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SAMPLE MATERIAL

RSDSS 6 Instructional Time Survey™: Aggregated Survey Results

Waterford High School, California

Topic: Turning Around Chronically Low-Performing Schools
Practice: Improving Instruction

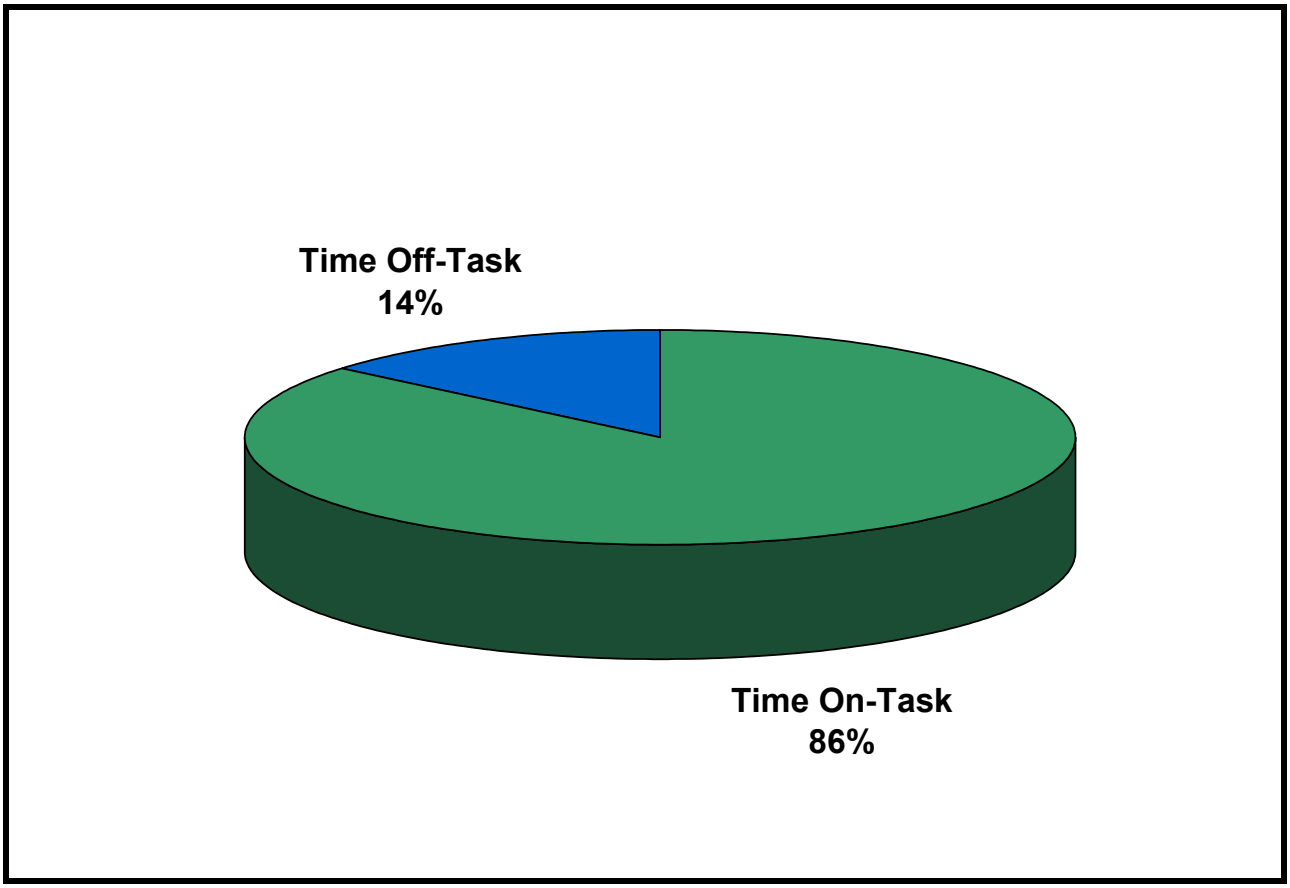
The following is a comprehensive explanation of all findings and recommendations from the Regional System of District and School Supports Instructional Time Survey. The purpose of the RSDSS Instructional Time Survey™ is to provide schools with aggregate statistical findings on their level of efficiency in the use of instructional time. This report provides graphical representations of the findings, narrative explanations, and recommendations for maximizing instructional time. The findings are presented in an aggregate format to facilitate a group approach to problem solving and goal setting. The survey also includes an example of a report from a comparison school on its use of instructional time.

RSDSS 6 Instructional Time Survey™

Aggregated Survey Results

Waterford High School
Waterford Unified School District

Survey Date: February 29, 2008



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RSDSS Instructional Time Survey™
Waterford High School
February 29, 2008

Executive Summary

The following is a summary of major findings and a brief list of recommendations contained within the Aggregated Survey Results report. A comprehensive explanation of all findings and recommendations is included within this document.

General Findings

Finding	Page
• 86% Time On-Task	3
• 14% Time Off-Task	3
• Instruction averaged 30 minutes per 45 minute observation	4
• Student Disengagement averaged 4 minutes per observation	6
• Greatest Time Category: Whole Class Instruction	7
• Checking for Student Understanding in 76% of the classrooms	8
• Clear Learning Objectives in 84% of the classrooms	11
• At-Grade level content addressed in 80% of the classrooms	12

Recommendations

- 85-90% Time On-Task
- 10-15% Time Off-Task
- Increase the number of questions asked, specifically higher-level questions

I. Introduction

On February 29, 2008, consultants from the Regional System of District and School Support, Region 6 (RSDSS) at San Joaquin County Office of Education visited Waterford High School in Waterford Unified School District to collect data for the *RSDSS Instructional Time Survey*™. The purpose of the *RSDSS Instructional Time Survey*™ is to provide schools with aggregate statistical findings on their level of efficiency in the use of instructional time. This report provides graphical representations of the findings, narrative explanations and recommendations for maximizing instructional time. The findings are presented in an aggregate format to facilitate a group approach to problem solving and goal setting.

According to Marzano (2003), the highest ranking factor having the most impact on student achievement is a "guaranteed and viable curriculum." We must guarantee that students have the opportunity to learn the curriculum they are expected to know and ensure its viability by teaching the content for a specific course (or grade level) in the time we have available. Given the comprehensiveness of our content standards, we must maximize the use of instructional time to guarantee our students have the opportunity to learn the required concepts and skills. Efficient and effective instruction translates into increased student achievement. Educators must pay continuous attention to teaching every child while minimizing the loss of valuable instructional time.

II. Survey Demographics

Number of Classrooms Observed	25 classrooms
Number of Observers	4 observers
Total Minutes Observed	1,124 minutes
Average Length of Observation	45 minutes

Table 1

The total number of minutes observed at Waterford High School was 1,124 minutes. Four consultants observed a total of 25 classrooms with the average observation lasting 45 minutes (Table 1). The subject areas observed include math, language arts, social studies, science, and nine other courses including CAHSEE prep, reading intervention, band, art, SDC, algebra support, Spanish, AVID and P.E. (Figure 1).

Subject			
	Frequency	Percent	Cumulative Percent
Math	4	16.0	16.0
Language Arts	6	24.0	40.0
Social Studies	3	12.0	52.0
Science	3	12.0	64.0
Other	9	36.0	100.0
Total	25	100.0	

