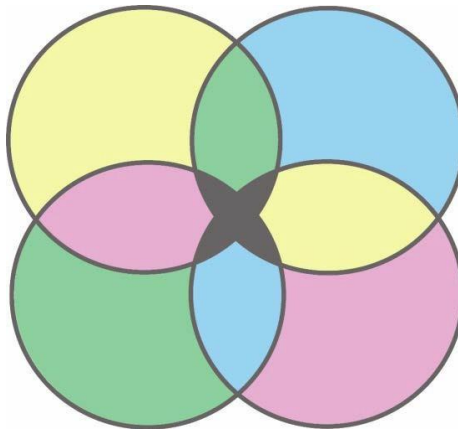


Domain 3: Instruction

3c: Engaging Students in Learning



The Framework for Teaching
Charlotte Danielson

Objectives

3c: Engaging Students in Learning

3c as a component of effective teaching

Understand the elements of 3c

Review critical attributes of 3c

Identify HEDI levels in 3c

Strategies to improve student engagement

Why is Engaging Students in Learning the “centerpiece” component of effective teaching?

Students are intellectually active versus “busy” or “on task”

- compliant vs. engaged

Essential components of engagement:

- understanding through doing
- engagement in discussion, debate, “what if” questions, discovering patterns, etc.
- student contributions to the intellectual life of the class

Why is Engaging Students in Learning the “centerpiece” component of effective teaching? *(continued)*

- } A lesson usually has a discernible structure
 - a beginning, a middle, and an end
 - scaffolding provided by the teacher or by the activities themselves
 - student tasks organized to provide cognitive challenge
 - student reflection on their actions and what they have learned
 - closure of the lesson

Why is Engaging Students in Learning the “centerpiece” component of effective teaching? *(continued)*

- } A critical question for an observer in determining the degree of student engagement is, "What are the students being asked to do?" and "How challenging is this?"
- } The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, has done, or has planned

Compliant vs. Engaged Learners

Compliant learners work because it's assigned, not because they find it interesting or relevant

- ❖ Easy to manage
- ❖ Do what's expected
- ❖ Participate when there's little risk of being wrong

Engaged learners often pursue their own train of thought

- ❖ Tend to focus on the learning
- ❖ Share thoughts unprompted (often without consideration for others)
- ❖ Take risks
- ❖ Can be needy
- ❖ Question everything

REAL ENGAGEMENT IS NOT COMPLIANCE

Keys to Engagement

CLARITY

- ✓ Be clear about objectives and outcomes
- ✓ Explain steps and procedures for the task

CONTEXT

- ✓ Purpose
- ✓ Relevance
- ✓ Real-world

CULTURE

- ✓ Create a low-stress environment
- ✓ Encourage risk-taking
- ✓ Anticipate common mistakes/misconceptions

CHALLENGE

- ✓ The task can't be "Khanified" or "Googled"
- ✓ Students frame ideas, questions and/or predictions
- ✓ Problem-solving



The Elements

3c may be broken down into four distinct and important elements:

As you review these elements, think about what they might look like in practice in the classroom

1. Activities and Assignments

- Centerpiece of what students do
- New, challenging learning
- Tasks which promote learning and result in “productive struggle”
- Everyone is intellectually engaged



The Elements

2. Grouping of Students

- Whatever the grouping, skilled teachers decide it purposefully
- The focus is on procedures students have been taught for working independently of teacher supervision
- The purpose is to maximize student engagement in learning

Grouping Options

- Students of similar background and skill may be clustered together, or the more advanced students may be spread around to the individual groups
- Students might select their own groups, or they could be formed randomly



The Elements

3. Instructional Materials and Resources

- Instructional materials can have an enormous impact on student experiences
- A school or district's officially sanctioned materials may be used selectively or supplemented with some better suited to engaging students; for example, the use of primary source materials in Social Studies

4. Structure and Pacing

- A well-defined structure is one of the marks of an experienced teacher
- A well-designed lesson includes time for reflection and closure

Engaging Students in Learning Indicators

- Activities aligned with goals of the lesson
- Student enthusiasm, interest, thinking, problem-solving, etc.
- Learning tasks that require high-level student thinking and are aligned with lesson objectives
- New learning

Engaging Students in Learning Indicators *(continued)*

- } Students are highly motivated to work on all tasks and are persistent even when the tasks are challenging
- } Students are actively "working," rather than watching while the teacher "works"
- } Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection

Complete activity #1

Is this relevant to 3C?

Two students ask whether they might remain in their small groups to complete another section of the activity, rather than work independently.

***RELEVANT** This observation is evidence for grouping of students—one of the elements for the component.*

Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.

***RELEVANT** This observation provides evidence of the type of activities and assignments—an element for the component. The evidence indicates the lesson's use of robust materials and resources, both of which are critical to student learning.*

Is this relevant to 3C?

The teacher circulates during small-group or independent work, offering suggestions to groups of students.

NOT RELEVANT: *This evidence might seem relevant to grouping of students, which is an element for the component; however, it is more indicative of feedback to students—an element for 3D Using Assessment in Instruction.*

Is this relevant to 3C?

Most students don't have time to complete the assignment, but the teacher moves on in the lesson anyway.

