

# Engagement Scenarios



Reflective Learning LLC

[www.reflectolearn.com](http://www.reflectolearn.com)

Twitter: @Sherrystclair

Email: [sherry@reflectolearn.com](mailto:sherry@reflectolearn.com)

Mrs. Parker, a sixth grade science teacher, truly loves teaching and wants the very best for her students. She seems willing to change her instructional practices as long as she knows it will benefit the students. Mrs. Parker has been working on learner engagement as her instructional goal. During your last coaching session with her, Mrs. Parker shared that she was having difficulty getting all students to actively engage when utilizing formative assessments. When you observe her classroom, you note the following dialogue.

Mrs. Parker: Kalie, what is one type of energy?

Kalie: Thermal energy

Mrs. Parker: Excellent

Mrs. Parker: Andrew, can you name another type of energy?

Andrew: Heat energy

Mrs. Parker: Very good

Mrs. Parker: Sandra, can you name another type of energy?

Sandra: No.

Mrs. Parker: Okay, Felecia, can you name another type of energy?

Felicia: Mechanical

As you look around the classroom, you notice three students now have their heads down on their desk.

Assignment: Collaboratively design three questions you would use while working with Mrs. Parker.



When you observe Mr. Gore's first-grade classroom, students are working in small reading groups. You notice students are in groups of six. One group of students are sitting together but working independently to match the beginning letter of a word to a picture using the attached sheet. As you observe, you notice two students are finished with their sheet and sitting quietly. You ask them what they are supposed to be doing and one responds, "I'm waiting." The other one states, "I'm finished with my work." When it is time to rotate groups, the students place their work in a bin in the front of the classroom.

In a high school classroom, students are listening to their teacher, Mr. Allen, read a text. As you observe the classroom, you notice four students have their books closed, two students have their heads down and the other students seem to be following along in their text. You observe for twenty minutes. During that time, the teacher asks three questions. The first question asked was, “How many people have seen a bear?” Mr. Allen glances up from the text to see how many students raise their hand and then continues to read. The second question asked was, “How many of you like honey?” Again, Mr. Allen looks up from the text. He states, “Really? I thought more people would raise their hand” and continues to read. The third question Mr. Allen asked was, “How many think that was a good decision by the character?” When he sees the number of students who raised their hand, he states, “I agree. I think it was a good decision too” and continues to read.

