

# Student Engagement Self-Assessment

As you read, 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

- \_\_\_ begin with end in mind by linking all learning to the Common Core Standards, state standards, and district outcomes, and determining what it will look like when students have mastered the standards?
- \_\_\_ include clear, curriculum-based objectives, a pre-assessment, teacher-and/or student-led cycles of instruction, guided practice, independent practice, and frequent checks for understanding?
- \_\_\_ keep abreast of and discuss with my peers updated research and new teaching approaches so that I can continue to expand my repertoire of teaching and learning options?
- \_\_\_ connect my lessons to the world beyond the classroom by using technological applications such as mobile devices, Web 2.0, podcasts, digital dossiers, and wikis?
- \_\_\_ prepare for student questions such as, “How am I going to use what I am learning?” by connecting the purposes of and uses for their learning to the real world?
- \_\_\_ use the input and feedback I receive from students as I 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?
- \_\_\_ keep in mind that my students are part of the digital generation and, thus, appropriately incorporate technology into my lessons?
- \_\_\_ 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 in order to promote deeper thinking by my students?

### **As I build relationships with my students, do I**

- \_\_\_ establish authentic personal relationships with each of my students that convinces them that I care deeply about each of them as a person?
- \_\_\_ greet my students as they enter class each day?
- \_\_\_ let my students get to know me as a person by sharing examples from my own youth and adult life?
- \_\_\_ connect learning experiences to the communities in which students live and to the issues which are impacting the citizens in their communities?
- \_\_\_ ensure that my students understand that they are valued members of our learning community and that they bring much to our learning environment?
- \_\_\_ demonstrate passion and knowledge of the content so that students may more readily share that passion and absorb that knowledge?
- \_\_\_ pay close attention to quiet and/or resistant learners and devise ways to engage them in learning experiences?

### **In order to motivate my students, do I**

- \_\_\_ encourage students to take risks by assuring them that mistakes are part of the learning process?
- \_\_\_ focus more on encouraging students rather than 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 of students' engagement as well as the quality of their engagement?
- \_\_\_ promote student self-efficacy by instilling in them a belief in their capabilities to achieve goals and clearly articulated outcomes?
- \_\_\_ give feedback that is descriptive rather than judgmental and that includes identification of strengths as well as a next steps?
- \_\_\_ catch my students off guard by including surprises and unexpected occurrences?
- \_\_\_ fill classroom walls with stimulating, but not cluttered or distracting, materials including current student work, other exemplars of high-quality work, and word walls?

### **To create a learner-centered classroom, do I**

- \_\_\_ use high-interest hooks at the beginning of lessons to captivate student attention?

- \_\_\_ make expectations for student behavior and participation clear from the beginning of school, orchestrate practices of routines and procedures, and repeat expectations as necessary?
- \_\_\_ demonstrate a commitment to creating a culture of ideas rather than a culture of right answers?
- \_\_\_ create and maintain 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?
- \_\_\_ group and regroup my students purposefully and involve them both formally or informally in cooperative learning experiences?
- \_\_\_ encourage students to ask deep and interesting questions that do not have simple answers?
- \_\_\_ monitor student engagement during group work by moving around the classroom, making eye contact, listening in discussions, questioning, encouraging, and redirecting as appropriate?
- \_\_\_ foster the qualities of wondering, dreaming, and to spark creativity and promote problem-solving skills?
- \_\_\_ develop a regimen of high-quality anchoring activities so that students know what they are expected to do when they finish assigned tasks?
- \_\_\_ purposefully build movement into lessons to address the needs of kinesthetic learners?
- \_\_\_ collaborate with peers to discuss strategies that will more readily engage students in the learning?
- \_\_\_ learn as much as possible about the use of classroom technologies such as iPods, interactive whiteboards and Smart Boards?

### **When students are reading, writing and working together do I**

- \_\_\_ provide pre-reading activities to help activate prior knowledge?
- \_\_\_ introduce and clarify new vocabulary words that could impose roadblocks for students when they are reading?
- \_\_\_ conduct class discussions prior to reading that will help students set a purpose for reading?
- \_\_\_ avoid practices such as round-robin reading, reading the text aloud as a class, or having students read silently and answer recall questions related to the reading?
- \_\_\_ carefully select reading materials that are especially intriguing and interesting to students, and have the potential to result in critical reflection?
- \_\_\_ make public a series of focus questions that guide reading assignments?

- \_\_\_ train my students to be better oral communicators by including a variety of opportunities for students to talk with one another using strategies such as reciprocal teaching, learning buddies, talking tokens, and lectures with discussion partners?
- \_\_\_ provide opportunities for students to reflect, both orally and in writing, on how they are reaching their beliefs, opinions and values as a result of their learning experiences?
- \_\_\_ establish that writing is an important life skill and provide multiple and ongoing opportunities for students to write such as quick writes, short reaction papers, text messages, Twitter entries, journal entries, and lesson summarizers?

### **During class discussions, do I**

- \_\_\_ share my excitement for the topic through my tone of voice, body language, and facial expression?
- \_\_\_ 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 a discussion to allow more time for students to think?
- \_\_\_ model critical thinking processes, using practices such as **Think Alouds**, so that students can better participate in class discussions?
- \_\_\_ provide graphic organizers or other visuals during discussions to support comprehension and involvement of visual learners more fully?
- \_\_\_ incorporate research-based practices into my classroom discussions including the **10:2** process, wait time, frequent checks for understanding, and requiring students time to summarize their learning at the end of a discussion or a class period?
- \_\_\_ 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?
- \_\_\_ promote participation in class discussions by periodically requiring students to bring prepared questions or reactions to class as their **Ticket to Enter** to the classroom?

### **To set my students up for success, do I**

- \_\_\_ 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 upcoming learning so that students are clear on the standards that they are to master, the type of learning experiences in which they will participate, and how their learning will be assessed?
- \_\_\_ give students choice in materials to use during learning experiences so that they can build their ability to choose learning resources more independently?
- \_\_\_ adjust instruction based on student responses and reactions to lessons?
- \_\_\_ maintain momentum by having materials readily available and avoiding transitions that are cumbersome and time consuming?
- \_\_\_ minimize confusion and questions by providing clear directions before students begin a task?

**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?
- \_\_\_ 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 simply focusing on isolated grades and assignments?
- \_\_\_ build on past learning experiences by including cumulative reviews of prior learning?