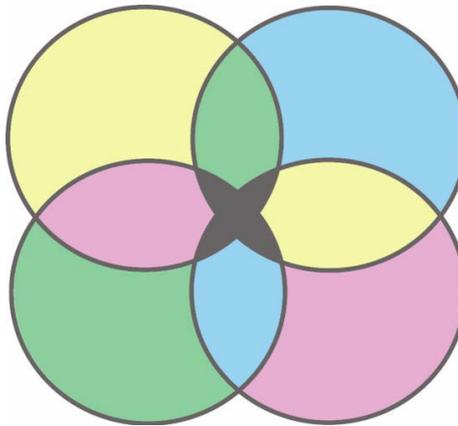


Domain 3: Instruction

3c: Engaging Students in Learning



The Framework for Teaching
Charlotte Danielson

Objectives

3c: Engaging Students in Learning

- ▶ Understand the elements of 3c
- ▶ Distinguish the difference in levels of performance
- ▶ Review examples of 3c behavior
- ▶ Identify my level of performance on 3c
- ▶ Incorporate strategies to improve my level of performance on 3c

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

Intellectually active versus “busy” and “on task”

- ▶ Essential components of engagement:
 - understanding through doing
 - engagement in discussion, debate, “what if” questions, discovering patterns, etc.
 - student selected work from a range of (teacher arranged) choices
 - 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 through 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?"
- ▶ 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.



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
- Promote learning and allow students to exercise some choice.



The Elements

2. Grouping of Students

- Whatever the grouping, skilled teachers decide it purposefully.
- Grouping students is also an element for 2c Managing Classroom Procedures.
- 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

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 first activity by arranging strips by levels

Relevant because. . .

- ▶ A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.

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.

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.

Relevant because. . .

- ▶ 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 Using Assessment in Instruction.*

Relevant because. . .

- ▶ 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.*

Relevant because. . .

- ▶ 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 Creating an Environment of Respect and Rapport.

Activity: Level of Performance

- ▶ You will read four classroom observation descriptions. They are numbered for reference not performance level.
- ▶ Sort by performance level.



Level of Performance



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.

Level of Performance



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.

Level of Performance



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.

Level of Performance



D.

- ▶ The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking.
- ▶ Resulting 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.

Level of Performance Answers

- ▶ A. Distinguished (Level 4)
- ▶ D. Unsatisfactory (Level 1)
- ▶ C. Basic (Level 2)
- ▶ D. Proficient (Level 3)

Any surprises?



Level 3: Proficient Critical Attributes

- ▶ Most students are intellectually engaged in the lesson.
- ▶ Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.
- ▶ Students have some choice in how they complete learning tasks.
- ▶ There is a mix of different types of groupings suitable to the lesson objectives.
- ▶ 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.

Level 2: Basic 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 primarily facts or procedures.
- ▶ Students have no choice in how they complete tasks.
- ▶ The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.
- ▶ The materials and resources are partially aligned to the lesson objectives; only some of them demand student thinking.
- ▶ The pacing of the lesson is uneven; it is suitable in parts, but rushed or dragging in others.

Level 1: Unsatisfactory

Critical Attributes

- ▶ Few students are intellectually engaged in the lesson.
- ▶ Learning tasks require only recall or have a single correct response or method.
- ▶ The materials used ask students only to perform rote tasks.
- ▶ 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.

Level 4: Distinguished Critical Attributes

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

- ▶ Virtually all students are highly engaged in the lesson.
- ▶ Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.
- ▶ Students suggest modifications to the grouping patterns used.
- ▶ Students have extensive choice in how they complete tasks.
- ▶ Students suggest modifications or additions to the materials being used.
- ▶ Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

Check Your Work

Level 4 Distinguished

- ▶ Students are asked to write an essay “in the style of Hemingway”.
- ▶ 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.

Check Your Work

Level 3 Proficient

- ▶ 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 report-out from each table.
- ▶ There is a clear beginning, middle, and end to the lesson.
- ▶ The lesson is neither rushed nor does it drag.
- ▶ Five students (out of 27) are playing video games, texting, etc

Check Your Work

Level 2 Basic

- ▶ 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; most students are able to complete it during this time.

Check Your Work

Level 1 Unsatisfactory

- ▶ Most students are playing video games during the lesson.
- ▶ Students are able to fill out the lesson worksheet by copying words from the board.
- ▶ 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.

Levels of Performance



- ▶ Use your rubric. Watch 2–4 video clips to determine the one that is predominately a Level One, Two, Three or Four.
- ▶ Discuss
- ▶ Remember...Our performance goal is to LIVE in 3...and vacation in 4.



Remember...

- ▶ 3C: Engaging Students in Learning is the heart of the Framework.
- ▶ This is also the theme in most CCSS work.
- ▶ Our goal is to practice PROFICIENT teaching behaviors daily.
- ▶ Complete your exit slip.

