

# Domain 3: Instruction



## Component 3c. Engaging Students in Learning

### Arkansas TESS Training

Based on:

The Framework for Teaching by Charlotte Danielson

# Overview...

The purpose of this training is to provide access for Arkansas educators who wish to create or add to understanding of the content of the Arkansas Teacher Excellence and Support System Rubric.

The TESS Rubric is based on The Framework for Teaching Rubric by Charlotte Danielson. The Rubric of this presentation is used to guide Classroom Educators. Other rubric for this system exist for Specialty Educators.

*For further assistance:*

Office of Educator Effectiveness

Arkansas Department of Education

501.683.3160

<http://www.arkansased.gov/>

# Components of Domain 3: Instruction

3a. Communicating with Students

3b. Using Questioning and  
Discussion Techniques

**3c. Engaging Students in Learning**

3d. Using Assessment in Instruction

3e. Demonstrating Flexibility and  
Responsiveness

# Learning Outcomes:

## 3c. Communicating with Students

- Understand the elements of 3c
- Distinguish the difference in levels of performance
- Review examples of 3c evidence
- Identify my level of performance on 3c
- Create next steps to improve my level of performance in 3c

# Understanding 3c. Engaging Students in Learning

- Effective teachers understand engaging students in learning is vital to the work of education; without student engagement, nothing else done will matter.
- Student engagement is not an accident. It is the result of careful planning and implementation. As students become mentally engaged in learning, growth is maximized.
- Student engagement is not always about hands-on actions; it is not about 'busy work'. Intellectual involvement is the definition of true engagement.
- All students can learn. If empowered, each student can create relevant and meaningful experiences for himself or herself and others to find learning success.

# Elements of 3c

## 1. Activities and Assignments

- ▶ Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.\*

\*Proficient Level of Performance

# Elements of 3c

## 2. Grouping of Students

- ▶ Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.\*

\*Proficient Level of Performance

# Elements of 3c

## 3. Instructional materials and resources

- ▶ Instructional materials and resources are suitable to the instructional purposes and engage students mentally.\*

\*Proficient Level of Performance

# Elements of 3c

## 4. Structure and pacing

- ▶ The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.\*

\*Proficient Level of Performance

# TESS Evidence for 3c

## Observer's notes

- Teacher and/or Student quotes
- Teacher and/or Student behavior
- Observations of the classroom environment
- Numerically-qualified statements of instructional implementation

Artifacts (Products of teacher or student work)

# Planning for 3c evidence:

***If the teacher's goal is to have appropriate activities and assignments which cognitively engage students in lesson content, then***

1. How will a teacher know which activities and assignments will result in engagement for his/her students? What does 'flexibility in design' mean?
2. If successful learning requires students to 'think', should students be taught about thinking strategies, e.g. making inferences?
3. How are these concepts connected to student engagement: multiple correct answers; student choice; relevance; collaboration; and rigor?

# Planning for 3c evidence:

*If the teacher's goal is to design productive and appropriate instructional groups for the students and the purpose of the lesson, then*

1. What would it mean to use 'flexible grouping'?
2. What methods of forming groups could be used? (random, clock partners, student choice)
3. How should students be prepared to participate in instructional groups?

# Planning for 3c evidence:

***If the teacher's goal is to have materials and resources which are suitable for instruction and will engage students, then***

1. Do you need a rationale for needed materials and resources? How will you ensure materials and resources are available for ALL students?
2. Is a teacher limited to resources in the classroom? What other formats could be accessed for materials and resources?
3. Should students be involved in this process? How might that be done?

# Planning for 3c evidence:

*If the teacher's goal is for a lesson to have a logical structure for the activities, as well as appropriate pacing, then*

1. What does appropriate pacing mean? How is lesson-pacing implemented? Should a teacher communicate with students about this?
2. What determines the structure of a lesson? What are traditional elements of a well-planned lesson? Should a lesson include time for reflection and closure? Why?
3. Should a teacher evaluate his/her success in lesson planning?

# Which 3c element does this observation evidence address?

Students refer to posted group protocols for the science experiment. The teacher reminds students of group responsibilities before work begins. The teacher repeats the timeline for completion of work to be done.

***a. Activities and Assignments***

***b. Grouping of Students***

***c. Instructional Materials and Resources***

***d. Structure and Pacing***

Answer is b.

01June16 15

# Which 3c element does this observation evidence address?

The lesson begins with an oral review. The teacher allows students to talk in pairs; she listens to know which students understood the previous concept. The Smartboard activity helps students achieve goals by being able to see a shape and guess a shape before a discussion on sorting and identifying shapes. Independent practice allows students to create his/her own categories.

