Good Morning and Welcome!

The Highly Engaged Classroom

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Marzano Research Laboratory Associates
Revisit Your Non-Linguistic Representation for the Four Questions:

- How do I feel?
- Am I interested?
- Is this important?
- Can I do this?
Question One:

How do I feel?

Page 5-7
How Do I Feel?

- Effective pacing
- Physical movement
- Demonstrating intensity and enthusiasm
- Using humor
- Building positive relationships
How Do I Feel?

- Effective pacing
- Physical movement
- Demonstrating intensity and enthusiasm
- Using humor
- Building positive relationships
Enthusiasm
Positive Teacher Demeanor

• **Demonstrating enthusiasm** *(all the time)*

• **Demonstrating intensity** *(some of the time)*
  – Timing
  – Verbal and nonverbal expressions
  – Gestures
“Modeling may not only be the best way to teach; it may be the only way to teach.”

--Albert Schweitzer
How Do I Feel?

- Effective pacing
- Physical movement
- Demonstrating intensity and enthusiasm
- Using humor
- Building positive relationships
Relationships
Relationships

• Three behaviors that forge positive relationships with students:
  1. Identifying and using positive information about students
  2. Showing interest in and positive attention for students
  3. Ensuring fair and equitable treatment of all students
Identifying and Using Positive Information About Students

Five ways to acquire and use information:

1. Class inventory
2. Class discussions
3. Parents and guardians
4. Fellow teachers
5. Extinguishing negative conversations about students
Teachers who build strong relationships with students get the “art” of teaching...

• What do you do to consciously build positive relationships with students?

• How about those for whom are more difficult to “love”? 
Mix and Mingle!
Mix-and-Mingle

• When the music is playing, you’re mingling.
• When the music stops, pair up with one or two other people and discuss the question on the screen.
• We will conduct three rounds.
Round 1

• Introduce yourself.

• Share 1-2 strategies you use to consciously build positive relationships with students.
Round 2

• Introduce yourself.

• Share 1-2 strategies you use with students who are ‘more difficult to love’.
Round 3

• Introduce yourself.

• Share a memory you have of a teacher who made an effort to forge a positive relationship with you (or one who didn’t).
Please Head Back to Your Seat...

(You can boogie back if you’d like...)
Showing Interest In and Affection for Students

Seven strategies

1. Show simple courtesies.
2. Use appropriate physical contact.
3. Listen to students.
4. Attend to special needs.
5. Make eye contact.
6. Use physical gestures.
7. Use physical proximity.
Without significant relationships, there is no significant learning.

K Ewing, Principal
Question Two: Am I interested?
Page 8-9
Am I interested?

1. Using **GAMES** and inconsequential competition
2. Initiating friendly **CONTROVERSY**
3. Introducing **UNUSUAL INFORMATION**
4. **QUESTIONING** to increase response rates
Am I interested?

1. Using **GAMES** and inconsequential competition
2. Initiating friendly **CONTROVERSY**
3. Introducing **UNUSUAL INFORMATION**
4. **QUESTIONING** to increase response rates
Questioning
80% of what occurs in a classroom:

Cueing

Questioning
Research finding #1

Teachers ask many questions
Teachers asked an average of 50.6 questions; students posed only 1.8 questions in a 30 minute period.

Research Finding #2:

Most teacher questions are at the lowest cognitive level—known as fact, recall, or knowledge.

Research finding #3:

• Not all students are accountable to respond to all questions.

• Teachers frequently call on volunteers, and these volunteers constitute a select group of students.

Research finding #4:

• Teachers typically wait less than 1 second after asking a question before calling on a student to answer.

• They wait even less time before speaking after the student has answered.

Research finding #5:

Teachers often accept incorrect answers without probing; **they** frequently answer their own questions.

Research finding #6:

Students ask very few content-related questions.

Discuss...

What do YOU do that disproves this research?
Try some procedures that get every child involved:

– Use Paired Responses (A/B partner response)
– Call on students randomly – popsicle sticks with names on them
– Using response chaining
– Using choral responses
– Using Quick Draws
– Using hand signals (thumbs up/down)
– Using response cards
– Using response technologies
Every child responds every time!

• “Smile if you’re ready.”
• “Nod if you’re on page 16.”
• “Hold your pen up and wiggle it if you have your homework.”
• “If you agree with me on this, raise one pinky.”
• “If this concept makes sense to you, give me a thumbs up.”
• “If you’re finished, turn your paper over.”
• “Hold up the handout if you have received one.”

