Title: A Case Study of Teachers’ Perceptions of Student Engagement in One Midwest Rural High School

This qualitative study examines teachers’ perceptions of student engagement in one Midwest rural high school. The researcher examined teacher, administrator, and members of the regional professional development center responses through interviews regarding engagement definitions, factors, obstacles, importance to achievement, training, strategies, and teacher knowing-doing gap. Definitions of engagement included what students were doing, and what they were thinking in relation to the academic focus. Factors, such as teacher relationships, student interest, and relevance sometimes turned into obstacles if there were poor outcomes of the factors. Themes of strategies included using a variety of teaching practices for all learning styles, and structure or choice of learning activities.