# Engagement in French:

A self-assessment for French second-language teachers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Yes** | **How do I know?** | **Not yet** | **Next steps** |
| I know which of my students are engaged socially, academically and intellectually in learning French. |  |  |  |  |
| I know which of my students want to continue learning French beyond compulsory courses. |  |  |  |  |
| I collaborate with school administrators to support engagement of French-language learners. |  |  |  |  |
| I collaborate with school administrators to support engagement of stakeholders. |  |  |  |  |
| I have a positive relationship with every student I teach. |  |  |  |  |
| I have an inclusive classroom environment in which students interact and support each other to learn French. |  |  |  |  |
| I develop relationships beyond the classroom, which support student engagement in learning French. |  |  |  |  |
| I help all students experience success in learning French. |  |  |  |  |
| I help all students recognize and appreciate their progress in French. |  |  |  |  |
| I help students understand the relevance and importance of what they are learning. |  |  |  |  |
| I help students set their own goals and use strategies to improve. |  |  |  |  |
| I provide students with options regarding what and how they will learn. |  |  |  |  |
| I provide students with flexibility regarding when and how they will demonstrate their learning. |  |  |  |  |

**Engagement in French:**

A self-assessment for school administrators

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| --- | --- | --- | --- | --- |
|  | **Yes** | **How do I know?** | **Not yet** | **Next steps** |
| I know which students are disengaged or at risk for becoming disengaged  in French class, and I take an active role in checking in on these students, meeting with families, establishing a plan to re-engage students. |  |  |  |  |
| I communicate that student engagement in French is a priority for the school and discuss evidence of key factors (positive relationships, student success, relevance and authenticity, student autonomy) with staff. |  |  |  |  |
| I work with teachers to identify what student engagement in French looks like. |  |  |  |  |
| I involve other teaching staff in supporting student engagement in French (guidance counsellors, resource staff, library-media specialists, teachers of other subjects, etc.). |  |  |  |  |
| I support extra-curricular activities that provide students with opportunities to hear and use French beyond the classroom. |  |  |  |  |
| I ensure that French is visible throughout the school. |  |  |  |  |
| I monitor the progress of students at risk of becoming disengaged and brainstorm strategies to increase engagement in learning French. |  |  |  |  |
| I support teacher engagement by providing opportunities for professional development with  other literacy teachers and French teachers. |  |  |  |  |
| I support teacher engagement by encouraging risk-taking and new initiatives. |  |  |  |  |

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| --- | --- | --- | --- | --- |
|  | **Yes** | **How do I know?** | **Not yet** | **Next steps** |
| I value French teachers as literacy and second-language teaching specialists. |  |  |  |  |
| I monitor French students’ perceptions regarding key factors that impact engagement (positive relationships, student success, relevance and authenticity, student autonomy). |  |  |  |  |
| I lead teachers in learning more about student engagement by sharing articles, recommending book studies and through professional conversations. |  |  |  |  |
| I arrange for students who are struggling in French to receive extra support. |  |  |  |  |
| I ensure French classes are inclusive and collaborate with staff to arrange for students to receive appropriate support. |  |  |  |  |
| I involve stakeholders in decision- making processes regarding French programs, courses, cultural events and extra-curricular activities. |  |  |  |  |
| I ensure information about French programs, courses and events is widely available in the languages of my community. |  |  |  |  |

**Engagement in French:**

A self-assessment for students

Reflect on the statements below and explain your thinking in the right-hand column:

|  |  |
| --- | --- |
| I feel that I have a positive relationship with my French teacher. |  |
| I enjoy French class. |  |
| The students in my French class respect and support each other in learning. |  |
| I have opportunities to share what I want to learn with my French teacher. |  |
| I try to always speak French in class. |  |
| I know I can learn French. |  |
| I make sure I understand learning goals. |  |
| I make sure I know what the success criteria mean. |  |
| I use different strategies to help me understand, speak and write French. |  |
| I like to track my progress in French. |  |
| I use feedback to improve my French. |  |
| I think that what I am learning in French is useful. |  |
| I set my own goals to improve my French. |  |
| I like using my French outside of class. |  |
| I am proud of my progress in French. |  |
| I feel fortunate to be able to take French. |  |
| I look for opportunities to learn more French. |  |
| I want to keep studying French. |  |

# Engagement in French:

Student reflection slips

The following examples of reflection slips serve to heighten students’ awareness of what it means to be engaged in learning, and enable them to monitor their own engagement at different times.

