

Engagement Frameworks



Student-Facing Materials for Peer Feedback

ABOUT THIS RESOURCE

[Engagement is more than participation](#). It is not about compliance or good behavior. Engaged learners prepare, focus, contribute, and invest in their learning. Expectations for what it means to engage depend on each student's path to progress with their goals. Engaged students perform better across nearly all metrics, and leave school prepared for the challenges of college, career, and life in general.

Students need feedback on their engagement, and they need to reflect on their engagement in order to take ownership of their learning. Using an engagement framework enables teachers to give students actionable feedback on their engagement. That feedback provides the foundation for the conversations that help students move forward.

HOW TO USE THIS RESOURCE:

1. Review the four engagement frameworks, which offer different approaches for providing feedback on students' engagement in the classroom. Keep in mind that **engagement looks different for every student**; our example frameworks reflect this idea.

[Engagement Framework #1](#) - Engagement as a continuum: actively engaging, passively engaging, passively disengaging, and/or actively disengaging

[Engagement Framework #2](#) - Engagement in three dimensions: behavioral, cognitive, and emotional

[Engagement Framework #3](#) - Engagement during different class activities: teacher led, independent work, discussion, collaboration/group work

[Engagement Framework #4](#) - Blank framework and activity for co-constructing an engagement framework with students

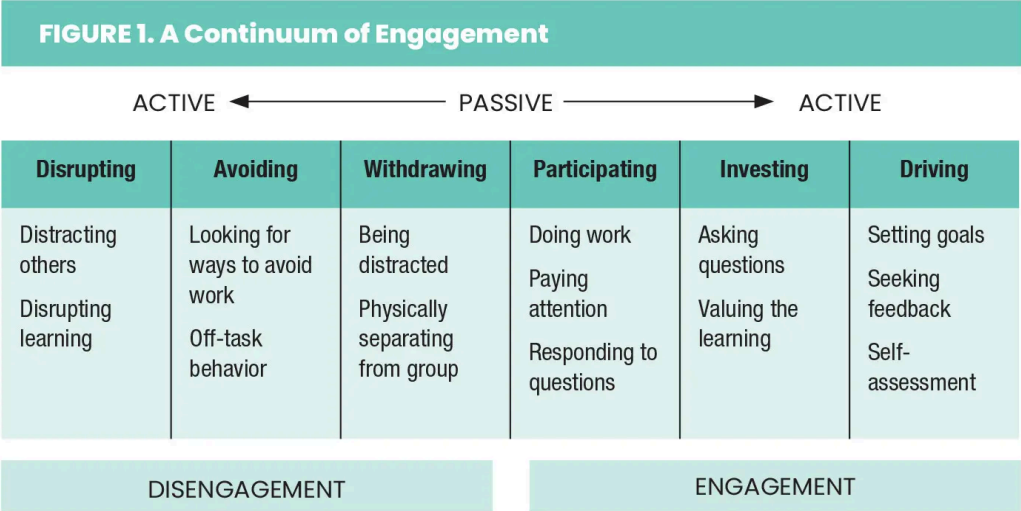
2. Select an engagement framework based on your students' needs. Customize the framework indicators/descriptors to help students understand what engagement looks and sounds like, **for them, in your classroom**. You can also co-create indicators/descriptors with students using Engagement Framework #4.

3. Identify your implementation approach:
 - a. Decide when and how you will give students feedback on their engagement.
 - b. Plan how you will introduce the engagement framework and share indicators for success with students (focus on a single criterion at a time, review the whole rubric in a group discussion, etc.).
4. Use the framework you've developed to help focus conversations with students, discussions with parents, and provide more insight into how students approach their work and give students ownership over their engagement and progress.

Use our [Engagement Inventory](#) to plan and respond to changes in student engagement and plan interventions.

ENGAGEMENT FRAMEWORK #1

This framework views engagement along a [continuum](#). The continuum of engagement gauges students as actively engaging, passively engaging, passively disengaging, and/or actively disengaging.



Note: This figure is based on Amy Berry’s research on teachers’ perceptions of engagement (Berry, 2020).

