

A Peek Into an Engaging, Student-Centered Chemistry Classroom:

Dary, C. (2016, September). *What does a Mastery Learning classroom look like?* [Video file]. As presented in Dary, T., and Pickeral, T. (2017, June 13) Talking student engagement [webcast series program]. In *Solutions to the dropout crisis*. Clemson, SC: National Dropout Prevention Center/Network. Retrieved from <http://dropoutprevention.org/webcast/talking-student-engagement/>

A video portraying attributes of caring, supportive relationships that positively affect student engagement in K-12 classrooms.

Dary, T., & Pickeral, T. (2017, June). *Connecting, reflecting, perfecting*. [Video file]. As presented in Dary, T., and Pickeral, T. (2017, June 13) Talking student engagement [webcast series program]. In *Solutions to the dropout crisis*. Clemson, SC: National Dropout Prevention Center/Network. Retrieved from <http://dropoutprevention.org/webcast/talking-student-engagement/>

ASCD is a global community dedicated to excellence in learning, teaching, and leading. ASCD's Whole Child approach (see <http://www.ascd.org/programs/The-Whole-Child/Engaged.aspx>) is an effort to transition from a focus on narrowly defined academic achievement to one that promotes long-term development and success of all children. ASCD provides a set of engaged indicators and in-depth resources that move schools from a vision for educating the whole child to action that results in successful, well-rounded young people.

ASCD. (2016, August). *The engagement gap: Making each school and every classroom an all-engaging learning environment: A report on the Spring 2016 ASCD Whole Child Symposium*. Retrieved from <http://www.ascd.org/ASCD/pdf/siteASCD/wholechild/spring2016wcsreport.pdf>

Bridgeland, J. M., DiIulio, J. J., Jr., & Morison, K. B. (2006). *The silent epidemic: Perspectives of high school dropouts*. Civic Enterprises, in association with Peter D. Hart Research Associates for the Bill and Melinda Gates Foundation. Retrieved from http://www.civicerprises.net/MediaLibrary/Docs/the_silent_epidemic.pdf

Brandon Busted, Executive Director of Gallup Education: Presentation at the NASDCTEc, October 21, 2014. Retrieved from https://cte.careertech.org/sites/default/files/Brandon_Busted.pdf

Dary, T., Pickeral, T., Shumer, R., & Williams, A. (2016). *Weaving student engagement into the core practices of schools: A National Dropout Prevention Center/Network position paper*. Clemson, SC: National Dropout Prevention Center/Network. Retrieved from <http://dropoutprevention.org/resources/major-research-reports/student-engagement/>

ENGAGE: The International Journal for Research and Practice on Student Engagement
<http://dropoutprevention.org/resources/journals>

National Coalition for Academic Service-Learning. (2016). *Engaging students through academic service-learning: National guide to implementing quality academic service-learning*. Retrieved

from <http://dropoutprevention.org/wp-content/uploads/2016/09/Engaging-Students-Through-Academic-Service-Learning-Implementation-Guide.pdf>

The Forum for Youth Investment helps leaders get young people ready for life. The Forum works with state and local leadership groups to fundamentally change the way they do business for young people. Working with others, the Forum implements field-tested strategies that strengthen state and local partnerships focused on youth, expand and improve learning opportunities for all youth, and align and advance policies and resources to make them more effective. <http://forumfyi.org/about>

The National Dropout Prevention Center/Network (see www.dropoutprevention.org) is committed to increase graduation rates through research and evidence-based solutions. Since inception, it has worked to improve opportunities for all young people to fully develop the academic, social, work, and healthy life skills needed to graduate from high school and lead productive lives. By promoting awareness of successful programs and policies related to dropout prevention, the work of the Center/Network and its members has made an impact on education from the local to the national level.

The Nellie Mae Education Foundation (see <http://www.nmefoundation.org/our-vision>) stimulates transformative change of public education systems across New England by growing a greater variety of higher quality educational opportunities that enable all learners—especially and essentially underserved learners—to obtain the skills, knowledge, and supports necessary to become civically engaged, economically self-sufficient lifelong learners. The Foundation’s focus on student-centered approaches acknowledges that students engage with learning in different ways, so public schools need student-centered strategies—rather than a top-down, one-size-fits-all approach. Student-centered approaches to learning highlight four key tenets, drawn from the mind/brain sciences, learning theory, and research on youth development that are essential to students’ full engagement in achieving deeper learning outcomes.

Pickeral, T. (2017, May 3). Fifth grade students’ professional learning community [Blog post]. <http://terrypickeral.com/index.php/2017/05/03/fifth-grade-students-professional-learning-community>

Williams, A. (2008). *Understanding the continuum of youth involvement*. Retrieved from <http://www.andersonwilliams.com/continuum-of-youth-involvement.html>

Wistar, R. (2009). *Effective use of self-paced learning in the classroom environment*. The Knowledge Network for Innovations in Learning and Teaching http://tccl.rit.albany.edu/knilt/index.php/Effective_Use_of_Selfpaced_Learning_in_the_Classroom_Environment.