

DESCRIPTIONS OF STUDENT ENGAGEMENT TERMS ----- June, 2013

<i>OBSERVATION “LOOK-FORS”</i>	<i>DESCRIPTION AND EXAMPLES</i>	<i>NON-EXAMPLES</i>
<p>1. Engages in setting learning goals</p> <p><u>Uniform Performance Guidelines for Teachers (UPGT)</u></p> <ul style="list-style-type: none"> Assessment (4.2) <p><u>Visible Learning</u>, Hattie, 2009: 163-167</p> <ul style="list-style-type: none"> Goals – Effect size .56 	<p>Students set and write short or long term goals for content areas, assessment data, and individual performance</p> <ul style="list-style-type: none"> Students writing personal achievement goals in journal or notebook; personal frequent feedback from teacher Students sharing learning goals with a partner “Student-friendly” objectives posted (i.e., “As a result of what we learn today, I will be able to add and subtract fractions with denominators of 12 or less.”) Emphasis is placed on essential/unpacked standard(s) Students create strategies for achievement and monitoring of goals 	<ul style="list-style-type: none"> Works on assigned learning unit without a desired outcome Begins a unit of study without a focus or structure of expectations or outcomes Teacher sets learning goal(s) without involving students Students unable to articulate the learning goal Student-friendly objective is not visible
<p>2. Engages in making choices</p> <p><u>UPGT</u></p> <ul style="list-style-type: none"> Instructional Delivery (3.1) <p><u>Visible Learning</u>, Hattie, 2009: 48</p> <ul style="list-style-type: none"> Motivation – Effect Size .48 	<p>Students are assigned same standard or concept but have a degree of autonomy and control over their learning, e.g., given choices on how they will practice and demonstrate mastery of the learning objectives</p> <ul style="list-style-type: none"> Selects learning activity or product to create from several options based on interest, ability, learning style, etc. Selects text from several relevant texts identified for the topic Students are provided the opportunity to draw upon a variety of learning strategies to complete a given task/assignment 	<ul style="list-style-type: none"> Same learning task or text for everyone in the class No choice in how students can demonstrate mastery of content standard Little or no attention to student interests
<p>3. Engages in reading</p> <p><u>UPGT</u></p> <ul style="list-style-type: none"> <u>Instructional Delivery (3.1, 3.2, 3.5)</u> <p><u>Visible Learning</u>, Hattie, 2009: 129, 136, 139, 203-204</p> <ul style="list-style-type: none"> Exposure to Reading – Effect Size .36 Comprehension Programs – Effect Size .58 Repeated Reading Programs - .67 Reciprocal Teaching - .74 	<p>Students are provided time daily to read connected text they can read accurately and understand (Allington, 2013) across the grades and across content areas as a means to become proficient, self-regulated readers, learn content, and increase general and technical vocabulary</p> <ul style="list-style-type: none"> Sustained silent reading time and time for reader response to text: students have access to many books and personal choice Reading workshop, literature circles, Reciprocal Teaching Guided Reading - small group instruction with teacher modeling comprehension strategies and students practicing Close reading and repeated reading: intense analysis of and emphasis on text - what it says, how it says it and what it means, multiple purposes (Shanahan, 2012) Students listen to a fluent adult read aloud. 	<ul style="list-style-type: none"> Reading only occurs in English/language arts class Reading a worksheet and answering procedural or interrogative questions Reading a single paragraph Unguided/unmonitored SSR Students reading only to answer teacher questions Teacher providing lengthy explanation of text – telling students what the text means