Disengaged	Partially Engaged	Engaged	Highly Engaged
Distracting others	Physically separating from the group/other students	Responding to questions	Setting goals
Disrupting learning	Aware of the learning goals	Valuing the learning and showing curiosity	Seeking and using feedback
Exhibiting off-task behavior	Working on something other than the task at hand	Producing and creating	Self-assessing
Actively seeking ways to avoid work	Somewhat attentive	Attentive	Asking questions

ENGAGEMENT FRAMEWORK #2

This framework views engagement as three dimensional: behavioral, cognitive, and emotional. See more [here](#).

Engagement Component	Disengaged	Partially Engaged	Engaged	Highly Engaged
Behavioral	<ul style="list-style-type: none"> - Frequently misses classes and/or doesn't seem mentally present - Disrespectful to others and/or the teacher - Constantly criticizes others and/or work tasks - Disrupts the learning process - Frequently does not complete or submit work 	<ul style="list-style-type: none"> - Mostly daily attendance, mostly mentally present, mostly respectful to other students and the teacher - Sometimes speaks when appropriate - Sometimes does necessary pre work and sometimes brings materials for class - Mostly completes and submits work 	<ul style="list-style-type: none"> - Daily attendance, mentally present, almost always respectful to other students and the teacher - Speaks when appropriate - Does necessary pre work and brings materials - Completes and submits work 	<ul style="list-style-type: none"> - Daily attendance, mentally present, respectful to other students and the teacher - Moves conversations forward, responds to other people in large group and small group settings, presents own ideas w/ evidence - Self-directed, self starter - Completes and submits work with attention to detail and careful thought
Cognitive	<ul style="list-style-type: none"> - Either does not comprehend material or does not work to understand materia. - Does not value the learning - Does not persist through learning challenges 	<ul style="list-style-type: none"> - Mostly comprehends material and/or works to understand material when needed - Sometimes involved in the learning - Sometimes exhibits effort and persistence 	<ul style="list-style-type: none"> - Comprehends material and can explain to others - Involved in the learning; exhibits effort and persists through challenges 	<ul style="list-style-type: none"> - Does more than is required, makes connections and asks questions to extend their own and others' learning - Monitors their own understanding and makes connections with new information and skills - Values learning and persists through challenges
Emotional	<ul style="list-style-type: none"> - Expresses a lack of interest in content and skill development - Does not express curiosity 	<ul style="list-style-type: none"> - Expresses some interest in content and skill development - Expresses some curiosity 	<ul style="list-style-type: none"> - Shows an interest in content and/or skill development - Expresses curiosity and responds to questions with thoughtful responses 	<ul style="list-style-type: none"> - Shows interest, optimism, and passion for the content and skill development - Expresses curiosity and makes connections to the world outside of school

ENGAGEMENT FRAMEWORK #3

This framework structures feedback on engagement around different types of classroom activities, based on what teachers and students are doing and how students are learning. The indicators in this framework are **example behaviors**, not behaviors all students should necessarily be required to demonstrate. These example behaviors indicate what engagement **may look like**, but should be **customized** as necessary for your students and according to your expectations in the classroom.

Activity/ Grouping	Disengaged	Partially Engaged	Engaged	Highly Engaged
Teacher Led	<ul style="list-style-type: none"> ● Negative body language (head down, eye rolls) ● Needs to be frequently redirected about basic expectations (e.g. cell phone use) ● Not present for part or most of the time (bathroom, hallway, etc) 	<ul style="list-style-type: none"> ● Off topic side conversations; distracts others ● Does work for other classes ● Blurts out or says inappropriate interjections ● Occasionally asks relevant questions, takes some notes 	<ul style="list-style-type: none"> ● Actively listens ● May ask some relevant questions, take some notes, or document some information appropriately ● No disruption to class or distraction of classmates 	<ul style="list-style-type: none"> ● Takes notes and documents information ● Asks relevant questions at appropriate times ● Attempts to ● Attempts to directly apply lessons or skills based on learning goals