|  |  |
| --- | --- |
| **Date:** | **Name:** |
| **I like to celebrate my progress in French.** | **I can …** |
| **Student’s reflection:** | **Comments from others:** |

|  |  |
| --- | --- |
| **Date:** | **Name:** |
| **I like to share my learning in French with family members or others in the school.** | **I am sharing my …** |
| **Student’s reflection:** | **Comments from others:** |

|  |  |
| --- | --- |
| **Date:** | **Name:** |
| **I can set my own learning goals and plan next steps to improve my French.** | **My goal is …**  **To reach this goal I will …** |
| **Student’s reflection:** | **Comments from others:** |

|  |  |
| --- | --- |
| **Date:** | **Name:** |
| **I make positive contributions during group work.** | **During today’s group work I …** |
| **Student’s reflection:** | **Comments from others:** |

# Collecting evidence of student engagement

You may wish to use or adapt the following chart to collect evidence of student engagement at various times. The statements below represent examples of the different types of engagement but may not apply in every situation or be relevant for all students. Educators are encouraged to discuss engagement with the students themselves in order to develop a thorough understanding of their perspectives.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The student:** |  | **Not usually** | **Sometimes** | **Yes** |
| **Social Engagement** | Participates in extracurricular French programs |  |  |  |
| Participates in French excursions |  |  |  |
| Participates in French events |  |  |  |
| Interacts willingly with peers in French class |  |  |  |
| **Academic Engagement** | Participates actively in French in teacher-led activities |  |  |  |
| Participates actively in French in small group/ partner activities |  |  |  |
| Focuses intently on tasks |  |  |  |
| Perseveres to meet learning goals |  |  |  |
| Uses success criteria |  |  |  |
| Seeks feedback |  |  |  |
| Implements feedback |  |  |  |
| Completes tasks, homework, assignments |  |  |  |
| Prepares thoroughly for assessments |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The student:** |  | **Not usually** | **Sometimes** | **Yes** |
| **Intellectual Engagement** | Sets personal goals for improvement of French skills |  |  |  |
| Independently uses tools to complete tasks and improve French |  |  |  |
| Seeks opportunities to practise French skills |  |  |  |
| Attempts to extend French skills |  |  |  |
| Takes initiative to read independently in French |  |  |  |
| Takes initiative to view/listen to French outside of class |  |  |  |
| Asks questions and shows curiosity about Francophone cultures |  |  |  |
| Practises French skills independently (using apps, etc.) |  |  |  |
| Enjoys a challenge and perseveres |  |  |  |
| Eagerly enrols in optional French courses |  |  |  |

**Planning Templates**

**Planning template:** Increasing student engagement

The following planning template is intended to support school administrators, system leaders and other educators who hold a special position of responsibility, in their work to increase student engagement in French.

What opportunities and strategies can I use for ongoing monitoring of student engagement? (For example, discussions with students, exit slips, reflection slips, journals, student self-assessments.)

When are my students most engaged in learning French? What evidence could I collect of social, academic and intellectual engagement?

How can I determine my students’ perspectives regarding:

* Their personal level of engagement in French?
* Their perception of how much learning French is valued in our school?
* The quality of their relationships in French class?
* Their feeling of competency and belief that they can learn French?
* Relevance and authenticity of tasks?
* Their sense of autonomy?

How might I further engage my students in learning French?

* Share my passion for French language and culture
* Nurture positive relationships with students
* Cultivate a supportive, respectful, inclusive learning environment
* Use evidence-based teaching and assessment strategies to support learning for all
* Enable all students to recognize and value their progress in French
* Plan learning opportunities that are relevant and authentic
* Invite students to provide input and make choices regarding what and how they learn in French
* Provide tools and guidance to enable students to set personal goals and plan how to attain goals
* Provide tools and guidance to enable students to track and reflect on their own progress in French
* Teach students how to effectively assess their own written and oral productions as well as their receptive language skills
* Provide tools and guidance for students to support each other through strategies such as cooperative learning and peer-assessment

## Where are we now?

Describe the current level of student engagement in learning French in qualitative and quantitative terms.

**What evidence do we currently have of student engagement in French?**

Source/results

(For example: Student perception survey on teacher-student relationships indicates 75% of students feel they have a positive supportive relationship with their French teacher.)

**What are our goals?**

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| --- |
| A. What is our goal for student engagement in French classes? |
| B. What is our goal for student engagement in French programs? |

**What is our plan?**

|  |
| --- |
| Goal A: |
| Goal B: |

**Timeframe:**

**Planning template:** Increasing stakeholder engagement

The following planning template is intended to support school administrators, system leaders and other educators who hold a special position of responsibility, in their work to increase stakeholder engagement in French.

|  |
| --- |
| **Who are our current stakeholders in French-language learning?** |
| **How are they involved?** |
| **How does current stakeholder involvement impact student engagement in French?** |
| **How else could they be involved?** |
| **Who else might like to be involved? How?** |
| **How might potential stakeholder involvement positively impact student engagement in French?** |
| **How could we share our success stories with others?** |