Data Gathering Toolkit

	What Is It?	Things to Consider	How to do it	Templates
Student Engagement: Time on Task	Measures whether students are doing what they are supposed to be doing.	• Does not differentiate between students who are authentically engaged and interested and students who are simply engaged because they have to be. • Especially useful in classrooms where students are clearly not on task.	Record your observations on a seating chart, marking down how many students are doing what they are supposed to be doing every five or ten minutes. You can put a "+" next to students who are engaged and a "-" next to students who are not. Repeat this process several times, calculating the percentage of students on task at each checkpoint interval.	
Student Engagement: Experience Sampling	Allows students to circle their level of engagement at regular intervals.	• Allows students to rate their own level of engagement. • Is more subjective than time on task measures.	Set a timer to go off at a particular interval (e.g., every 10 minutes). When the timer sounds, ask students to circle their level of engagement on a form like the Engagement form template to the right.	Engagement Form

Taken from Knight, J. (2018). *The impact cycle*. Corwin.

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Instructional vs. Non-Instructional Time	Tracks the amount of time spent in activities that promote learning (e.g., working on a project, reading, writing, direct instruction) and the amount of time spent on activities that do not directly lead to learning (e.g., beginning class, transitions, getting necessary materials out.)	• Provides a time summary of exactly how class time is being used.	Use a stopwatch to time the duration of each non-instructional activity. Subtract the total of these activities from the total class period to obtain instructional time.	Instructional vs. Non-Instructional Time

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The Real Learning Index (RLI)	Combination measure of time-on-task data with instructional time data.	• Shows what percentage of available learning time is being used. • Fails to address what students are learning, or even if they are learning. • A low RLI is an indication that either engagement needs to increase, or non-instructional time needs to decrease, or both.	1. Calculate the percentage of students who are on task at different points in the lesson (e.g., every 10 minutes). 2. Calculate the percentage of instructional time for the class. 3. Multiply the two decimals. Example: If 73% of students are on task and the class period includes 78% instructional time, then the RLI is 0.73 x 0.78 = 0.5694, indicating that 56.9% of the potential for learning is being realized.	

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Teacher vs. Student Talk	Measures how much of the class students are talking compared to how much the teacher is talking.	• Focus should be on discussions about learning.	Similar to recording instructional time and non-instructional time, record the total time of the class and when students are talking about learning. Then, subtract student talk time from total time to determine the amount of time for teacher talk.	Teacher vs. Student Talk
Ratio of Interaction	Measures the ratio of times teachers let students know they see them doing what they are supposed to be doing to the number of times teachers correct students.	• Observations should be for how and to what extent teachers pay attention to students, rather than a count of inauthentic feedback. • Even when teachers use positive statements to correct negative action, it should be recorded as a corrective action. • A low ratio of interaction should be improved by increasing positive attention. • Strive for a 5:1 ratio of praises to correction.	Record your observations on a seating chart using a "+" to denote each time a student receives reinforcing, positive comments or nonverbal gestures from the teacher and a "-" to indicate a student who receives corrective feedback. Whole class reinforcement or correction can be noted on the side or bottom of the page. Record the ratio of positive expressions to negative.	

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Correcting Students	Measures the degree to which a teacher issues corrections *consistently*.	• Behavioral expectations should be clearly stated before using this measure. • Works well with a video recording. • Strive for consistency of 90% or better.	Record the number of times the teacher actually issued correction against the number of times students should have been corrected.	Consistent Corrections Chart
Student Behavior: Disruptions	Tally of each time a student disrupts another student's learning or the teacher's instruction.	• Score simultaneous disruptions by more than one student as separate instances of disruption. • Use of a seating chart can reveal student specific patterns.	Simply tally the number of disruptions.	
Student Behavior: Respectful Interactions	Tally of each time you observe respectful student-to-student or student-to teacher interactions.	• May involve noticing when something is *not* happening (e.g., not shouting, not swearing). • Works well with video. • Score simultaneous interactions as separate instances.	Simply tally the number of respectful interactions.	

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Questions: Kind, Type and Level	Identifies open vs. closed questions, opinion vs. right or wrong questions, and knowledge, skill, or big idea questions.	• Some closed questions yield lengthy responses. Don't judge the kind of question by the length of the response. • Opinion questions have no right or wrong answer. • Level questions may be based on simple (e.g., knowledge, skill, big idea), or more complex classifications (e.g., Bloom's Taxonomy).	When teachers pose questions, determine kind, type, and level then evaluate the results for trends.	Question Chart
Student Responses: Opportunities to Respond (OTR)	Identifies how frequently teachers provide students opportunities to answer questions.	• Recommendation from research is for students to respond at least four times per minute during explicit or direct instruction. • High numbers may not be good in a constructivist approach to learning.	Note the time at the start of the lesson, put a tally on a piece of paper every time students are given an opportunity to respond. Note the time at the end of the lesson. Divide the total number of OTRs by the number of minutes to get the OTRs per minute.	

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Student Responses: Number of Different Responders	Records the number of different students responding to questions.	• A high OTR based on responses from only a few students is not necessarily a "good" thing.	While recording OTRs, record who responds by marking tallies on a seating chart.	
Student Responses: Number of Correct Answers	Records the number of academically correct answers are given to questions.	• The desired percentage of correct answers may depend on the complexity and student familiarity with the material. • Guideline when learning new material is at least 80% correct academic responses.	Record correct responses on a seating chart using a "+" when a correct answer is given and a "-" when an incorrect answer is given.	