



Onsite Visits: What Matters Most?

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Onsite Visits: What Matters Most?



THE GOVERNOR JOHN ENGLER
**CENTER FOR
CHARTER
SCHOOLS**

CENTRAL MICHIGAN
UNIVERSITY

Goals for Today

- 1 Overview of Onsite Review Process
- 2 Data Collection Tool
- 3 Antecedents to Student Engagement
- 4 The Research
- 5 Practical Implications

“

The songwriting process is like planting a seed; every chord, every lyric, every note nurtures its growth until it blossoms into a masterpiece.

”



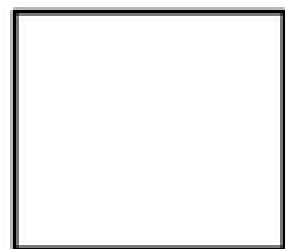
How can an authorizer evaluate the educational program and activities that lead to fulfillment of the school's mission?

Are inputs as important as outcomes? Why?

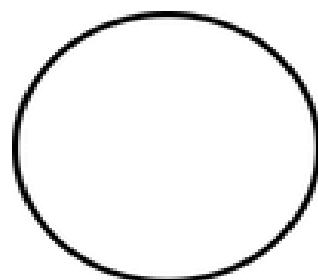
Triangle-Square-Circle



3 significant ideas that I took away
from the lesson...



What concepts from the lesson are
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Onsite Review Protocol: Educational Program Review (EPR)

The Logistics



Onsite Review Protocol: Educational Program Review (EPR)

Educational Program Review Standards

Standard I: Implementation and Support of the Educational Program set forth in the Charter Contract

●

A. Indicators for Curriculum

Focus groups, document examination and classroom observations revealed the curricular tools utilized at the school (e.g., Hillsdale College American Classical Education) align with the Educational Program. There is communication of curricular expectations through professional development by Hillsdale College and there are effective monitoring processes to ensure fidelity of implementation.

●

B. Indicators for Instructional Practices

The school's instructional practices align to the demonstrated whole-group classically focused thinking, directed note-taking, and Socratic discussion and mastery, analysis and synthesis. The school instructional indicators of the observation continuum

●

C. Indicators for Assessment Administration

The school's assessment administration practices effective processes for routine data analysis to formative and summative assessments and exams. The school ensure appropriate professional

●

B. Indicators for Instructional Practices

The school's instructional practices align to the Educational Program. The instructional practices demonstrated whole-group classically focused instruction with many opportunities for higher-order thinking, directed note-taking, and Socratic discussion with activities centered on student comprehension and mastery, analysis and synthesis. The school met and exceeded expectations (89% - 100%) on all instructional indicators of the observation continuum.

Standard II: Supervision of the implementation and support of the Educational Program as set forth in the Charter Contract

●

A. Indicators for Leadership Skills

The school leader ensures the integration of the mission and vision and virtue statements into daily operations. There are clear, measurable school improvement strategies; *however, communication for shared understanding among the staff is unclear.* The leader builds rapport with the staff and effectively communicates with all stakeholders through newsletters and social media.

●

B. Indicators for Instructional Leadership

The school leader has established routines and processes for monitoring the implementation and delivery of the curriculum. There are regular school-wide walkthroughs and classroom observations and teachers noted receipt of timely feedback on instructional delivery. The leader ensures the delivery of professional development that aligns with the school's academic improvement strategies.

●

SPECIAL EDUCATION

The school has well-established systems and processes for the delivery of specialized educational services for qualified students that demonstrate compliance with all federal and state laws and regulatory guidelines.