- a. Activities and Assignments***
- b. Grouping of Students***
- c. Instructional Materials and Resources***
- d. Structure and Pacing***

Answer is a.

01June16 16

# Which 3c element does this observation evidence address?

Teacher: "Are you making good use of our learning time? We must finish the sketch before we leave today. Remember if your sketch is complete, use your notebook for reviewing for our quiz tomorrow."

**a. Activities and Assignments**

**b. Grouping of Students**

**c. Instructional Materials and Resources**

**d. Structure and Pacing**

Answer is c.

01June16 17

# Which 3a element does this observation evidence address?

Student: "What does *chronological* mean?" Teacher: "Does anybody know what chronological means?" Another student: "Oh, I do." Teacher: "Tell us." Student: "In order." Teacher: "Yes, it's in order from first to last."

- a. Expectations for learning***
- b. Directions and procedures***
- c. Explanations of content***
- d. Use of oral and written language***

Answer is d.

01June16 18

Arkansas TESS has 4 levels of performance. . . .

## *Distinguished*

- Master Teacher
- Contributes to the field in and out of school
- Instructs for a 'community of learners'
- Facilitates motivated students: engaged and responsible for learning

# Arkansas TESS has 4 levels of performance. . . .

## *Proficient*

- Understands rubric component and proves competent implementation of concepts
- Possesses Professional and Decisional Capacity and commitment to them
- Constantly improving his/her practice through self-motivated learning and willingness to seek best practice for student growth

# Arkansas TESS has 4 levels of performance. . . .

## Basic

- Appears to understand concepts of a component and works to implement the elements
- Practice may not be consistent or entirely successful
- Willingness to learn from professional resources and other educators in seeking personal professional improvement

Arkansas TESS has 4 levels of performance. . . .

## *Unsatisfactory*

- Doesn't appear to understand concepts of rubric component
- Exhibits little or no commitment for improving professional practice
- May be inappropriate in instruction and/or communication with students

# Rubric Levels of Performance Vocabulary

| Unsatisfactory  | Basic  | Proficient  | Distinguished  |
|---|--|---|--|
| <p>Not</p> <p>No</p> <p>Not clear</p> <p>Unaware</p> <p>Does not respond</p> <p>Poor</p> <p>Not congruent</p> | <p>Some</p> <p>Attempts to</p> <p>Limited</p> <p>Moderate</p> <p>Uneven</p> <p>Inconsistent</p> <p>Rudimentary</p> | <p>Consistent</p> <p>High quality</p> <p>Timely</p> <p>Accurate</p> <p>Appropriate</p> <p>Clear</p> <p>Effective</p> <p>High expectations</p> | <p>All students</p> <p>Highly effective</p> <p>Entirely appropriate</p> <p>Adapted for individual students</p> <p>Fully aligned</p> <p>Extensive</p> |

# This is which level of performance for 3c?

1. Students, throughout the lesson, are highly intellectually engaged in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.
  - Distinguished
  - Proficient
  - Basic
  - Unsatisfactory

# This is which level of performance for 3c?

2. Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

## This is which level of performance for 3c?

3. Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.
- Distinguished
  - Proficient
  - Basic
  - Unsatisfactory

# This is which level of performance for 3c?

4. Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.
- Distinguished
  - Proficient
  - Basic
  - Unsatisfactory

# Level of Performance Answers

- 1) Distinguished
- 2) Proficient
- 3) Basic
- 4) Unsatisfactory

**Any surprises?**

# What does 3c look like?

**When observing a lesson in your classroom, your principal or other evaluator/observer may look for the following:**

- Instructional artifacts – student work and/or out of class assignments
- Teacher use of examples and metaphors that illustrate new learning; teacher connects with student knowledge, interests and culture
- Teacher promoting problem-solving; permitting choice, encouraging depth-find patterns, testing hypotheses, requiring thought; activities that are relevant and authentic
- Groupings are based on instructional goals
- Materials and resources ready for student use with little or no disruption

# Remember

Target *Proficient* performance because  
“Our performance goal is to LIVE in 3...  
And vacation in 4.”

# Think about it. . .

- After reviewing the Performance Levels for **Domain 3c: Engaging Students in Learning**, how do you rate on creating lessons for student engagement?
- How would you rate on this component?
- Which element do you know most about? What could you share with your peers about your experience?
- What pedagogical ideas can you share with colleagues to more effectively your students?

# Resources for Additional Learning

- **Enhancing Professional Practice: A Framework for Teaching**, 2nd Edition (Professional Development) by Charlotte Danielson
- **The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School** by Charlotte Danielson
- **Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool** by Charlotte Danielson