



# Whole Class 360 Engagement & Behavior Analysis Tool

## WHEN TO USE THIS TOOL:

- This tool offers a big picture classroom view of student engagement and the activities students are participating in across six dimensions. The six frames of student behavior can be adopted; however, the tool tries to embrace a number of best practices that regularly occur in a highly engaged classroom. This tool should be used by an external colleague or coach and “administered” at an agreed upon intervals to provide multiple snapshots of what the students are doing in the class and whether or not they are engaged in the work. For example, a colleague or coach could fill in three versions of the form (1x every ten minutes) during a 1/2 hour observation slot.

## HOW TO USE THIS TOOL:

### *Before using the tool*

- The teacher and instructional coach should agree beforehand on what type of behavior/activities look and feel like. This should be completed in a coaching meeting before the tool is used in a classroom.
- Once the marking behaviors are agreed upon, the teacher and instructional coach should agree on how often the coach will complete the form during an observation slot (i.e. once every ten minutes).
- Review and agree upon the six different categories of student behavior that you are going to monitor. This section can be customizable depending on what behaviors the teacher wants to track and explore.

### *While using the tool*

- The outside observer/coach needs to mark the form quickly and without much hesitation. Given this type of form should provide multiple snapshots, the observer should be precise and timely in filling out the form.
- Provide consistent snapshots and make sure to be thorough in accounting for all students.
- The coach may need to make a best case judgement as (s)he fills out the form. Knowing this, it is extremely important that the teacher and observer agree upon what types of behaviors might fall within or outside categories on the form.



*After using the tool*

- The observer will need to tally all of the rows and columns on the form to account for every student. Once all the columns are tallied, the coach and teacher can create a bar graph or some type of visual representation from the snapshot observation window. Make sure to view the data trends holistically over the 3 or 4 samplings taken during the observation window.
- More steps possibly?

## REFLECTION QUESTIONS WHEN LOOKING AT MEASUREMENT DATA

- What types of student behaviors and tasks are best suited to create an engaging climate? Does the data from your classroom set students up for successful engaging, learning experiences?
- What trends and student practices consistently emerge from the observation tool?
- What are some ways that you can alter your lesson design to better engage students?
- How are you designing lessons in mind to potentially reach all of your different learners?
- What trends do you notice about levels of engagement compared to the design and arc of the intended lesson?
- What are your overall percentages for each category?
- How confident are you in your knowledge of where students are in terms of instructional capacity?



Task Analysis & Engagement Form  
Form Snapshot 1

Teacher: \_\_\_\_\_

Observer: \_\_\_\_\_

Time: \_\_\_\_\_

Small Group	Talk or Talk/Manip.	Manip. Only	Read/Write	Look/Listen	Disengaged	Compliant	N for Rows
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
N for Colmns							

Total N in Small Groups \_\_\_\_\_

Away from Center:

In transition, on task \_\_\_\_\_

Wandering, fooling around, disengaged \_\_\_\_\_

In other academic work \_\_\_\_\_

Total N, Away from Center: \_\_\_\_\_





Task Analysis & Engagement Form  
Form Snapshot 2

Teacher: \_\_\_\_\_

Observer: \_\_\_\_\_

Time: \_\_\_\_\_

Small Group	Talk or Talk/Manip.	Manip. Only	Read/Write	Look/Listen	Disengaged	Compliant	N for Rows
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
N for Colmns							

Total N in Small Groups \_\_\_\_\_

Away from Center:

In transition, on task \_\_\_\_\_

Wandering, fooling around, disengaged \_\_\_\_\_

In other academic work \_\_\_\_\_

Total N, Away from Center: \_\_\_\_\_





Task Analysis & Engagement Form  
Form Snapshot 3

Teacher: \_\_\_\_\_

Observer: \_\_\_\_\_

Time: \_\_\_\_\_

Small Group	Talk or Talk/Manip.	Manip. Only	Read/Write	Look/Listen	Disengaged	Compliant	N for Rows
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
N for Colmns							

Total N in Small Groups \_\_\_\_\_

Away from Center:

In transition, on task \_\_\_\_\_

Wandering, fooling around, disengaged \_\_\_\_\_

In other academic work \_\_\_\_\_

Total N, Away from Center: \_\_\_\_\_