Onsite Review Protocol: Educational Program Review (EPR)

Classroom Observation Continuum of Progress

School:	Grade/Subject:	Start Time of Observation: End Time of Observation:
Reviewer:	Room Number:	Part(s) of Lesson Observed: B M E All
Date:	Number of Adults:	Brief Description of Lesson:
Mission, Vision, Values Evident:	Number of Students:	
Overall Rating Per Element		
<i>Below Expectations (B), Approaching Expectations (A), Meets Expectations (M), or Exceeds Expectations (E)</i>		
Element	Rating	Notes
Learning Environment	B A M E	
Cognitive Challenge	B A M E	
Student Engagement	B A M E	
Research-Based Strategies	B A M E	
Assessment & Adjustment	B A M E	



Onsite Review Protocol: Educational Program Review (EPR)

Cognitive Challenge				
Cognitive Challenge	Below Expectations <input type="checkbox"/>	Approaching Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Exceeds Expectations <input type="checkbox"/>
Key Question <i>How does the teacher ensure higher-order thinking and application of the learning?</i> Observable Evidence <i>"Higher-order questions" include but are not limited to those which challenge students to explain their thinking, infer, back up a position, or foster deeper levels of thinking in accordance to the taxonomies.</i> <i>"Strategies" include but are not limited to using advanced organizers, generating and testing hypotheses, identifying similarities and differences, providing feedback, nonlinguistic representations, summarizing, note taking, etc.</i> <i>"Rigorous tasks" include but are not limited to analyzing, creating, inventing, citing evidence, researching, debating, error analysis, self-reflection, defending a claim, writing, etc.</i>	<input type="checkbox"/> Teacher does not utilize strategies that promote higher-order student thinking.	<input type="checkbox"/> Teacher utilizes minimal strategies to promote higher-order student thinking.	<input type="checkbox"/> Teacher consistently utilizes strategies to promote higher-order student thinking through a scaffolded progression.	<input type="checkbox"/> Teacher systematically utilizes strategies to promote higher-order student thinking through a scaffolded progression and customization.
	<input type="checkbox"/> Learning tasks do not require students to apply content skills and/or skills are at the lowest level of the cognitive domains (e.g., knowledge).	<input type="checkbox"/> Learning tasks partially allow students to apply content skills, but skills are at the lower levels of the cognitive domains (e.g., knowledge and comprehension).	<input type="checkbox"/> Learning tasks consistently allow students to apply content skills and primarily require students to perform at the mid-levels of the cognitive domains (e.g., application and analysis).	<input type="checkbox"/> Learning tasks consistently allow students to apply content skills and predominately require students to perform at the highest levels of the cognitive domains (e.g., synthesis and evaluation).
	<input type="checkbox"/> Teacher does not pose questions that deepen academic understanding.	<input type="checkbox"/> Teacher poses some questions that deepen academic understanding, but most questions are closed questions.	<input type="checkbox"/> Teacher poses many academic questions that deepen academic understanding and encourage elaboration on content or examination of reasoning (i.e., open-ended questions).	<input type="checkbox"/> Teacher and students pose strategic academic questions that deepen academic understanding through metacognition, analytic reasoning, critical thinking, problem solving and/or tactical thinking.
	<input type="checkbox"/> Students are not encouraged to engage in academic discussions or make connections to prior learning.	<input type="checkbox"/> Students are occasionally encouraged to engage in academic discussions or make some connections to prior learning.	<input type="checkbox"/> Students are consistently encouraged to engage in substantive academic discussions and make connections to prior or future learning.	<input type="checkbox"/> Students are constantly encouraged to engage in deep academic discussions, pose insightful questions, elaborate on content, and make connections that demonstrate the transference of skills to new constructs.

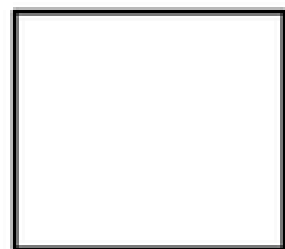
Meets Expectations <input type="checkbox"/>
<input type="checkbox"/> Teacher consistently utilizes strategies to promote higher-order student thinking through a scaffolded progression.
<input type="checkbox"/> Learning tasks consistently allow students to apply content skills and primarily require students to perform at the mid-levels of the cognitive domains (e.g., application and analysis).
<input type="checkbox"/> Teacher poses many academic questions that deepen academic understanding and encourage elaboration on content or examination of reasoning (i.e., open-ended questions).
<input type="checkbox"/> Students are consistently encouraged to engage in substantive academic discussions and make connections to prior or future learning.