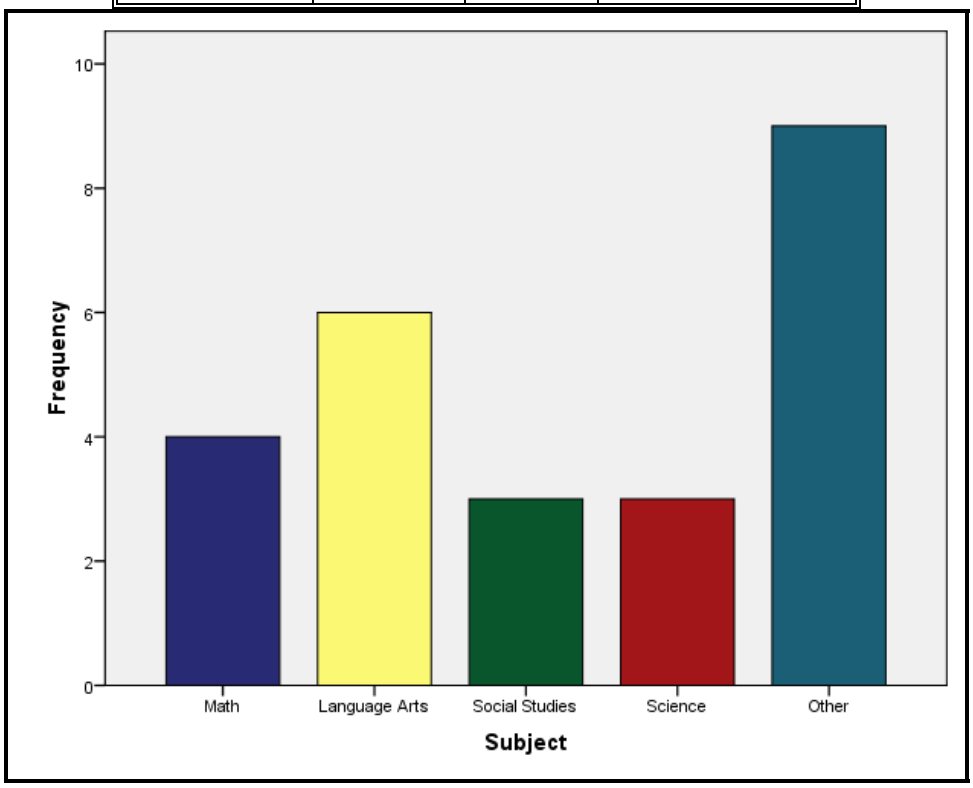
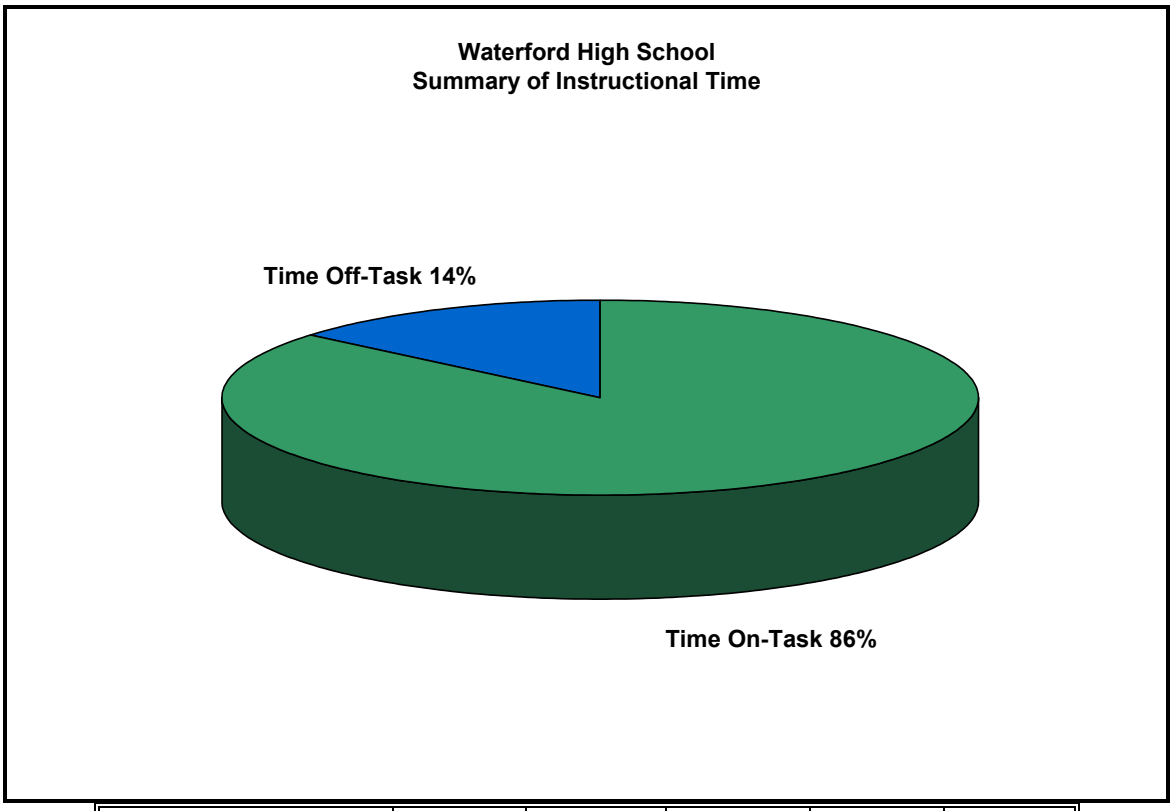


Figure 1

III. Time Results

The total number of minutes observed is divided into two main categories; time on-task and time off-task. Time on-task is generally characterized as students actively engaged in the learning process. Time off-task is defined as time in which students are disengaged from the learning process *or* time spent on activities unrelated to learning.



	N	Minimum	Maximum	Sum	Mean
Total Minutes Observed	25	30	60	1124	44.96
Total On-Task Minutes	25	17	55	966	38.64
Total Off-Task Minutes	25	0	29	158	6.32

Figure 2

The overall time results for Waterford High School were 86% time on-task and 14% time off-task (Figure 2). The total number of minutes observed was 1,124 minutes, of which 966 minutes were categorized as time on-task. The average time on-task per classroom observation was 39 minutes and ranged from a minimum of 17 minutes per observation to a maximum of 55 minutes per observation. These statistics indicate most classrooms at Waterford High School demonstrate high levels of student engagement and overall time on-task.

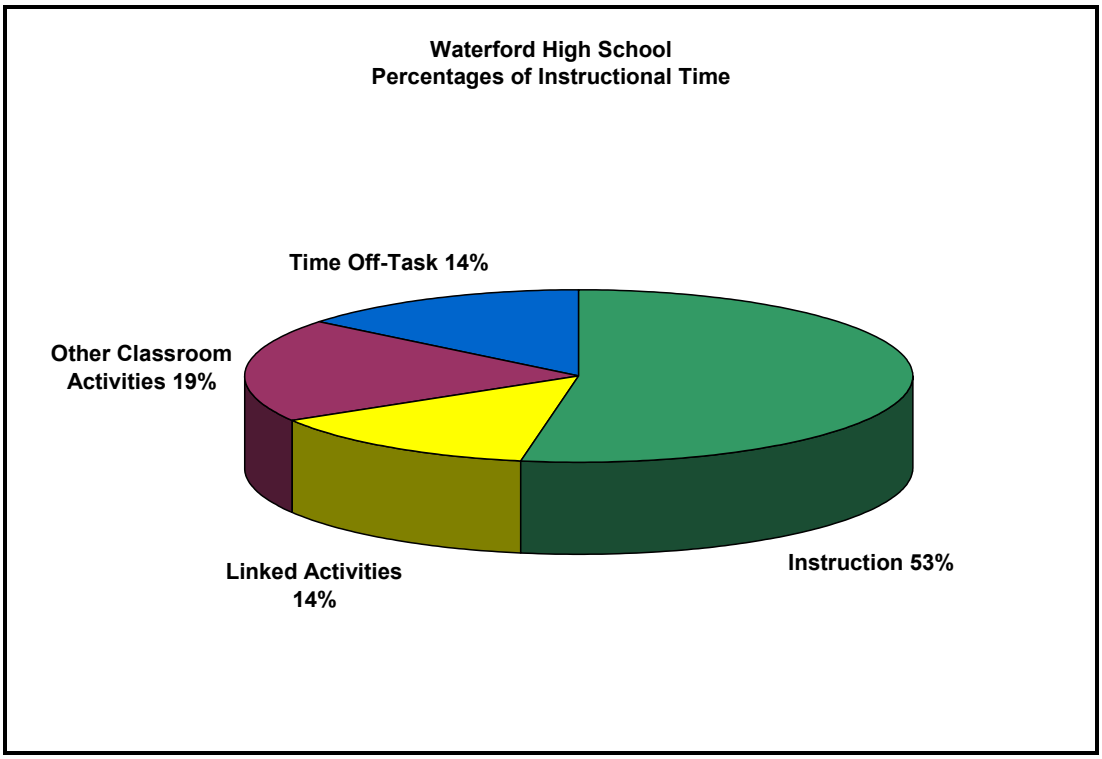


Figure 3

Time on-task is differentiated into three broad categories, Instruction, Linked Activities and Other Classroom Activities (Figure 3). The reason for this differentiation is to assist schools in identifying the percentage of total classroom time spent on Instruction & Linked Activities, teaching students *new* concepts and skills. The term "linked" indicates that the activities are directly connected to the content objective. At Waterford High School, 67% of the total classroom time observed was spent teaching students *new* concepts and skills. On average, each 45 minute classroom observation included 30 minutes of instruction and students engaged in independent practice of newly taught concepts and skills. These findings are an overall strength for Waterford High School. The percentage of time schools spend on teaching new concepts and skills is positively correlated with student academic achievement. Ensuring students the *opportunity to learn* is the highest ranking factor having the most impact on student achievement (Herman, Klein, & Abedi, 2000).

Time Categories		Minutes	% of Total Minutes
Total Minutes		**1,124**	**100%**
Instruction & Linked Practice	Whole Class Instruction Minutes	489	43.5%
	Small Group Instruction Minutes	68	6.0%
	Discussion Minutes	35	3.1%
	Linked Individual Assignment	109	9.7%
	Linked Independent Writing	45	4.0%
Other Classroom Activities	Stand-Alone Transition Activity	1	0.1%
	Stand-Alone Individual Assignment	58	5.2%
	Sustained Silent Reading	15	1.3%
	Round Robin Reading	8	0.7%
	Homework Review	4	0.4%
	Quiz/Test	111	9.9%
	Other	23	2.0%
Time Off-Task	20% or More of Students Disengaged	109	9.7%
	Transition - No Learning Activity	29	2.6%
	Other	20	1.8%

Table 2

Table 2 defines the individual components of the four time categories illustrated in Figure 3. At Waterford High School, the majority of minutes within the category of Instruction were spent on *Whole Class Instruction.* The second largest area was *Linked Individual Assignment*. The term "linked" indicates that the activity was directly connected to the learning objective addressed during *Whole Class Instruction*.

Other Classroom Activities accounted for 19% of the total minutes observed at Waterford High School (Figure 3). The category of Other Classroom Activities is generally defined as learning activities based on information that has been taught previously. The category of Other Classroom Activities also includes time spent on activities such as a test or homework review. At Waterford High School, *Quiz/Test* was the greatest category within the broader category of Other Classroom Activities. Two factors contributed to *Quiz/Test* as the greatest category; 1) the site visit occurred on a Friday and 2) the site visit occurred days before the administration of the California High School Exit Exam (CAHSEE). *Stand-Alone Individual Assignments* was the second largest category within in the broader category of Other Classroom Activities. These are assignments that students work on independently during class which are based on material taught previously. An important distinction between *Stand-Alone Individual Assignments* and *Linked Individual Assignm*ents is "linked" assignments are

based on *newly* taught concepts and skills, whereas, *Stand-Alone Individual Assignments* serve to provide students additional practice on previously learned content.

A general recommendation for the two main categories of time, on-task and off-task, is 85-90% and 10-15%, respectively. Most importantly, the category of Instruction & Linked Activities should constitute a *greater* percentage of on-task time than Other Classroom Activities. Waterford High School successfully demonstrates these recommendations.

Time off-task results for Waterford High School indicate the majority of off-task minutes were lost to student disengagement from the learning process (Figure 4). On average, students were disengaged from the learning process 4 minutes per classroom observation. In order for a minute to be counted as lost to student disengagement, 20% or more of the students (6 or more out of 30) must be disengaged.

