

# **Rubric – HLP 18 Use Strategies to Promote Active Student Engagement**

Pillar HLPs: [HLP 7](https://ttaconline.org/Resource/JWHaEa5BS74ozkSjhgK7Pw/Resource-rubric--checklist--hlp-7-establish-a-consistent-organized-and-respectful-learning-environment) & [HLP 16](https://ttaconline.org/Resource/JWHaEa5BS76Vge_avkrQBw/Resource-rubric--hlp-16-use-explicit-instruction-vdoe-ttac-at-gmu)

| **Rating** | **Relationships** | **Teacher Questioning & Opportunities to Respond (OTR)** | **Individualize Scaffolds and Technologies** | **Active Engagement Strategies** | **Teacher Feedback** |
| --- | --- | --- | --- | --- | --- |
| **Ineffective** | Teachers seldom use strategies to develop positive teacher-student relationships (greet students, ask students about their lives, etc.). | Teachers seldom engage students in the learning process by asking students a variety of questions (higher & lower level) and giving students opportunities to respond with ways that assess students’ understanding of skills identified in the lesson’s learning target. | Teachers seldom individualize scaffolds and/or assistive technologies to enhance students’ understanding of skills identified in the lesson’s learning target. | Teachers seldom engage students in research-based strategies (peer assisted learning strategies, etc.), activities and games. | Feedback is seldom immediate, goal directive, constructive, respectful, and positive. |
| **Approaching**  **Effective** | Teachers sometimes use strategies to develop positive teacher-student relationships (greet students, ask students about their lives, etc.). | Teachers sometimes engage students in the learning process by asking students a variety of questions (higher & lower level) and giving students opportunities to respond with ways that assess students’ understanding of skills identified in the lesson’s learning target. | Teachers sometimes individualize scaffolds and/or assistive technologies to enhance students’ understanding of skills identified in the lesson’s learning target. | Teachers sometimes engage students in research-based strategies (peer assisted learning strategies, etc.), activities and games. | Feedback is sometimes immediate, goal directive, constructive, respectful, and positive. |
| **Effective** | Teachers often use strategies to develop positive teacher-student relationships (greet students, ask students about their lives, etc.). | Teachers often engage students in the learning process by asking students a variety of questions (higher & lower level) and giving students opportunities to respond with ways that assess students’ understanding of skills identified in the lesson’s learning target. | Teachers often individualize scaffolds and/or assistive technologies to enhance students’ understanding of skills identified in the lesson’s learning target. | Teachers often engage students in research-based strategies (peer assisted learning strategies, etc.), activities and games. | Feedback is often immediate, goal directive, constructive, respectful, and positive. |
| **Highly Effective** | Teachers always use strategies to develop positive teacher-student relationships (greet students, ask students about their lives, etc.). | Teachers always engage students in the learning process by asking students a variety of questions (higher & lower level) and giving students opportunities to respond with ways that assess students’ understanding of skills identified in the lesson’s learning target. | Teachers always individualize scaffolds and/or assistive technologies to enhance students’ understanding of skills identified in the lesson’s learning target. | Teachers always engage students in research-based strategies (peer assisted learning strategies, etc.), activities and games. | Feedback is always immediate, goal directive, constructive, respectful, and positive. |

## **References:**

Aceves, T. C. & Kennedy, M. J. (Eds.) (2024, February). High-leverage practices for students with disabilities. 2nd edition. Arlington, VA: Council for Exceptional Children and CEEDAR Center.

CEEDAR Center (2024). High-leverage practices self-assessment tool. Retrieved from <https://ceedar.education.ufl.edu/high-leverage-practices/>

Hashey, A. I., Kaczorowski, T. L., & DiCesare, D. M. (2020). High-Leverage Practices in Special Education, Guide 5. Council for Exceptional Children.

McLeskey, J. (Ed.). (2019)*. High leverage practices for inclusive classrooms.* New York: Routledge.

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