

*How Instruction and Peer Culture
Affect Student Engagement
in Several Domains:
Evidence from the Tripod Project*

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**The Basic Framework =
Three Clusters of Five Concepts**

A. Five *STUDENT ENGAGEMENT TARGETS*

**B. *Five CLASSROOM CONDITIONS for
Achieving the Student Engagement Targets***

**C. *Five ORGANIZATIONAL CONDITIONS for
Achieving & Sustaining the Classroom Conditions***

A. Five *STUDENT ENGAGEMENT TARGETS*

- 1. *Feel trusting, safe and welcome* in the school environment**
- 2. *Behave cooperatively* and abide by school rules.**
- 3. *Embrace mastery goals* more than socially comparative goals.**
- 4. *Work diligently* and remain resilient in response to setbacks.**
- 5. *Achieve satisfaction and a sense of efficacy* based on effort and progress.**

B. Five CATALYTIC CONDITIONS for Achieving the Student Engagement Targets

- 1. Feasibility:*** Instruction and supports make success seem possible.
- 2. Relevance:*** Lessons show connections to real life.
- 3. Enjoyment:*** Lessons are interesting and appropriately challenging.
- 4. Teacher Support and Press:*** Teachers are both supportive and demanding.
- 5. Peer Support:*** Peers are supportive (or at least not detractors).

C. FIVE ORGANIZATIONAL DOMAINS for Achieving and Sustaining Catalytic Conditions

Targets:

- 1. School climates characterized by **high support and high press for all (including adults)** are the norm.***
- 2. **Multiple people play leadership roles** and there is shared, mutual accountability for effort & outcomes.***
- 3. **Teachers have deep content knowledge** and focus collectively on developing relevant, challenging, coherent and streamlined curricula.***
- 4. **Instruction is focused on achieving mastery for all students** of critical skills and “higher order” understanding of challenging content.***
- 5. **Assessment and feedback, both formative and summative**, are targeted to support effective learning for students at all skill levels.***

Classroom Condition Indices (multi-item) Used as Predictors of Engagement Targets

1. Feasibility:

Teacher provides multiple explanations.

After-school help is available.

2. Relevance:

Lessons show connections to real life.

3. Enjoyment:

Teacher makes learning enjoyable

4. Teacher Support and Press:

Teacher provides help and encouragement.

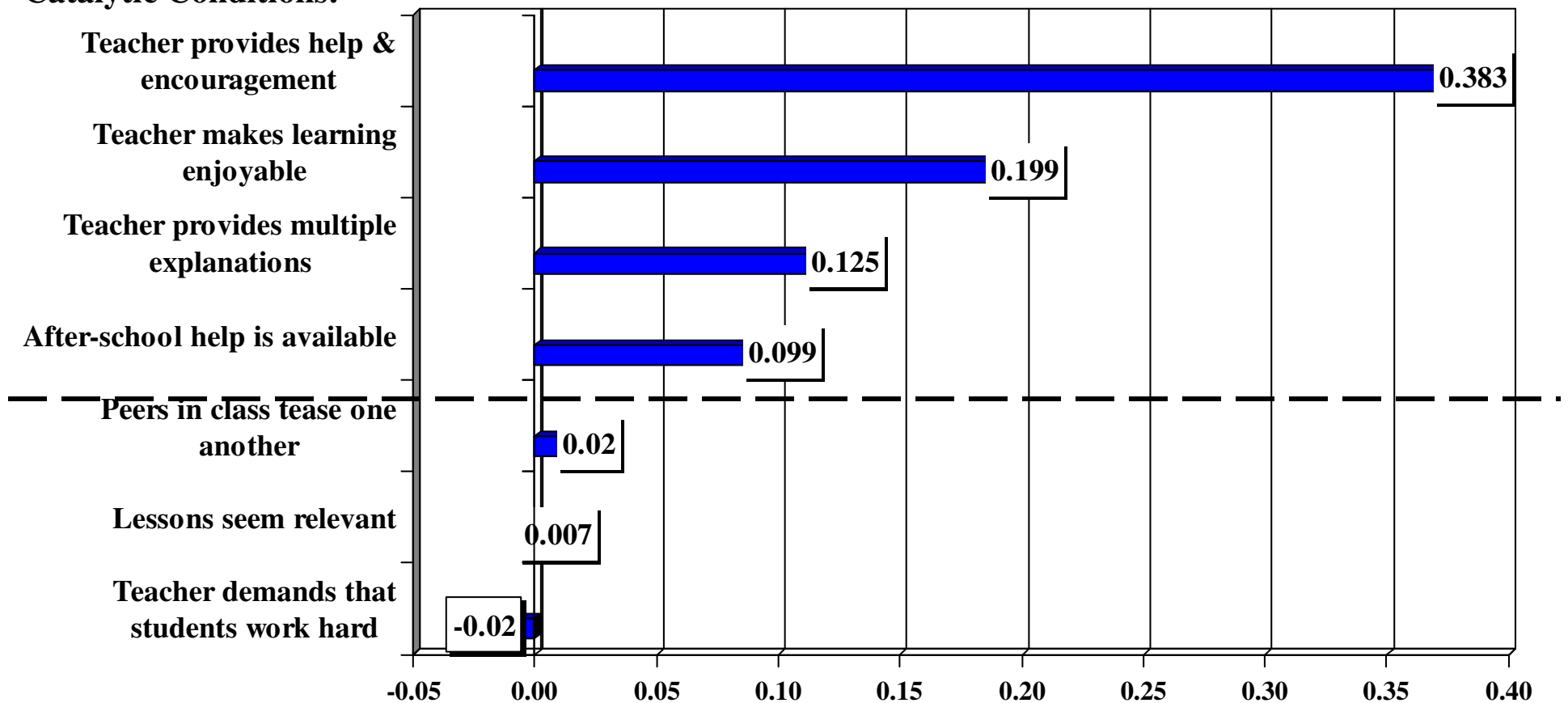
Teacher demands that students work hard.

5. Peer Support:

Peers in class tease one another.