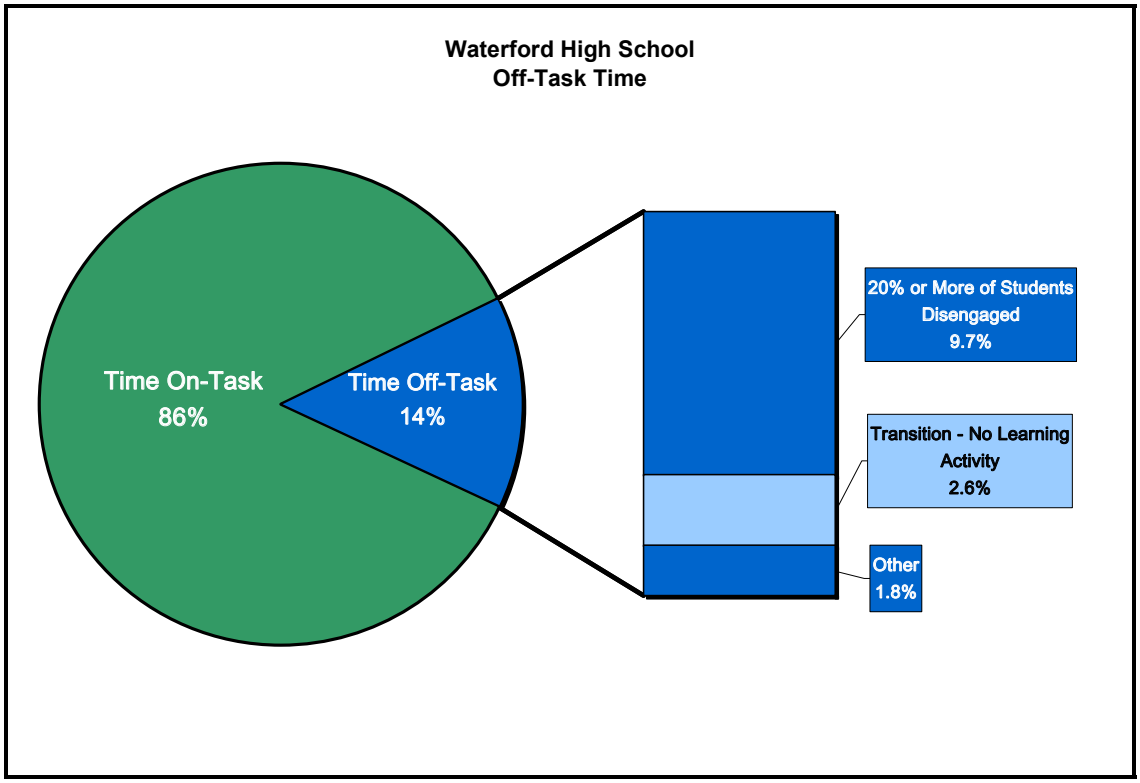


Figure 4

The second largest category in time off-task is transition time. These are minutes lost during the delay between the starting bell and the beginning of academic activities or transitions from one activity to another during class time. While it is true that some transitions

cannot be avoided (e.g. preparing to leave the classroom), a whole group effort and focus on reducing this percentage will quickly bring results. A recommendation to the staff as a whole is to engage in a professional dialogue regarding ideas and strategies that are currently implemented in classrooms at Waterford High School that work to limit the time spent on transitioning from one activity to another including class changes. A possible strategy for reducing this percentage, one that is currently implemented in most classrooms at Waterford High School, is to provide transition activities as students enter the classroom and hold them accountable for the completion of those activities.

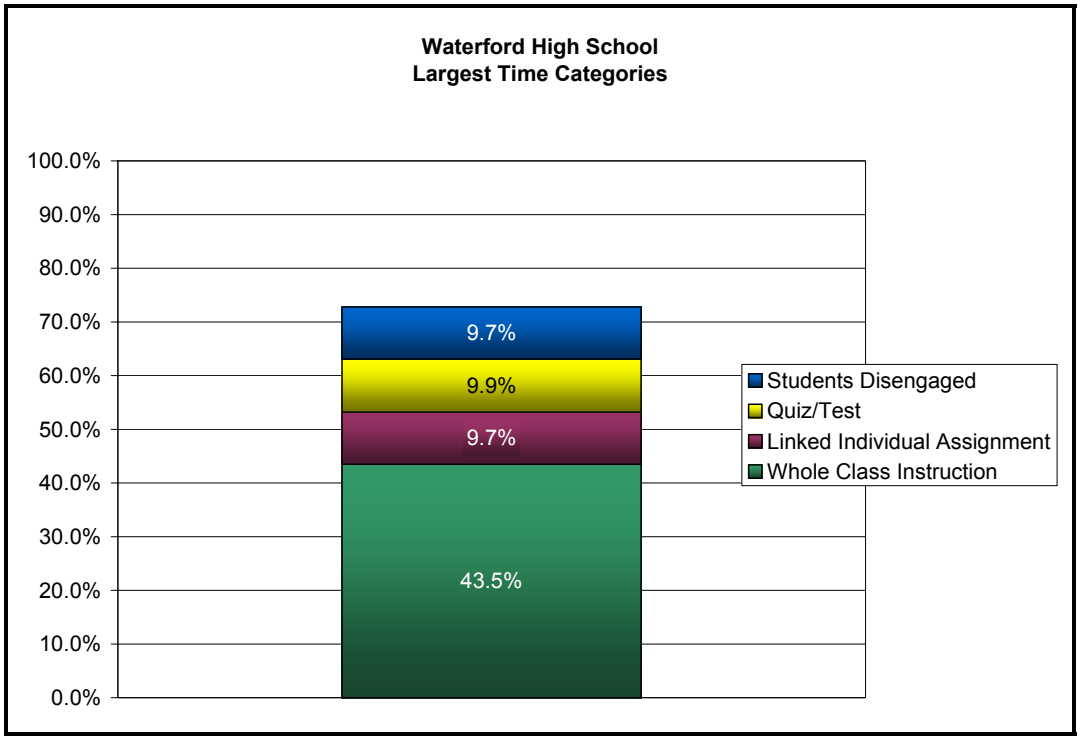


Figure 5

Figure 5 is a graphical representation of the greatest time categories at Waterford High School. These four categories account for over 70% of the total time observed. An interesting finding is the proportion of time in which students are disengaged from the learning process (9.7%). A powerful strategy that teachers can employ for increasing student engagement in the learning process is to increase the number of questions they ask, questions that hold *all* students accountable and continuously check for understanding. According to Rosenshine (1985), "Effective teachers ask more questions that check for student understanding than less effective teachers." It is through questioning that we increase student interest in the content.

In Marzano's (2001) publication, Classroom Instruction that Works, Research-Based Strategies for Increasing Student Achievement, his synthesis of research on effective instructional strategies tells us "questions designed to help students obtain a deeper understanding of content will eventually increase their interest in the topic." He quotes the work of Redfield and Rousseau (1981), "…research indicates that questions that require students to analyze information—frequently called higher-level questions—produce more learning than questions that simply require students to recall or recognize information—frequently referred to as lower-order questions." Questioning strategies that hold *all* students accountable by expecting *all* students to prepare a response prior to randomly selecting a student to respond are more effective than questioning strategies that only check students who volunteer to respond. When all students are held accountable to answer, it provides an incentive for students to remain engaged in the learning process. Effective questioning strategies and frequent questioning that checks for student understanding has a positive effect on student engagement levels.

IV. Checking for Student Understanding

In more than 76% of the classrooms observed at Waterford High School, students were called upon to answer questions using either a random system and/or student volunteers. In 24% of the classrooms observed, no questioning strategies to check for student understanding were present (Figure 6).

Figure 6 continued on Page 9

Checking for Understanding			
	Frequency	Percent	Cumulative Percent
Volunteer CFU	2	8.0	8.0
Random CFU	6	24.0	32.0
Both Volunteer & Random CFU	11	44.0	76.0
No CFU	6	24.0	100.0
Total	25	100.0	

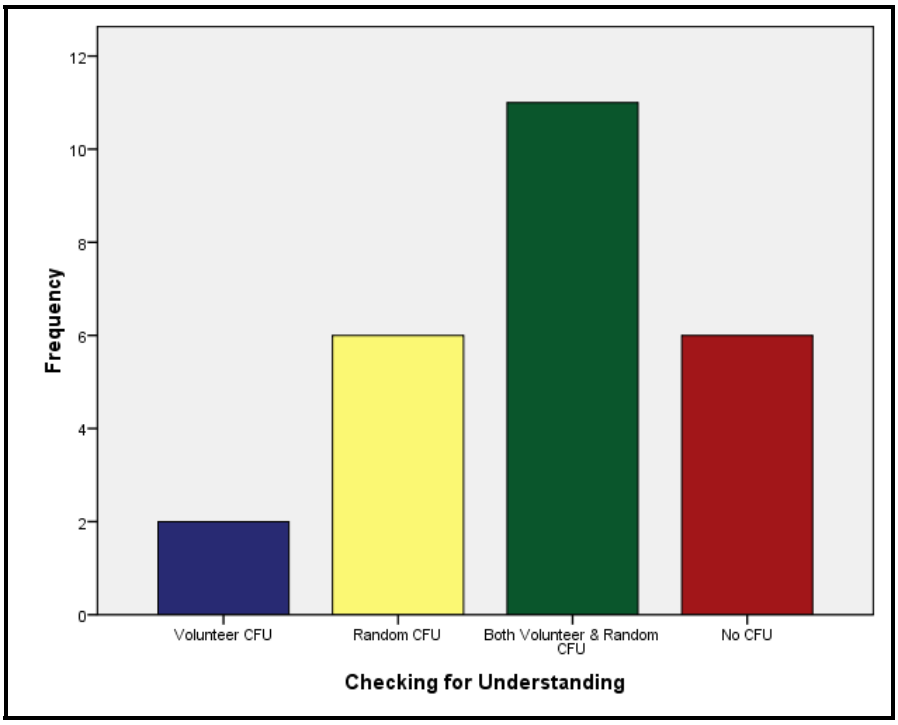


Figure 6

Number of Questions				
	N	Minimum	Maximum	Mean
# of Questions - Volunteers	13	1	13	5.00
# of Questions - Random	17	1	25	12.71

Table 3

Table 3 shows the average number of questions answered by volunteering students versus randomly selected students. The average number of questions asked to randomly selected students was 13 questions per 45 minute observation. While checking for understanding strategies were present in 76% of the classrooms observed (Figure 6), there is further opportunity at Waterford High School to increase the number of questions asked in many classrooms. A recommendation to each individual staff member is to reflect on the effectiveness of the questioning strategies you implement within your own classroom to ensure that you frequently check for student understanding, hold all students accountable, and include higher-level questions that work to increase student interest in the content.

