



Excellence, Preparation for Life, Opportunities for All

***Offices of Curriculum and
Instruction***

Engagement or Compliance – How do we really know?

As we work with our students, keeping them engaged in the content will make our jobs, as educators, easier. Highly engaged students outperform their peers by an average of 30 percentile points (Marzano, 2007). In addition, highly engaging experiences positively affect student behavior. “Misbehaviors...were rare in the highly motivating, engaging classrooms” (Raphael, Pressley, & Mohan, 2008). It is hard to imagine a teacher not wanting well behaved students that perform to the absolute best of their abilities.

So, how do we know if our students are engaged? The following rubric takes us a step closer to understanding what student engagement looks like in the classroom.

LEVEL	DESCRIPTION
Deep Engagement	Students take full ownership of learning activities, displaying high levels of energy, a willingness to ask question, pursue answers, consider alternatives, and take risks in pursuit of quality.
Engagement	Students begin taking ownership of learning activities. Their involvement shows concentration and effort to understand and complete the task. They do not simply follow directions but actively work to improve the quality of their performance.
Active Compliance	Students participate in learning activities and stay on task without teacher intervention. However, their work has a routine or rote quality and significant thought or commitment to quality is not evident.
Passive Compliance	Students follow directions in a rote or routine manner. Attention may be mildly distracted and they may need some added teacher attention or direction to remain on task.
Periodic Compliance	Students’ attention and participation fluctuates. They appear distractible and stall out easily when questions emerge. May require significant teacher attention and direction.
Resistance	Students appear blocked, unable or unwilling to participate in learning activities. Classroom management procedures or redesign of learning activities may be required.

(Silver & Perini)

In summary, engagement requires that students be active in their commitment to pursue quality. “If we don’t design lessons and units that will earn students’ commitment to learn, then we can’t expect them to take an active or in-depth approach to learning. If we fail to take student engagement seriously, then the best we can hope for from our students is superficial learning” (Silver & Perini). Let’s continue to utilize the wide variety of engagement strategies we have at our disposal to ensure every student is engaged, every moment of every day.

Edcite.... Exciting Opportunities!

In the last five years, we, as educators, have tried to embrace the new world of online testing. No longer do we sit a student at a desk with a no. 2 pencil and ask them to bubble in their answers on our state tests. Everyone is now ‘online testing.’ We in the Offices of Curriculum and Instruction have looked at many platforms to help teachers teach their students how to navigate this new world of technology enhanced items, TEI, on their tests. Many teachers tried the free version of Edcite last year and were very happy with the results – both for their students and with the data that was easily collected. After much research, the decision was made to purchase the upgraded version of Edcite for our entire district.

We have had a close relationship with Edcite from the beginning. Every modification we asked for, they did. We now have all of our questions appearing in the AIR format. This is optimal for our students. This way they can understand the technology before they take Ohio’s State Tests.

In addition to practice for students, the Edcite platform also fits our district plan of using data to drive our instruction. Because Edcite has the ability to create on-the-spot reports, TBT meetings will become easier. No more creating spreadsheets out of our handwritten notes to help us convey information. Edcite provides the report and you can choose to Export to CSV or print from the report directly. These reports will help us, as a district, truly analyze our common formative and common summative results, our student group progress, and know, really know, how well our students are progressing.

As with any new platform, it is going to take time to get used to it. We will find problems along the way. The Edcite personnel are committed to helping us every step of the way. Like Edcite, the personnel of the Offices of Curriculum and Instruction in partnership with your building administrators, department chairs and grade level chairs, are also here to help you every step of the way. From coming to your school and helping you give the assessment to helping you write questions, to helping you put them in their correct banks – We are all in this together!

The Fairfield City School District Offices of Curriculum and Instruction

Rob Beidelman
Debi Freimuth
Laurie Gage
Laura Griffin
Angie Isgro
Dan Jeffers
Katie Pennell
Katie Pospisil
Debbie Rulon
Jennie Thompson
Lori Wegman
Lani Wildow

FCSD - Learning in Action

