Training Module 6 Extended Practice Key
Student Engagement (S1-S9)

Note: The following data and graphs provide the user with an objective analysis for self-reflection, feedback, and coaching. Your data may not exactly match the following, which an expert user generated, but it should generally be similar.

For this specific training, it is recommended to compare the following data analyses in the key with your data analyses:
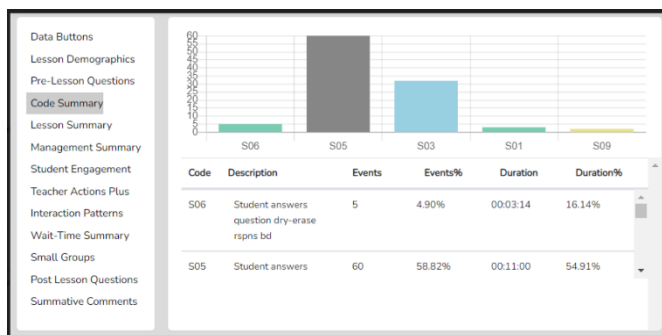
- Code Summary
- Student Engagement Summary
- Teacher Actions Plus

Code Summary

Note: The Code Summary graph shows how many times each event occurred during the lesson. The user can quickly obtain specific data on each S code by taking their cursor and hovering over a particular bar on the graph.


Code Summary

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S1 – 3 events	S5 - 60 events	
S2 – 0 events	S6 – 5 events	
S3 – 32 events	S7 – 0 events	
S4 – 0 events	S8 – 0 events	
	S9 – 2 events	

When looking at this data, an observer may note that although there was a fair amount of student engagement, there was no interaction between students. The only interaction that occurred was between students and the teacher. A suggestion that could be made based on this data would be to increase wait time to allow students to think about and respond to another student's question or comment. This can be done by creating a classroom expectation for students to ping off of one another's ideas, as this skill is often lacking in many students. For example, the teacher could use a strategy like think-pair-share that promotes student interaction.

Student Engagement Summary
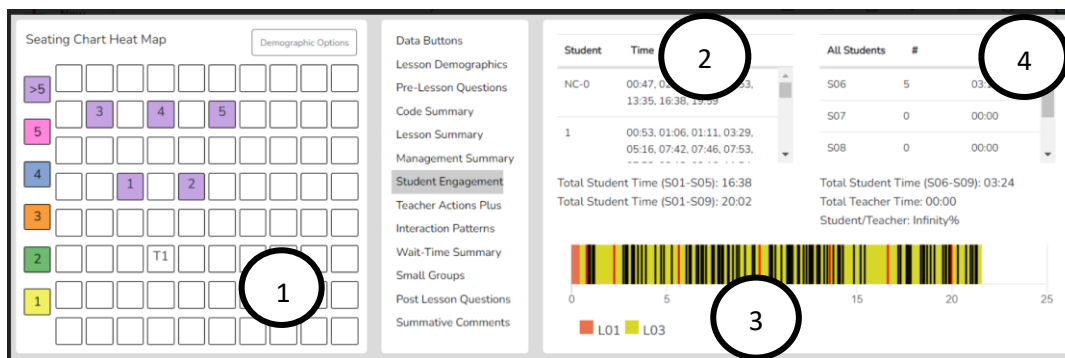
1) When viewing the Student Engagement Summary, an observer may note the high level of student engagement by referring to the Seating Chart Heat Map, which shows that all students had more than five contributions to the lesson (indicated by each student number being highlighted in purple).

2) When examining the Student/Time column, the user or observer can view any student number and note the number of times each student contributed during the lesson. Specifically, in this lesson, student 2 contributed the most, followed by student 1, then students 4 and 5, with student 3 engaging the least.

3) Next, the observer may note that there were consistent student contributions throughout the lesson (as indicated by the even distribution of black lines on the timeline).

4) Finally, the observer could also analyze whole group student engagement by viewing the data analysis in the upper right-hand corner of the screen.

Teacher Action Plus
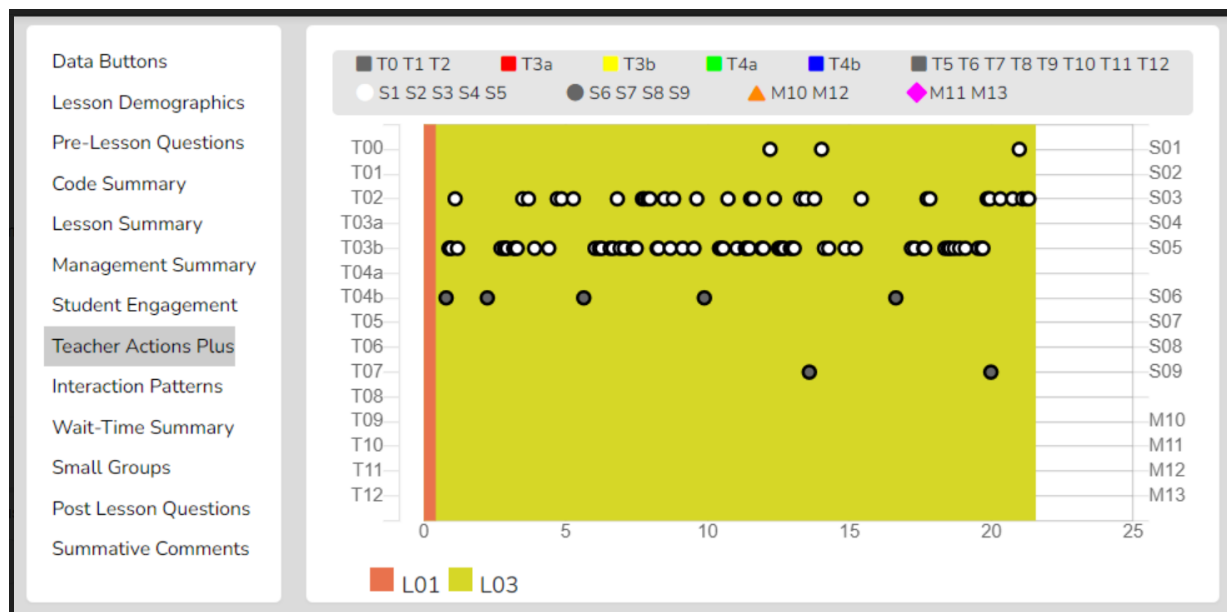
The Teacher Action Plus data screen provides a rich visual digital story of student engagement in the classroom. When looking at the Teacher Action Plus data screen, note that the X axis shows the timeline of the lesson. The S codes are listed on the right-hand vertical side of this graph. To read this graph, locate S01 (a student asks the teacher a question) and follow the horizontal line towards the left. On this specific line, the user can see three white circles indicating that three of these particular events occurred in the lesson. Now locate S03 (student commenting to teacher) and S05 (student answering a question). These horizontal lines can also be followed to the left to note the many events of these specific codes that occurred throughout the lesson.

An observer viewing the data for this lesson may note the consistent student engagement throughout the entire lesson, which matches the instructor's goals. The high-resolution data and evidence (not impressions) indicate a high and consistent level of student engagement. This data, merged with the Student Engagement Summary data, indicates that all the students were well engaged in the lesson versus the small percentage of students normally responding in a typical classroom.

Note: Once the user begins coding with both teacher and student actions (covered in Training 8 and 9), this digital story of the lesson becomes even more interesting, provides even more data and evidence for post-observation discussion, and uncovers and shows how the teacher actions affect and stimulate student engagement in the lesson.