V. Procedures and Routines

Classroom Procedures			
	Frequency	Percent	Cumulative Percent
Yes	20	80.0	80.0
No	5	20.0	100.0
Total	25	100.0	

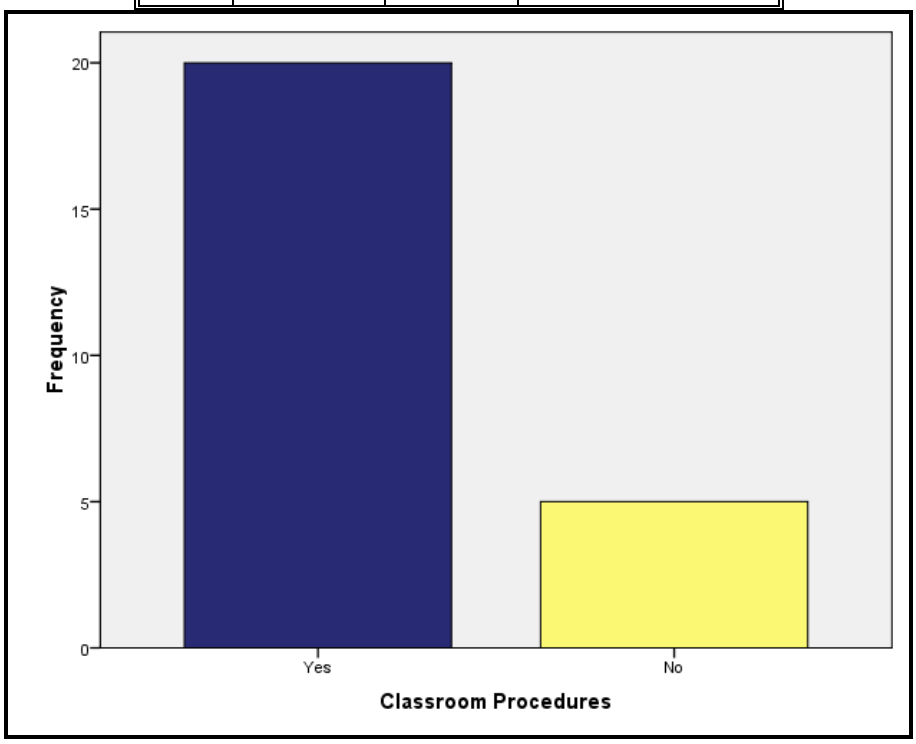


Figure 7

Observable classroom procedures were present in 80% of the classrooms visited at Waterford High School (Figure 7). Observed procedures include transition activities as students entered the classroom, structure that minimized the time needed to pack up at the end of the class period, and high expectations for student behavior, expectations that were continuously reinforced through teacher prompts and signals.

VI. Content Objective and Rigor

Content Objective			
	Frequency	Percent	Cumulative Percent
Clear Learning Objective	21	84.0	84.0
Unclear Learning Objective	4	16.0	100.0
Total	25	100.0	

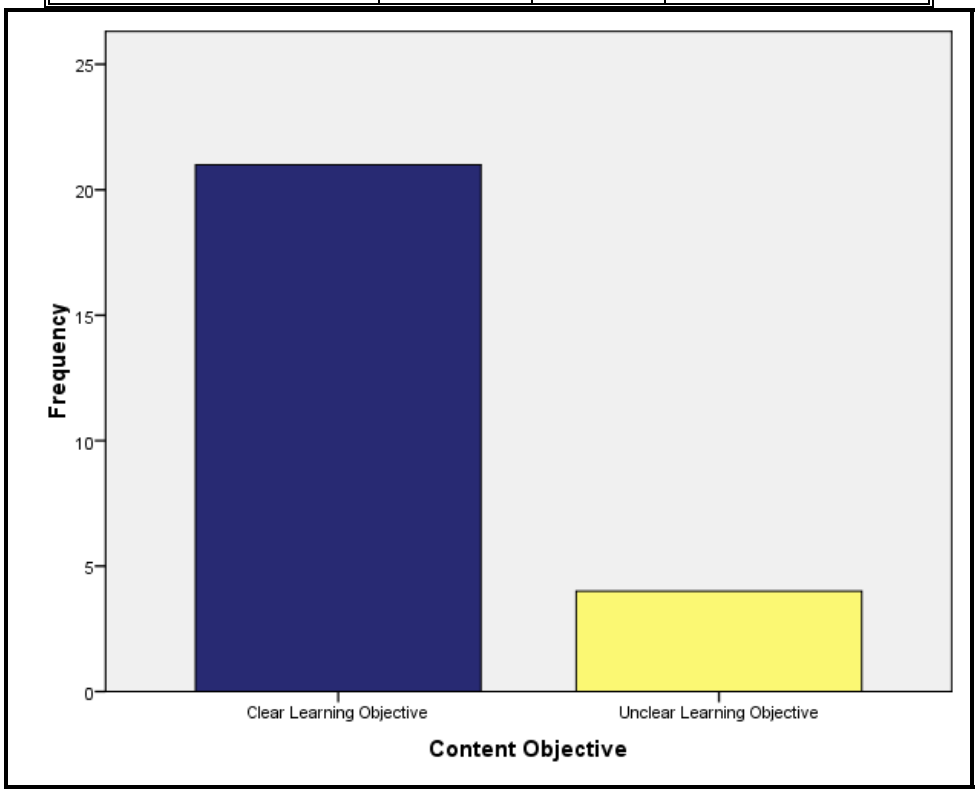


Figure 8

"Structuring comments made at the beginning of a lesson are designed to clarify for the students the purposes, procedures, and actual content of the subsequent learning experience. Such comments are associated with improved student engagement during the learning activity and with overall achievement." This quote, taken from the 7th Edition of Models of Teaching (2004), summarizes the research of eleven researchers spanning more than a decade of work. It provides us with substantial evidence on the power of clear learning objectives. At Waterford High School, 84% of the classroom observations incorporated learning objectives that provided students with an understanding of the expectations for their learning (Figure 8).

Rigor of Content			
	Frequency	Percent	Cumulative Percent
At Grade Level Content	20	80.0	80.0
Below Grade Level Content	5	20.0	100.0
Total	25	100.0	

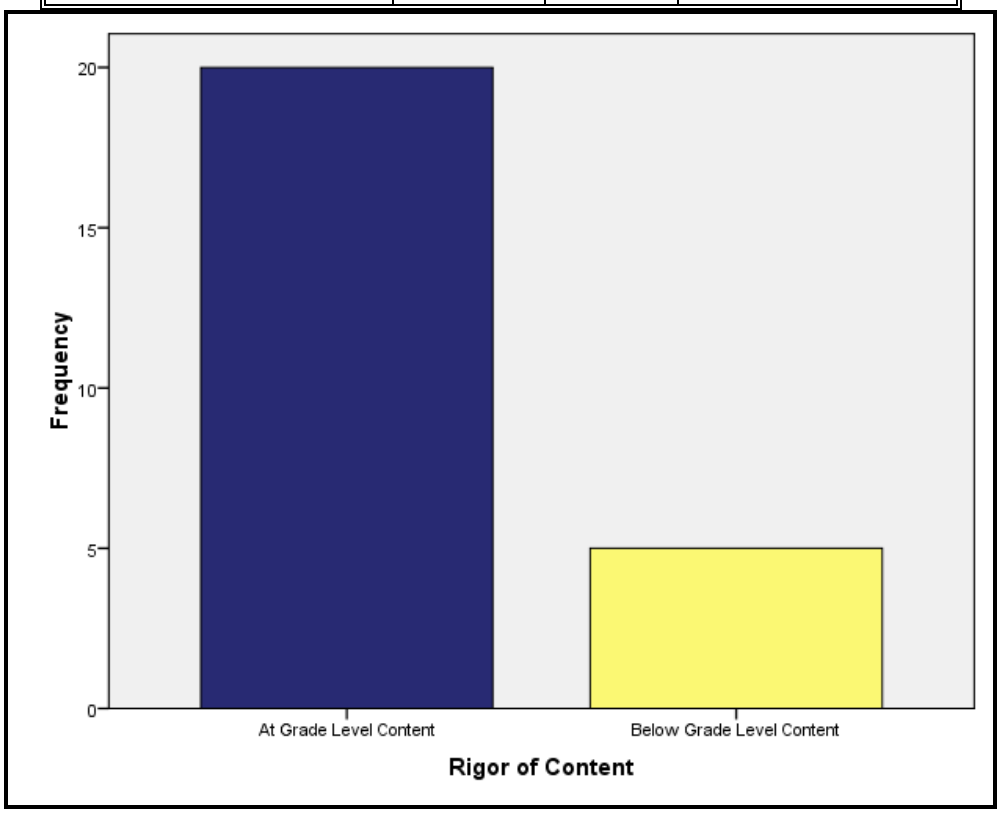


Figure 9

Figure 9 shows the percentage of classroom observations at Waterford High School that provided at grade-level content for the specific subject area observed. During a classroom observation, the observer references the content standards for the subject area and grade-level observed and identifies the standard(s) being taught. If the skills/concepts addressed during the classroom observation are not reflected in the content standards, the observer then determines the grade-level of the observed skills/concepts. At Waterford High School, 80% of the classrooms observed were at grade-level and were reflective of the content standards appropriate for the specific content area observed. In 20% of the classrooms observed, below grade-level skills/concepts for the grade level of the observed students was taught. Waterford High School provides intervention classes that were included in the observations accounting for most of the observations addressing below grade level content.

