

MARZANO RESEARCH LABORATORY

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2012

Part I:

***Acquiring Knowledge
and
Student Engagement***

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Design Question #2: What Will I Do to Help Students Effectively Interact With New Knowledge?

WA STATE: 2.1

Identifying critical information	<i>For example, the teacher provides cues as to which information is important.</i>
Organizing students to interact with new knowledge	<i>For example, the teacher organizes students into pairs or triads to discuss small chunk of content.</i>

<p>Previewing new content</p>	<p><i>For example, the teacher uses strategies such as K-W-L, advance organizers, and preview questions.</i></p>
<p>Chunking content into digestible bites</p>	<p><i>For example, the teacher presents content in small portions tailored to students' level of understanding.</i></p>

<p>Processing new information</p>	<p><i>For example, after each chunk of information, the teacher asks students to summarize and clarify what they have experienced</i></p>
<p>Elaborating on new information</p>	<p><i>For example, the teacher asks questions that require students to make and defend inferences.</i></p>

<p>Recording and representing knowledge</p>	<p><i>For example, the teacher asks students to summarize, take notes, or use nonlinguistic representations</i></p>
<p>Reflecting on learning</p>	<p><i>For example, the teacher asks students to reflect on what they understand or what they are still confused about.</i></p>

Student Engagement, Part I
(DQ#5; *HEC*, Chapters 2 and 3)
WA State: 2.6

Question One:
How Do I Feel?

Using Effective Pacing	<i>Notes:</i>
<ul style="list-style-type: none">• Admin tasks• Transitions• Seatwork• Presentation of new content	

<p>Incorporating Physical Movement</p> <ul style="list-style-type: none"> • Movement to lift energy • Movement that furthers understanding of content • Movement for the whole class or school 	<p><i>Notes:</i></p>
<p>Demonstrating Intensity and Enthusiasm</p> <ul style="list-style-type: none"> • Personal stories 	<p><i>Notes:</i></p>

<ul style="list-style-type: none"> • Verbal & nonverbal signals • Zest for teaching 	
<p>Using Humor</p> <ul style="list-style-type: none"> • Self-directed humor • Funny headlines or quotes • Movie clips & media entertainment • A class symbol for humor 	<p><i>Notes:</i></p>

<p>Building Positive Teacher-Student and Peer Relationships</p> <ul style="list-style-type: none"> • Ensure fair & equitable treatment of all students • Show interest in and affection for students • Identify and use positive information about students 	<p><i>Notes:</i></p>
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Question Two:

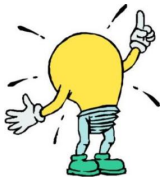
Am I Interested?

Using Games & Inconsequential Competition <ul style="list-style-type: none">• Vocabulary games• Turn questions into games	<i>Notes:</i>
Initiating Friendly Controversy <ul style="list-style-type: none">• Class vote	<i>Notes:</i>

<ul style="list-style-type: none"> • Debate model • Town hall meeting • Legal model • Perspective analysis 	
<p>Presenting Unusual Information</p> <ul style="list-style-type: none"> • Introduce a lesson 	<p><i>Notes:</i></p>

<ul style="list-style-type: none"> • Allow students to research & collect interesting facts • Invite guest speakers 	
<p>Questioning to Increase Response Rates</p> <ul style="list-style-type: none"> • Call on students randomly • Paired response • Wait time • Response chaining 	<p><i>Notes:</i></p>

<ul style="list-style-type: none">• Choral response• Simultaneous individual response	
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Additional Notes/Strategies/Take-Aways:

Thank you!

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