INTRODUCTION

This professional development module was created as part of a partnership between Students at the Center, a Jobs for the Future initiative, and the Connecticut Association of Public School Superintendents. Six Connecticut high school teachers worked closely with researcher and lead author of “Prioritizing Motivation and Engagement” in Anytime, Anywhere: Student-Centered Learning for Schools and Teachers, Dr. Eric Toshalis, and Jobs for the Future staff to engage in a learner-centered development process resulting in a PD curriculum designed to be delivered in a learner-centered manner. The completed PD series consists of four modules of 3-4 lesson hours each, totaling around two full days of PD.

The full professional development series includes:

- **Motivation Module**
  In this module, participants will explore how teacher behaviors can affect student motivation. The module includes an exploration of the malleability of student motivation, explores teacher best practices for motivating students, and compares reward/punishment or praise motivation to intrinsic motivation.

- **Engagement Module**
  In this module, participants will explore definitions and personal experiences with student engagement, review and apply research-supported strategies to increase engagement, learn to identify and evaluate engagement, and make adjustments to lesson plans and classroom practice to increase student engagement.

- **Self-regulation Module**
  In this module, participants will learn to identify and support students who struggle with self-regulation. Participants will leave these sessions with a teacher-generated document to bring back to the classroom and use with their students in support of self-regulation.

- **Student Voice Module**
  In this module, participants will assess how much student voice is cultivated in their school or district, identify ways to support and encourage student voice within the class and school, and define potential barriers to student voice.
LEARNING OUTCOMES
At the end of this unit, participants will be able to:

> Apply research-supported strategies that will increase student engagement

ESSENTIAL QUESTIONS
Engagement is an essential aspect of classroom learning, but:

> What does it mean to say a student is engaged?
> What does it take for a student to become engaged?

MATERIALS & RESOURCES

> Flip chart or overhead projector
> Pens, highlighters
> **Forced Choice Signage**
> Copies of the five articles (right). Be sure to have enough copies of all the articles for all participants—and even extras so participants can have “clean” copies to take and share.
> **4 A’s Protocol**
> **Sample Facilitators Responses**

> Articles:

1. “Engaging Students: What I Learned Along the Way”
   Anne Wescott Dodd
   Richard Strong, Harvey F. Silver, Amy Robinson.
3. “5 Ways to Make Class Discussions More Exciting”
   Rick Curwin, Edutopia
4. “Punished by Rewards? A Conversation with Alfie Kohn”
   Ron Brandt
   Christopher A. Hafen, Joseph P. Allen, Amori Yee Mikami, Anne Gregory, Bridget

TOTAL TIME
> 70 minutes
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<th>Time</th>
<th>Facilitator Steps</th>
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| 10 minutes| **Cooperative Grouping**  
Plan in advance to group teachers randomly. Distribute numbered and lettered index cards and sort article and jigsaw groups by numbers then letters (For example 1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D—participants would receive a card numbered 2C, 2 referring to the article group, C to the jigsaw group).  
Say: In Lesson 1, we explored definitions of engagement and our experiences with engagement in the classroom. In this lesson we will establish a shared understanding of engagement, grounded in research. We will use Schlechty’s four components of engagement to push our thinking.  

**Four Corners Activity**  
Post signs at each corner (use *Forced Choice Signage*) high enough for all to see above participants’ heads, making sure the “strongly agree” and “strongly disagree” signs are at opposite corners from each other.  
Display ground rules for Four Corners activity and read aloud:  
> Clarifying questions and critiques are OK; personal attacks are NOT OK.  
> You must pick a corner, no standing in between.  
> Please make your choice quickly and without comment.  
> You can change corners if you hear a convincing argument or description that makes you change your mind.  
Read *statement selections* from readings. After each statement is read, have people take a stance from strongly disagree to strongly agree. Allow time for participants to reflect and move to their corners.  
After participants have made their selection, ask them to describe why they agree/disagree and supply justification for their thinking.  
Although there is a resource *Sample Facilitators Responses*, the conversation ideally is focused on the participants. As a facilitator, resist sharing “the correct response” for the statements, and allow discussion and respectful debate. That said, use the resource to ask thoughtful questions and “push” in case a group is stuck, or provide follow-up conversation. |
### DEEPENING KNOWLEDGE