Activity/ Grouping	Disengaged	Partially Engaged	Engaged	Highly Engaged
Independent Work	<ul style="list-style-type: none"> ● Refuses to initiate work ● Initiates discussions unrelated to the subject or work at hand ● Disrupts others with inappropriate behavior ● Uses technology inappropriately, for purposes unrelated to the learning goals 	<ul style="list-style-type: none"> ● Needs frequent prompting to initiate or sustain work ● Requires frequent redirection for off-task behavior such as side conversations, cell phone use, work on other subjects ● Frequently distracts classmates with talking or other minor disruptions 	<ul style="list-style-type: none"> ● Appropriately asks clarifying questions about resources, the learning goals, or expectations for assignment ● Self-monitors behavior and makes choices to support their learning 	<ul style="list-style-type: none"> ● Makes demonstrable progress toward learning goals ● Appropriately asks insightful, relevant questions about resources or expectations for assignment ● Self-monitors behavior and makes appropriate choices to support their learning

Activity/ Grouping	Disengaged	Partially Engaged	Engaged	Highly Engaged
Discussion	<ul style="list-style-type: none"> Does not participate or respond to others's ideas, does not make eye contact Does not document ideas Refuses to speak, even when prompted or invited Negative body language (head down, eye rolls, etc.) 	<ul style="list-style-type: none"> Participates occasionally, but comments are distracting or off topic/interrupting. Responds minimally when prompted or invited. Not making eye contact/ some negative body language. Not actively listening or taking notes. 	<ul style="list-style-type: none"> Listens to most of the discussion and responds to others' ideas. Participates occasionally with mostly relevant or applicable comments. Responds when prompted or invited. Maintains eye contact/ positive body language. Takes some notes. 	<ul style="list-style-type: none"> Fully participates in discussion through active listening, responding, and note taking. Questions and responses extend the conversation. Comments are relevant and meaningful. Respects others and maintains eye contact/ positive body language.

Activity/ Grouping	Disengaged	Partially Engaged	Engaged	Highly Engaged
Collaboration /Group Work	<ul style="list-style-type: none"> Negative body language (head down, eye rolls, sitting away from group) Not participating in discussion or taking notes. Copies work from others Refuses to speak or work, even when prompted or invited 	<ul style="list-style-type: none"> Some negative body language (head down, eye rolls, sitting away from group) and/or some positive body language (eye contact, sitting w/group) Participates occasionally, but some comments are distracting or off topic/interrupting Takes some notes, but they may be off topic or inaccurate Does not take initiative to contribute meaningfully 	<ul style="list-style-type: none"> Mostly positive body language (eye contact, sitting with group, prepared w/materials) Participates and contributes to the group, but needs occasional redirection to stay focused on goals. Takes notes, but relies on others for final products. Listens, but needs some prompting to contribute meaningfully 	<ul style="list-style-type: none"> Positive body language (eye contact, sitting with group, prepared w/materials) Participates and contributes meaningfully, needs no reminders to stay focused on goals Creates products that show active listening and participation Leads and models productive behavior to help group stay focused

ENGAGEMENT FRAMEWORK #4

Use this blank engagement framework template to co-create success criteria for engagement with students. Facilitate the following activity, which asks students to reflect on how they best engage and gives them the language to describe their engagement.

Step One:

Ask students to describe different types of activities they participate in during class and make a list (ex. silent reading, note taking, group work, independent work, etc.). The list can be on large paper displayed in the classroom, in a shared and projected Google document or slide deck, or students can write the list in their own notebook/document.

Step Two:

Ask students to describe what engagement looks like during each activity from the list. What does highly engaged look like during this activity? For example, what does engagement look like during class discussion? Students might respond with "eye contact" or "responding to other students' questions" or "taking notes." *(Instead of facilitating this as a whole class discussion, you could also group students - giving each group a different activity - and then ask groups to share out.)*

Step Three:

Fill in the template below with the observable behaviors students came up with during the activity.

Engagement Component	Disengaged	Partially Engaged	Engaged	Highly Engaged
	[insert behavior]	[insert behavior]	[insert behavior]	[insert behavior]
	[insert behavior]	[insert behavior]	[insert behavior]	[insert behavior]

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