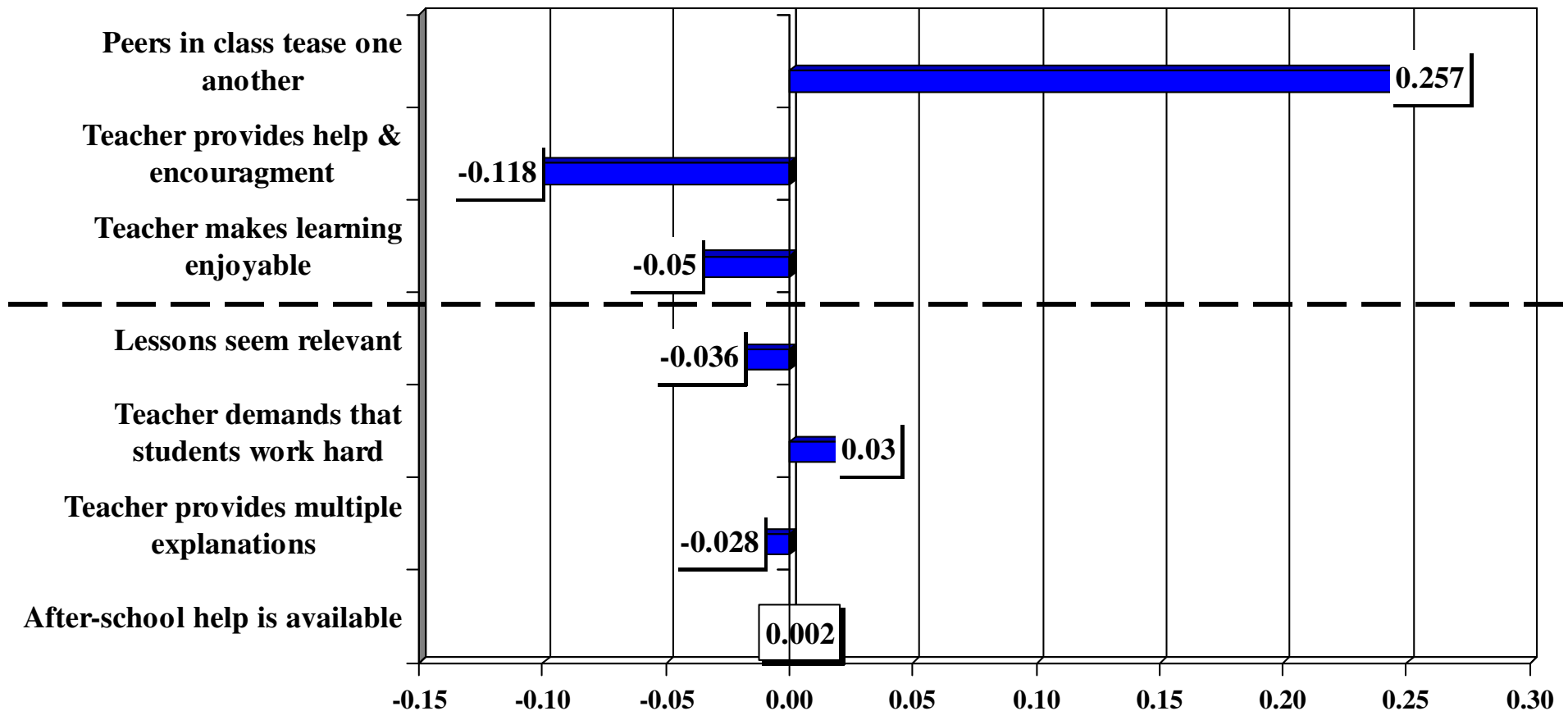
Target 1a: *“My teacher in this class makes me feel that he/she truly cares about me.”* The length of each bar shows the relative importance of the corresponding “catalytic condition,” as a predictor of the statement above.

**Measures of
Catalytic Conditions:**



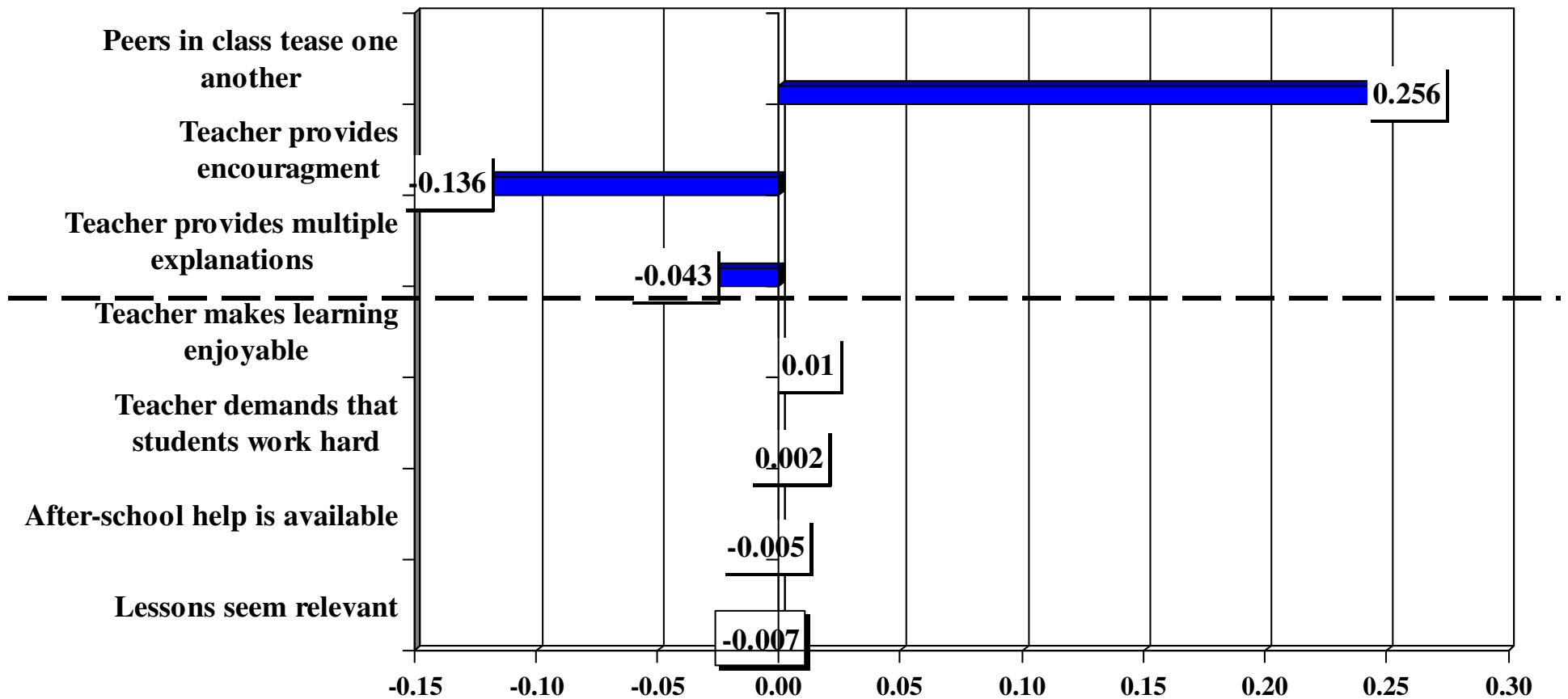
Target 1b: *“I feel out of place in this class, like I don’t really fit in.”* The length of each bar shows the relative importance of the corresponding “catalytic condition,” as a predictor of the statement above. See text below for additional explanation.

