Chapter 5 Reflection Tool: Student Engagement

Answer the following questions to help you create a classroom environment where students are fully engaged with the content from bell to bell.

Teacher Team Collaboration

- Has our team established plans to build high levels of engagement with all students that encompass relevance, gradual release of responsibility, and time management?

- How well do team members lead one another in fostering alignment in our common language and engagement practices?

- How well do we work together to help one another optimize time in our instruction?

- How well do we work together to help one another build high levels of relevance in our instruction?

- How well do we improve our pedagogy in planning, delivering, and reflecting on all components of the gradual release of responsibility model?

- When a teacher experiences difficulty with a student or a routine, what steps does he or she take to seek help from the team?

Classwide Supports

- How well have I aligned my engagement plans with those developed by the team?

- How well have I developed my expectations for my own behavior in each component of the gradual release of responsibility model?

- How well have I developed my expectations for student behaviors in each component of the gradual release of responsibility model?

- How well have I developed structures to monitor and respond to time optimization in my instruction?

- How well do I adjust my lessons during instruction based on the engagement responses I receive from students?

Individualized Student Supports

- When a student is disconnecting from learning, how well do I consistently determine the root cause of the student's lack of engagement?

- Once I determine the potential root cause, how well do I verify that the failure is not due to my classroom supports or inconsistency from the team?

- How well do I ensure that lack of engagement is not due to a deficiency in a lower level in the Hierarchy of Student Excellence?

- How effective am I at identifying the student's strengths so that I can leverage the strengths in engagement to address the area for growth?

- When I prescribe an intervention, how committed am I to providing the intervention with frequency and consistency?

- How consistently do I gauge student growth in the target area to determine if my intervention was effective?

- When the student is still unsuccessful, how well do I reflect and refine the intervention to better help the student?

- When my efforts to help the student continue to fail, how well do I reach out to my team members to help me better respond to the student?