

# MARZANO RESEARCH LABORATORY

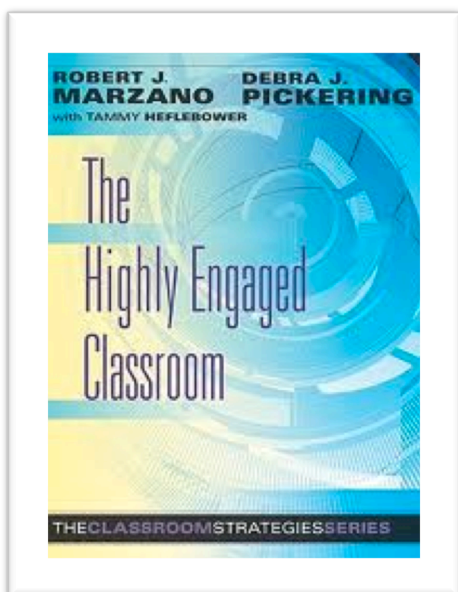
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## *The Highly Engaged Classroom*



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## OUTCOMES FOR TODAY:

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- Review research on engagement strategies;
- Delve deeper into teacher roles with the engagement process;
- Learn how to create a classroom environment where engagement is the norm;
- Experience strategies for engagement; and
- Learn how four questions determine how involved students are in classroom activities.

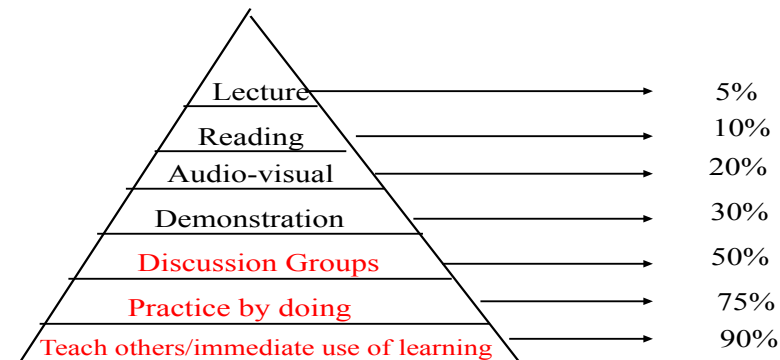
Marzano's Design Question 5: <i>What Will I do to Engage Students?</i>
<b>Wenatchee Criterion 2.2:</b> <i>The teacher uses various methods to engage students.</i>

***"The illiterate of the 21<sup>st</sup> century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."***

--Alvin Toffler

## Boosting Retention

Average Retention Rate  
after 24 hours



Adapted from David Sousa's figure 3.8  
in his text, How the Brain Learns

### **Approximate attention spans...**

- For pre-adolescents: Change-up instruction approximately every 5-10 minutes.
- For adolescents into adults: Change-up instruction approximately every 10-20 minutes

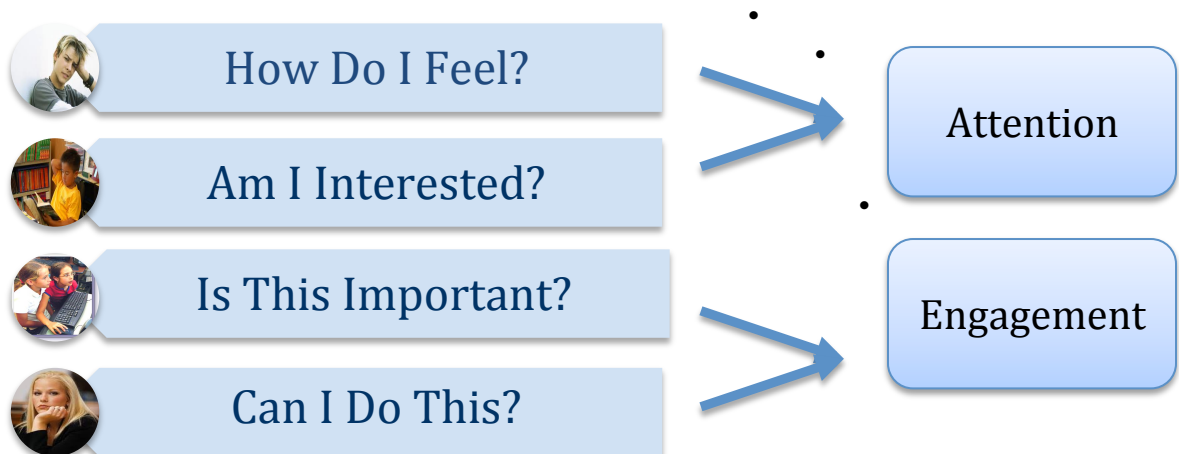
In a recent survey by the [National Education Association](#) teachers said that in general, approximately 60% of their students were "disengaged" or "unmotivated."