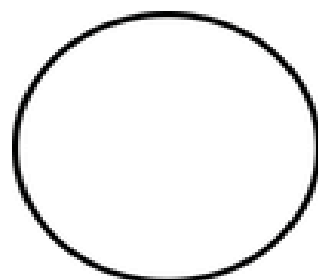
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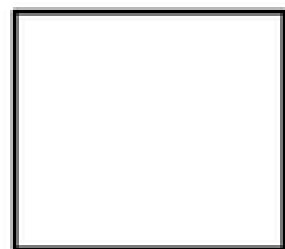


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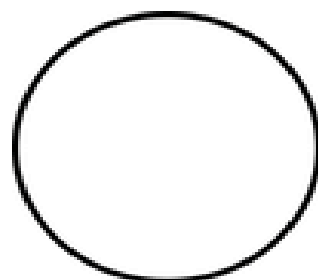
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Learning Environment	Cognitive Challenge	Student Engagement	Research Based Strategies	Assessment & Adjustment
Mid-Michigan Leadership	Old Redford Average	Old Redford Average	Old Redford Average	The Dearborn Academy
Old Redford Average	Mid-Michigan Leadership		Mid-Michigan Leadership	Old Redford Average
Greater Heights				Mid-Michigan Leadership
		The Dearborn Academy		Greater Heights
Detroit Leadership K-8	Greater Heights	Mid-Michigan Leadership	The Dearborn Academy	
	The Dearborn Academy	Greater Heights	Detroit Leadership K-8	
The Dearborn Academy	Detroit Leadership K-8	Detroit Leadership K-8	Greater Heights	Plymouth Ed Center
Plymouth Ed Center	Eaton Academy	Plymouth Ed Center	West Village	Detroit Leadership K-8
Eaton Academy	Flagship	Detroit Innovation	Plymouth Ed Center	
New Branches	River Heights	Eaton Academy	Eaton Academy	
Quest	West Village			Eaton Academy
Detroit Innovation				Riverside Average
		New Branches	Flagship	New Branches
	Riverside Average	Quest	Riverside Average	Quest
Riverside Average		West Village	Quest	
North Saginaw		Riverside Average		
River Heights	Plymouth Ed Center	River Heights		Flagship
	Detroit Innovation	Escuela Avancemos!	River Heights	Escuela Avancemos!
Ivywood Classical	Escuela Avancemos!		Detroit Innovation	
		North Saginaw	New Branches	West Village
	Quest	Flagship	North Saginaw	River Heights
	New Branches		Escuela Avancemos!	Kensington Woods
Escuela Avancemos!	North Saginaw			Detroit Innovation
Cole Academy	The da'Vinci Institute	Kensington Woods	Kensington Woods	North Saginaw
Walden Green	Cole Academy	Cole Academy	Cole Academy	Cole Academy
West Village	Kensington Woods	Ivywood Classical	The da'Vinci Institute	Cross Creek
Cross Creek			Cross Creek	The da'Vinci Institute
Flagship	Ivywood Classical	Walden Green	Ivywood Classical	Ivywood Classical
Kensington Woods	Walden Green	The da'Vinci Institute		
The da'Vinci Institute	Cross Creek	Cross Creek	Walden Green	Walden Green
			<30 Growth, <30 Meeting Norm	
			≥44 Growth, ≥44 Meeting Norm	
			≥44 Growth, <30 Meeting Norm	



Our Research: Principal Components Analysis

Two Main Variables

- Learning Environment
- Antecedents to Student Engagement



Learning Environment

1. Accountability Measures
2. Classroom Management
3. Student Behaviors
4. Respect & Rapport
5. Use of Time



Student Engagement

- The goal for teaching is academic outcomes, but before learning can take place, teachers must first engage students in the learning process. (Astin, 1999)
- If a student is actively involved in learning, they are engaged (Lei et al., 2018)
- Examples of behavioral engagement include working hard, trying one's best to acquire knowledge, and persevering despite difficulty.
- Behavioral engagement is the level to which students participate in learning activities and the effort that is put forth while learning. (MI Student Voice, 2024)



Student Engagement Related to Student Achievement

- Student engagement has been shown to be strongly related to academic achievement and growth (Hughes et al., 2008; Lei et al., 2018; Maamin et al., 2022; MI Student Voice, 2024).
- When engagement is diminished, instructional time is reduced and opportunities to learn are lost having negative cumulative effects on student outcomes (Quin, 2016).
- The amount of time a student spends in academic engaged time is a strong predictor of academic achievement (Gettinger & Walter, 2012).



