



# LEARNER ENGAGEMENT

## SELF-ASSESSMENT

Teacher:

Date:

A criterion identified in the *Teacher Effectiveness for Language Learning Framework* addresses the need to “to capture my students’ energy and commitment.” (LE2) **What strategies do you use to effectively engage learners?** During this self-assessment, be sure to consider evidence from your practice to support your reflections. Once you have completed the self-assessment, review the outcomes with a critical friend, mentor, or supervisor. An open and honest conversation about your performance vs. ratings helps to clarify rationale for levels selected and will help you to set goals.

Reflect on your current performance level of the indicators below.

**N** = I do not do this. **S** = I do this sometimes. **M** = I do this most of the time. **C** = I do this with confidence.

<b>1</b>	<b>I post and clearly state the lesson objectives in student friendly language.</b>	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
<b>2</b>	<b>I post and share the sequence of learning experiences with my students.</b>					
	a. Classroom rules are posted and referred to as necessary by the teacher.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	b. Students are recognized and validated for exemplary behavior.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	c. Students’ undesired behaviors are redirected using an established classroom behavior system.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
<b>3</b>	<b>Students follow procedures to:</b>					
	a. ... participate actively in classroom activities.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	b. ... request permission (e.g., to leave room, get a pencil, to speak)	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
	c. ... receive and turn in materials.	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
<b>4</b>	<b>Students transition smoothly and efficiently between activities.</b>					
		<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal
<b>5</b>	<b>The teacher returns student attention to the targeted performance objective(s) to affirm what they can do now that they couldn't do at the beginning of class.</b>					
		<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> M	<input type="radio"/> C	<input type="radio"/> My Goal

### REFLECTION NOTES

What evidence did you consider that led to your rating? What steps might you take to better meet the identified indicators?