**From:** Why aren't students more engaged?

**To:** How can we make our classrooms more engaging?

Feelings associated with engagement	Feelings associated with disengagement
• enthusiasm	• boredom
• interest	• worry
• enjoyment	• anxiety
• satisfaction	• self-blame
• pride	• disinterest
• vitality	• anger
	• frustration
	• sadness

## Dr. Marzano's Four Questions:



# **Question One:**

## **How Do I Feel?**

“If students sense that they are not welcome, accepted, and supported in the classroom, the probability is low that they will engage in the activities in the classroom.” (Marzano, 2011)

### **Aspects of Emotional Engagement Influenced by the Classroom**

- Students’ level of energy
- A teacher’s positive demeanor
- Students’ perceptions of acceptance

## **THE STRATEGIES:**

### **Pacing:**

- Administrative tasks
- Transitions
- Seatwork
- Presentation of new content

## PHYSICAL MOVEMENT:

- Movement to lift energy
- Movement that furthers understanding of content
- Movement for the whole class or school

## Intensity & Enthusiasm:

- Personal stories
- Verbal and nonverbal signals
- Zest for teaching

## Humor:

- Self-directed humor
- Funny headlines or quotes
- Movie clips and media entertainment
- A class symbol for humor

## Positive Relationships:

- Ensure fair and equitable treatment of all students
- Show interest in and affection for students
- Identify and use positive information about students

## ***Additional Notes/Reflections on Question 1:***

## Question Two: Am I Interested?

- There is more to teaching than talking at kids. Students have to be mentally involved for learning to occur.
- Dr. Marzano reports the results of three meta-analyses... Student growth in classrooms that used games ranged from a 13 percentile point gain to an 18 percentile point gain. **This is significant.**

### **Four categories of strategies that stimulate student interest:**

1. Use of games and inconsequential competition
2. Initiating friendly controversy
3. Introducing unusual information
4. Questioning to increase response rates

### **Notes:**

## **Games & Inconsequential Competition:**

[Marzanoresearch.com/Free Resources/Classroom Tools/Games](http://Marzanoresearch.com/Free%20Resources/Classroom%20Tools/Games)

- Vocabulary games
- Turn questions into games

## Friendly Controversy:

- Class vote
- Debate model
- Town hall meeting
- Legal model
- Perspective analysis

## UNUSUAL INFORMATION:

- Introduce a lesson
- Allow students to collect interesting facts
- Invite guest speakers

## Questioning:

- Call on students randomly
- Paired response
- Wait time
- Response chaining
- Choral response
- Simultaneous individual response

## ***Additional Notes/Reflections on Question 2:***



## Question Three: Is This Important?

*If students do not perceive classroom tasks as important, engagement will be muted or nonexistent.*

### Comparisons to Student

#### Interests/Ambitions:

- Comparison tasks
- Analogical reasoning tasks
- Personal projects

#### *Get to Know Your Students' Interest*

- Informal Conversations
- Interest Inventories
- [http://www.saskschools.ca/curr\\_content/adapthandbook/learner/interest.html](http://www.saskschools.ca/curr_content/adapthandbook/learner/interest.html)
- <http://school.discoveryeducation.com/schrockguide/edres.html>