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<th>Time</th>
<th>Facilitator Steps</th>
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<td>40 minutes</td>
<td><strong>4 A's Protocol</strong>&lt;br&gt;Before breaking groups up, instruct them:&lt;br&gt;&quot;We are going to break up into groups and each read a short article. As you read, think about how you or the author would respond to a colleague’s comment such as “Johnny isn’t engaged because he doesn’t care about school” or “Janie is disengaged because she comes from a family/culture/background that doesn’t value education.”&quot;&lt;br&gt;Form five groups of 4-6 individuals using the numbers from the cards issued to participants when they entered.&lt;br&gt;Each group reads one of five articles, and completes the 4 A’s protocol.&lt;br&gt;Distribute articles:&lt;br&gt;- “Engaging Students: What I Learned Along the Way” Anne Wescott Dodd&lt;br&gt;- “Strengthening Student Engagement: What Do Students Want (and What Really Motivates Them)?” Richard Strong, Harvey F. Silver, Amy Robinson&lt;br&gt;- “5 Ways to Make Class Discussions More Exciting” Rick Curwin, Edutopia&lt;br&gt;- “Punished by Rewards? A Conversation with Alfie Kohn” Ron Brandt&lt;br&gt;- “The Pivotal Role of Adolescent Autonomy in Secondary School Classrooms” Christopher A. Hafen, Joseph P. Allen, Amori Yee Mikami, Anne Gregory, Bridget Hamre, Robert C. Pianta; focus on pages 7–10&lt;br&gt;Participants read their article silently, annotating with the following four questions in mind:&lt;br&gt;- What assumptions does the author of the text hold?&lt;br&gt;- What do you agree with in the text?&lt;br&gt;- What do you disagree with in the text?&lt;br&gt;- What parts of the text do you aspire to?&lt;br&gt;After participants read and take notes, have them debrief in groups by article. The groups will debrief each of the 4 As (approximately two minute per “A”) and then share the major take aways from the article. Finally, the group will discuss how the author would respond to the Johnny/Janie statement.&lt;br&gt;Next, groups will reform for a jigsaw, using the letters on the entry cards. Each article should be represented at every table. In the jigsaw, have participants share the major points of their article as it relates to student engagement.&lt;br&gt;<strong>Small and whole-group discussion</strong>&lt;br&gt;Say: Let’s return to the original prompt.&lt;br&gt;How would your author respond to a colleague’s comment “Johnny isn’t engaged because he doesn’t care about school” or “Janie is disengaged because she comes from a family/culture/background that doesn’t value education”?&lt;br&gt;Have table groups discuss for 5 minutes before opening conversation to the room.&lt;br&gt;Ask: Does exploring the research change your thinking about how you might respond to those comments? How would you respond?</td>
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<td>15 minutes</td>
<td><strong>Extension:</strong> Have participants role-play what they’d say to the teacher who made the Johnny and Janie statement, knowing that research pushes on deep-set practices and beliefs and many of these conversations can be sensitive. How would they convey information in a way that could be heard by their colleagues?</td>
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**Students at the Center**

**JOBS FOR THE FUTURE**

MOTIVATION, ENGAGEMENT, AND STUDENT VOICE: PROFESSIONAL DEVELOPMENT SERIES

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<td>5 minutes</td>
<td><strong>Closure/Assessment</strong>&lt;br&gt;Say: Pair up with a colleague. Choose one aspect of your practice that you will change as a result of your new learning today. Write down what you plan to do. Have your colleague read it, sign it, and mark a date on his/her calendar to check back in with you to see how it went and talk about it during lunch or a planning period.</td>
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ENGAGEMENT, LESSON 2
FOUR CORNERS STATEMENTS

> Teachers should “... modify their teaching methods and personalize assignments in ways that engage students in learning.”

> I am tired of hearing that teachers are to blame for lack of engagement or the student’s unwillingness to try.

