CW-FIT: Group On-Task Instructions

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Group On Task is a measure student of student engagement or on-task behavior during classroom instruction. Group On Task will help you measure the impact of CW-FIT on student engagement in your classrooms. This document will outline definitions of on-task and off-task behavior as well as step by step directions for completing a Group On Task measure in a classroom.

General Instructions

Group On Task Worksheet*:* Before starting an observation for Group On Task, you will need to familiarize yourself with the Group On Task worksheet. You will use this worksheet every time you complete an observation for Group On Task. Below, you will find brief descriptions of each component of the Group On Task worksheet.

- **Teacher Behaviors***:* At the top of this worksheet, you will see a row of boxes labeled with different teacher behaviors including Praise Individual, Praise Group, Points, Reprimand Individual, and Reprimand Group listed. When completing an observation, you will place a tally mark in the appropriate box each time a teacher displays one of these behaviors. Definitions for each of these teacher behaviors can be found in the definitions section of this document.
- **Student Behaviors***:* The large table in the center of the worksheet is where you will record student behavior. The first column on the far left hand side of the table labeled "Group", indicates the teams or groups students are divided into for CW-FIT. The first row at the top of the table indicates time elapsed in the observation, with a number marker for every whole minute. Definitions for student on-task and off-task behavior can be found in the definitions section of this document.
- **Class Arrangement:** There is a box in the bottom left-hand corner of the worksheet, labeled "Class Arrangement", where you should sketch the set-up of the classroom every time you take an observation. Your sketch should include labels for each group or team and indicate the number of students on each group or team.

For additional guidance on the Group On Task worksheet, see the example worksheet.

Procedural Fidelity Checklist: Make sure you have a supply of procedural fidelity checklists every time you complete an observation. You should complete one of these checklists at the end of each observation session. This checklist will help gauge how well a classroom teacher is implementing CW-FIT and identify where he or she may need additional guidance.

Getting Ready for an Observation*:* You should arrive in the classroom a few minutes before the lesson you plan to observe begins. This gives you time to clarify logistics with the teacher and to take note of any changes that occurred since your last observation. If changes did occur, be sure to relay these changes back to your team. If possible, you should ask the teacher about the layout of the class before your observation to avoid interrupting the teacher's lesson when you arrive. You should sit in a position where you can see all teams and students clearly, but where you won't disturb the lesson.

Completing an Observation*:* Each observation will ideally be 10 minutes long although they can go for 20 minutes if time provides. When you are ready to start the observation, start your timer.

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At the end of every 30 second interval (30 seconds, 1 minute, 1 minute 30 seconds, etc.), scan the room, looking at each team quickly and determining whether the students on that team are on-task or offtask. If all students on the team are on-task, mark a "+" on your observation form for that group. If one or more students on the team are off-task, mark a "–" on your observation form for that group. When the 30 second interval is complete, look at group/team 1 and code a "+" if all students in the team are on task OR a "-" if one or more students in the group/team are off task. Then, look at group/team 2 and code a "+" OR "-". Then, look at group/team 3 and code a "+" OR "-", and so forth.

When scanning the room, be sure to code teams as on-task or off-task based on your observation at that specific moment in time, not for behaviors that occurred in the elapsed time since your previous observation. Review Group On Task definitions for definitions of on-task and off-task student behaviors.

Every 30 seconds after coding each team as on-task or off-task, you should also observe the teacher and code his or her behavior at that moment in time. You will choose from one of four codes: "T" for teaching or monitoring, "B+" for addressing positive behavior, "B- "for addressing negative behavior, and "NT" for Non-Teaching. Refer to the Group On Task definitions for definitions of what each of these behaviors looks like.

Continue to scan the room at every 30 second interval until your 20-minute observation is complete.

In addition to the codes above, you should code teacher behavior throughout your observation. Mark a tally in the appropriate box every time a teacher praises an individual student, praises a group of students, reprimands an individual student, reprimands a group of students, or awards points to teams for CW-FIT. Unlike coding for student on-task and off-task behavior, which is coded at specific points in time during the observation, you will code these teacher behaviors throughout the observation. Refer to Group On Task definitions for definitions of these teacher behaviors.

