3C - Engaging Students in Learning • Activities and Assignments • Grouping of Students • Instructional Materials and Resources • Structure and Pacing	Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they "on task." The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that the latter students are developing their understanding through what they do. That is, they are engaged in discussing, debating, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices and making important contributions to the intellectual life of the class. Such activities don't typically consume the entire lesson, but they are essential components of engagement. A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. The teacher organizes student tasks to provide cognitive challenge and then encourages students to reflect on what they have done and what they have learned. This is, the lesson has closure, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is "What are the students being asked to do?" If the answer to that question is that they are filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged. In observing a lesson it is essential no only to watch the teacher but also pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.			
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	• The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. • The pace of the lesson is too slow or too rushed. • Few students are intellectually engaged or interested.	• The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. • The pacing of the lesson may not provide students the time needed to be intellectually engaged.	• **The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.** • **The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.**	• Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. • In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. • The pacing of the lesson provides students the 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.
Critical Attributes	• Few students are intellectually engaged in the lesson. • Learning tasks require only	• Some students are intellectually engaged in the lesson.	• Most students are intellectually engaged in the lesson. • Learning tasks have multiple	In addition to the characteristics of "accomplished": • Virtually all students are highly

Critical Attributes (cont.)	- recall or have a single correct response or method. - The materials used ask students to perform only rote tasks. - Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. - Instructional materials used are unsuitable to the lesson and/or students. - The lesson drags or is rushed.	- Learning tasks are a mix of those requiring thinking and recall. - Students are in large part passively engaged with the content, 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 and only in some cases demand student thinking. - The pacing of the lesson is uneven- suitable in parts, but rushed or dragging in others.	- 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 the time needed to be intellectually engaged.	- 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 materials being used. - Students have the opportunity for both reflection and closure after the lesson to consolidate their understanding.
Possible Examples	- Students are able to fill out the worksheet without fully understanding what it's asking them to do. - The lesson drags or feels rushed. - Students complete "busy work" activities.	- Students are asked to fill in a worksheet, following an established procedure. - There is a recognizable beginning, middle and end to the lesson. - Parts of the lesson have a suitable pace: other parts drag or feel rushed.	- 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, and then to report out from each table. - There is a clear beginning, middle and end to the lesson. - The lesson neither rushes or drags.	- Students are asked to write an essay "in the spirit of Hemmingway." - A student asks whether they might remain in their small groups 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.