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?

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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?