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<p>4. Engages in writing</p> <p><u>UPGT</u></p> <ul style="list-style-type: none"> • Instructional Delivery (3.1, 3.2, 3.5) <p><u>Visible Learning</u>, Hattie, 2009, 141</p> <ul style="list-style-type: none"> • Writing Programs – Effect Size .44 	<p>Students are engaged in sustained writing across grades and content areas. Writing is a fluid process and includes prewriting, rough draft, revising, editing, sharing with peers (to include revising/editing), and publishing</p> <ul style="list-style-type: none"> • Choice provided in writing about something personally meaningful – students know and care about the topic • Journal writing, note-taking, Blogging • Interactive writing (students and teacher writing together) • Quick-write in journals • Writing for multiple purposes and audiences 	<ul style="list-style-type: none"> • Fill-in-the-blank exercises • Teacher-selected prompts used predominantly • Students listening • Lacks process (i.e., pre-writing strategies, working from rough draft to published, etc.) • Students copy teacher notes/writing • Too much time allotted to drawing
<p>5. Engages in discussing text or other input</p> <p><u>UPGT</u></p> <ul style="list-style-type: none"> • Instructional Delivery (3.1, 3.2, 3.5) <p><u>Visible Learning</u>, Hattie, 2009: 184</p> <ul style="list-style-type: none"> • Concentration/Engagement - .48 • Cooperative Learning - .41 • Reciprocal Teaching - .74 	<p>Students talk with peers about what their reading and writing; talk is purposeful, problem-posing, problem solving related to and applying curricular texts and topics. Students engage in dialogue or constructive discourse in response to reading text and/or open-ended questions.</p> <ul style="list-style-type: none"> • Small group or partner discussions in response to texts read • Verbal problem solving • Socratic questioning to include defending ideas • Engaging in metacognition and higher order thinking 	<ul style="list-style-type: none"> • Interrogational nature • Teachers pose questions, students respond, teacher verifies or corrects
<p>6. Engages in problem solving</p> <p><u>UPGT:</u></p> <ul style="list-style-type: none"> • <u>Instructional Delivery (3.1, 3.2, 3.5)</u> <p><u>Visible Learning</u>, Hattie, 210</p> <ul style="list-style-type: none"> • Problem-solving Teaching – Effect Size .61 	<p>Problem based tasks, experiences, or inquiry usually occurs in small groups around authentic, practical problems that nurture decision-making and self-directed learning. Teacher facilitates students work:</p> <ul style="list-style-type: none"> • Prioritizing and selecting alternatives for solutions • Dissecting scenarios and solving the problem • Using problem solving strategies or a plan to solve problems • Generating possible solutions and defending their positions • Engages in relevant, real-world learning experiences 	<ul style="list-style-type: none"> • Isolated problems with no relevancy or meaning to answers
<p>7. Creates products.</p> <p><u>UPGT: Instructional Delivery (3.1, 3.2, 3.5)</u></p> <p><u>Visible Learning</u>, Hattie, 155-156; 44</p> <ul style="list-style-type: none"> • Creativity programs – Effect Size .65 • Student creativity - .35 	<p>Students engage in information gathering, critical reflective thinking hands-on construction task that aligns with and demonstrates learning objective and mastery of standard or skill.</p> <ul style="list-style-type: none"> • Constructs models, games, simulations, books, posters • Makes videos, podcasts, websites, PowerPoint, PSA • Brainstorms a list of possible solutions to create a plan for addressing a real problem such as insufficient parking space • Oral-written argumentation, debate, creative problem solving 	<ul style="list-style-type: none"> • Filling in the blanks on worksheet • Reading teacher-made PowerPoint • Product lacks relevance and/or rigor • All products look the same • Focuses more on media than message (skill over message)

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<p>8. Engages in peer tutoring, cooperative learning, reciprocal teaching, and other cooperative group structures: Specify <u>UPGT: Learning Environment (5.8)</u></p> <p>Visible Learning, Hattie, 2009: 212, 203</p> <ul style="list-style-type: none"> Cooperative Learning – Effect Size .41 Reciprocal Teaching – Effect Size .74 	<p>Students teach each other. Cooperative learning groups feature 3-5 students, interdependence (roles either assigned or selected by students), accountability of each student to contribute, social skills, and a task structure. Reciprocal Teaching groups of four talk about a text they’ve read applying four cognition strategy roles: predicting, clarifying, questioning, and summarizing</p> <ul style="list-style-type: none"> Two partners review content using a study guide Cooperative groups participate in a jigsaw of text with members assigned different parts to teach each other Membership in groups is flexible Students demonstrate knowledge of cooperative learning roles 	<ul style="list-style-type: none"> Using whole class as the dominant structure Students work independently with no interaction with peers Students working in groups but no cooperatively (i.e., advanced students consistently serving as tutors)
<p>9. Applies metacognition strategies, Specify: a) Making connections b) Inferring/Generating Hypotheses/Predicting – Size .46 c) Asking/generating questions d) Determining importance/big ideas and clarifying e) Summarizing f) Visualizing g) Synthesizing h) Monitoring – <u>UPGT: Instructional Delivery (3.2)</u> Visible Learning, Hattie, 2009: 182, 183, 188-189, 203</p> <ul style="list-style-type: none"> Metacognition Size .69 Reciprocal Teaching – Effect Size .74 	<p>Students are expected to construct meaning while reading text using strategies that promote metacognition: thinking about one’s thinking. Teachers explicitly teach each cognition strategy using their content textbook or articles and thinking aloud to demonstrate how good readers comprehend</p> <ul style="list-style-type: none"> Students are asked to read a piece of text and write their connections (to self, other texts, to the world), questions, inferences on sticky notes, in the margin, in journals, etc. Students use graphic organizers Students engage in self-questioning and questioning peers about text Students engage in Reciprocal Teaching 	<ul style="list-style-type: none"> Focus is on skills such as cause and effect with no opportunity or practice in cognition strategies that promote self-regulated, independent readers Responses to text reading focus on rote, low-level comprehension questions
<p>10. Creates/uses learning tools, indicate: a) Concept mapping b) Advance/graphic organizers c) Manipulatives d) Technology e) Other, Specify <u>UPGT</u></p> <ul style="list-style-type: none"> <u>Instructional Delivery (3.1, 3.5, 3.7);</u> <u>Student Learning (4.3)</u> <p>Visible Learning, Hattie, 2009, pages 167, 168, 220</p> <ul style="list-style-type: none"> Concept Mapping – Effect Size .57 Advance Organizers – Effect Size .41 Computer Assisted Instruction – Effect Size .37 	<p>Graphic organizers and concept mapping are used to help students learn and retain concepts: write concepts in their own words, organize and make connections among concepts for learning, tool for studying content. Structures and manipulatives support high order thinking and mastery of concepts and skills</p> <ul style="list-style-type: none"> Use of calculators to solve math problems Creating foldables as study guides Construct concept map of concepts in textbook chapter 	<ul style="list-style-type: none"> Using teacher-made graphic organizers and concept maps Ineffective use of manipulatives (i.e., failure to move beyond the concrete stage and progress to representational and abstract) Ineffective use of technology (i.e., calculators, Promethean Boards, PowerPoints that simply restate information from textbooks or notes)

