



## Strategies for Continual Improvement to deepen and expand practices around Engagement

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### Learn

- Read and utilize resources related to Engagement: [Engagement Brief](#), [Engagement Teacher and Student Roles](#), [Engagement Implementation Reflection](#), [Fostering Teachers' Engagement](#), [A Balanced Model for Engagement](#), [Teacher Engagement Reflection](#), [Why Student Voice Matters](#), [National School Voice Reports](#).
- Review research on why Engagement matters: links between Engagement, achievement, persistence, and well-being.
- Learn from teachers and coaches who consistently foster high levels of Student Voice and Engagement.

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### Reflect

- What does Engagement look and feel like in your classroom or school?
- How do current practices support or limit intellectual, emotional, and behavioral Engagement?
- Reflect on a time when you were deeply engaged as a learner:
  - What made the learning meaningful?
  - How much voice or choice did you have?
  - How did you feel during the experience?
- In what ways do students have opportunities to influence what and how they learn?

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### Assess

- Use student journals or reflections to gauge student experiences with Engagement.
- Conduct informal interviews with students and teachers to gather their perspectives on feelings Fun & Excitement, Curiosity & Creativity, and Spirit of Adventure.
- Observe classrooms for evidence of:
  - Student voice and choice
  - High levels of thinking and relevance
  - Positive relationships and active participation

## Assess (cont'd)

- How do you know the status of Engagement in your classroom?
  - What indicators do you look for related to practices of Fun & Excitement, Curiosity & Creativity and Spirit of Adventure?
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## Partner

- Partner with students to co-create learning goals, norms, and success criteria.
  - Build collaborative teacher teams to design lessons that intentionally address all three dimensions of Engagement.
  - Partner with families to understand students' interests, passions, and aspirations.
  - Collaborate with students as learning partners—seeking feedback on instructional practices.
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## Act

- Design lessons that include:
    - Choice and voice in topics, products, or processes
    - Real-world relevance and authentic problems
    - Opportunities for collaboration and discussion
  - Move beyond compliance-based participation to tasks that require thinking, creativity, and ownership
  - Advocate for schoolwide practices and policies that elevate student voice
  - Model engaged learning in staff and department meetings.
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## Evaluate

- Track changes in attendance, participation, grades, and engagement.
  - Use self-assessment surveys related to Engagement
  - Gather qualitative stories from students and teachers on how Engagement practices make a difference.
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## Share

- Celebrate examples of high student Engagement and voice.
- Share student stories and learning artifacts that demonstrate deep Engagement.
- Highlight effective engagement practices during team meetings, professional learning sessions, or schoolwide events.
- Create a shared repository or digital portfolio of Engagement strategies and classroom examples.
- Use shared learning to promote a culture where Student Voice and Engagement are central to continual improvement.

**Fun & Excitement: Enjoying what you are doing, whether at work, school, or play.**

Emerging	Developing	Sustaining	Transforming
Learning feels routine; enjoyment is incidental or absent.	Occasional fun activities, often as rewards or add-ons.	Learning experiences regularly spark enthusiasm and positive energy.	Students help create joyful, energizing learning experiences and celebrate learn-

**Curiosity & Creativity: Asking “Why?” and “Why not?” about the world around you.**

Emerging	Developing	Sustaining	Transforming
Tasks limit questioning and creativity; answers are predetermined.	Some opportunities for choice or creative expression.	Students regularly question, explore ideas, and create original work.	Students drive inquiry, design solutions, and pursue creative pathways based on their interests.

**Spirit of Adventure: being excited to try new things, even when you are not sure if you will be good at them.**

Emerging	Developing	Sustaining	Transforming
Risk-taking is discouraged; mistakes are avoided or penalized.	Students take risks with encouragement, but fear of failure remains.	Students willingly take risks and view mistakes as part of learning.	Students embrace challenge, persist through uncertainty, and support one another in risk-taking.

**Reflection & Next Steps**

- Which level best describes current conditions?
- What evidence supports this assessment?
- What is one instructional move that could strengthen one condition?