***RELEVANT:** This observation is a demonstration of the lesson's structure and pacing—one of the elements for the component. The lesson's pacing is highly relevant to a student's ability to engage with the learning material. When it is uneven, students can have difficulty learning.*

Is this relevant to 3C?

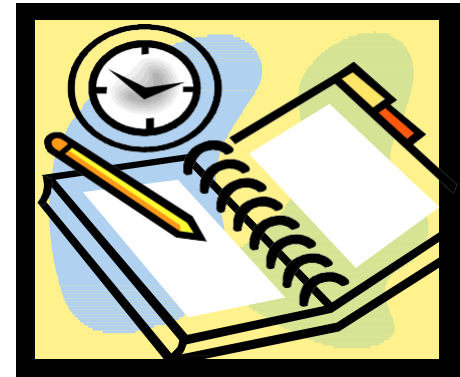
A few students do not engage with others in the classroom, even when put together in small groups.

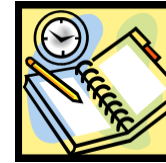
NOT RELEVANT: This evidence is indicative of student interactions with other students, including both words and actions—an element for 2A Creating an Environment of Respect and Rapport.

Activity #2:

You will now read four classroom observation descriptions. They are lettered for reference, not by HEDI levels.

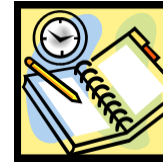
Order the following by HEDI level





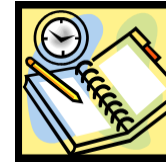
A.

- Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks and suitable scaffolding by the teacher.
- Learning tasks and activities are fully aligned with the instructional outcomes.
- In addition, there is evidence of some student initiation of inquiry and student contributions to the exploration of important content.
- The lesson has a clearly defined structure, and the pacing of the lesson provides students with time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.
- Students may have some choice in how they complete tasks and may serve as resources for one another.



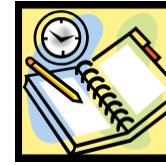
B.

- The learning tasks and activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes or require only rote responses.
- The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.
- Few students are intellectually engaged.



C.

- The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant.
- The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged.



D.

- The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking.
- Results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement.
- The lesson has a clearly defined structure and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

- A. Highly Effective**
- B. Ineffective**
- C. Developing**
- D. Effective**

Any surprises?



Ineffective Critical Attributes

- Few students are intellectually engaged in the lesson.
- Learning tasks/activities require only recall or have a single correct response or method.
- Only one type of instructional group is used (whole group, small groups) even when variety would better serve the instructional purpose.
- Instructional materials used are unsuitable to the lesson and/or the students.
- The lesson drags or is rushed.

Developing Critical Attributes

- Some students are intellectually engaged in the lesson.
- Learning tasks are a mix of those requiring thinking and recall.
- Student engagement with the content is largely passive, learning consists primarily of facts or procedures.
- The materials and resources are partially aligned to the lesson objectives.
- Instructional groupings used are partially appropriate to the activities
- Few of the materials and resources require student thinking or ask students to explain their thinking.
- The pacing of the lesson is uneven; it is suitable in parts, but rushed or dragging in others.

Effective Critical Attributes

- Most students are intellectually engaged in the lesson.
- Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.
- Students are invited to explain their thinking as part of completing tasks.
- The teacher uses groupings that are suitable to the lesson activities.
- Materials and resources support the learning goals and require intellectual engagement, as appropriate.
- The pacing of the lesson provides students time needed to be intellectually engaged.

Highly Effective Critical Attributes

In addition to the characteristics of a level of performance 3,

- Virtually all students are intellectually engaged in the lesson.
- Lesson activities require high-level student thinking and explanations of their thinking
- Students take initiative to improve the lesson by
(1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or
(3) suggesting modifications or additions to the materials being used
- Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

Rate the following using the HEDI scale:

Highly Effective

- Students are asked to write an essay “in the style of Hemingway” and to describe which aspects of his style they have incorporated.
- A student asks whether he/she might remain in the small group to complete another section of the activity, rather than work independently.
- Students identify or create their own learning materials.
- Students summarize their learning from the lesson.

Rate the following using HEDI scale

Effective

- Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.
- Students are given a task to do independently, then to discuss with a table group, followed by a share out from each table.
- There is a clear beginning, middle, and end to the lesson.
- The lesson is neither rushed nor does it drag.

Rate the following using HEDI scale

Developing

- In three of the five small groups, students are figuring out an answer to the assigned problem.
- Students are asked to fill in a worksheet following an established procedure.
- There is a recognizable beginning, middle, and end to the lesson.
- The teacher lectures for 20 minutes, and provides 15 minutes for the students to write an essay; not all students are able to complete it during this time.

Rate the following using HEDI scale

Ineffective

- Most students disregard the assignment given by the teacher; it appears to be much too difficult for them.
- Students fill out the lesson worksheet by copying words from the board.
- Students are using manipulatives in a rote activity
- The teacher lectures for 45 minutes.
- Most students don't have time to complete the assignment, but the teacher moves on in the lesson anyway.

Conclusion

How are you planning to ensure that students are actually learning and intellectually engaged?

- Introduce new material
- Have students engage in “productive struggle”
- Start students where they are on the continuum
- Group students mindfully
- Set time parameters
- Plan for misconceptions
- Adjust as necessary