

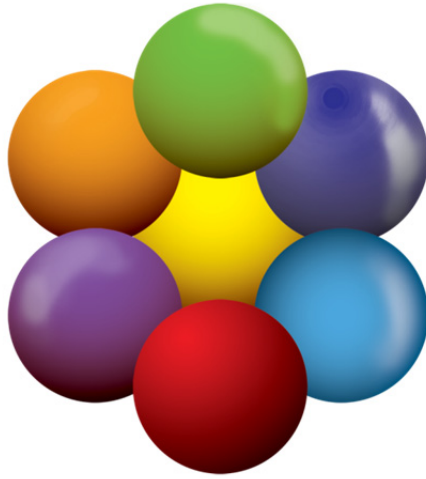
Just ASK's

**Student Engagement
Self-Assessment**

Reprinted from

Active Learning and Engagement Strategies

by Paula Rutherford



About Just ASK

The Essential Question of Just ASK's Work

What do schools and classrooms look like when they are organized around a commitment to the achievement of high standards by all students?

Just ASK Publications & Professional Development (Just ASK) is based in Alexandria, Virginia, USA. Established in 1989, Just ASK provides products and services for educators in formats that facilitate a shared understanding and the use of best practice in teaching, learning, and leading in 21st century classrooms, schools, and districts.

Driven by the essential question displayed above, the publications and products developed and distributed by Just ASK are used by Just ASK consultants in their long-term multifaceted work with schools and districts, stand alone for use in professional development initiatives led by district personnel, and are often used as texts for college courses. These comprehensive resources use a common language and concept system that makes the **Common Core** come alive. Because they are cross-referenced, administrators, teacher leaders, veteran teachers, mentors, coaches, and new teachers can all be on the same page!

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Student Engagement Self-Assessment

Respond to each question by writing in the spaces provided an **F** if it is a practice you **frequently** include in your instructional design and delivery, an **S** if you follow the practice **sometimes**, or an **N** if it is a **new idea** you do not yet include in your practice. After completing the self-assessment, consider which of the practices you marked with an **S** or an **N** might have the most impact on learning if they were regular and purposeful components of your teaching repertoire.

As I plan my units and lessons, do I

- ___ use the **Common Core** or other rigorous state standards, and district outcomes along with key concepts, big ideas, and essential understandings to determine assessments and learning experiences for my students?
- ___ work collaboratively with my peers?
- ___ use multiple sources of data to inform my practice?
- ___ use technological applications such as mobile devices, Web 2.0, podcasts, digital dossiers, and wikis?
- ___ prepare for student questions about, “How am I going to use what I am learning?” by helping them see the relevance of their learning beyond the classroom setting?
- ___ use the input and feedback I receive from students to develop future lessons?
- ___ make sure that standards, and not activity-level thinking, drive my planning process?
- ___ incorporate 21st century skills in my plans in order to better prepare my students for their world beyond academia?
- ___ analyze the tasks and learning exercises I want my students to complete to make sure students have the prerequisite knowledge and skills to complete the assigned work?
- ___ think beyond the standards and think about how to help my students become informed and involved future citizens?
- ___ create intriguing, open-ended questions that promote deeper thinking by my students?

To create a learner-centered classroom, do I

- ___ connect learning experiences to the communities in which students live and to the issues which are impacting the citizens in their communities?
- ___ ensure that all students understand that they are valued members of our learning community and that they bring much to our learning environment?



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- ___ encourage students to take risks by assuring them that mistakes are part of the learning process?
- ___ focus more on encouraging students than on pointing out mistakes and poor behavior?
- ___ give students a sense of control over how lessons will unfold and progress?
- ___ select controversial and provocative materials to pique my students' curiosity and involve them in critical analysis?
- ___ continuously monitor the level and quality of student engagement?
- ___ promote student self-efficacy by providing opportunities for them to set goals, self assess, and self-adjust?
- ___ give feedback that is descriptive rather than judgmental and that identifies strengths as well as next steps?
- ___ fill classroom walls with stimulating, but not cluttered or distracting, materials including current student work, other exemplars of high-quality work, and word walls?
- ___ ask students what they already know about a unit before introducing it?
- ___ use high-interest hooks at the beginning of lessons to captivate student attention?
- ___ create a culture of ideas rather than a culture of right answers?
- ___ establish a respectful classroom that is a safe, non-threatening environment, with no put-downs, no sarcasm, no belittlement, and no intimidation by students or teacher?
- ___ make learning an enjoyable experience and promote laughter and camaraderie throughout classes?
- ___ encourage students to ask deep and interesting questions that do not have simple answers?
- ___ allow students to explore topics that excite or interest them?
- ___ encourage students to express varied opinions as long as they support those opinions with data?
- ___ encourage students to think about how the information they are learning relates to other subjects and their lives beyond the school day?
- ___ ensure that my students think critically and creatively by asking questions that have more than one answer?
- ___ encourage students to try solving difficult problems, even before they learn all the material?