Antecedent

A thing or event that existed before or logically precedes another.



Antecedents to Student Engagement

- Engagement is also more likely to occur if teachers use specific instructional strategies.
- Engagement is increased by using interactive teaching categorized by facilitating active student responses and providing frequent feedback.
- Instructional design is also important to engagement categorized by using a variety of teaching methods and matching instruction to student ability levels. (Gettinger & Walter, 2012).



Antecedents to Student Engagement

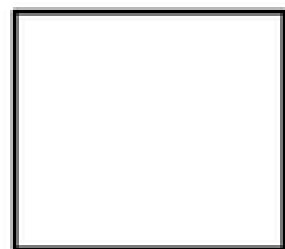
1. Cognitive Challenge (Rigor)
2. Active Learning
3. Scaffolding
4. Academic Discussion
5. Differentiated Instruction
6. Interventions & Support
7. Pace
8. Academic Vocabulary



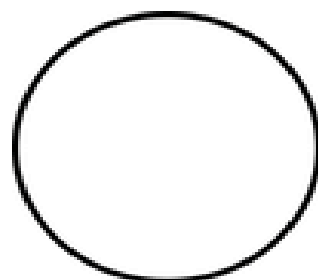
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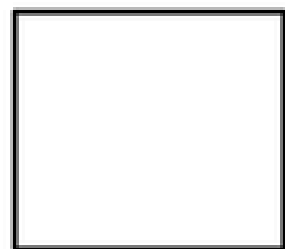


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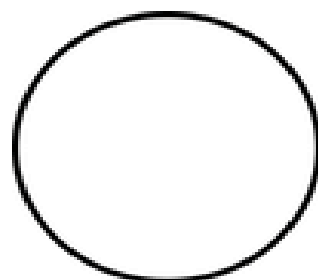
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Our Research: Methods



Research Questions

- Is there a relationship between the Learning Environment, as measured by the EPR Classroom Observation Protocol, and NWEA MAP achievement and growth?
- Is there a relationship between the Antecedents to Student Engagement (ASE), as measured by the EPR Classroom Observation Protocol, and NWEA MAP achievement and growth?
- Specifically, are there a set of specific indicators or groups of indicators with more significance?
- Does higher ratings on the EPR Classroom Observation Protocol have any mediating effects on Socio-Economic Status?