References Cited

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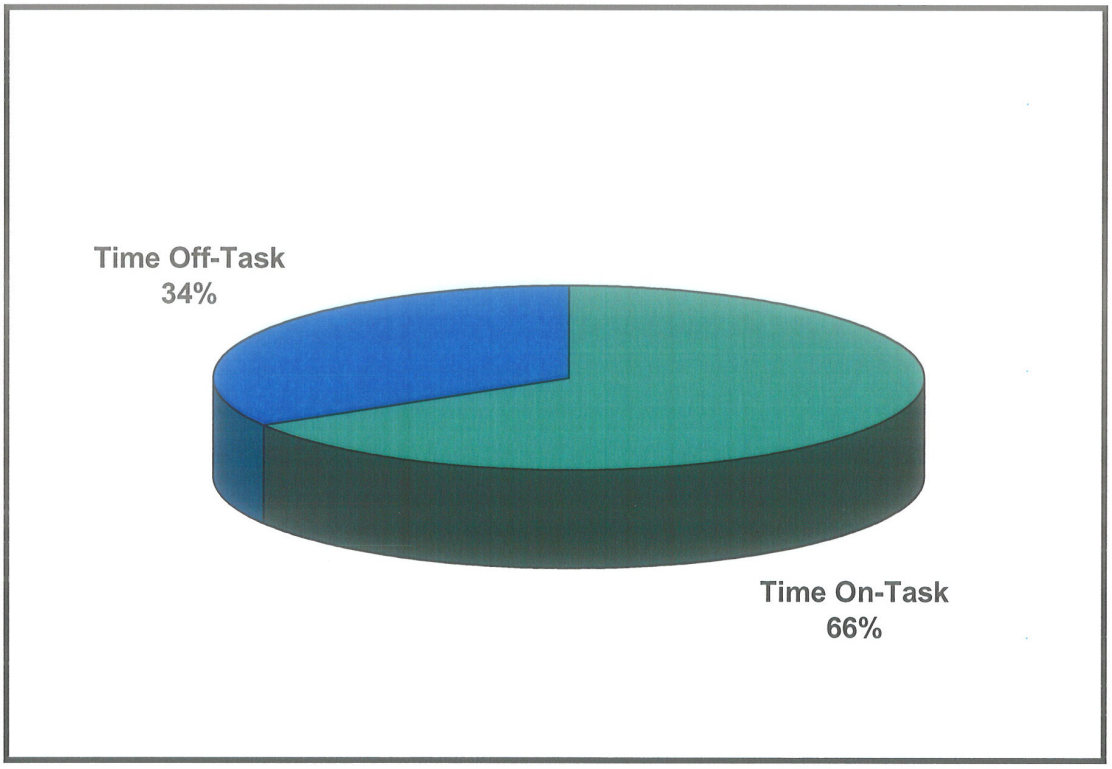
RSDSS 6 Instructional Time Survey™

Aggregated Survey Results

North School
Tracy Unified School District

Survey Date: February 20, 2008



RSDSS Instructional Time Survey™

North School
February 20, 2008

Executive Summary

The following is a summary of major findings and a brief list of recommendations contained within the Aggregated Survey Results report. A comprehensive explanation of all findings and recommendations is included within this document.

General Findings	Page
• 66% Time On-Task	3
• 34% Time Off- Task	3
• Instruction averaged 17 minutes per 39 minute observation	4
• Greatest Time Category: Whole Class Instruction	6
• Checking for Student Understanding in 75% of the classrooms	9
• Clear Learning Objectives in 85% of the classrooms	11
• At-Grade level content addressed in 94% of the classrooms	12

Recommendations

- 85-90% Time On-Task
- 10-15% Time Off-Task
- Focus initially on increasing student engagement levels:
    - Develop consistent classroom procedures schoolwide
    - Increase checking for student understanding
        - More questions
        - Ask both lower and higher-level questions
        - Expect all student to prepare a response prior to calling on random students
        - Hold all students accountable for work completed in class

RSDSS Instructional Time Survey™ Overview

On February 20, 2008, consultants from the Regional System of District and School Support, Region 6 (RSDSS) at San Joaquin County Office of Education visited North School in Tracy Unified School District to collect data for the *RSDSS Instructional Time Survey*. The purpose of the *RSDSS Instructional Time Survey* is to provide schools with aggregate statistical findings on their level of efficiency in the use of instructional time. This report provides graphical representations of the findings, narrative explanations and recommendations for maximizing instructional time. The findings are presented in an aggregate format to facilitate a group approach to problem solving and goal setting.

According to Marzano (2003), the highest ranking factor having the most impact on student achievement is a "guaranteed and viable curriculum." We must guarantee that students have the opportunity to learn the curriculum they are expected to know and ensure its viability by teaching the content for a specific course (or grade level) in the time we have available. Given the comprehensiveness of our content standards, we must maximize the use of instructional time to guarantee our students have the opportunity to learn the required concepts and skills. Efficient and effective instruction translates into increased student achievement. Educators must pay continuous attention to teaching every child while minimizing the loss of valuable instructional time.

Survey Demographics – North School

Number of Classrooms Observed	33 classrooms
Number of Observers	5 observers
Total Minutes Observed	1,296 minutes
Average Length of Observation	39 minutes

Table 1

The total number of minutes observed at North School was 1,296 minutes. Five consultants observed a total of 33 classrooms with the average observation lasting 39 minutes (Table 1). The classrooms observed include single grade levels, K through 8th (Table 2). Subject areas observed include math, language arts, social studies, science, English language development and other courses such as physical education and band. The subject areas observed were distributed across all grade levels (Figure 1).

Grade			
	Frequency	Percent	Cumulative Percent
Kinder	3	9.1	9.1
1st Grade	4	12.1	21.2
2nd Grade	3	9.1	30.3
3rd Grade	3	9.1	39.4
4th Grade	2	6.1	45.5
5th Grade	3	9.1	54.5
6th Grade	2	6.1	60.6
7th Grade	5	15.2	75.8
8th Grade	8	24.2	100.0
Total	33	100.0	

Table 2

Subject			
	Frequency	Percent	Cumulative Percent
Math	12	36.4	36.4
Language Arts	12	36.4	72.7
Social Studies	1	3.0	75.8
Science	1	3.0	78.8
ELD	3	9.1	87.9
Other	4	12.1	100.0
Total	33	100.0	

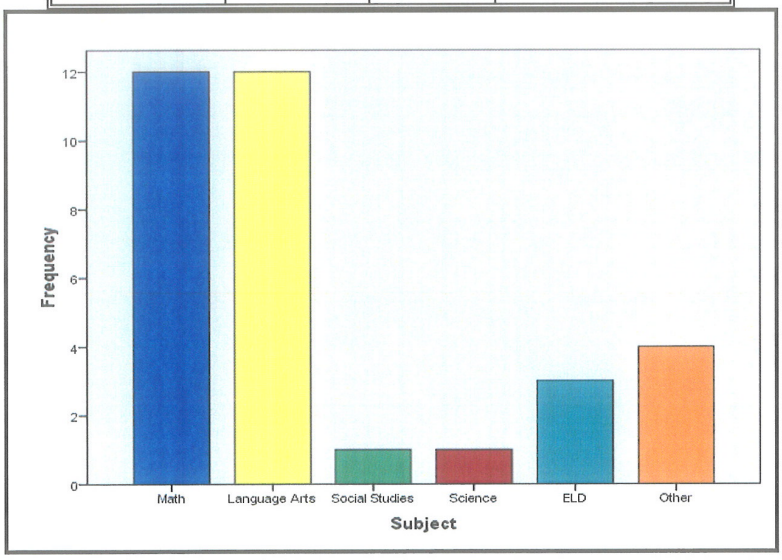
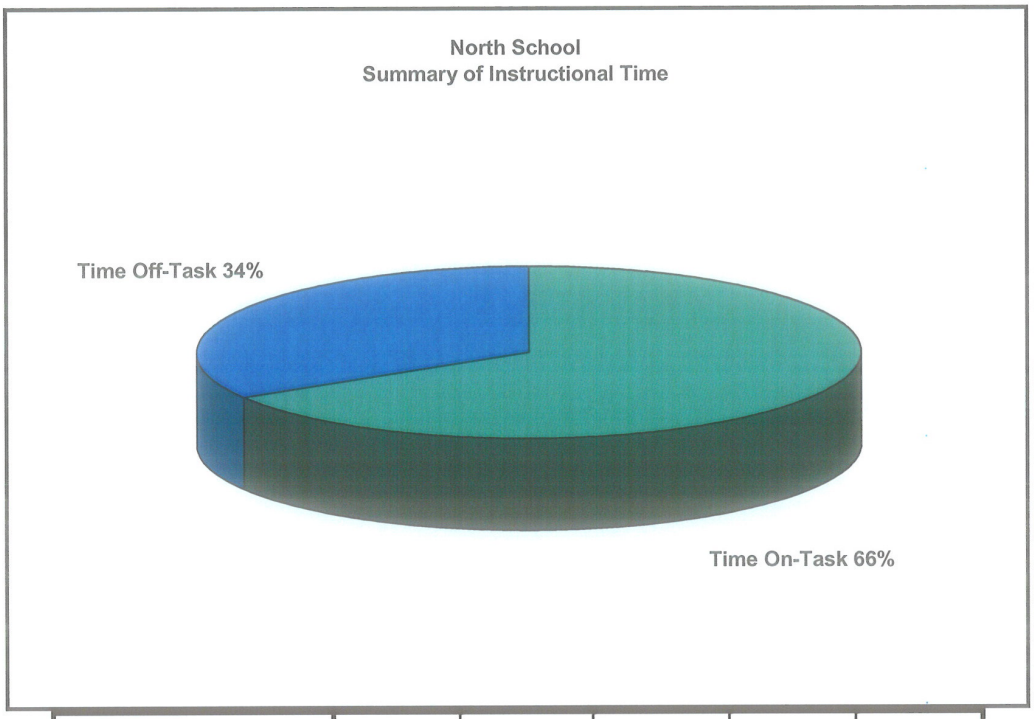


Figure 1



	N	Minimum	Maximum	Sum	Mean
Total Minutes Observed	33	19.00	45.00	1296.00	39.2727
Total On-Task Minutes	33	4.00	44.00	861.00	26.0909
Total Off-Task Minutes	33	.00	36.00	435.00	13.1818

Figure 2

The total number of minutes observed is divided into two main categories; time on-task and time off-task. Time on-task is generally characterized as students actively engaged in the learning process. Time off-task is defined as time in which students are disengaged from the learning process *or* time spent on activities unrelated to learning.