**Measures of
Catalytic Conditions:**



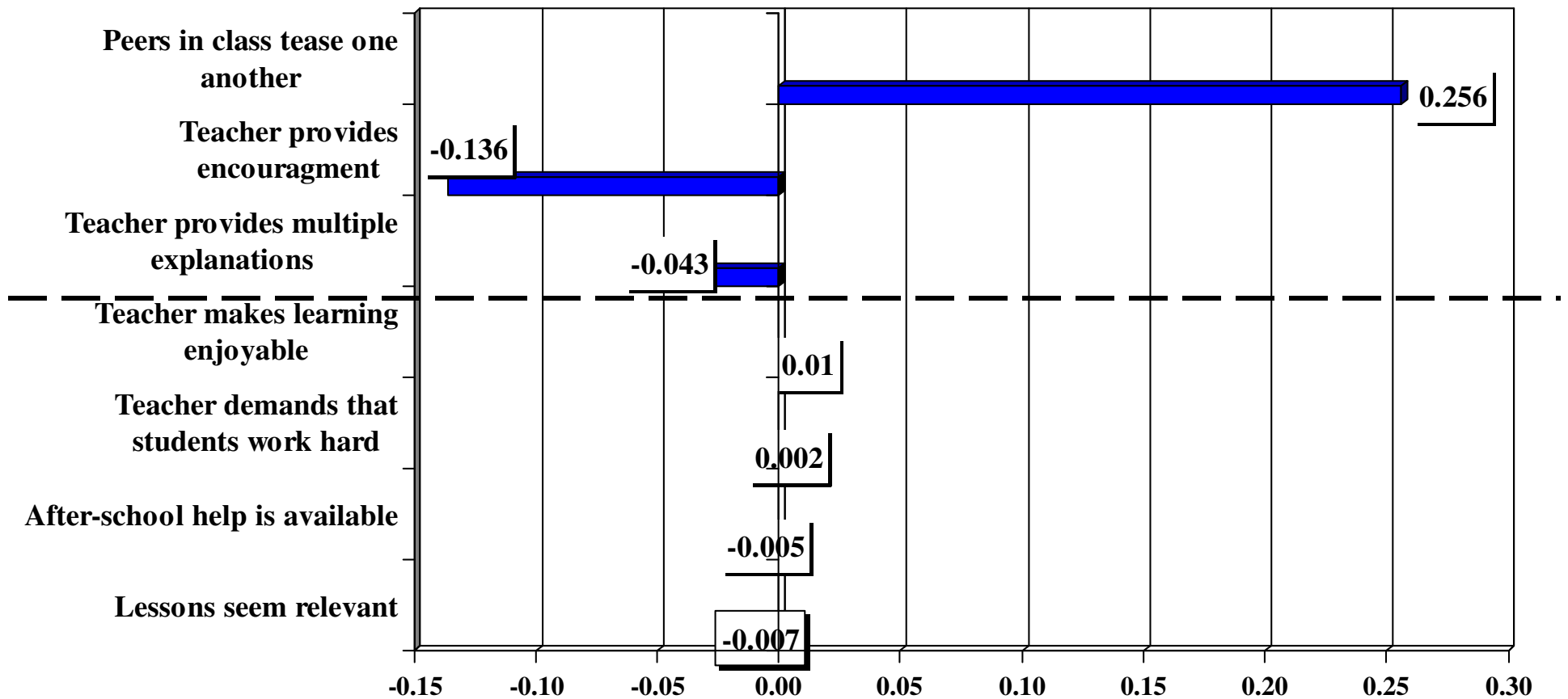
Target 2a: “*My behavior is a problem for the teacher in this class.*” The length of each bar shows the relative importance of the corresponding “catalytic condition,” as a predictor of the statement above.

**Measures of
Catalytic Conditions:**



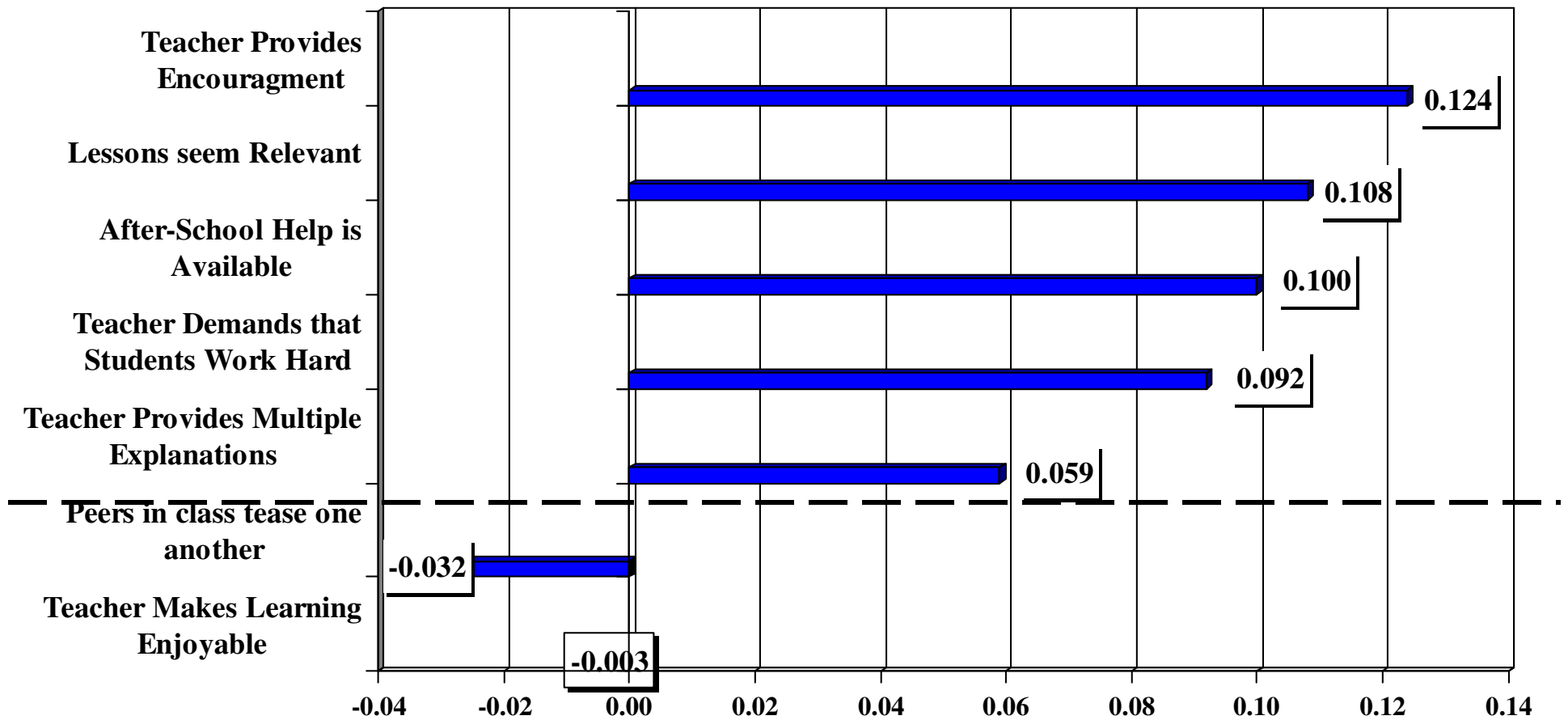
Target 2b: *“I don’t really care whether I arrive on time to this class.”* The length of each bar shows the relative importance of the corresponding “catalytic condition,” as a predictor of the statement above.