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- ___ monitor student engagement during group work by moving around the classroom, making eye contact, listening in discussions, questioning, encouraging, and redirecting as appropriate?
- ___ recognize, respect, and respond to the needs of diverse students?
- ___ provide pre-reading exercises to help students access prior knowledge and set purposes for reading?
- ___ encourage students to think and discuss answers with a partner or a small group before answering in the larger group?
- ___ have students resolve their differences by discussing their thinking?
- ___ explicitly ensure that students do more talking than I do?
- ___ encourage multiple and varying opinions and conclusions during discussions by not telling students what they are supposed to think?
- ___ tolerate silence during discussions to allow more time for students to think?
- ___ model and explicitly teach critical thinking processes, using practices such as **Think Alouds**?
- ___ provide graphic organizers or other visuals during discussions to support comprehension and involvement of visual learners more fully?
- ___ have students stretch their thinking by arguing the opposite of what they think or believe during a class discussion?
- ___ ask students to explain the thinking process they used to reach their conclusion?
- ___ insist on high-quality student answers to questions by having students speak in complete sentences and defend their responses with appropriate rationales?
- ___ provide scaffolding supports throughout lessons so that students do not encounter frustrations or shutdowns?
- ___ provide extensions for students who are accelerated and ready to engage in advanced work?
- ___ frame the learning so that students are clear on the standards that they are to master, the learning experiences they will have, and how their learning will be assessed?
- ___ give students choice in materials to use during learning experiences so that they can build their skills in choosing resources more independently?
- ___ adjust instruction based on student responses and reactions to lessons?



Student Engagement Self-Assessment

As I assess student learning, do I

- explain how to prepare for upcoming assessments so students use their study time more judiciously?
- emphasize learning and not just grades by giving students multiple opportunities to demonstrate mastery level learning?
- use ungraded formative assessment data to make instructional decisions and summative assessments to measure overall student learning?
- make the grading system transparent so that students fully understand how their learning will be assessed?
- give students different ways to demonstrate their learning so that they view grading practices as fair and balanced?
- design assessments around real-world applications?
- help students monitor and take responsibility for their own learning by giving them opportunities to self-assess and reflect on their learning?
- provide students frequent, specific, growth-producing feedback so that they can improve their academic performance?
- look for evidence of continuous improvement in student achievement rather than always focusing on isolated grades and assignments?
- have students help determine how they demonstrate learning and how they are assessed?

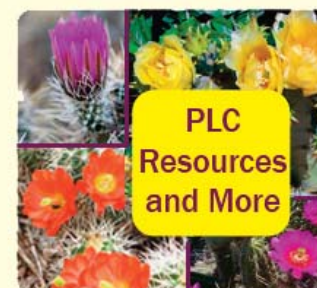
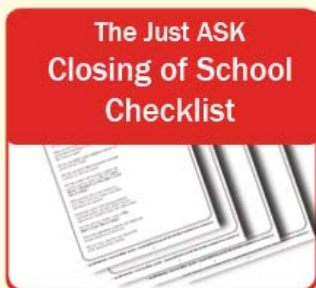
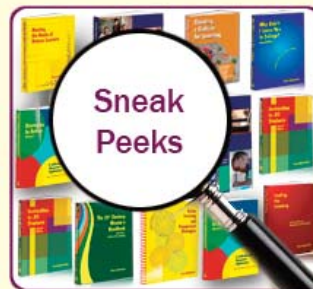
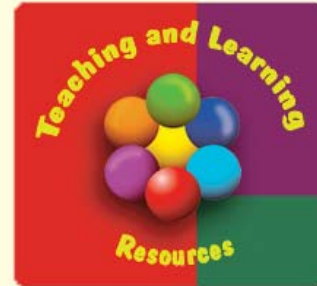
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