Reminders: In the event that an observation has to be cut short, e.g. fire drill, assembly, etc., if the observation **is at least 10 min long**, it counts as a complete observation and thus is usable for data purposes. Refrain from using your cell phone during any observation. Turn it off or put it on silent mode. It is recommended that observers do not carry food or drinks into classrooms. Also try to refrain from chewing gum during observations as a way to respect your environment. Refrain from holding private conversations while in the classroom during observations.

Finishing an Observation: When you complete an observation, you will need to calculate the total percent of time students were on task during your observation. To do this, count up all of the "+" signs for each group. Place the total number of "+" signs over 20 at the end of the row (in the column labeled "total"). For example, if you coded students in group 1 on task (+) 18 times and off-task (-) 2 times during your observation, you would write 18/20 at the end of group 1's row. After you have done this for each group, add up all of the numerators and denominators in the "total" column and place this total in the "class mean" box in the bottom right hand corner of the worksheet. See the example Group On Task worksheet for additional guidance.

Reliability: When reliability is coded, the primary observer has the timer and calls the number of each team to the 2nd observer, so that both observers look at the exact same moment. After both record a + or -, then the primary person calls the number of the next team, and so forth.

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Definitions:

Student (group) on task*:* All students are appropriately working on the assigned/approved activity. Signs of this behavior include (a) attending to the material and the task, (b) making appropriate motor responses (writing, following rules of a game, looking at the teacher or student speaking), (c) asking for assistance (where appropriate) in an acceptable manner (e.g. raising hand), and (d) waiting appropriately for the teacher to begin or continue with instruction (staying quiet and staying in seat).

- Examples: Row/team of students are…
  - Writing on an assigned workbook page
  - Reading out loud with the class when directed to do so
  - Following along with finger in text

- Allowed variations:
  - One child is not engaging in choral reading with the class, but is looking at the page and following along with his/her finger
  - Child is allowed to sharpen pencil (or other out of seat acceptable behavior with permission and/or is returning to desk without dawdling, within 8 seconds)
  - One child on the team goes to the teacher's desk to ask a question and then returns to his/her seat (appears to be acceptable)

Student (group) off task: All students are not participating in an approved/assigned activity at the beep (or in sequence across teams). One or more students are not attending to the material or task, making appropriate motor responses, asking for assistance in an acceptable manner, or waiting appropriately for the teacher to begin or continue with instruction.

- Examples: One or more students are…
  - Out of seat without permission
  - Looking away from the teacher or instructional materials at the beep
  - Not complying with a request (e.g., to open books, to look at board, to write an answer and do not appear to be thinking about the answer to write)
  - Talking to other students instead of working when teacher has not asked for discussion

- Non-examples:
  - Students are not doing any particular activity but waiting patiently to transition into another activity
  - If students transition to floor time and one student in a group is waiting for the others to make room for him after all the other students are already seated
  - Looking at or following along in lesson materials on desk but not actively participating in choral responses
  - Fiddling with a pencil in hand but still paying attention and has eyes on teacher or lesson material
  - Thinking about an answer during independent seatwork while looking up or out the window then gets back to work within 5 seconds.

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Teacher Praise (to group/individual): Individual praise is to an individual student, or more than one student but each one is praised consecutively, either verbally or by gesture. Group praise refers to praising small groups or the whole class of students. Score praise for a verbal statement or physical gesture of intended reinforcement (e.g. hugs, pats, tokens, points) that indicate **approval of behavior over and above an evaluation of adequacy or acknowledgement of a correct response to a question.** This includes requests for children to give themselves a pat, high five, kiss their brains, etc. Long and detailed praise statements count as one episode, unless at least **3 seconds** have passed between the end of one statement and the beginning of the next, or the content changes.