The overall time results for North School were 66% time on-task and 34% time off-task (Figure 2). The total number of minutes observed was 1,296 minutes, of which 861 minutes were categorized as time on-task. The average time on-task per classroom observation was 26 minutes and ranged from a minimum of 4 minutes per observation to a maximum of 44 minutes per observation. This maximum of 44 minutes is nearly equivalent to the 45 minute maximum observation. In at least one observation, the students were actively engaged in the learning process during the entire observation. Conversely, in at least one observation, students were actively engaged in the learning process for only 4 minutes of the entire

observation. These findings indicate that North School students are responsive to classroom environments that provide high levels of structure and expectations for their behavior. Since the statistical average of on-task minutes per observation is 26 minutes, *most* classrooms had higher levels of on-task minutes than off-task minutes.

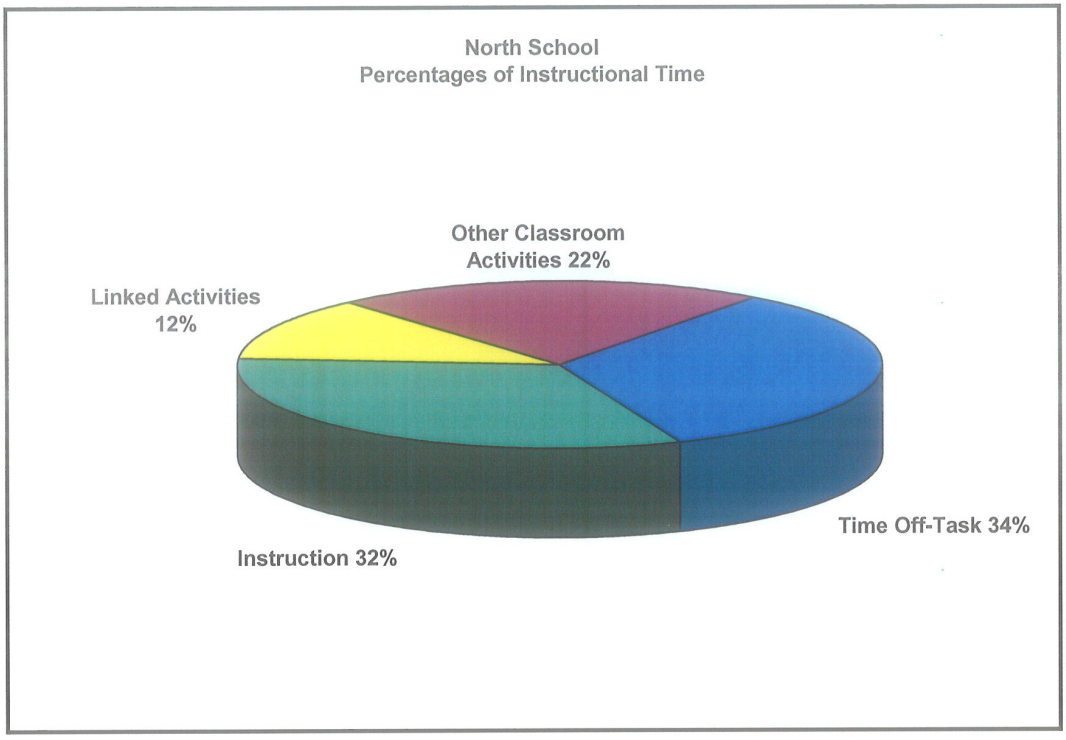


Figure 3

Time on-task is differentiated into three broad categories, Instruction, Linked Activities and Other Classroom Activities (Figure 3). The reason for this differentiation is to assist schools in identifying the percentage of total classroom time that is spent on Instruction & Linked Activities, teaching students *new* concepts and skills. The term "linked" indicates that the activities are directly connected to the content objective. At North School, 44% of the total classroom time observed was spent teaching students *new* concepts and skills. On average, each 39 minute classroom observation included 17 minutes of instruction and students engaged in independent practice of newly taught concepts and skills. The percentage of time schools spend on teaching new concepts and skills is positively correlated with student academic achievement. Ensuring students the *opportunity to learn* is the highest ranking factor having the most impact on student achievement (Herman, Klein, & Abedi, 2000).

Time Categories		Minutes	% of Total Minutes
Total Minutes		1,296	100%
Instruction & Linked Practice	Whole Class Instruction Minutes	294	22.7%
	Small Group Instruction Minutes	72	5.6%
	Discussion Minutes	56	4.3%
	Linked Individual Assignment	86	6.6%
	Linked Independent Writing	70	5.4%
Other Classroom Activities	Stand-Alone Transition Activity	31	2.4%
	Stand-Alone Individual Assignment	34	2.6%
	Stand-Alone Independent Writing	21	1.6%
	Sustained Silent Reading	7	0.5%
	Round Robin Reading	48	3.7%
	Student Presentations	13	1.0%
	Homework Review	28	2.2%
	Quiz/Test	70	5.4%
	Other	31	2.4%
Time Off-Task	20% or More of Students Disengaged	281	21.7%
	Administrative Tasks	4	0.3%
	Collect Homework	6	0.5%
	Discipline	24	1.9%
	Transition - No Learning Activity	83	6.4%
	Other	37	2.8%

Table 3

Table 3 defines the individual components of the four time categories illustrated in Figure 3. At North School, the majority of minutes within the category of Instruction were spent on *Whole Class Instruction.* The second largest area was *Linked Individual Assignment*. The term "linked" indicates that the activity was directly connected to the learning objective addressed during *Whole Class Instruction*.

Other Classroom Activities accounted for 22% of the total minutes observed at North School (Figure 3). The category of Other Classroom Activities is generally defined as learning activities based on information that has been taught previously. The category of Other Classroom Activities also includes time spent on a quiz/test or homework review. At North School, *Quiz/Test* was the greatest category within the broader category of Other Classroom Activities. In at least two observations, the district writing assessment was being administered. *Round robin reading* was the second largest category within the broader category of Other Classroom Activities with 48 total minutes observed or 3.7% of the total

aggregate time observed. *Stand-Alone Individual Assignments* was the third largest category within in the broader category of Other Classroom Activities. These are assignments that students work on independently during class which are based on material taught previously. An important distinction between *Stand-Alone Individual Assignments* and *Linked Individual Assignm*ents is "linked" assignments are based on *newly* taught concepts and skills, whereas, *Stand-Alone Individual Assignments* serve to provide students additional practice on previously learned content.

The first step toward maximizing student learning opportunities and achieving increased levels of student academic achievement is to maximize time spent on Instruction & Linked Activities. A recommendation to the staff as a whole is to engage in professional dialogue regarding the differences between instruction on *new* concepts and skills versus continued practice on previously taught material. While it is important to provide students the opportunity to practice previously taught content, students must be provided the opportunity to learn the *new* concepts and skills they are expected to know by ensuring adequate time to teach them.

A general recommendation for the two main categories of time, on-task and off-task, is 85-90% and 10-15%, respectively. Most importantly, the category of Instruction & Linked Activities should constitute a *greater* percentage of on-task time than Other Classroom Activities. North School has successfully demonstrated this with 44% of time spent on Instruction & Linked Activities and 22% of time spent on Other Classroom Activities.

Time off-task results for North School indicate the majority of minutes were lost to student disengagement from the learning process. On average, students were disengaged from the learning process 13 minutes per classroom observation. In order for a minute to be counted as lost to student disengagement, 20% or more of the students (6 or more out of 30) must be disengaged. The following examples of student disengagement behaviors were observed at North School: 1) student disengagement during independent work, 2) students engaging in personal conversations during independent work, 3) student disengagement during slow pace with use of white boards, and 4) students waiting in line for teacher help. Although these examples are not an exhaustive list of the observed behaviors, it constitutes the majority of observed off-task minutes. Through a shared focus on reducing these observed behaviors, North School has the potential to easily reduce this category of time off-task. A consideration to make during your collaborative discussions is the extent to which students are held

accountable for independent work that is assigned in class as much of the minutes lost to student disengagement generally occurred during individual work time.

The second largest category in time off-task is transition time. These are minutes lost during the delay between the starting bell and the beginning of academic activities or transitions from one activity to another during class time. While it is true that some transitions cannot be avoided (e.g. preparing to leave the classroom), a whole group effort and focus on reducing this percentage will quickly bring results. A recommendation to the staff as a whole is to engage in a professional dialogue regarding ideas and strategies that are currently implemented in classrooms at North School that work to limit the time spent on transitioning from one activity to another. A possible strategy for minimizing this percentage is to provide transition activities as students enter the classroom and hold them accountable for the completion of those activities.

