

## Coaching and Observing Learner Engagement Reflection Questions

<b>Behavioral Engagement</b>	
Active Participation	<p>What evidence demonstrates that students stay on task and actively engaged during the entire lesson?</p> <p>To what extent is class time utilized wisely with minimal disruptions or lost instructional time?</p> <p>What evidence demonstrates that students monitor and adjust their own participation?</p> <p>What evidence demonstrates that students correct each other respectfully when off-task?</p>
Learning Environment	<p>To what degree are the classroom learning procedures and routines well established yet remain flexible to adapt to the learning task as needed?</p> <p>What evidence demonstrates that students persevere through productive struggle?</p> <p>How effectively do students transition from one learning task to another?</p> <p>To what extent do students pay attention to the details of their learning tasks?</p> <p>To what extent are students using class time wisely?</p> <p>What evidence demonstrates that students have a clear understanding of the teacher's expectations?</p>
Formative Processes and Tools	<p>To what degree do students demonstrate the ability to share responsibility for their learning?</p> <p>To what extent are formative assessment results used to adjust instruction immediately?</p> <p>How is differentiation utilized in the classroom and to what extent?</p> <p>Are students aware of the criteria that will be used to assess their learning?</p> <p>What evidence indicates behavioral supports are in place?</p>
<b>Emotional Engagement</b>	
Active Participation	<p>How do students take ownership of learning new content?</p> <p>How do students exhibit respect for their classmates?</p> <p>How do students seek to improve their own performance?</p> <p>To what extent do students exhibit signs of valuing the content taught?</p> <p>In what ways is active participation creating opportunities for use of today's career skills, and which ones?</p> <p>To what extent is rightful presence incorporated into classroom discussion?</p> <p>To what extent do students share their thinking and learning throughout the class?</p>
Learning Environment	<p>How are students participating in the development of classroom expectations?</p> <p>To what extent do students exhibit signs of feeling safe to make mistakes?</p> <p>To what extent do students demonstrate care and respect for peers, the teacher and the learning environment?</p> <p>What evidence demonstrates that students exhibit pride in high-quality work?</p> <p>How is the learning environment promoting use of today's career skills, and which ones?</p> <p>What evidence indicates students are known and valued?</p> <p>What evidence indicates relational trust between teacher with students and students with peers?</p> <p>What evidence indicates classroom learning communities are established?</p> <p>To what extent are social and emotional skills intentionally integrated into daily practice?</p>



## Coaching and Observing Learner Engagement Reflection Questions

Formative Processes and Tools	<p>To what extent are formative assessment results used to adjust instruction immediately?</p> <p>How is differentiation utilized in the classroom and to what extent?</p> <p>Are students aware of the criteria that will be used to assess their learning?</p> <p>How are formative processes and tools contributing to the use of today's career skills, and which ones?</p> <p>What processes are in place to promote a growth mindset?</p>
<b>Cognitive Engagement</b>	
Active Participation	<p>How do students demonstrate active listening during the lesson?</p> <p>What evidence demonstrates that students monitor and adjust their own participation?</p> <p>What evidence demonstrates that students utilize collaborative thinking to accomplish assignments?</p> <p>What evidence demonstrates that students are given opportunities to interact and collaborate with peers?</p> <p>To what extent do students share their thinking and learning throughout the class?</p>
Learning Environment	<p>What evidence demonstrates that students are provided with timely and effective feedback to help them guide their learning?</p> <p>What evidence demonstrates that students persevere through productive struggle?</p> <p>What evidence demonstrates that high expectations are set for all students?</p> <p>What evidence indicates students are learning how to learn?</p>
Formative Processes and Tools	<p>What evidence indicates that students demonstrate mastery of content through opportunities to self-reflect and set goals?</p> <p>What evidence demonstrates that students understand and can articulate how their work is assessed?</p> <p>How do assessment results indicate that students are exceeding expected outcomes?</p> <p>To what extent are formative assessment results used to adjust instruction immediately?</p> <p>How is differentiation utilized in the classroom and to what extent?</p> <p>Are students aware of the criteria that will be used to assess their learning?</p> <p>To what extent are students given questions that require higher order thinking?</p>



# Coaching and Observing Learner Engagement Reflection Questions

