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:

- Teacher provides help & encouragement: 0.383
- Teacher makes learning enjoyable: 0.199
- Teacher provides multiple explanations: 0.125
- After-school help is available: 0.099
- Peers in class tease one another: 0.02
- Lessons seem relevant: 0.007
- Teacher demands that students work hard: -0.02
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:

- Peers in class tease one another
- Teacher provides help & encouragement
- Teacher makes learning enjoyable
- Lessons seem relevant
- Teacher demands that students work hard
- Teacher provides multiple explanations
- After-school help is available
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:

- Peers in class tease one another: -0.136
- Teacher provides encouragement: 0.256
- Teacher provides multiple explanations: -0.043
- Teacher makes learning enjoyable: 0.01
- Teacher demands that students work hard: 0.002
- After-school help is available: -0.005
- Lessons seem relevant: -0.007
**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:**

- Teacher Provides Encouragement: 0.124
- Lessons seem Relevant: 0.108
- After-School Help is Available: 0.100
- Teacher Demands that Students Work Hard: 0.092
- Teacher Provides Multiple Explanations: 0.059
- Peers in class tease one another: -0.032
- Teacher Makes Learning Enjoyable: -0.003

The length of each bar shows the relative importance of the corresponding “catalytic condition,” as a predictor of the statement above.
**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.
Teacher Demands that Students Work Hard
Teacher Provides Multiple Explanations
Lessons seem Relevant
After-School Help is Available
Teacher Makes Learning Enjoyable
Teacher Provides Encouragement
Peers in class tease one another

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.
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.
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

- Peers in class tease one another: 0.13
- Teacher Provides Encouragement: -0.122
- After-School Help is Available: -0.057
- Teacher Makes Learning Enjoyable: -0.055
- Teacher Provides Multiple Explanations: -0.054
- Teacher Demands that Students Work Hard: 0.035
- Lessons seem Relevant: -0.009
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

- Teacher Provides Encouragement: 0.177
- Teacher Provides Multiple Explanations: 0.13
- Teacher Makes Learning Enjoyable: 0.083
- After-School Help is Available: 0.074
- Peers in class tease one another: -0.039
- Teacher Demands that Students Work Hard: -0.027
- Lessons seem Relevant: 0.023
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

- Peers in class tease one another: 0.236
- Teacher Makes Learning Enjoyable: 0.043
- Teacher Provides Encouragement: -0.036
- Teacher Provides Multiple Explanations: -0.026
- After-School Help is Available: -0.016
- Teacher Demands that Students Work Hard: -0.012
- Lessons seem Relevant: 0.008
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

Teacher Makes Learning Enjoyable
Lessons seem Relevant
Teacher Provides Encouragement
Teacher Demands that Students Work Hard
Teacher Provides Multiple Explanations
After-School Help is Available
Peers in class tease one another
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.
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

- Teacher Provides Encouragement: 0.112
- Teacher Provides Multiple Explanations: 0.108
- Lessons seem Relevant: 0.093
- Teacher Makes Learning Enjoyable: 0.077
- Peers in class tease one another: -0.039
- After-School Help is Available: -0.019
- Teacher Demands that Students Work Hard: -0.004