

## Reflect on Strategic Learning Practice, Instruction 1

*Each and every student is supported by opportunities for meaningful engagement using structured student-to-student communication.*

Consider how your students respond to the following questions:

- ▶ How does engaging in conversations with my peers push my learning?
- ▶ How do I participate in these conversations?
- ▶ What is my role as both a speaker and a listener?

Think about your students' responses—remembering that your support is directly linked to developing student ownership—and use the following to help you reflect on the strengths and gaps of your support.

### How often and how well do you offer these supports?

- Student communications build toward mastery of the relevant standards and measurable and achievable learning outcomes.

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- Multiple and varied opportunities for student communication are provided.

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- Student communications are structured to provide rigorous and high-quality conversations.

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- Structured communications include reciprocal speaking and listening opportunities for each student.

Table 2.9: Reflect on Strategic Learning Practice, Instruction 1

## Reflect on Strategic Learning Practice, Instruction 2

*Each and every student is supported by opportunities for meaningful engagement using effective instructional strategies.*

Consider how your students respond to the following questions:

- ▶ How does engaging in this instructional strategy support my learning?
- ▶ How can I use this instructional strategy in the future?
- ▶ What is the value of reflecting on my learning?

Think about your students' responses—remembering that your support is directly linked to developing student ownership—and use the following to help you reflect on the strengths and gaps of your support.

### **How often and how well do you offer these supports?**

- Instructional strategies build toward mastery of the relevant standards and measurable and achievable learning outcomes.

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- Instructional strategies require a high level of active participation.

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- Instructional strategies account for the differing needs of your students.

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- Reflection on the purpose and value of the instructional strategy is required of students.

**Table 2.10: Reflect on Strategic Learning Practice, Instruction 2**

### **Reflect on Strategic Learning Practice, Instruction 3**

*Each and every student is supported by opportunities for meaningful engagement in which instructional time is used efficiently.*

Consider how your students respond to the following questions:

- ▶ How much time do I have to learn this?
- ▶ How can I use my time most efficiently?
- ▶ How can these routines help me in the future?

Think about your students' responses—remembering that your support is directly linked to developing student ownership—and use the following to help you reflect on the strengths and gaps of your support.

#### **How often and how well do you offer these supports?**

- All time is used to meaningfully engage students toward mastery of the relevant standards and measurable and achievable learning outcomes.
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- The pace keeps all students actively participating.
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- Routines are used to maximize instructional time and exclude nonproductive time.

**Table 2.11: Reflect on Strategic Learning Practice, Instruction 3**