

Characteristics of Classrooms with High Student Engagement

Characteristic of Classrooms with High Engagement Rates	Examples	Non-Examples
The classroom has well established routines and procedures.	<p>Students have classroom jobs that empower them to manage daily procedures.</p> <p>Little teacher time is spent on housekeeping and transitions.</p> <p>Students have easy access to materials.</p>	<p>Teachers give instructions for every activity and transition.</p> <p>A large amount of time is spent on management activities: passing out or managing materials, telling students where to go, etc.</p> <p>Students do not participate in a learning experience because they don't have a book or pencil, etc.</p>
Lessons are appropriately paced.	<p>Whole group direction instruction is limited.</p> <p>Teachers use appropriate wait time for students to process information or respond to a question.</p> <p>Lessons are broken down into various components, including varying learning styles and modalities.</p>	<p>Students are sitting listening for large periods of time.</p> <p>Students finish work early and have nothing to do.</p> <p>Teacher moves on to a new student if a student does not respond immediately to a question.</p>
Students are flexibly grouped.	<p>Direct instruction is often provided in small groups. Groupings changed due to student needs and the nature of instruction. Sometimes they are heterogeneously grouped, sometime homogeneously. Students engage in structured partner and group work. Roles within partners or teams are clearly defined and students are regularly given feedback.</p>	<p>All instruction is whole group.</p> <p>Students always work in the same groups.</p> <p>Some students do all of the work within a group while others do little or nothing.</p> <p>Students are given work to do independently that they have not yet developed solid skills with.</p>
Learning goals	Objectives are posted and can be clearly	Assignments and expectations

<p>and expectations are clear.</p>	<p>articulated by students and teachers.</p> <p>Objectives are presented in a way that draws upon students' background knowledge and makes apparent the relevance to their lives.</p> <p>Learning goals are connected and part of an overall cohesive plan.</p> <p>Students have access to rubrics or samples of high quality work so they know what they are shooting for.</p> <p>Teachers conference with students about their work and students redo work that is not up to standards.</p> <p>Teachers give frequent positive feedback to recognize effort and growth.</p> <p>Students track their own progress.</p> <p>The class celebrates student and team successes.</p>	<p>for grades are unclear.</p> <p>Teachers do not return work in a timely fashion.</p> <p>Feedback to students is superficial.</p> <p>Students are not required to redo unsatisfactory work.</p>
<p>Lessons are differentiated.</p>	<p>Teachers ask specific questions to specific students to challenge their thinking.</p> <p>Students are flexibly grouped to target learning needs.</p> <p>Students are given a variety of strategies and materials to use to understand a concept or develop a skill.</p>	<p>All students are taught the same way.</p>
<p>Students have many opportunities to participate.</p>	<p>Strategy training allows for a gradual release of responsibility (I do, we do, you do) to allow for greater student independence.</p> <p>Students use a variety of response techniques:</p> <ul style="list-style-type: none"> ○ Written, Artistic, Oral Response ○ Choral response ○ Popcorn ○ Hand signals – Signs - Movement ○ Think-Pair-Share ○ Learning Slates ○ Interactive Technology ○ Discussion or Work Groups or Partners. 	<p>Teachers ask a question, students raise their hands to be called upon.</p> <p>Students read or answer questions round robin.</p>