

REFLECTION CHECKLIST FOR STRATEGY 2: Engineering Effective Discussion, Tasks, and Activities That Elicit Evidence of Learning

| | I don't do this | I do this sometimes | This is embedded in my practice | I could support someone else |
|---|-----------------|---------------------|---------------------------------|------------------------------|
| I find out what every student knows at least once a lesson, by using an all-student response system. | | | | |
| I ensure that all students have time to think about an answer to a question I pose before I choose who answers. | | | | |
| I give a student a way out if unable to answer my question, but then I come back to that student. | | | | |
| I ask a hinge question during a lesson when I need to decide whether I could move on. | | | | |
| Students pose their own questions, which other students answer. | | | | |
| I make “no hands up” a standard classroom policy. | | | | |
| I use statements rather than questions to encourage more thoughtful answers. | | | | |
| I use learning logs, exit cards, or another way of collecting extended responses from students. | | | | |
| I test students, look at their answers, and then teach the areas that students have problems with before I move on. | | | | |
| Other techniques for this strategy that I use to improve student learning: | | | | |
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