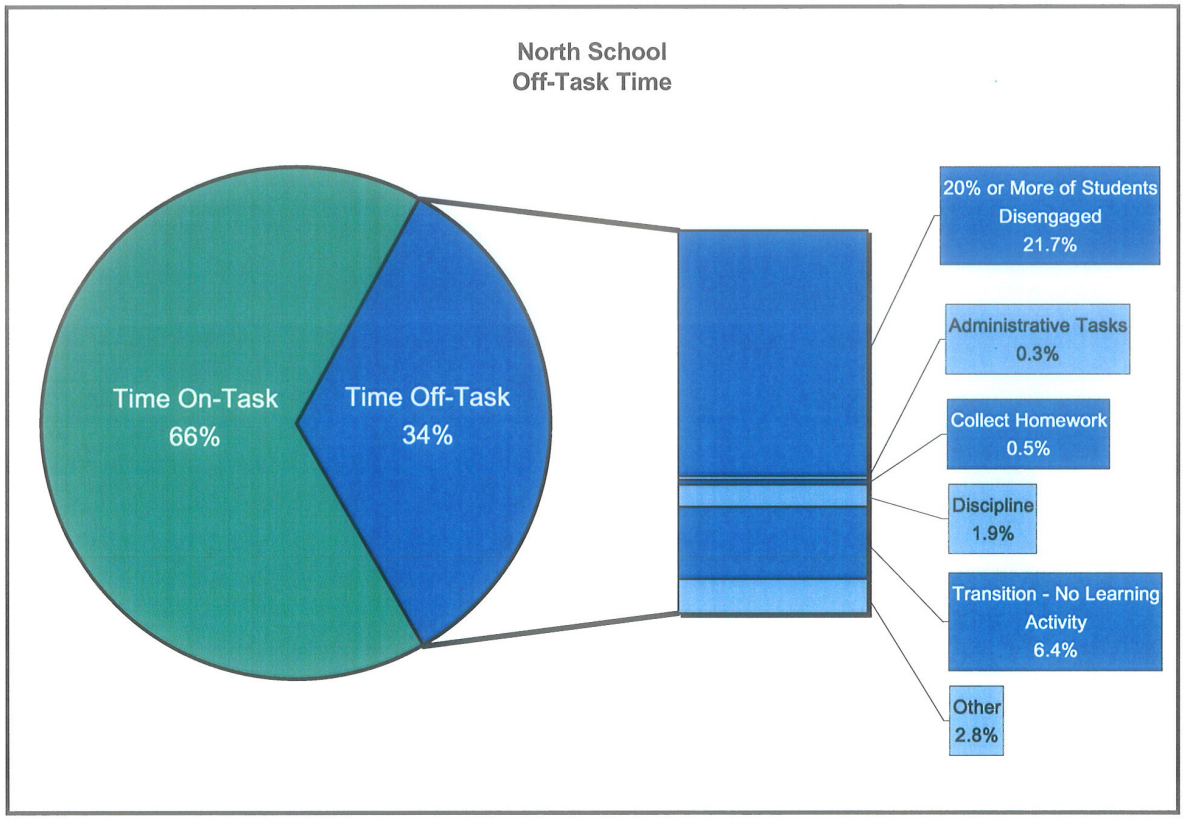


Figure 4

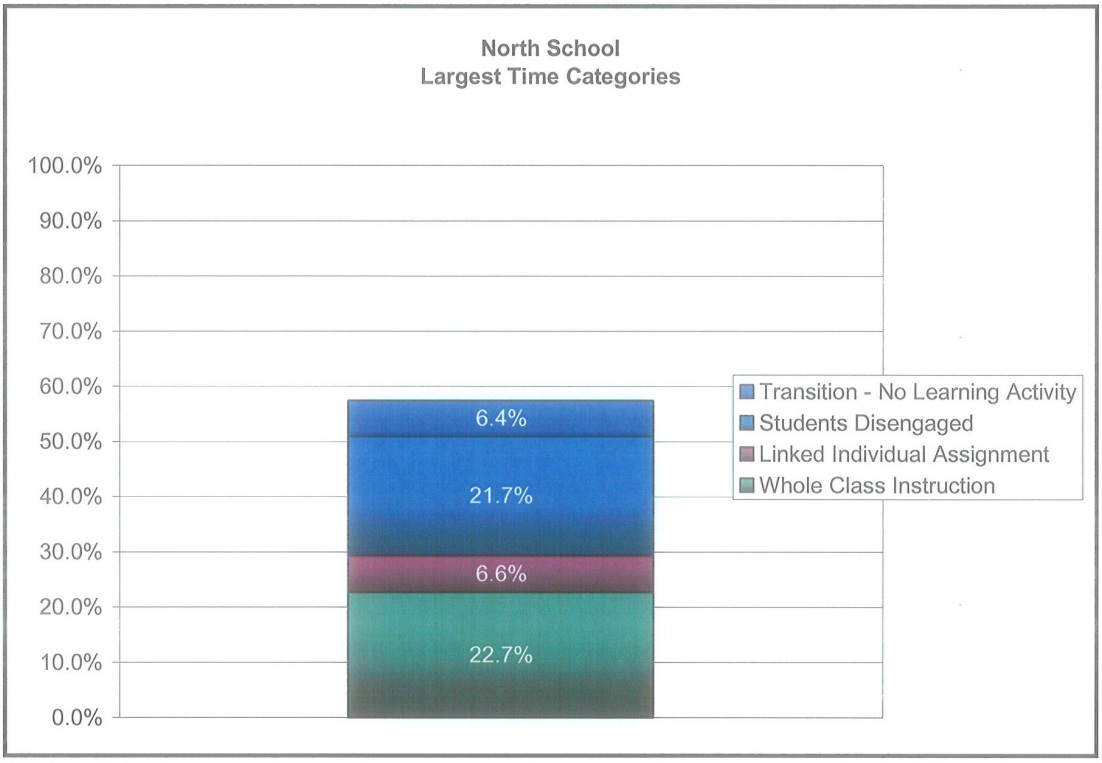


Figure 5

Figure 5 is a graphical representation of the greatest time categories at North School. These four categories account for nearly 60% of the total time observed. An interesting finding is the proportion of time in which students are disengaged from the learning process (21.7%) versus the proportion of time spent on whole class instruction (22.7%). A powerful strategy that teachers can employ for increasing student engagement in the learning process is to increase the number of questions they ask, questions that hold *all* students accountable and continuously check for understanding. According to Rosenshine (1985), "Effective teachers ask more questions that check for student understanding than less effective teachers." It is through questioning that we increase student interest in the content. In Marzano's (2001) publication, Classroom Instruction that Works, Research-Based Strategies for Increasing Student Achievement, his synthesis of research on effective instructional strategies tells us "questions designed to help students obtain a deeper understanding of content will eventually increase their interest in the topic." He quotes the work of Redfield and Rousseau (1981), "…research indicates that questions that require students to analyze information—frequently called higher-level questions—produce more learning than questions that simply require students to recall or recognize information—frequently referred to as lower-order questions."

Questioning strategies that hold *all* students accountable by expecting *all* students to prepare a response prior to randomly selecting a student to respond are more effective than questioning strategies that only check students who volunteer to respond. When all students are held accountable to answer, it provides an incentive for students to remain engaged in the learning process. Effective questioning strategies and frequent questioning that checks for student understanding has a positive effect on student engagement levels.

In more than 75% of the classrooms observed at North School, students were called upon to answer questions using both a random system and/or student volunteers. In 25% of the classrooms observed, no questioning strategies to check for student understanding were present (Figure 6).

Checking for Understanding (CFU)			
	Frequency	Percent	Cumulative Percent
Random CFU Only	5	15.2	15.2
Volunteer CFU Only	2	6.1	21.2
Both Random & Volunteer CFU	18	54.5	75.8
No CFU	8	24.2	100.0
Total	33	100.0	

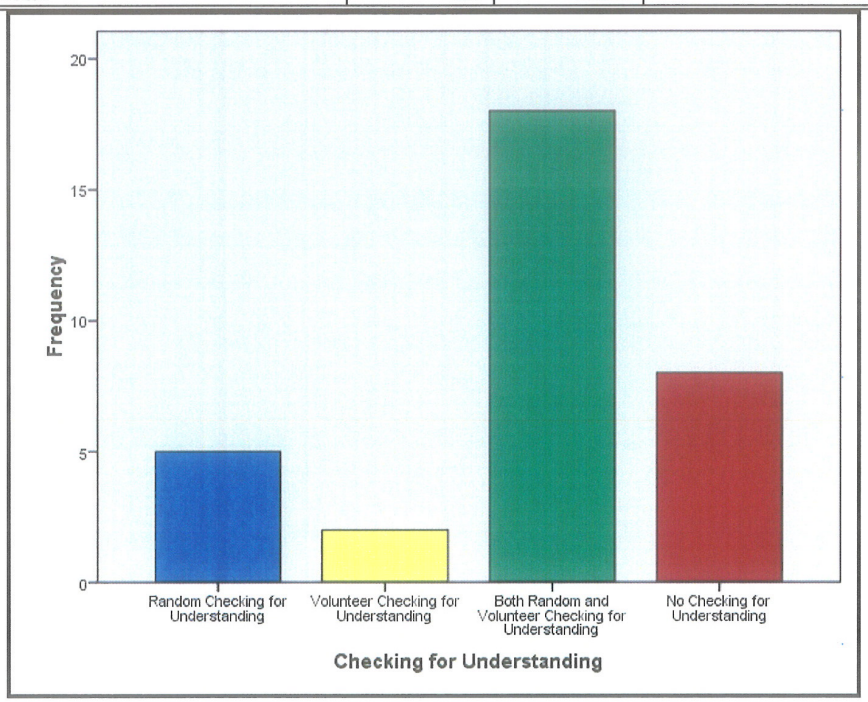


Figure 6

Number of Questions				
	N	Minimum	Maximum	Mean
# of Questions - Volunteers	18	1.00	25.00	7.2222
# of Questions - Random	14	1.00	30.00	10.4286

Table 4

Table 4 shows the average number of questions answered by volunteering students versus randomly selected students. The average number of questions asked using a randomized system was 10 questions per 39 minute observation. While checking for understanding strategies were present in 75% of the classrooms observed (Figure 6), there is opportunity at North School to increase the number of questions asked. A recommendation to each individual staff member is to reflect on the effectiveness of the random questioning system you implement within your own classroom to ensure that you frequently check for student understanding, hold all students accountable, and include higher-level questions that work to increase student interest in the content.

