

Reflection Tool: Student Engagement

Definition of Excellence for Student Engagement

What is our school's definition of teacher excellence in the area of student engagement in learning, and how well does it address relevance, responsibility, and optimized time?

Schoolwide Supports

1. How well do we clearly articulate our philosophy of instructional delivery that leads to relevance, responsibility, and optimized time in student learning?
2. How well do we utilize instructional coaching to help teachers grow through the three-part model for feedback (feed up, feed back, feed forward)?
3. What is our system for ongoing professional development in the area of student engagement?
4. How effectively do we curate the engagement practices in place on our campus and use these excellent teachers to teach our faculty more about engagement?
5. How well does our schoolwide learning plan address our school's weaknesses in the area of student engagement?

Teacher Team Supports

1. What norms do our teachers have to ensure that they learn more from each other about student engagement?
2. How well do our teams plan instruction together to increase student engagement through the components of relevance, responsibility, and optimized time?
3. How can our teams conduct instructional rounds together to discover more ways to engage students or learn more about specific engagement activities or strategies?
4. When the team experiences difficulties with engagement, what steps does it take to have an experienced teacher model engagement strategies for the team?

Individualized Supports

1. Before we help a teacher with difficulty in student engagement, what steps should we take to evaluate the systemwide supports and teacher team supports and their effectiveness at helping the teacher? *(If schoolwide or teacher team supports are not in place, they are addressed as needed.)*
2. What data do we collect to confirm that the teacher has difficulty with engagement and ensure that the difficulty is not associated with lower levels in the Hierarchy of Instructional Excellence?
3. Before we help the teacher, what steps do we take to isolate the teacher's area of greatest difficulty in student engagement: communication, optimizing time, transferring responsibility for learning, or setting meaningful learning goals?
4. When we prescribe a personalized plan of supports, how well do we prescribe targeted interventions from a wide variety of options, including using Google Sheets for instructional planning, observing, coaching, collaborating with another teacher or the teacher team, and using outside resources?
5. Once we prescribe a plan of supports, what steps do we take to set a goal that defines the desired improvement needed, a date by which that improvement will be made, and a date by which we will follow up to ensure that improvement has been made?