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<p>11. Engages in self-assessment of their work, what they learn, and how they learn.</p> <p><u>UPGT: Assessment (4.2)</u> Visible Learning, Hattie (2009) 43, 190, 192-193</p> <ul style="list-style-type: none"> • Self-reported Grades – Effect Size 1.44 • Study Skills – Effect Size .59 • Self-verbalization-self-questioning – Effect Size .64 	<p>Frequent opportunities are structured to help students reflect on their work to assess their learning progress toward the learning intention/objective as well as what they need to do to improve progress.</p> <ul style="list-style-type: none"> • Student checks work before turning in to teacher • Students complete a 3-2-1 Exit Ticket and list three things learned, 2 questions, 1 way cognition strategies helped learning • Journal writing and checklists for reflection and self assessment 	<ul style="list-style-type: none"> • Checking responses without asking students to explain their thinking when not correct • Does not provide time to reflect on student work
<p>12. Engages in asking for and giving specific feedback to peers and to the teacher.</p> <p><u>UPGT: Assessment (4.2)</u> Visible Learning, Hattie (2009) page 173-178</p> <ul style="list-style-type: none"> • Feedback - .73 	<p>Providing specific information to learner on a task or process and the gap between current status and desired learning outcome. Teacher combines feedback and instruction, models how to ask for and give formative, specific feedback so students learn how to ask for and give feedback. Time and structure are provided for peer-to-peer feedback.</p> <ul style="list-style-type: none"> • Partners use rubric to give feedback to each other • Student meets with teacher in conference to show and talk about written rough draft • Teacher uses feedback from tests to modify instruction 	<ul style="list-style-type: none"> • Programmed instruction, praise, punishment, extrinsic rewards (p. 174) • Only summative assessments are used with no specific feedback or interaction with peers for feedback

Lower-Yield Practices for Students		Consider Suggesting
1. Completes worksheet, homework	Predominant and overuse of worksheets for practice that focus on low-level thinking	Authentic reading and writing tasks
2. Engages in oral turn taking	On a worksheet with 25 problems or questions, the teacher starts at row one and asks students to give the correct answer without calling on students randomly	Small groups or partners check work and interaction is increased.
3. Responds orally	In whole class, students raise hands or call out answer in response to teacher’s questions; decreases student engagement and interaction	Every student is expected to respond. Dry-erase boards are used by each student to display simultaneously an answer
4. Engages in listening	While teacher lectures, students appear to listen but with no evidence that they understand content.	Students use interactive notetaking or graphic organizer to take notes during the mini-lecture.
5. Engages in off-task behaviors	Inappropriate behaviors could include talking to other students, sleeping, throwing objects, working on assignment for another class,	Lesson plan actively engages each student using high-yield, research-based strategies. Materials are ready, group/partner selection assigned to promote engagement and decrease off-task behaviors.