



### Key School Indicators: Being Engaged

When we think about being engaged, we know we want students to show interest and be active participants in their learning while interacting with others in the environment. The table below provides space for teams to consider each of the key school indicators for being engaged from Ohio’s Whole Child Framework with a focus on considerations from the Supporting Learners Series.

**Instructions:** While specifically keeping students with visual impairment in mind, review each indicator listed using the access consideration questions along the top. Respond to questions using: Always, Sometimes, or Unsure. This can help teams identify access concerns for planning and follow up. Sample activities are provided beneath the table to help guide discussion.

| Key School Indicators                 | Are students’ needs understood by those in the environment? | Students access information at the same time as their peers? | Accommodations allow for participation? |
|---------------------------------------|---|--|---|
| Active Learning                       |   |  |   |
| Students in the Community             |   |  |   |
| Citizenship                           |   |  |   |
| Experiential Learning                 |   |  |   |
| Access to Areas of Interest           |   |  |   |
| Global Awareness                      |   |  |   |
| Relevance                             |   |  |   |
| Student Self-direction and Monitoring |   |  |   |
| Student Responsibility                |   |  |   |
| Environmental Awareness               |   |  |   |

**Active Learning** Our teachers use active learning strategies, such as cooperative learning, personalized learning, peer connection and project-based learning, using multiple means of representation, action and expression, and engagement.

Example considerations: small and large group activities have communication rules established for identifying participants and turn-taking, work with Teacher of the Visually Impaired in advance to prepare accessible materials

**Students in the Community** Our school offers a range of opportunities for students to contribute to and learn within the community at large, including service learning, internships, apprenticeships, and volunteer projects.

Example considerations: Functional Vision Learning Media Assessment results guide planning for access in community-based activities, provide instruction in self-monitoring and self-management in school and community settings

**Citizenship** Our school reinforces citizenship and civic behaviors by students, family members and staff through meaningful participation in decision-making.

Example considerations: offer opportunities for student voice in decision-making using multiple means including assistive technology, use explicit instruction to make students aware of incidental information that will help them offer contributions for being a good citizen

**Experiential Learning** Our school uses curriculum-related experiences, such as field trips and outreach projects, to complement and extend our curriculum and instruction.

Example considerations: awareness training for students and staff to reduce potential barriers to learning and socialization, allow extra time for exploration of materials

**Access to Areas of Interest** Each student in our school has access to a range of options for extracurricular and cocurricular activities that reflect students' interests, goals and learning profiles.

Example considerations: choices are offered to support self-determination related to decision making with areas of interest, representation of persons who are blind or visually impaired involved in various activities are shared and/or modeled

**Global Awareness** Our curriculum and instruction engage students in meaningful examination of world cultures and their interdependence.

Example considerations: literacy-rich environments are made accessible based on student need, explain visual information that may be gathered incidentally to allow students opportunities to identify and appreciate cultural differences

**Relevance** Our teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it.

Example considerations: work with a Teacher of the Visually Impaired to accommodate methods for inquiry-based learning through observation and data collection, provide meaningful experiences and interaction with real objects using a variety of senses

**Student Self-direction and Monitoring** Our staff works proactively with students in a respectful, unbiased manner to help them monitor and direct their own progress and activities and works with families to share updates about their children's progress.

Example considerations: tools for organizing information and goal setting are accessible to screen readers, offer families suggestions for promoting self-reflection and discussion with students about their learning, interests, and social interactions

**Student Responsibility** Our school expects and prepares students to assume developmentally and age-appropriate responsibility for learning through effective decision-making, goal setting and time management.

Example considerations: encourage families to provide opportunities in the home environment for students to take responsibility for time management and personal care, provide opportunities for students to articulate their needs to participate in activities

**Environmental Awareness** Our school supports, promotes, and reinforces responsible environmental habits through recycling, trash management, sustainable energy, and other efforts.

Example considerations: work with an Orientation and Mobility Specialist to discuss safety with the use of trash and recycling receptacles and other objects that may impact student travel, use assistive technology to reinforce concepts related to environmental awareness