- Examples:
  - Thumbs up, high five, pat on the back (group if to whole class)
  - "Team 1, good job following directions" (group); Team 2, nice work raising your hand (another group); Team 3, you followed the rules (another group), etc.
  - "All teams get a point that time (and 6 points are marked)!" (6 points; 1 group)
  - "Good work, Yvonne." (individual)
  - "Billy, Theo, Cameron, I like the way you boys got to work." (3 individual)
  - "Your handwriting is improving." (group)
  - "Everyone is sitting quietly, great!" (group)
  - "David, since you are sitting quietly you may read first." (individual)
  - "Thank you for raising your hand first." (individual)
  - "Good job transitioning to your stations." (group)
  - Teacher gives all students a silent thumbs-up during independent seat work at the timer beep. (group)

- Non-examples:
  - Thank you
  - That's correct
  - I've got Johnny's paper
  - "Good."
  - "Good job!" (not directed to anything specific that the student(s) has done)

Teacher reprimand (to group/individual): Individual reprimands to a single student or several individual students (called by name or otherwise indicated). Group reprimands include those to small groups in the class, or to the whole class. Verbal comments such as scolding, negative statements about behavior with the intent to stop the student from misbehaving or gestures, used with the same intent as verbal only with gestures are considered reprimands. Tone will likely be stern or punitive, although reprimands can be delivered in a pleasant tone. Threats should also be counted as reprimands. Statements of negative consequences by the teacher are also included in this category. Code reprimand tally mark at the end of the first reprimand statement, and code them separately if at least **3 seconds** have passed between the end of one reprimand and the beginning of the next. Statements are coded as reprimands when they are intended to correct behavior as it is occurring or after it has occurred.

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- Examples:
  - "Johnny, quit wasting time and get back to work." (individual)
  - "Start paying attention or your name is going on the board." (group if to whole class)
  - "Stop bothering Kim." (individual)
  - "I told you to sit down." (individual, unless directed to whole class)
  - Teacher raises her finger to her mouth to gesture to students to keep quiet. (group)
  - Teacher asks Jane to "have a seat" when Jane gets out of her seat during independent seatwork. (individual)
  - "People are going to have to start bringing their pencils to school instead of taking them from me." (group)
  - "Are you awake?" (Student has eyes closed during lesson) (individual)
  - Teacher takes pencil away from student who is playing with it and not following instructions. (individual)
  - "Your behavior at recess was inexcusable." (group or individual depending on context)
  - "That's 10 minutes off recess." (group if directed to whole class)
  - "Go flip a card" (colored card system) (individual if directed to one student, multiple individuals if teacher calls several names)

- Non-examples:
  - "Try harder on your math worksheet; I know you can do better."
  - Students come back from lunch and the teacher asks them to "have a seat".
  - "This is incorrect."
  - "We're getting ready for math. I want eyes and ears on me."

Teacher Behavior Codes (teaching/monitoring/behavior/non-teaching):

T (Teaching): Teacher is actively engaged in instruction with individual/group/class. Teacher is engaged in instruction by explaining a concept, demonstrating a principle, modeling a skill or activity, or going over behavioral expectations and providing behavioral performance feedback to class/small group/individual (Adult is engaged). The interaction or content must be academic and furthering the lesson/objective of class

- Examples:
  - Teacher is reading aloud to the class
  - Teacher is teaching a small reading group
  - Teacher is helping a student work through a problem at his or her desk
  - Teacher is reviewing CW-FIT behaviors with the class

- Non-examples:
  - Teacher is correcting a student's behavior during independent work time

M (Monitoring): Teacher is monitoring/supervising individual/group/class.

B (Behavior): Teacher is correcting or reprimanding individual/group/class inappropriate behavior.

NT (Non-Teaching): Teacher is engaged in non-teaching activities (computer, talking with peer, cleaning, arranging room, eating, absent from room. Teacher is NOT actively delivering instruction, is NOT academically engaging students or is involved in independent task with NO interactions with student (No adult is engaged with students).

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