
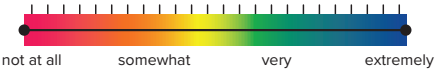

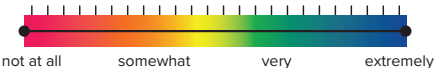

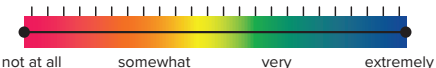

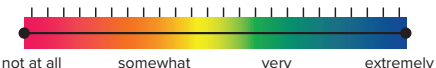

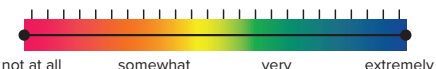

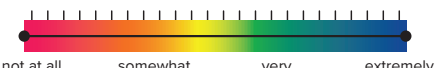

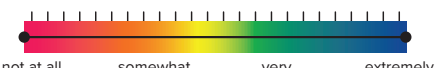

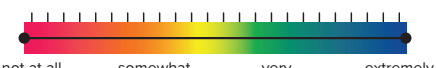


FACTOR	USING THE “TRAFFIC LIGHT” SCALE, EVALUATE YOUR CURRENT LEVEL OF IMPLEMENTATION (GREEN IS GOOD OR REGULARLY; RED IS THE OPPOSITE).	USING THE SCALE BELOW, DETERMINE HOW IMPORTANT THIS FACTOR IS FOR YOU.
Gauging dimensions of engagement		
Thinking functions, not just tools		
Setting the conditions for engagement and learning		
Selecting the tools that meet these functions and conditions		
Designing tasks with engagement in mind		
Designing a considerate schedule to promote engagement		
Greeting students		
Learning students’ names and how to pronounce them		
Learning about their interests	