

# APPENDIX 2: Student Engagement Managing Engagement Checklist

<b>Dot</b> if you do not manage these engagement strategies well. <b>Tick</b> if you manage them well in this lesson.	Lesson Date			
<b>TASK 1: Class and Group Expectations are Set</b>				
I allowed <b>NO class interruptions</b> to occur during the lesson. Individual students know not to ask questions when I am teaching guided reading.				
I managed the students so they stayed focused throughout the lesson. The group wasn't distracted by class noise, off task students in the group.				
I know the rest of the class is on task most of the time. I don't have to stop the reading lesson to refocus the class				
I have obvious <b>rules</b> and systems in place to manage the following. No fiddling with cover cards, Eyes on text during ITTM, No interruptions during ITTM				
<b>TASK 2: Deliberate Acts of Behaviour Management</b>				
I regularly <b>scan the group</b> to check for engagement. Think about the number of times you scan the whole group (10+ is a good indicator).				
I keep the lesson <b>positive</b> and focus on good behaviour. There should be more positives ( eg. "good reading") than tell offs or prompts.				
I use <b>soft management actions</b> to keep students on task. I quickly catch behaviour using a pause, a look, a name, a finger tap on the table.				
When needed I have a <b>behaviour management learning outcome</b> . If students are not responding to 'soft' management responses (eg eyes not on text, fiddling with cover cards, calling out), include a behavioural LO for the next lesson. Extreme individual behaviour - I have a plan for withdrawing the student from the group.				
<b>Task 3: Use PACE to engage</b>				
The <b>general pace</b> of my lesson keeps the students engaged. I usually get through 4 paragraphs in 30 minutes				
I <b>slow down</b> to engage students when the lesson is too hard.				
I <b>speed up</b> to engage students when the lesson is too easy.				
I deliberately <b>let something go</b> (eg something not quite right in Convince Me) to maintain the flow of the lesson and the confidence of the group.				
<b>Task 4: Use PASSION to engage</b>				
I show personal enjoyment of the story to engage students.				
I show personal enjoyment of the routine to engage students.				
I vary my voice (pitch, volume and speed) to engage students.				
I use facial expression or gestures to engage students.				