### Providing Choice:

#### *Options for reporting:*

- A written report
- An oral report
- Student-Choice
- 

#### *Choice/Menu Boards*

- <http://www.eastampton.k12.nj.us/webpages/jdejulius/tictactoe.cfm?subpage=121377>
- <http://daretodifferentiate.wikispaces.com/Choice+Boards>
- <http://www.pvusd.net/departments/GATE/choiceboards.php>

## Real-World Applications:

### Examples:

- A school wide initiative to turn everything in the school “green.”
- A school-wide “Feed the Poor” initiative
- A school-wide focus on “reading” using a music project
- Make-A-Difference Day
- Invention Convention
- Student-Videos
- Letters to the Next President: Writing Our Future

## Technology in the Classroom:

- [freetech4teachers.com](http://freetech4teachers.com)
- [pinterest.com](http://pinterest.com)
- <http://education.skype.com>
- <http://www.kidslikeblogs.org/>
- [twitter.com \(twitterforteachers.com\):](https://twitter.com/twitterforteachers.com)
  - [#edtech](https://twitter.com/edtech)
  - [#edchat](https://twitter.com/edchat)
  - [#SPEDchat](https://twitter.com/SPEDchat)
  - [#mathchat](https://twitter.com/mathchat)
  - [#artsedchat](https://twitter.com/artsedchat)
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  - [@Robertjmarzano](https://twitter.com/Robertjmarzano)
  - [@SolutionTree](https://twitter.com/SolutionTree)
- <http://classtools.net/fb/home/page>
- [blabberize.com](http://blabberize.com)
- [wordle.net](http://wordle.net)
- [tagxedo.com](http://tagxedo.com)
- iTunes U (through iTunes)
- Beloit College Mindset List

### *To think about:*

- Technology isn't technology if it already existed when you were born.
- Technology allows the tables to be turned. Instead of teaching (push), students can be given projects that require them to learn (pull) the necessary material themselves.
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## ***Additional Notes/Reflections on Question 3:***

# 21<sup>st</sup> Century Give One, Get One:

*What I Currently Use:*

*New Ideas to Check-Out:*

## Question 4: Can I Do This?

### **Fixed mindset:**

*Belief that your intelligence and abilities cannot be changed; fear making mistakes.*

### **Growth mindset:**

*Belief that your abilities and intelligence can change through effort and learning; view mistakes as learning opportunities.*

*Mindset, Carol Dweck, 2007*

### **Four strategies can enhance students' sense of self-efficacy:**

#### **1. *Use effective praise and verbal feedback***

- Every word and action from adult to student sends a message.
- Refrain from praising intelligence or talent. Rather, focus on the process they used: **strategies, effort, or choices.**
- Watch and listen to yourself when a student or player messes up.

## *2. Track and study progress*

- Develop self-efficacy by having students track their progress, and then examine the relationship between behavior and academic achievement.
- Tracking student academic progress
- Setting personal goals
- Examining effort and preparation

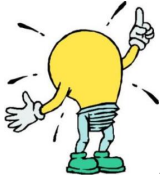
## *3. Provide examples of efficacy*

- Stories
- Quotes
- Movies
- Other?

## *4. Teach about efficacy*

- Enhanced achievement results from teaching students...
  - A. The human brain is elastic.
  - B. Competence is enhanced through hard work and practice.
- “It’s not always the people who start out the smartest who end up the smartest.” Alfred Binet
- *High Expectations for All Students*

## ***Additional Notes/Reflections on Question 4:***



## **Additional Notes/Strategies/Take-Aways:**

*Self-Reflection Scales and Planning Questions ([marzanoresearch.com/FreeResources/Classroom Tools/Book Reproducibles](http://marzanoresearch.com/FreeResources/ClassroomTools/BookReproducibles))*

**Thank you!**

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