



The Benefits of On-Task and Engaged Behaviors

EDUO 9711 1 Semester Credit/Unit

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Course Syllabus

Course Overview:

Develop an understanding of both on-task behavior and engaged behavior, how to utilize both, and know and understand which are taking place in the classroom. Research provided articles and videos to determine how to elicit on-task and engaged behaviors to improve student learning.

Course Learning Objectives:

- Gain an understanding of on-task and engaged behaviors and their differences
- Gain an understanding of what educational practices elicit on-task and engaged behaviors
- Determine shared strategies between on-task and engaged behaviors
- Determine if both on-task and engaged behaviors are necessary for student learning to occur

Course Relation to CCS or other Professional Standards

The course aligns with the following professional teaching standards: [NCATE](#)

Standard 1. Engaging and supporting all students in learning

Standard 2. Creating and maintaining effective environments for student learning

Standard 5. Assessing students for learning

How to Submit Coursework

Each completed assignment in this course is submitted to the instructors for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Assignments will be submitted the LMS dropboxes with an option to Share each assignment to both instructors, giving Editing rights via Google Drive. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You should receive feedback from your instructor within 5 working days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Course Assignments

Assignment 1 - Introduction

Create a 2-3 paragraph introduction of yourself. Include your number of years teaching and what grade level and subject you are teaching. Provide your initial thoughts about on-task behavior vs. engaged behavior in the classroom.

Submit your completed work to the LMS, Assignment 1 Dropbox area for grading. Refer to the document formatting instruction in the course before submitting to the dropbox.

- ★ Option: ALSO share your assignment via Google Drive with the course instructors. You will receive feedback via Drive.

Assignment 2 - Understanding On-Task Behavior

Read the following article in Resources and explain how on-task behavior is perceived. Create a response to the following prompts:

- Does it always lead to positive outcomes?
- Can it create a positive outcome?
- What does on-task behavior look like?

Submit your completed work to the LMS, Assignment 2 Dropbox area for grading. Refer to the document formatting instruction in the course before submitting to the dropbox.

- ★ Option: ALSO share your assignment via Google Drive with the course instructors. You will receive feedback via Drive.

Assignment 2 Resources

-<https://www.edutopia.org/article/tyranny-of-on-task-andrew-miller> "Teaching is a social endeavor"

Assignment 3 - On-Task Student Assessment

Complete the on-task assessment on one of your students who tends to be more of a challenge. Then, create a table, chart, or another visual of your choosing to display the student's on-task behavior compared to performance over the assigned time-frame

- Over a 2-week period, what were the results?
- Did the amount of time on-task improve?
- Is there correlation between student performance and time spent on-task from your observation, and how did you reach your conclusion?

Submit your completed work to the LMS, Assignment 3 Dropbox area for grading. Refer to the document formatting instruction in the course before submitting to the dropbox.

- ★ Option: ALSO share your assignment via Google Drive with the course instructors. You will receive feedback via Drive.

Assignment 3 Resources

On-task assessment provided by Reach: Adobe

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:bf988eb7-91bf-4c64-b30f-6d11d9d30de1>

Word:

https://thecareercentermy.sharepoint.com/:w:/g/personal/brian_kittle_thecareercenter_net/EYTJKvmRkMIDkFZZ_VgC9LkB_1SIVR4ASMeXq1i-7z5iVA

<https://reach.adventisteducation.org/in-the-classroom/elementary/inattention-hyperactivity-impulsivity/#/strategies>

Assignment 4 - Understanding Engaged Behavior

It is common for teachers to think they know and understand engaged behavior. Read the following article. Then, create a 1-2 page paper that answers the following:

- What are some common ways we may be fooled into thinking our students are engaged?
- What do the following articles suggest we try instead to ensure engagement?

Submit your completed work to the LMS, Assignment 4 Dropbox area for grading. Refer to the document formatting instruction in the course before submitting to the dropbox.

- ★ Option: ALSO share your assignment via Google Drive with the course instructors. You will receive feedback via Drive.

Assignment 4 Resources

<https://attendengageinvest.wordpress.com/2016/08/02/engaged-vs-on-task-how-mentors-can-support-students-and-teachers/>

<https://www.classcraft.com/blog/evidence-of-student-engagement/>

Assignment 5 - On-Task Behavior and Engaged Behavior Differences

Watch the two videos and read the articles. Create a 1-2 page paper to relate what you have learned previously to these items:

- Is the difference between on-task behavior and engaged behavior clear?
- Is there overlap between the two?
- Must you have both on-task behavior and engaged behavior for student learning to occur?
- What additional related research would you find helpful?

Submit your completed work to the LMS, Assignment 5 Dropbox area for grading. Refer to the document formatting instruction in the course before submitting to the dropbox.

- ★ Option: ALSO share your assignment via Google Drive with the course instructors. You will receive feedback via Drive.

Assignment 5 Resources

<https://youtu.be/5xjr5VuJ5tg>

<https://youtu.be/CPDZRwOTiGA> <https://youtu.be/uSehZPz2NoY>

http://www.centerii.org/handbook/resources/8_e_increasing_time_on_task.pdf

<https://kappanonline.org/abcs-student-engagement-parsons-nuland/>

Assignment 6 - Self-Assessment

How will you apply what you have learned from this course to compliment your teaching strategies? Create a 2-4 page paper or, a minimum 10-slide PowerPoint or Slides presentation that demonstrates an understanding of the course material. Be sure to address:

- Are your students on-task or engaged based on what you have watched and read?
- What changes do you plan on making based on your findings?
- How will this change demonstrate to you that student on-task behavior or engaged behavior has led to improved student performance?
- How is this performance to be measured?
- What more do you wish to know on the topics of on-task and engaged behaviors?

Submit your completed work to the LMS, Assignment 6 Dropbox area for grading. Refer to the document formatting instruction in the course before submitting to the dropbox.

- ★ Option: ALSO share your assignment via Google Drive with the course instructors. You will receive feedback via Drive.

Assignment 6 Resources Additional resources you may find useful, but are not required:

<https://youtu.be/CPDZRwOTiGA>

<https://youtu.be/gzQhiB2EOVE>

<https://link.springer.com/article/10.1007/s10984-021-09384-9>

<https://www.dinaalhidiq.com/wp-content/uploads/2016/05/HANDOUT-TWO-Academic-Engagement-Monitoring.pdf>

Course Assessment Rubric:

EXCELLENT	ACCEPTABLE	NOT ACCEPTABLE
Meets or Exceeds Course Objectives: A to A-	Majority of Work Meets Course Objectives; B+ to B-	Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Answers are well thought out and demonstrate reflection on the material.	Most assignment responses are well thought out and demonstrate knowledge gained through course material.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. Assignments use specific examples or references. The student carefully followed all assignment instructions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. Citing of specific examples and/or information from resources is evidenced in some assignments.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Data collection adheres to the assigned time frame.	Data collection shows continuous progress but ranges beyond the assigned time frame.	Data collection lacks detail and is outside the assigned time frame.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.