**Measures of
Catalytic Conditions:**



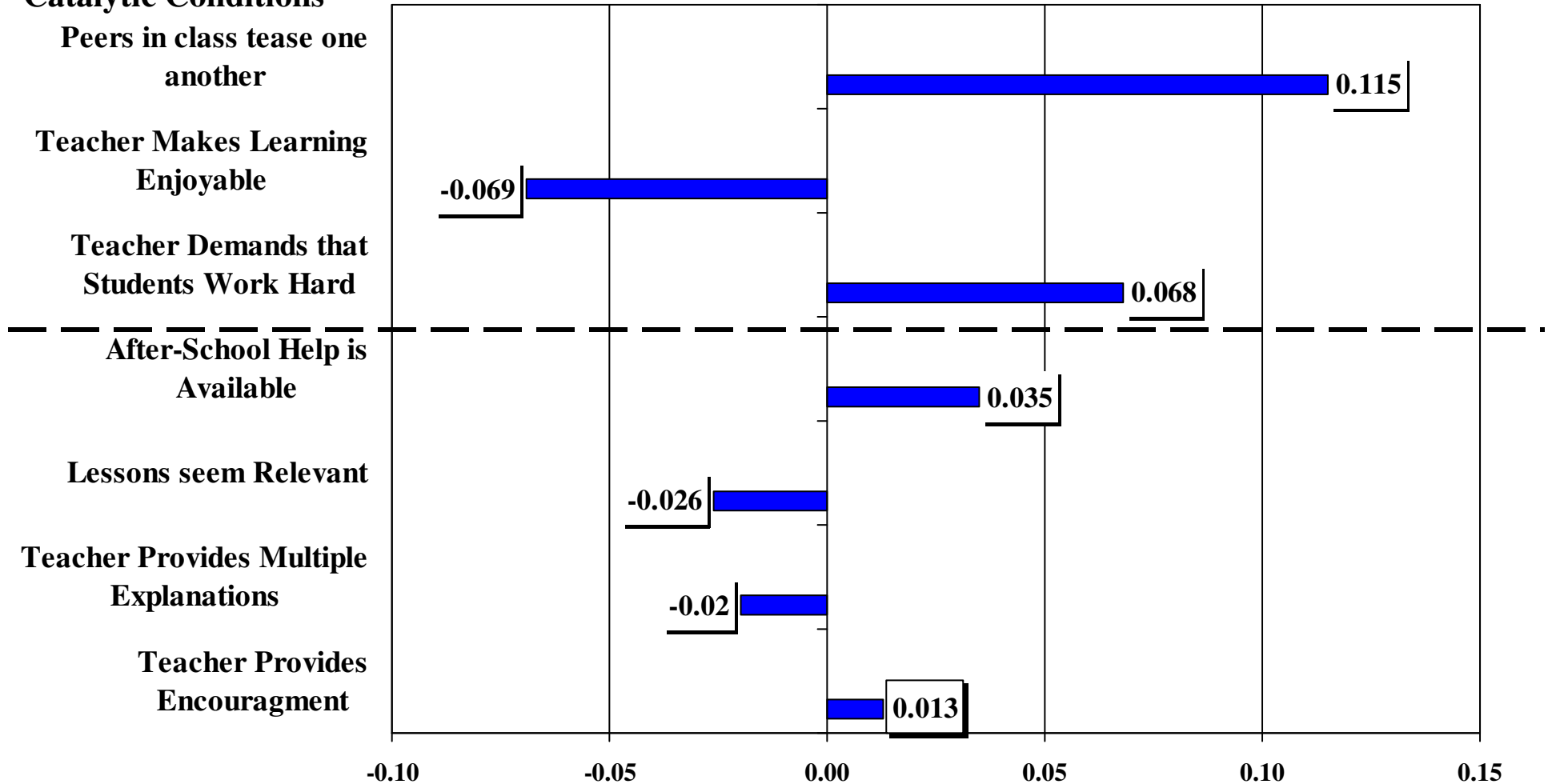
Target 3a: *“In this class, it is important to me to thoroughly understand my class work.”* The length of each bar shows the relative importance of the corresponding “catalytic condition,” as a predictor of the statement above.

