District
Burbank, Washington

Hedden Elementary
Edgewood, Washington

Pooler Elementary
Pooler, Georgia

Elmhurst Elementary
Tacoma, Washington

James Sales Elementary
Tacoma, Washington

Vickery Creek Elementary
Cumming, Georgia

Fife High School
Fife, Washington

Keithley Middle School
Tacoma, Washington

Vickery Creek Middle School
Cumming, Georgia

Fife School District
Fife, Washington

Midland Elementary
Tacoma, Washington

Ford Middle School
Tacoma, Washington

Moreland Hills Elementary
Pepper Pike, Ohio