

DESCRIPTIONS OF STUDENT ENGAGEMENT TERMS

<i>DESCRIPTION & EXAMPLES</i>	<i>NON-EXAMPLES</i>
1. ENGAGES IN SETTING LEARNING GOALS	
<p>Students set short or long term goals for content areas, assessment data</p> <ul style="list-style-type: none"> • Students write personal achievement goals in journal and share with partner 	<ul style="list-style-type: none"> • Begins a unit of study without expectations or outcomes
2. ENGAGES IN MAKING CHOICES	
<p>Students assigned same concept but given some control in the learning process, e.g., choices of practice tasks</p> <ul style="list-style-type: none"> • Selects learning activity, text or product to create from several options 	<ul style="list-style-type: none"> • Same learning task or text for all students • No choice in how to demonstrate mastery
3. ENGAGES IN READING	
<p>Students provided time daily to read connected text they can read accurately</p> <ul style="list-style-type: none"> • Sustained silent reading time; reading workshop, literature circles, reciprocal teaching 	<ul style="list-style-type: none"> • Reading only occurs in English/language arts • Reading a worksheet and answering procedural or interrogative questions
4. ENGAGES IN WRITING	
<p>Students engage in sustained writing across grades and content areas.</p> <ul style="list-style-type: none"> • Journal writing, note-taking, blogging 	<ul style="list-style-type: none"> • Fill-in-the-blank exercises; no choice of topics
5. ENGAGES IN DISCUSSING TEXT OR OTHER INPUT	
<p>Students talk with peers about what their reading and writing; talk is purposeful, and related to curricular texts/topics</p> <ul style="list-style-type: none"> • Small group/partner problem solving or dialogue response to texts read 	<ul style="list-style-type: none"> • Interrogational nature • Teachers pose questions, students respond, teacher verifies or corrects
6. ENGAGES IN PROBLEM SOLVING	
<p>Problem-based tasks or inquiry often in small groups on authentic problems</p> <ul style="list-style-type: none"> • Prioritizing and selecting alternatives for solutions; dissecting scenarios 	<ul style="list-style-type: none"> • Isolated problems with no relevancy or meaning to answers
7. CREATES PRODUCTS	
<p>Students engage in information gathering, critical thinking hands-on task</p> <ul style="list-style-type: none"> • Constructs models, games, videos, simulations, books, posters, PSA 	<ul style="list-style-type: none"> • Filling in the blanks on worksheet • Reading teacher-made PowerPoint
8. PEER TUTORING, COOPERATIVE LEARNING, RECIPROCAL TEACHING, COOPERATIVE GROUPS	
<p>Students teach and learn from each other. Reciprocal Teaching groups of 4 discuss a text read using cognition roles:</p> <ul style="list-style-type: none"> • Cooperative groups jigsaw a text with members assigned parts to teach 	<ul style="list-style-type: none"> • Using whole class as the dominant structure • Students work independently with no interaction with peers

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9. APPLIES METACOGNITION STRATEGIES	
Students construct meaning while reading text using cognition strategies <ul style="list-style-type: none"> • Students text and write connections, questions, inferences in journals or use graphic organizers 	<ul style="list-style-type: none"> • Focus is on skills such as cause and effect • Responses to text reading focus on rote, low-level comprehension questions
10. CREATES/USES LEARNING TOOLS, INDICATE: CONCEPT MAP, GRAPHIC ORGANIZERS, MANIPULATIVES, OTHER	
Graphic organizers and concept mapping used to learn and retain concepts, make connections among concepts <ul style="list-style-type: none"> • Use of calculators on math problems • Creating foldables as study guides 	<ul style="list-style-type: none"> • Using teacher-made graphic organizers and concept maps
11. ENGAGES IN SELF-ASSESSMENT OF THEIR WORK, WHAT THEY LEARN, AND HOW THEY LEARN	
Students reflect on work, assess their learning progress and next steps <ul style="list-style-type: none"> • Student checks work before turning in to teacher; completes an Exit Ticket 	<ul style="list-style-type: none"> • Checking responses without asking students to explain their thinking when not correct
12. ENGAGES IN ASKING FOR AND GIVING SPECIFIC FEEDBACK TO PEERS AND TO THE TEACHERS	
Time and structure are provided for peer-to-peer feedback. <ul style="list-style-type: none"> • Partners use rubric to give feedback to each other; student-teacher conference 	<ul style="list-style-type: none"> • Programmed instruction, praise, punishment, extrinsic rewards (p. 174) • Summative feedback
LOWER-YIELD PRACTICES FOR STUDENTS	CONSIDER SUGGESTING
1. COMPLETES WORKSHEET AND HOMEWORK	
Predominant and overuse of worksheets for practice	Authentic reading and writing tasks
2. ENGAGES IN ORAL TURN TAKING	
Whole class checking of work	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	Every student uses a dry-erase boards display simultaneously an answer
4. ENGAGES IN LISTENING	
While teacher lectures, students passively listen	Students use interactive note-taking or graphic organizer
5. ENGAGES IN OFF-TASK BEHAVIORS	
Students talking, sleeping, throwing objects, working on assignment for another class	Student use high-yield, research-based strategies. Materials are ready, group/partner selected