**Measures of
Catalytic Conditions:**



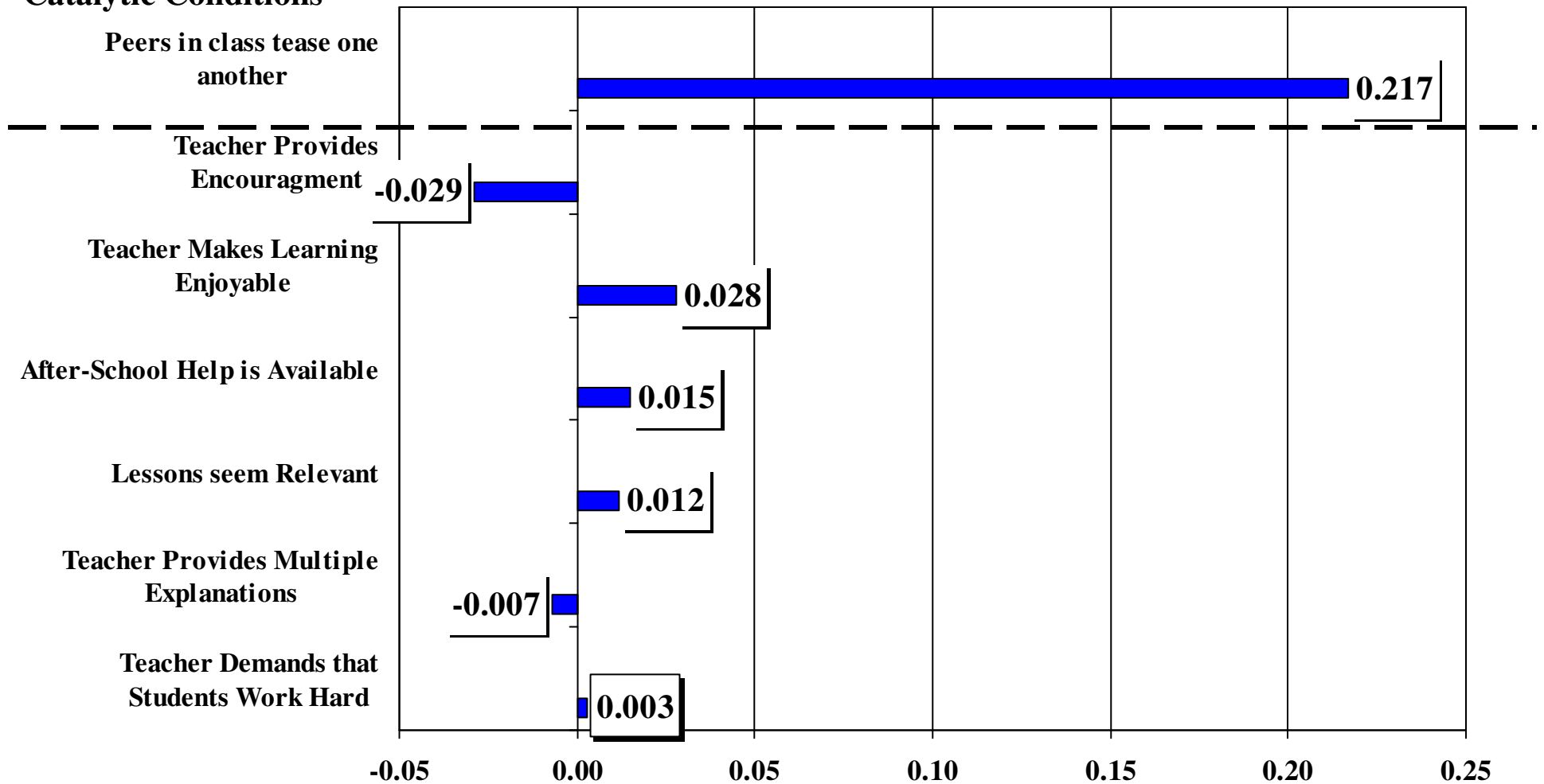
Target 3b: *“In this class, I worry that I might not do as well as other students.”* The length of each bar shows the relative importance of the corresponding “catalytic condition,” as a predictor of the statement above.

**Measures of
Catalytic Conditions**



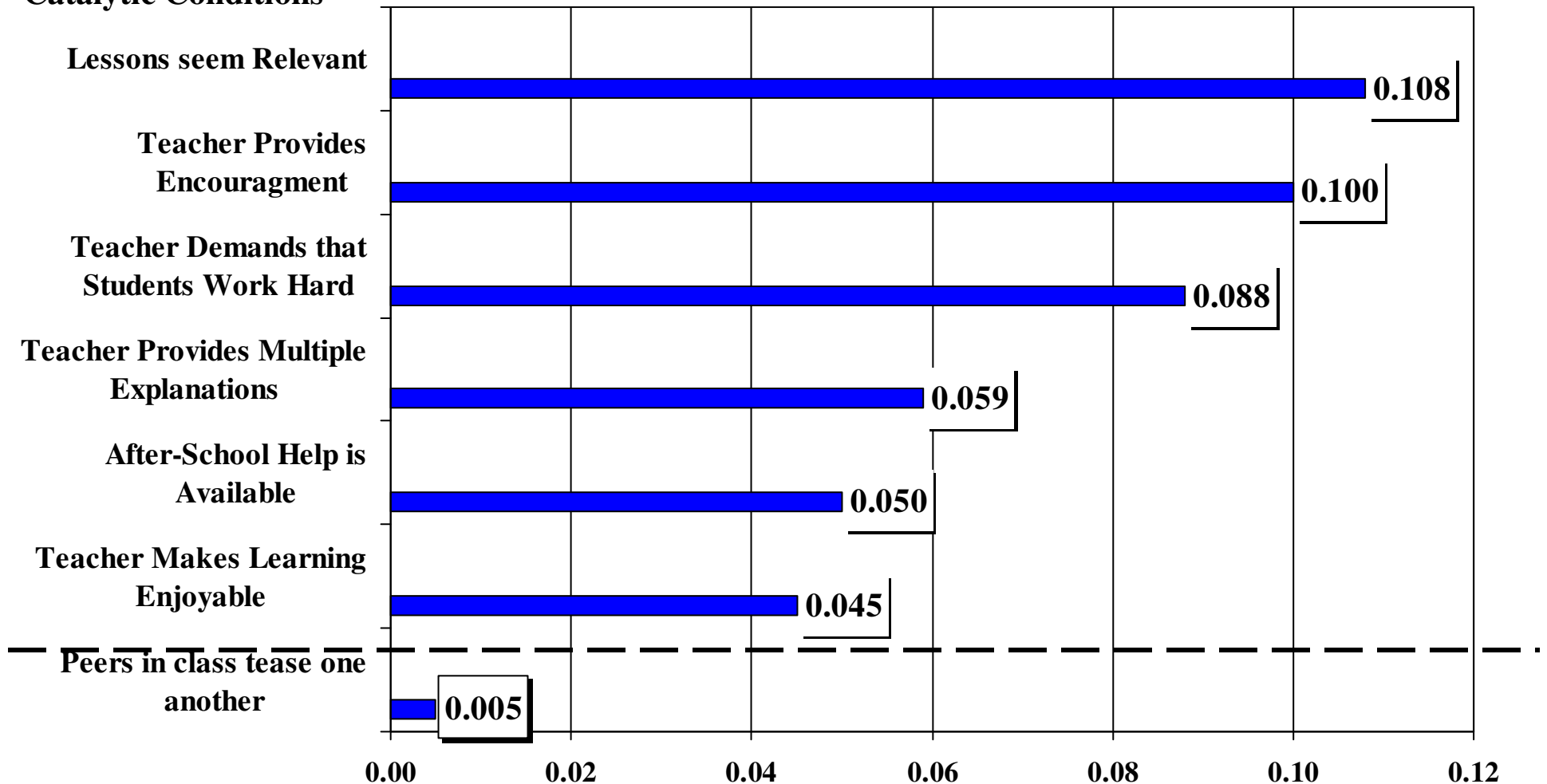
Target 3c: *“One of my goals in this class is to keep others from thinking I’m not smart.”* The length of each bar shows the relative importance of the corresponding “catalytic condition,” as a predictor of the statement above.