> “... the more you reward someone for doing something, the less interest that person will tend to have in whatever he or she was rewarded to do.”

> It feels as though teachers are supposed to have an individual assignment for every kid.

> Rewarding someone for doing something well is a part of our society. Incentives and consequences prepare students for the real world.

> “... wonder, enthusiasm, and perseverance ...” are necessary for meaningful learning.

> High school students routinely feel disengaged in school.

> It’s not my job to engage and entertain students. It’s their job to engage in the content.

> I am tired of hearing that teachers are to blame for lack of engagement or the student’s unwillingness to try.

> Using “classroom dollars” helps to motivate my students.

> It is the student’s job to apply himself in school.

See Sample Facilitator Responses for statement attributions.
### ENGAGEMENT, LESSON 2

**SAMPLE FACILITATOR RESPONSES TO FOUR CORNERS STATEMENTS**

*Teachers should “. . . modify their teaching methods and personalize assignments in ways that engage students in learning.”* —Anne Wescott Dodd

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<td>Am I supposed to have an assignment for every kid?</td>
<td>Engaging student work does not always require individualized lessons. There are a variety of ways to personalize lessons while retaining general objectives. Students can reinterpret materials using song, quizlet, or news story formats. Who can share some techniques for student-centered and differentiated instruction with us?</td>
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<td>It’s not my job to engage students. It’s their job to engage me and my content.</td>
<td>Providing students with choice in the work they will be producing or how they produce it is a great way to personalize instruction without taking on the task of creating individual lessons. For example, providing students with more than one pathway to demonstrate their learning can increase student engagement. How do some of you provide choice for students in your classroom?</td>
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“. . . wonder, enthusiasm, and perseverance . . .” are necessary for meaningful learning. —Richard Strong, Harvey F. Silver, & Amy Robinson

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<tr>
<td>I am tired of having to take responsibility for my students’ lack of motivation or their unwillingness to try.</td>
<td>Can you think of time you were enthusiastic about learning something new? What was it like? How do you try to make things interesting for students, and for yourselves, throughout the learning process?</td>
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“High school students routinely describe themselves as disengaged.” —Hafen et al.

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<td>Why is engagement suddenly my job? Isn’t it the student’s job to apply himself in school, to do his best?</td>
<td>Can you think of time you were enthusiastic about learning something new? What was it like? How do you try to make things interesting for students, and for yourselves, throughout the learning process?</td>
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<td>If students think they are disengaged, then they will be disengaged. There isn’t much I can do to change their thinking.</td>
<td>Engagement is a response to an environment and we are the adults primarily responsible for that environment. True, you cannot control social and economic forces operating outside the school, but you can control what happens between the bells. We have to be brave enough and professional enough to ask whether we are maximizing those environments and our lessons to create the conditions and generate the necessary engagement students need to be academically successful? Are we doing all we can to engage our learners? How can we as professionals push ourselves in our own work, in our own craft?</td>
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FORCED CHOICE SIGNAGE

STRONGLY AGREE
ENGAGEMENT, LESSON 2
FORCED CHOICE SIGNAGE

AGREE
ENGAGEMENT, LESSON 2
FORCED CHOICE SIGNAGE

DISAGREE
ENGAGEMENT, LESSON 2
FORCED CHOICE SIGNAGE

STRONGLY DISAGREE
4 A’S PROTOCOL

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<th>What are the <strong>absolute salient</strong> points of the article?</th>
<th>What do you <strong>agree</strong> with in the text?</th>
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<th>Are there any sticking points to <strong>argue</strong>?</th>
<th>What would be <strong>actions</strong> that you would recommend in the educational setting as a result of this reading?</th>
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Students at the Center synthesizes and adapts for practice current research on key components of student-centered approaches to learning. Our goal is to strengthen the ability of practitioners and policymakers to engage each student in acquiring the skills, knowledge, and expertise needed for success in college and a career. The companion volume *Anytime, Anywhere: Student-Centered Learning for Schools and Teachers* (2013) is now available from Harvard Education Press. This Jobs for the Future project is supported generously by funds from the Nellie Mae Education Foundation.