

FOCUS Reflection: P1.3

DIRECTIONS: Read through the Sample ELA Applications for this Indicator. Check the box in the right column if there is content in that row that you want to focus on for future professional development. Highlight text and/or make notes at the end of the form to keep track of specific aspects that interest you.

Indicator P1.3. Student Engagement

Uses a variety of student-centered instructional methods. Provides opportunities for all students to communicate in meaningful ways, interact within authentic contexts, and develop critical thinking and problem-solving skills.

| Sample ELA Applications | | |
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| What Effective ELA Teachers KNOW | What Effective ELA Teachers DO | ✓ Focus |
| A. ABE students are most likely to be engaged with their learning when it is appropriately challenging and relevant to their immediate and future lives. | 1) Have students develop and apply their ELA skills as they explore topics/questions relevant to their social, economic, and cultural realities. 2) Ensure ELA texts and tasks/projects are not too easy and not too difficult for students' level; scaffold as needed. 3) Use <i>wait time</i> and <i>prompting</i> to foster thoughtful student responses to questions. 4) Use lesson time effectively (<i>e.g., transition quickly between activities; engage students in meaningful language work if they complete tasks early</i>). 5) Have students generate products (<i>e.g., blogs, videos, multimedia presentations</i>). | |
| B. Students require a variety of interactions with texts and with each other to deepen learning and create a community of learners. | 1) Spend the majority of class time having students read, write, or speak directly about a text or multiple texts. 2) Sequence questions/activities/readings to support students' delving deeper into text(s) to build their understanding of the big ideas and key information from the text(s). 3) Require student thinking and responses beyond recall; ask students to elaborate and justify their answers (both orally and in writing), using the text to support ideas and inferences with precision. 4) Ask questions that consistently pertain to the words, phrases, and sentences in the text(s). 5) Require that students use evidence to build on each other's observations or insights when discussing or collaborating. 6) Balance teacher-talk and student-talk by including activities that require students' active participation | |

| What Effective ELA Teachers KNOW | What Effective ELA Teachers DO | ✓ Focus |
|---|--|------------|
| | <p><i>(e.g., explorations and inquiry; class discussions; problem solving; group projects; debates; book clubs; book/poetry shares).</i></p> <p>7) Build in a variety of approaches to ELA learning <i>(e.g., explicit instruction; visuals; discussion/debate; digital tools; videos; collaborative peer work; self-directed activities).</i></p> | |
| <p>C. Adults are empowered by having choice and agency in their activities.</p> | <p>1) Offer choice whenever possible in topics, instructional texts, technology, and in demonstrating understanding (orally or in writing), as long as high expectations and CCRSAE-ELA-aligned objectives are still met.</p> <p>2) Encourage learners to engage in sustained independent reading, choosing from among a range of print and digital texts about knowledge-building topics under study.</p> <p>3) Facilitate academic conversations that center student voice and leadership.</p> | |
| <p>Notes to Self:</p> | | |