

## Student Engagement Checklist

Three key points to keep in mind:

- Teachers should use strategies that clarify the learning objectives of the lesson and unit and should also allow students to select their own learning objectives within the unit plan.
- Teachers should use specific strategies for introducing new knowledge, practicing, reviewing, and applying learning.
- Teachers should use specific strategies, including self-assessment to facilitate and monitor students' learning.

At the beginning of a unit or lesson, the teacher should:

1. Identify clear learning goals that are specific, but flexible. (Setting Objectives)
2. Allow students to identify and record their own learning goals. (Setting Objectives)

During a unit or lesson, the teacher should:

1. Have students monitoring their own progress on meeting the learning goals. (Providing Feedback)
2. Provide clear, criterion-referenced feedback that lets students know what is correct, what is not, and gives specific guidance on how to improve the performance. (Providing Feedback)
3. Periodically celebrate legitimate progress toward learning goals. (Providing Recognition)

At the end of a unit or lesson, the teacher should:

1. Provide students with clear assessments of their progress on each learning goal. (Providing Feedback & Providing Recognition)
2. Have students assess themselves on each learning goal and compare these assessments with those of the teacher. (Providing Feedback & Providing Recognition)
3. Have students articulate what they have learned about the content and about how they learn. (Providing Feedback & Providing Recognition)

When introducing new knowledge, the teacher should:

1. Have the students identify what they already know about the topic of study. (Cues & Questions)
2. Provide students with ways of thinking about the topic of study in advance. (Cues & Questions)
3. Have students make inductions based on the new knowledge. (Generating Hypotheses)
4. Have students compare and contrast the new knowledge with what is already known. (Similarities & Differences)
5. Have students keep a record of knowledge covered in the unit in order to track their own progress. (Setting Objectives & Providing Feedback)

6. Have students represent knowledge in nonlinguistic ways and periodically share and explain those representations with others. (Summarizing, Note Taking, and Nonlinguistic Representation)
7. Use cooperative grouping when appropriate, but not all the time. (Cooperative Learning)

After new knowledge has been introduced, teachers should provide opportunities for students to practice, review, and apply new knowledge in order to deepen knowledge:

1. Assign homework that requires students to practice and apply what they have learned. However, students must receive explicit criterion-referenced feedback on the accuracy of their homework. (Homework & Practice)
2. Engage students in long-term projects that involve experimental inquiry, investigation, problem solving, or decision making. (Generating & Testing Hypotheses)
3. Have students revise the linguistic and nonlinguistic representations of knowledge in their notebooks as they refine their understanding (Summarizing, Note Taking, & Nonlinguistic Representation)