Classroom Procedures			
	Frequency	Percent	Cumulative Percent
Yes	15	45.5	45.5
No	18	54.5	100.0
Total	33	100.0	

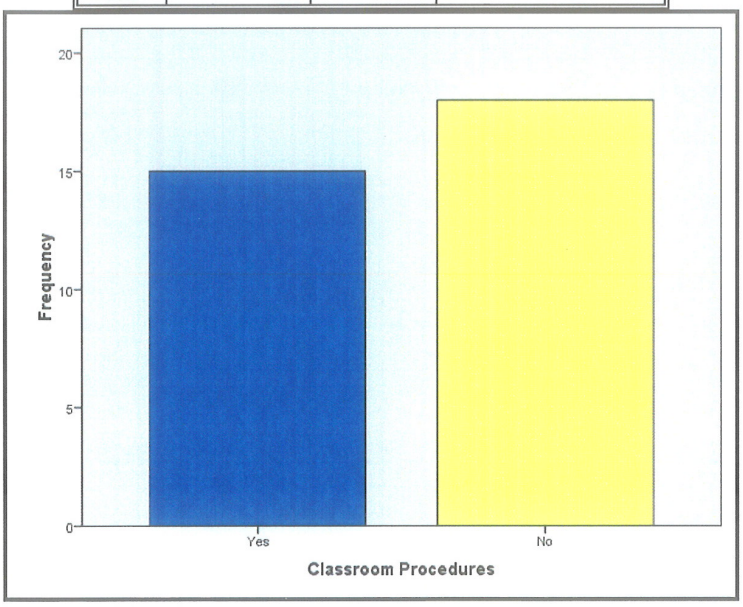


Figure 7

Observable classroom procedures were present in 46% of the classrooms visited at North School (Figure 7). Observed procedures include transition activities as students entered the classroom, structure that minimized the time needed to pack up at the end of the class period, and high expectations for student behavior, expectations that were continuously reinforced through teacher prompts and signals. A recommendation to the staff as a whole for increasing the overall percentage of time that North School students are actively engaged in the learning process is to have a professional discussion regarding procedures that are currently implemented in your classrooms that are effective and result in high levels of student engagement. Once effective procedures are identified and recorded, steps can be taken to implement the identified procedures with the overall goal of increasing student engagement levels schoolwide.

Content Objective			
	Frequency	Percent	Cumulative Percent
Clear Learning Objective	28	84.8	84.8
Unclear Learning Objective	5	15.2	100.0
Total	33	100.0	

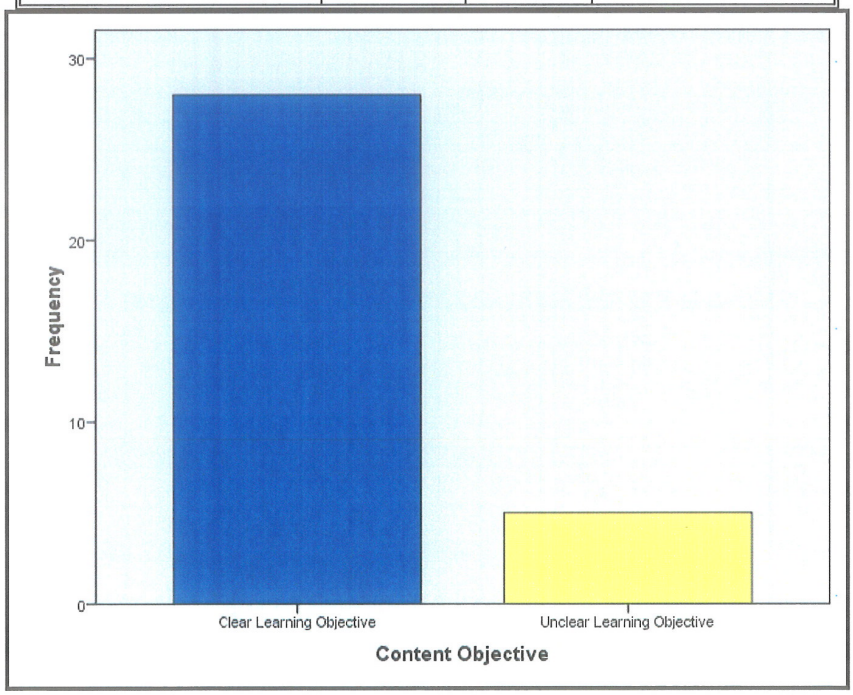


Figure 8

Structuring comments made at the beginning of a lesson are designed to clarify for the students the purposes, procedures, and actual content of the subsequent learning experience. Such comments are associated with improved student engagement during the learning activity and with overall achievement." This quote, taken from the 7th Edition of Models of Teaching (2004), summarizes the research of eleven researchers spanning more than a decade of work. It provides us with substantial evidence on the power of clear learning objectives. At North School, 85% of the classroom observations incorporated learning objectives that provided students with an understanding of the expectations for their learning (Figure 8). This is an overall strength for North School.

Rigor of Content			
	Frequency	Percent	Cumulative Percent
At Grade Level Content	31	93.9	93.9
Below Grade Level Content	2	6.1	100.0
Total	33	100.0	

Table 5

Table 5 shows the percentage of classroom observations at North School that provided at grade-level content for the specific subject area observed. During a classroom observation, the observer references the content standards for the subject area and grade-level observed and identifies the standard(s) being taught. If the skills/concepts addressed during the classroom observation are not reflected in the content standards, the observer then determines the grade-level of the observed skills/concepts. Nearly 94% of the classroom observations at North School were at grade-level and were reflective of the content standards appropriate for the specific content area observed. This is an overall area of strength for North School.

In 33% of the classroom observations at North School, there was evidence that state-adopted curricular materials were being implemented. Non-state adopted curricular materials and/or teacher developed materials were evident in 37% of the classroom observations. In the remaining 30% of the classroom observations, the curriculum being implemented was undeterminable; the materials were not visible to the observer (Figure 9). These statistics indicate that North School may not currently have a policy regarding the use of state-adopted curricular materials.

Curriculum				
		Frequency	Percent	Cumulative Percent
Valid	State-Adopted Curriculum	11	33.3	47.8
	Non-State-Adopted Curriculum	5	15.2	69.6
	Teacher Developed Curriculum	7	21.2	100.0
	Total	23	69.7	
Missing	System	10	30.3	
Total		33	100.0	

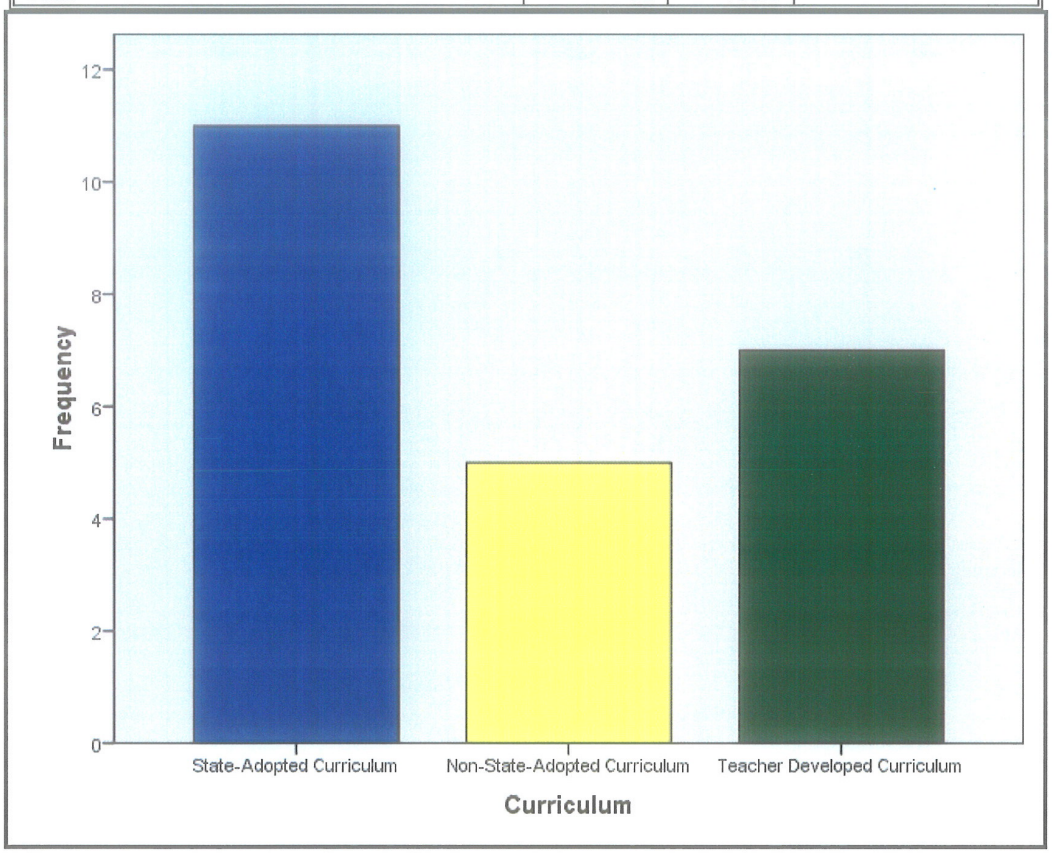


Figure 9

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