**Measures of
Catalytic Conditions**



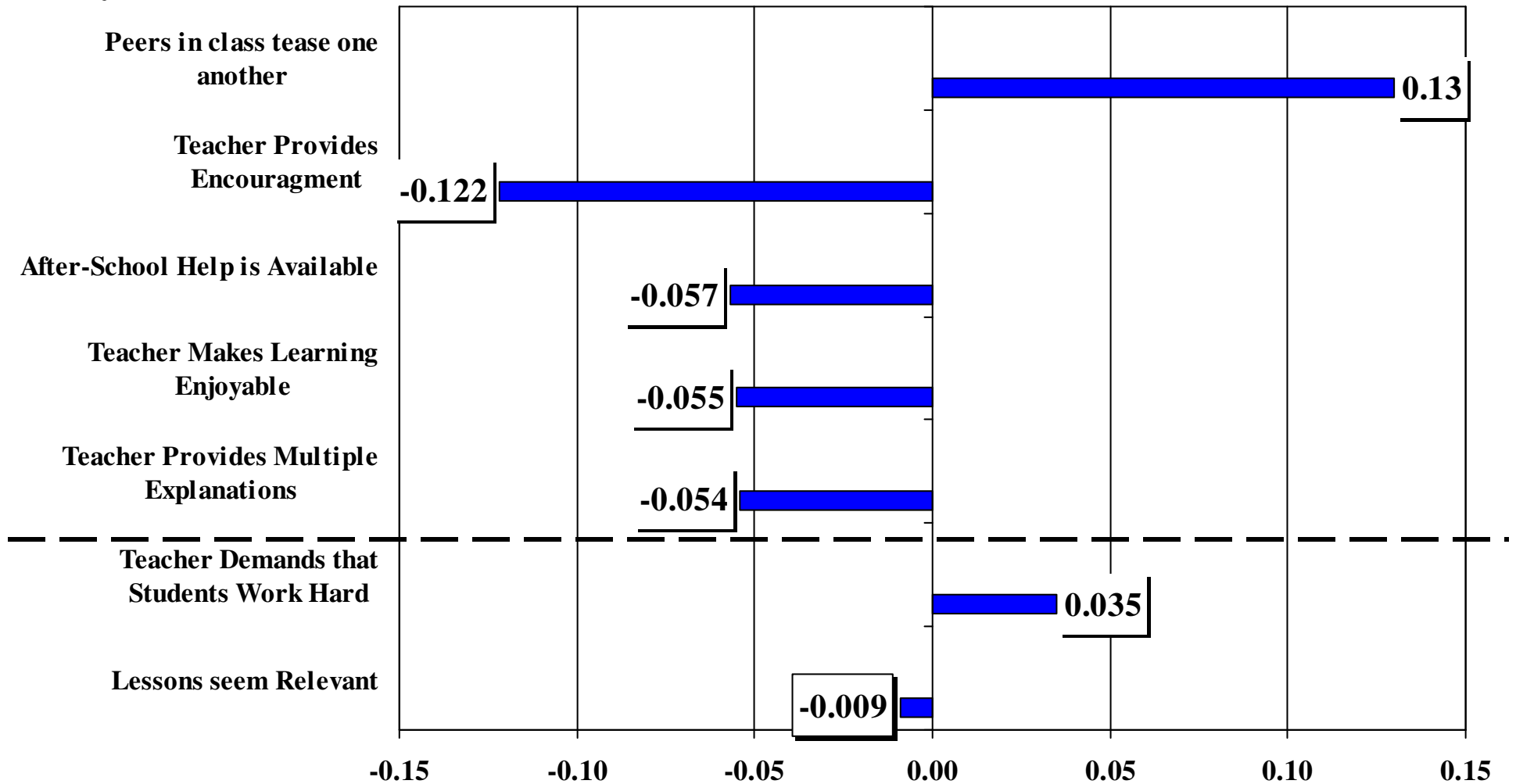
Target 4a: *“I have pushed myself hard to completely understand my lessons in this class.”* The length of each bar shows the relative importance of the corresponding “catalytic condition,” as a predictor of the statement above.

**Measures of
Catalytic Conditions**



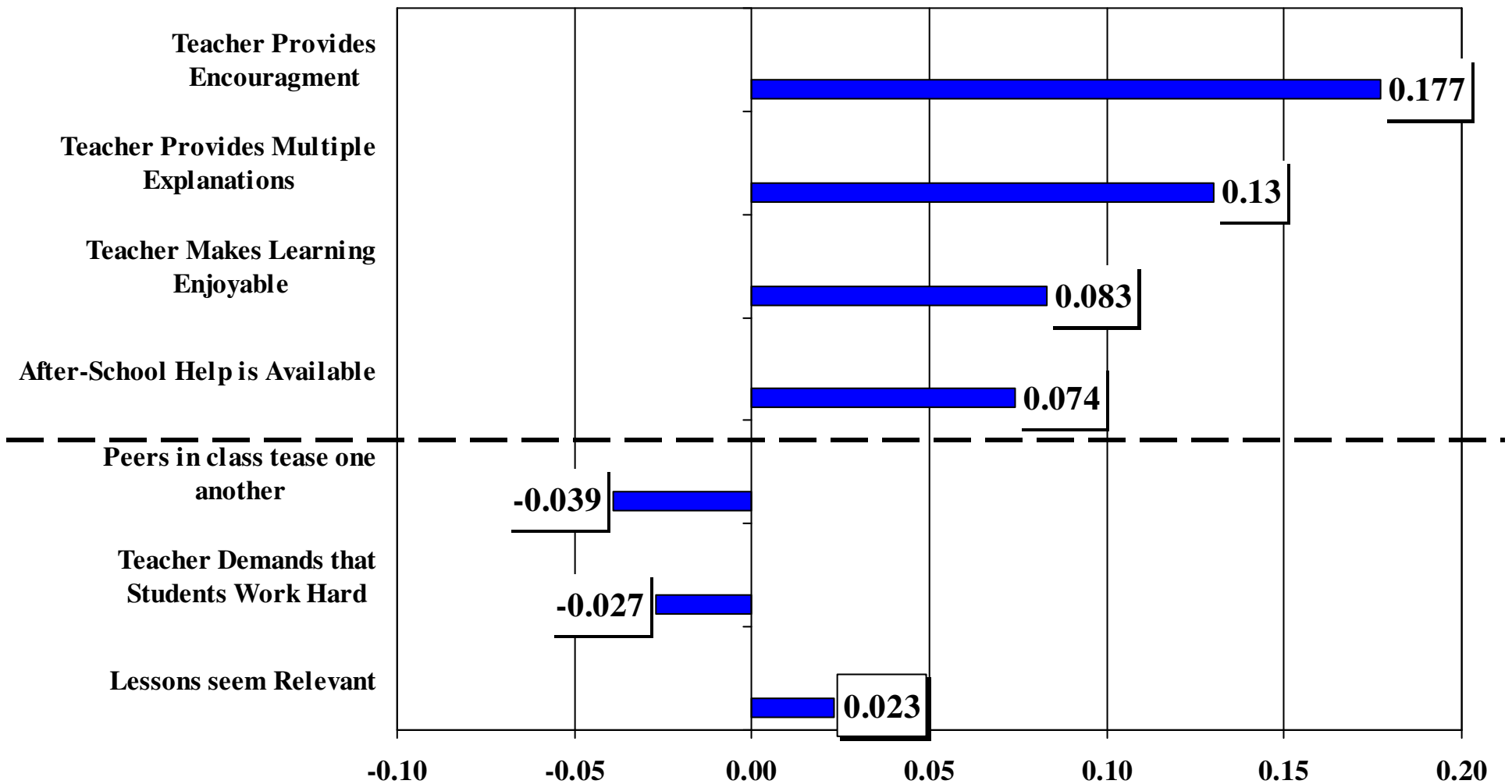
Target 4b: *“I were confused in this class, I would handle it myself, not ask for help.”* The length of each bar shows the relative importance of the corresponding “catalytic condition,” as a predictor of the statement above.

