

# **On-task is Not Enough - Students Must be Engaged**

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In education, **student engagement** refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.

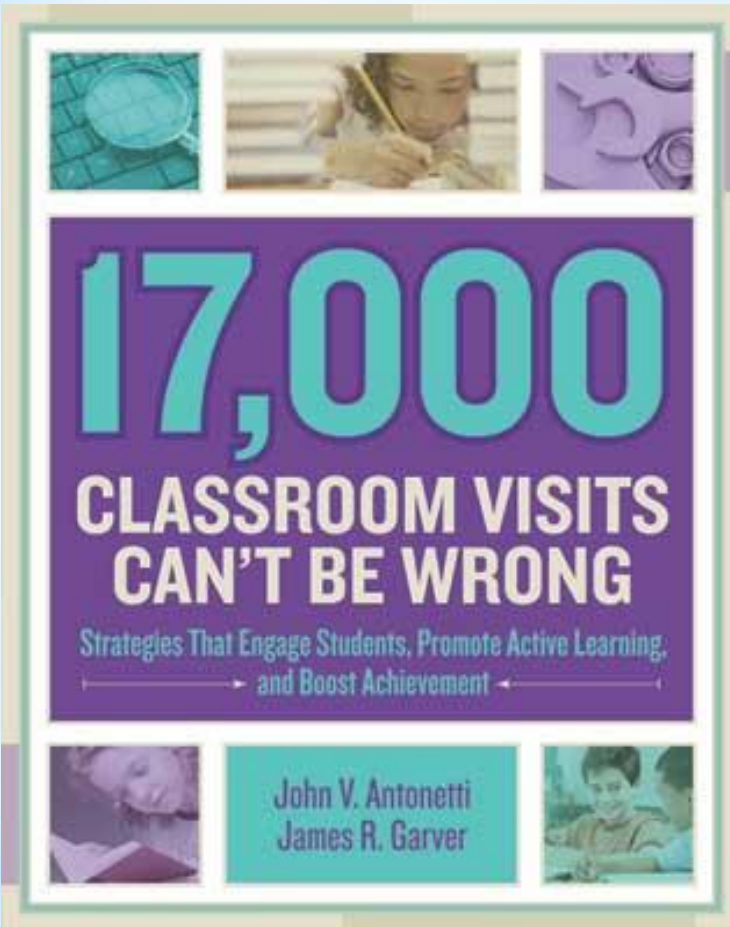
Glossary of Education Reform June 8, 2015

# Students who are engaged exhibit three characteristics:

1. They are **attracted** to their work
2. They **persist** in their work despite challenges and obstacles
3. They take **visible delight** in accomplishing their work

\*Engagement is NOT just keeping busy.

(Phillip Schlechty, 1994)



John V. Antonetti  
James R. Garver

# Focus on Learning

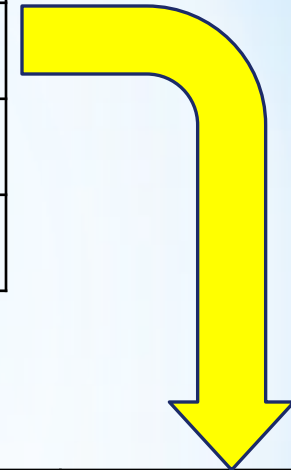


John V. Antonetti



James R. Garver

<b>Overall Engagement Level</b>	
<b>Engaged</b>	<b>6%</b>
<b>On-task</b>	<b>91%</b>
<b>Off-task</b>	<b>3%</b>



<b>Thinking Level</b>	<b># of visits</b>	<b>Off-Task</b>	<b>On-Task</b>	<b>Engaged</b>
<b>Low</b>	14,898	4%	94%	2%
<b>Middle</b>	1,541	< 1%	71%	29%
<b>High</b>	685	0%	58%	42%

*Look 2 Learning sample size: 17,124 classroom visits  
Antoinetti and Garver, 2015*

“The key to raising thinking in a meaningful way is to focus on the middle two levels of Bloom’s taxonomy, *application* and *analysis*.”

Antonetti & Garver, 2015, p. 31





“Task predicts  
performance.”

--Richard Elmore



# Activity

- Identify 7-10 typical classroom activities/tasks
- Write each on a sticky

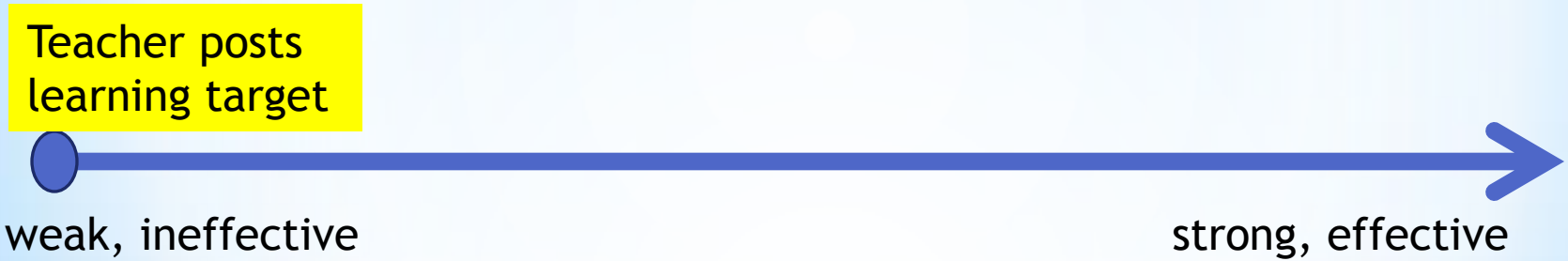
Think about...

what the teacher was doing and  
what the students were doing.

# Possible Classroom Observations

- Teacher posts learning target
- Students listen to a read-aloud
- Students work in small groups to solve a math problem
- Students watch a video
- Teachers calls on individual students to answer questions
- Students work in partners to conduct an experiment they designed
- Students complete a worksheet

# Adult Control



# Student Control

**What did you discover?**

	Baseline	Partners
Students can articulate what they are <i>doing</i> .	93%	93%
Students can articulate what they are <i>learning</i> .	33%	67%
Students can articulate <i>why they are learning</i> .	9%	42%
Students can articulate <i>what success looks like</i> .	4%	18%

*Look 2 Learning sample size: 12,237 classroom visits*

*Antonetti & Garver, 2015 p.52*

Baseline was gathered from schools where helping students personalize the objective was **not** an explicit part of professional development.

# 8 Qualities of Engagement

	Absent	Maybe	Strong
Personal Response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear/Modeled Expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional/Intellectual Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning with Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sense of Audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Novelty and Variety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Authenticity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

“Never mistake activity for achievement.”

John Wooden





<b># of Qualities Observed in a Classroom</b>	<b>Saw engagement</b>
0	<i>Never saw engagement</i>
1	6% of the time
2	16% of the time
3	86% of the time

Antonetti & Garver, 2015 p. 91



# Shifting Practice

- Students articulate the objective
- “Slicing in”
- Move to the middle
- Plan from the other side of the desk
- Go for three

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