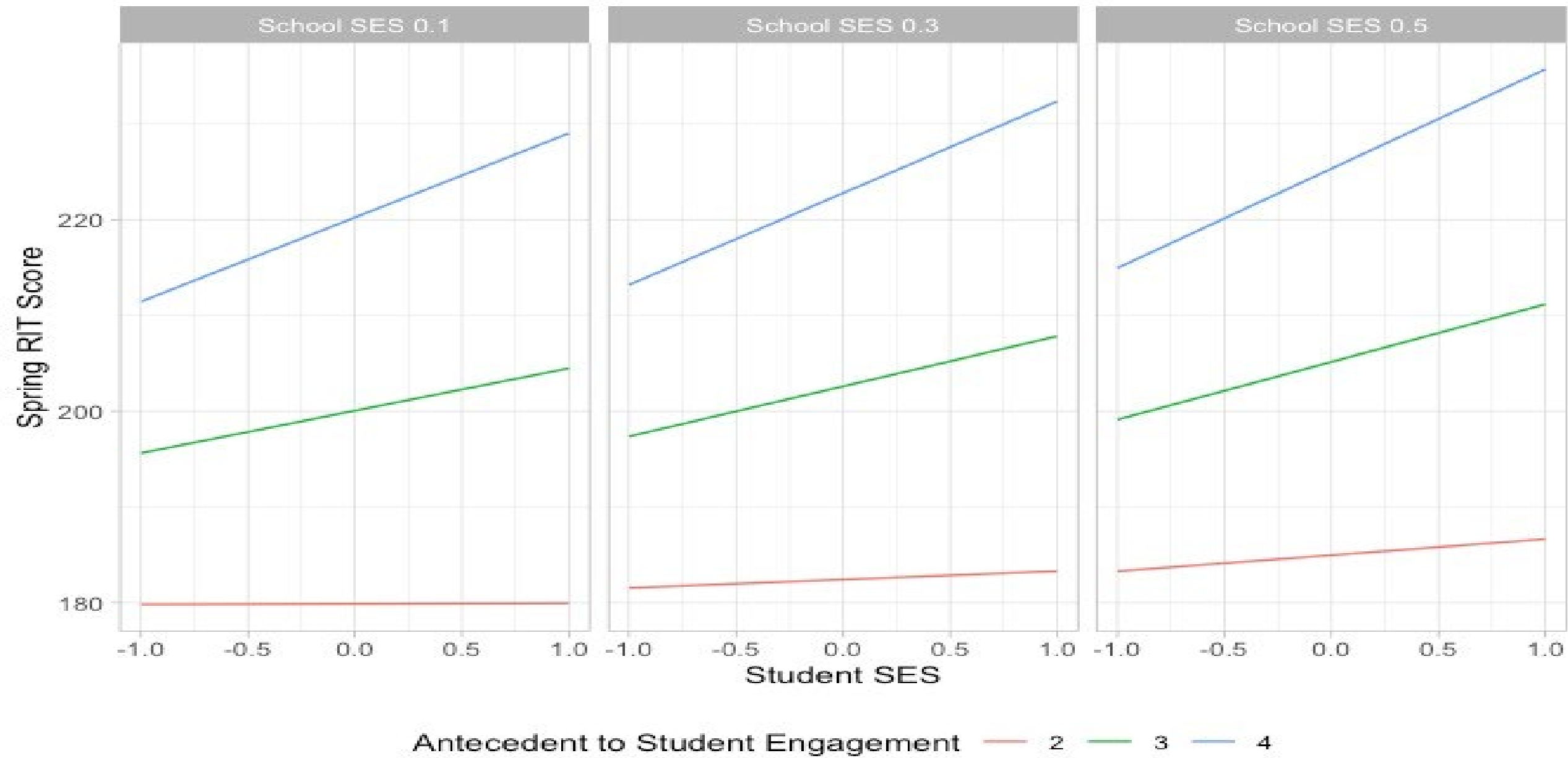
Our Research: Descriptive Statistics

	SAMPLE	PORTFOLIO	STATE
% FRPL	70%	74%	54%
Student of Color	67%	63%	37%
ELL	13%	11%	7%

- Number of Schools In Study= 24
- Number of Students= 5,763
- Includes Grades 3-8 (distributed evenly)
- 2 Years of Data