**Measures of
Catalytic Conditions**



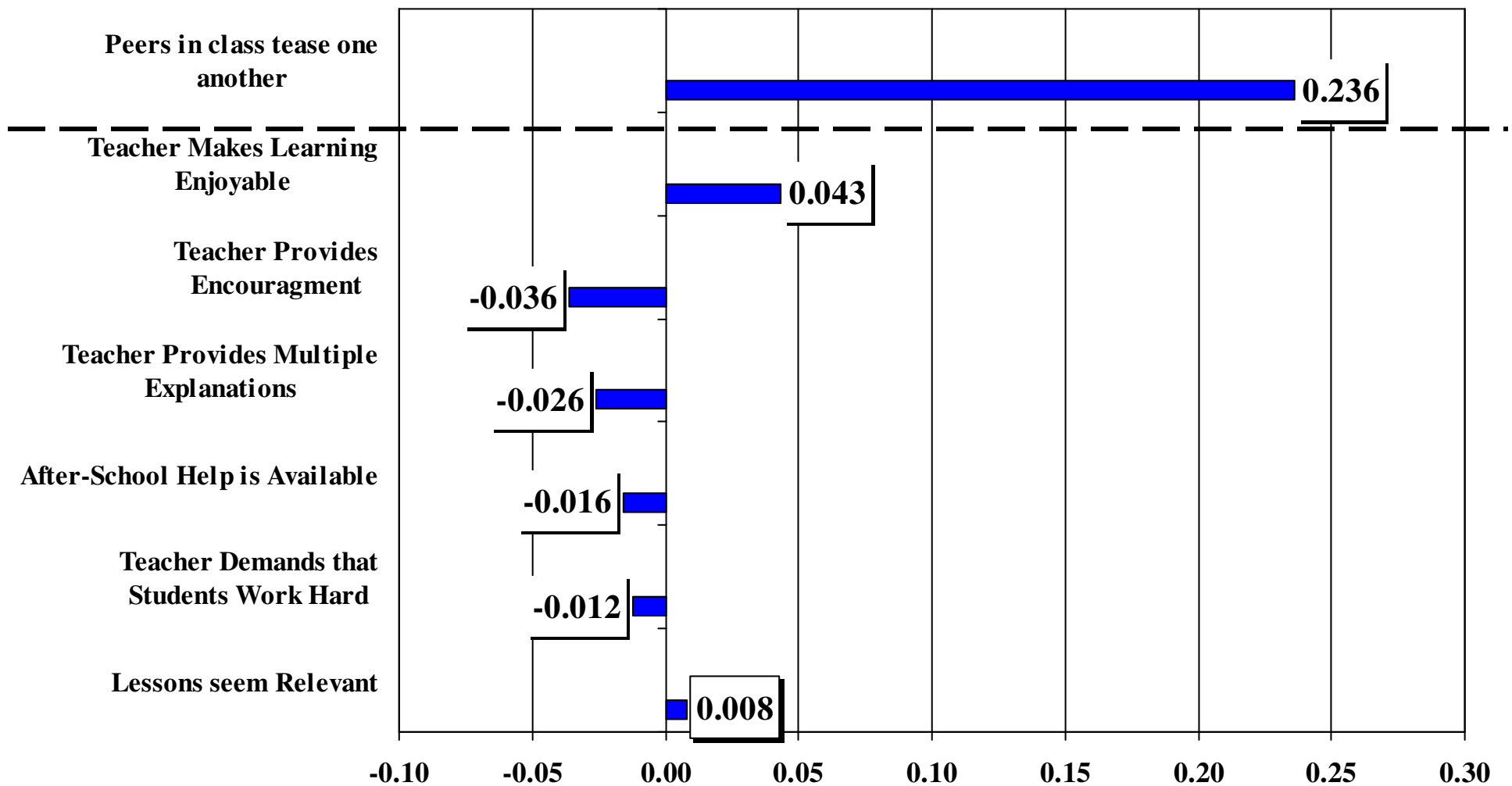
Target 4c: *“I don’t mind asking questions in this class if I need to.”* The length of each bar shows the relative importance of the corresponding “catalytic condition,” as a predictor of the statement above.

