**Academic Engaged Time Protocol**

**Background**:  
Research suggest that students must be engaged approximately 80% of the time for learning. This protocol helps educators monitor your intended instructional time for student(s) in your classroom. It is recommended that you complete regularly and create a goal for developing lessons that increase active engagement in class.

**Instructions:**   
Using a stopwatch start the time of your lesson stopping it each time that the target students is actively engage in learning (e.g., paying close attention, raising their hands, completing an assignment, working with peers, asking questions, actively reading or doing academic work, etc.) Select a specific amount of time and divided by the total amount of time multiple by 100 to get a percentage of time the target student is actively engaged learning. Collect these time samples during a structured time (e.g., a week, monthly or three times a year) and compared it to your expectations for active engagement for the student(s), you time spent in teaching the lesson and how you can increase academic engagement.

**Materials:** Form, stopwatch, observer if possible

**Example**:

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| **Name:** Claudia Smith | **Date**: Oct 26, 2017 |
| **Subject**: 3rd grade Reading | **Type of lesson**: Mini-lesson (15 minutes) – introducing a new book: focusing on new vocabulary and picture walk and predictions about the book. |
| **Time Start**: 10:15 |
| **Time finish**: 10:45 |
| **Describe teaching activity:**  I will begin by introducing the book and engaging students in doing a picture walk. I will then introduce new targeted vocabulary words that they will see in the book and engage the students in defining, using, and highlighting them in different sample selections provide to them. I will then show the cover, pictures of the book and engage the students in a discussion and concept map of what this story can be about and what predictions they can make. | |
| **Target Student** (e.g. typical students, targeted English learners, special education student, etc.)  Samuel is an English leaner ELD level 3 who pays attention in class, makes friends easily, understands the academic expectations of assignments when I ask him to repeat instruction but who is struggling to complete the work. I am unsure if it is a lack of academic engagement, a problem understanding academic language in the classroom, or he is disengaged with the topic. | |
| **Description:**  Samuel was quiet during my teaching. I saw him looking at me, he tried to answer several questions and engaged with peers when I did a think, pair, and share. Once a provided a guide practice example, he seemed lost and started looking around. He sat quietly the rest of the time. | |
| **Scoring**:  The timer finished at 20:10 (1,200 seconds) minutes of total time that \_\_\_\_\_\_\_ was actively engaged in the lesson.  30 minutes time sample is = 1,800 seconds  1200/1800 = .6666 X 100 = 66%. This means that Samuel was actively engaged for 66% of the time of the lesson. | |
| **Next Steps**: How can I increase academic engagement:  I will work with the ESL teacher to preview the vocabulary via listening, speaking, reading and writing them before class. I will also provide a word bank for him to use when the guided and independent practice is assigned. I will use close proximity to help him get started and I will identify a peer who can work with him. I will measure engaged and keep track of the three strategies to see which one works best for him. | |

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