<table>
<thead>
<tr>
<th>What to say instead of “I Don’t Know”</th>
</tr>
</thead>
<tbody>
<tr>
<td>• May I please have some more information?</td>
</tr>
<tr>
<td>• May I have some more time to think?</td>
</tr>
<tr>
<td>• Would you please repeat the question?</td>
</tr>
<tr>
<td>• Where could I find information about that?</td>
</tr>
<tr>
<td>• May I consult an expert? (use the text/notes or ask additional questions)</td>
</tr>
<tr>
<td>• May I ask a friend for help?</td>
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<tr>
<td>• May I poll the class?</td>
</tr>
<tr>
<td>• May I have a clue or fifty-fifty?</td>
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</tbody>
</table>
How Poll Everywhere Works

1. You ask a question

2. Audience answers using mobile phones, twitter, or web browser

3. Responses are displayed live in Keynote, PowerPoint, or the web
After today's practice, how would you rate yourself?

- **Level 2 - I kinda get it**: 14 votes
- **Level 3 - I can ace a quiz tomorrow**: 12 votes
- **Level 4 - I can write the quiz tomorrow**: 2 votes

Total Results: 30

This poll has received the maximum number of votes.
TICKET OUT THE DOOR

One thing I understand really well after today is:

I still have questions/want more information about...

I am really excited about...
How can teachers assess his/her questioning style?

• Record a complete day of teaching
  – Review in privacy
  – View MULTIPLE times

Questioning Makes the Difference, Johnson, 1990
Bottom Line:

Teacher questioning behaviors affect which students learn how much.

Question Three:

Is this important?

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Is This Important?

• Connecting to students’ lives
• Connecting to students’ life ambitions
• Encouraging application of knowledge
Is This Important?

• Connecting to students’ lives
• Connecting to students’ life ambitions
• Encouraging application of knowledge
Chunk-n-Chew

What’s a real world application for your content area and grade level?
PBL

PBL is significantly more effective than traditional instruction to train competent and skilled practitioners and to promote long-term retention of knowledge and skills acquired during the learning experience or training session.

Strobel and Barneveld
Question Four:

Can I do this?

Page 12-14
Can I Do This?

• Using effective praise and verbal FEEDBACK
• Tracking and studying PROGRESS
• Providing EXAMPLES of efficacy
• Teaching about EFFICACY
Can I Do This?

- Using effective praise and verbal FEEDBACK
- Tracking and studying PROGRESS
- Providing EXAMPLES of efficacy
- Teaching about EFFICACY
Weight Loss Chart

Day 0  7  14  21  28
Weight (pounds)

1 lb/wk

Power by Solution Tree
## Progress chart

<table>
<thead>
<tr>
<th>W/E</th>
<th>Total Miles</th>
<th>Longest Run</th>
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<tbody>
<tr>
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<td>30.12</td>
<td>13.1</td>
</tr>
<tr>
<td>2 Oct</td>
<td>18.62</td>
<td>9.17</td>
</tr>
<tr>
<td>9 Oct</td>
<td>9.86</td>
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<td>16 Oct</td>
<td>27.36</td>
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<td>30 Oct</td>
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<td>4.01</td>
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<tr>
<td>1 Jan</td>
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My Progress in Writing Process—Content and Organization

![Graph showing progress in writing process with dates and categories]

- Goal
- Effort
- Achievement

- Date: 9/17
- Date: 9/24
- Date: 10/1
- Date: 10/20
- Date: 10/31
- Date: 11/15
- Date: ______
- Date: ______

Categories:
- cutting-edge research
- concrete strategies
- sustainable success
The Reading Race

Vocabulary

Comprehension

Rate
Spelling Test Scores

- Test 1: 60
- Test 2: 62
- Test 3: 50
- Test 4: 84
- Test 5: 84
Four strategies can enhance students’ sense of self-efficacy.

- Using effective praise and verbal **FEEDBACK**
- Tracking and studying **PROGRESS**
- Providing **EXAMPLES** of efficacy
- Teaching about **EFFICACY**
Efficacy
Building Efficacy

• Reward student effort along with quality of completed work.

• Build in short-term rewards for student effort and work completion.

• Give students frequent positive attention — at least 3 positives for each negative interaction
Personal Reflection:

Think of a time when you exceeded expectations because of the hard work you did.

Be prepared to share.
Quotes

“The man on the top of the mountain did not fall there,” –Anonymous

“It’s not whether you get knocked down; it’s whether you get up,” –Vince Lombardi

“Genius is 99% perspiration and 1% inspiration,”
--Thomas Edison
More Quotes...

• “If you want to truly understand something, try to change it,” –Kurt Lewin

• “If you done it, it ain’t bragging,” –Walt Whitman
Use stories to promote self efficacy.....

- *The Pursuit of Happyness*
- *Mr. Holland’s Opus*
- *Rudy*
- *Philadelphia*
- *A Beautiful Mind*

Can you think of a story/movie clip you would use in your class?
Be the change you wish in this world.

Ghandi
“I am fairly certain that given a cape and a nice tiara, I could save the world.”

--Leigh Standley
Thank You!

Evaluations

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