**Measures of
Catalytic Conditions**



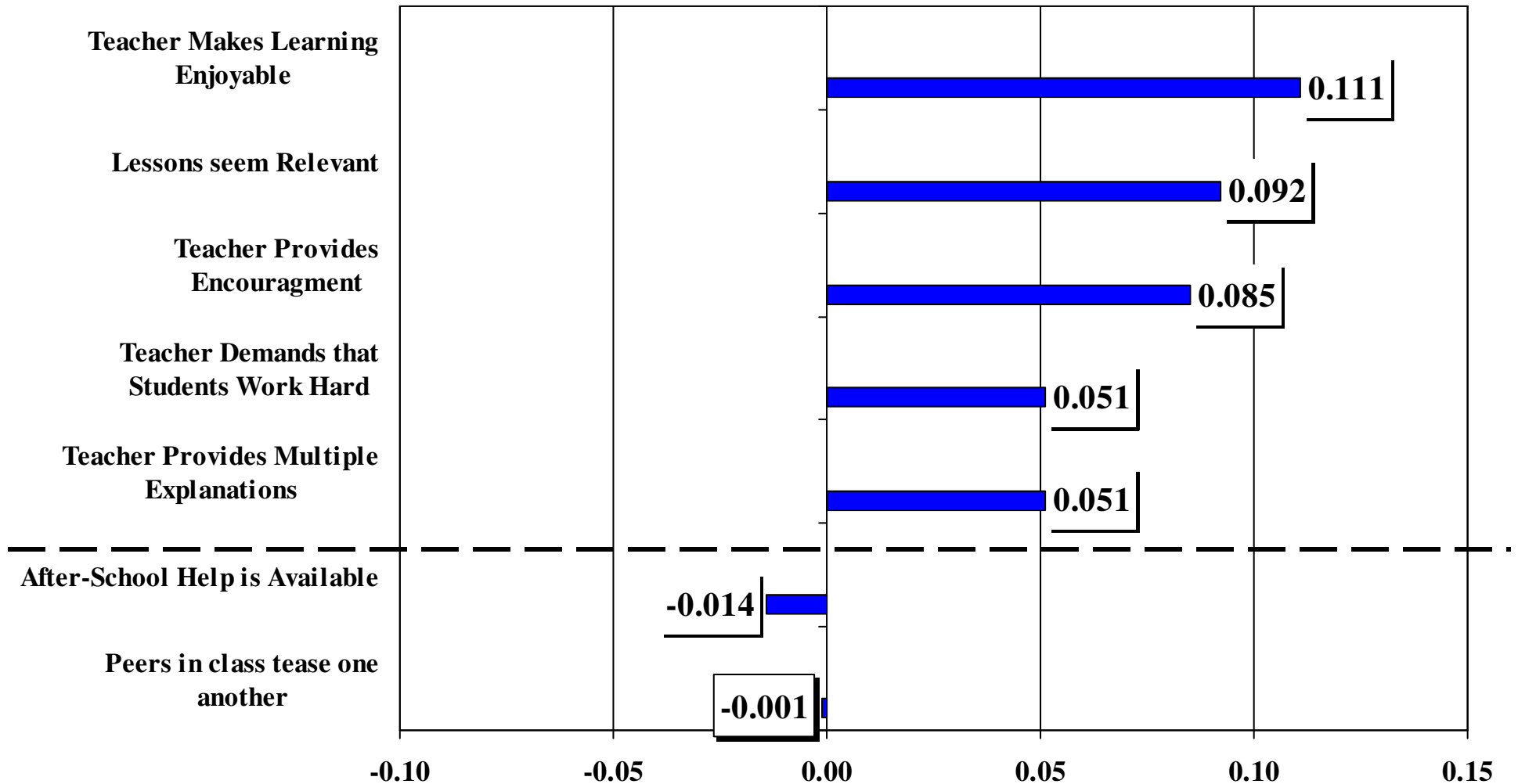
Target 4d: *“I sometimes hold back from doing my best in this class, because of what others might say or think.”* The length of each bar shows the relative importance of the corresponding “catalytic condition,” as a predictor of the statement above.

**Measures of
Catalytic Conditions**



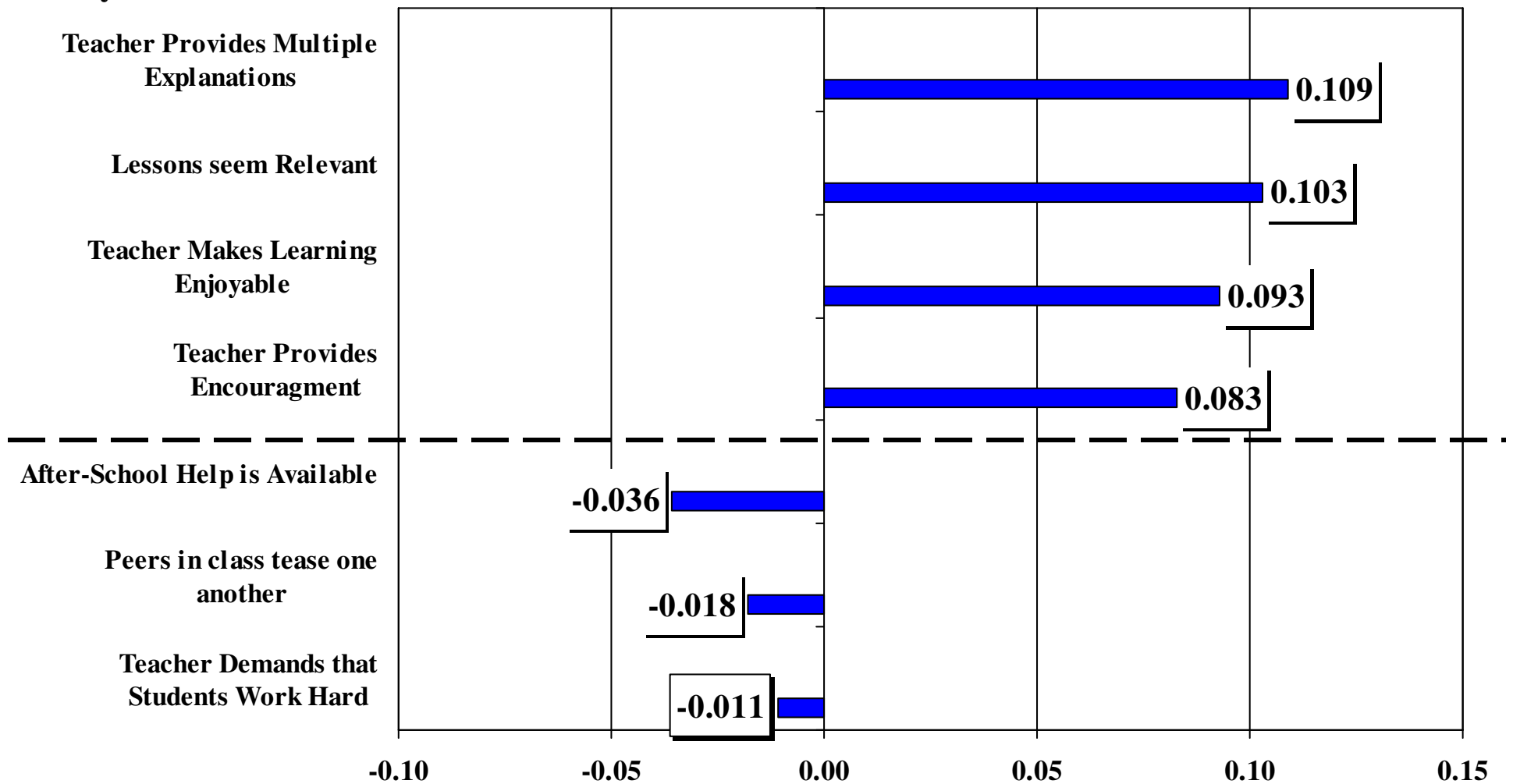
Target 5a: *“I have done my best quality work in this class all year long.”* The length of each bar shows the relative importance of the corresponding “catalytic condition,” as a predictor of the statement above.

**Measures of
Catalytic Conditions**



Target 5b: *“I have been able to figure out the most difficult work in this class.”* The length of each bar shows the relative importance of the corresponding “catalytic condition,” as a predictor of the statement above.

**Measures of
Catalytic Conditions**



Target 5c: *“Even if the work in this class is hard, I can learn it.”*
The length of each bar shows the relative importance of the corresponding “catalytic condition,” as a predictor of the statement above.

**Measures of
Catalytic Conditions**

