

Advancing Responsible Adolescent Development

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David J. Shernoff

Optimal Learning Environments to Promote Student Engagement

 Springer

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*To my parents, William Shernoff
and JoAnn Shernoff*

Endorsements

“David Shernoff has provided a definitive examination of how youth engage (or fail to engage) in various environments. His book is at once theoretically sophisticated and eminently practical.”

Howard Gardner, Hobbs Professor of Cognition and Education, Harvard Graduate School of Education, and author of *Frames of Mind* and *Multiple Intelligences*

“In this singularly erudite, comprehensive, and integrative work, David Shernoff presents a compelling vision for how schools can optimize the engagement of youth in learning and achievement and promote their positive development. This book provides scholars, educators, and policy makers with a unique conceptual template for enhancing the lives of diverse young people and for strengthening the schools and communities of our nation.”

Richard M. Lerner, Bergstrom Chair in Applied Developmental Science and Director, Institute for Applied Research in Youth Development, Tufts University, and Author of *Liberty: Thriving and Civic Engagement Among America’s Youth*

“This is a valuable book! Schools are not living up to their potential and a major reason is their failure to truly engage students. Shernoff’s book provides a comprehensive and compelling account of the critical role of motivation and engagement in learning. The chapters present the research on every aspect of the topic: how engagement effects achievement; how effective teachers sustain high engagement; the design of classroom activities to maximize motivation; and the ways that new model programs, successful alternative schools, and after-school programs facilitate absorption in learning.”

Reed Larson, Professor of Human Development, University of Illinois, Champaign-Urbana, Recent President of Society for Research on Adolescence, and Editor-in-Chief (with Lene Jensen) of *New Directions for Child and Adolescent Development*

Acknowledgments

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A book such as this one was created more by a whole field than a single individual. In this book, I present the research of others sometimes in great detail. Exhibits A and B of whole school models fostering engagement, which are presented in great detail in this book, were research on Montessori schools conducted

by Kevin Rathunde and on Glasser Quality Schools and PeaceJam by my colleague and friend, Jeffrey Jones. Their work was so compelling and of such high quality that they helped to convince me that there was an interesting story to tell about engagement, here. Other works of research I discuss in depth include that by Lisa Johnson; Sue Larson; Lois Brown Easton; Anne-Marie Hoxie; Rebecca Reynolds; Meira Levinson; Beth Rubin; Helen Malone; John Smyth and Lyn Fasoli; Edith Lawrence, Nancy Deutchsh, and Ellen Markowitz; Bernadette Chi and colleagues; Tom Moher and colleagues; Joseph Kahne and colleagues; Jeffrey Wilhelm and Bruce Novack; Janine Bempechat and colleagues; Martin Seligman and colleagues; and Gerald Goldin, Roberta Schorr, Yakov Epstein and colleagues.

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