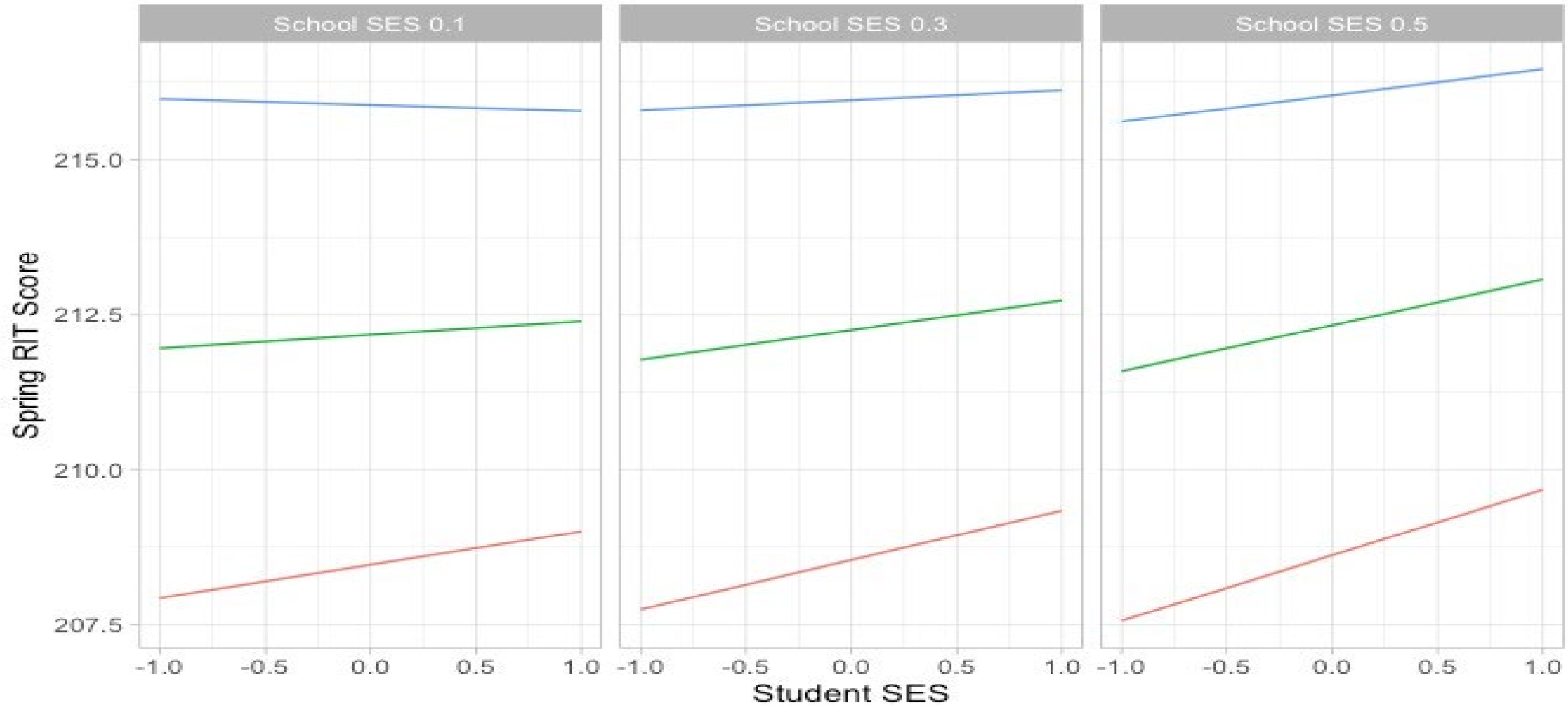


Achievement Model



Growth Model

Controls for Fall Score



Antecedent to Student Engagement — 2 — 3 — 4

Practical Uses and Implications

Cognitive Challenge	Performance Level			
	Below Expectations: 25%	Approaching Expectations: 44%	Meets Expectations: 25%	Exceeds Expectations: 6%
	<p>Evidence supports:</p> <ul style="list-style-type: none"> • Thirty-one percent (31%) of teachers consistently utilized strategies to promote higher order thinking and application of learning. • The review team observed strategies such as problem-solving, probing with higher-order thinking questions, inferencing and vocabulary acquisition. <hr/> <ul style="list-style-type: none"> • Sixty-nine percent (69%) of classrooms <i>did not</i> foster deeper levels of thinking in accordance with the taxonomies (e.g., Bloom's Taxonomy or Depth of Knowledge). • In many classrooms, lower-level questioning was observed with limited attempts to extend thinking. For example, students responded to recall-level questions and were not asked to justify answers. • In a number of observations, limited evidence existed of tasks that necessitated students to make decisions using inductive or deductive reasoning or provided problem-solving opportunities for students to synthesize and evaluate content. In these classrooms, students did not experience activities that required higher-order thinking. • Reviewers noted that infrequent academic discussions took place among students to make connections to prior and future learning. 			



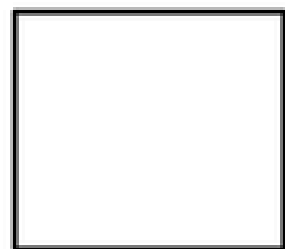
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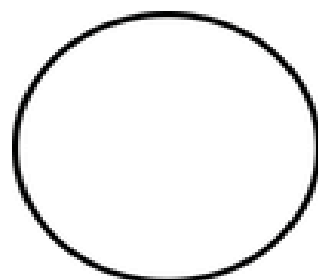
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W.O.W.

What Am I Walking Out With?

My Learning

Classroom Instruction is Essential

Early Support is Possible

Information is Support

Contact Us



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THANK YOU!

WWW.CHARTERINSTITUTE.ORG/AGAME

