

Four Questions of Engagement

- How Do I Feel?
- Am I Interested?
- Is This Important?
- Can I Do This?



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**“Common sense is not
always common practice.”**

Stephen Covey



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Four Questions Students Ask:

- How Do I Feel?**
- Am I Interested?
- Is This Important?
- Can I Do This?



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Strategies to increase the chance that students will have a positive response to the question, “How do I feel?”

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



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“Amazingly, the part of the brain that processes movement is the same part of the brain that processes learning.

Eric Jensen, *Teaching With the Brain in Mind*, 2005



Physical Movement

- Stretch breaks
- Movement related to rehearsal
- Movement necessary to further understand the content
- Drama
- Physical representations
- Movement that facilitates sharing
- Voting with your feet
- Corners activities
- Whole-class or whole-school exercise



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How are emotions contagious?

- “Mirror Neurons allow us to grasp the minds of others, not through conceptual reasoning, but through direct simulation; by feeling, not thinking” Giacomo Rizzolatti
- When you look at a picture of a smiling face or see a person smile, the mirror neurons responsible for smiling fire in your brain.



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“Modeling may not only be the best way to teach; it may be the only way to teach.”

--Albert Schweitzer



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Humor sets the tone for learning

- When teachers use humor, students feel better about the content, the teacher, and perhaps even themselves.



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What if I am not very funny???



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What if I am not very funny?

- **Humor comes in multiple forms....**
- **Bring in funny headlines or pictures....**



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Relationships

- Teacher–student relationships are key to students feeling good about being in class.
- 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.



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2 minute intervention....



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“I don’t know, and I need you...”

- Calling students by name...
- Connecting student to something else...



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Try Using Learner Profiles

- Lets a teacher know each student individually.
- Student interests can be incorporated into lesson planning and class activities.
- Lets a student think about how he/she enjoys learning.



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Part 1: General Questions to Help Me Get to Know You and Your Learning Style

1. What do you think are your strengths as a student (eg. reading, pronunciation, public speaking, entertaining your classmates, being organized, teaching others, etc.)

2. What do you think is your weakness as a student?

3. Which of the following (related to American literature) are you most interested in?

<input type="checkbox"/> Plays/Drama	<input type="checkbox"/> Culture	<input type="checkbox"/> Famous Quotes
<input type="checkbox"/> Poetry	<input type="checkbox"/> History	<input type="checkbox"/> Author's Lives
<input type="checkbox"/> Novels	<input type="checkbox"/> Connections between literature and modern culture	<input type="checkbox"/> Something else:

4. Circle the answer that is true for you:

When you have a project, would you rather work in a group or work alone?	<u>group</u>	<u>alone</u>
Would you rather complete a written project or a short presentation?	<u>written</u>	<u>presentation</u>
Would you rather write your work on paper or type your work on the computer?	<u>write on paper</u>	<u>type on computer</u>
Would you rather discuss a topic with your friend or write the answers on paper?	<u>discuss</u>	<u>write</u>
Would you rather be a leader in a group or be just another member?	<u>leader</u>	<u>member</u>

5. Is there anything else you want me to know?

5th Grade Class Learning Profile

Answer each of the following questions by circling or writing your answer

1. What are some of your interests or hobbies?

2. How long can you focus on a single task?

3. What subjects do you feel you are best at?

4. What subjects do you feel that you struggle in?

RRHS Student Focus Groups

- Every year, all grade levels, same question for the last three years...
- What do your best teachers do that helps you learn?



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Top 5 answers from all grades

- They get to know me as a person.
- They get excited about what they teach.
- They let us know them as a person.
- They are funny.
- They do more in class than give notes.



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Without significant relationships, there is no significant learning.

K Ewing, Principal



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Question Two: Am I interested?

Four strategies that stimulate student interest

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



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Games:

www.marzanoresearch.com

*Free Resources
Classroom Tools
Resources for the Classroom*



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Let's look at some games...



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Do two things...

- Participate in the game
- Be a teacher on your shoulder and observe:
 - Participation
 - Laughter
 - Excitement



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Question Three:
Is this important?



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

Marzano, 2010, *The Highly Engaged Classroom*



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Question Three...“Is this Important?”

Three ways a teacher can help students’ affirmatively answer “Is this Important?”

Comparisons to Student Interests

- **Connections to students’ lives**
- Connecting to students’ life ambitions
- Encouraging application of knowledge



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Choice of Reporting Format

■ Options for reporting:

- A written report
- An oral report
- A dramatic presentation
- A debate
- A videotaped report
- A demonstration or simulation
- Using a web application



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Question Three: “Is this Important?”

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Real World Applications pgs. 106-108

1. Kepner Middle School – Every year students go to Washington DC to see the Holocaust Memorial
2. Fowler Unified – service learning project –every teacher and every student.
E.g. collecting sun screen and lip balm for field workers, tutoring immigrants to prepare for citizenship test, creating/ tending a garden.
3. National Novel Writing Month – Battle Creek Michigan – One month students who choose to write a novel. First year 12 students signed up, second year 115, third year 250. All curriculum stops and they actually write a book.



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Real World Applications

- Usually this is a school wide emphasis. There are many examples of this.
 - 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



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Lip Dub

A lip dub is a type of video that combines lip synching and audio dubbing to make a music video. It is made by filming individuals or a group of people lip synching while listening to a song or any recorded audio then dubbing over it in post editing with the original audio of the song.



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http://en.wikipedia.org/wiki/Lip_dub

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Chunk-n-Chew

- What's your real world application for your content area and grade level?



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freetech4teachers.com

- Build A Blog using KidBlog or Edublogs
- Build A Wiki using Wikispaces
- Build A Website using Google sites
- Create A Video using Animoto
- Create Maps to Tell A Story using Google Maps, Google Earth or Google Lit Trips
- To search for information use more than google. Try Google Wonder Wheel, Google Timeline, Google Scholar.
- Create a Podcast using Audacity and Apple's Garage Band
- www.freetech4teachers.com



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Using Cell Phones to Survey Class

- www.polleverywhere.com
- If you don't have clickers, students can use their cell phones just like a student response system.
- (this is the system used by American Idol and Dancing with The Stars)



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Toon Doo

- www.toondoo.com
- Students can make their own comic strips, books, etc.
- Free for some things
- Fee for classroom membership, but not expensive
- Encourage students to write and be creative!



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Wall Wisher

- Brainstorming and feedback tool.
- The teacher sets up an account and creates a virtual wall.
- You then name your wall and create a prompt. E.g. "What's the best book you ever read?" Give students the URL and they create "sticky notes" with their responses.
- www.wallwisher.com



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DIIGO

- www.diigo.com
- Social Bookmarking site
- 24/7 Learning
- The teacher bookmarks sites
 - e.g. math, social studies students can go there for research and information as they complete a project.
- Great place for teachers to keep track of professional sites



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Wordle

- www.wordle.net
- This is a free tool that turns words or a block of text into a cloud pattern
- Great way to summarize
- Great for a pre-reading tool
- Great for reflecting on content
edutopia-back-to-school-guide-2010



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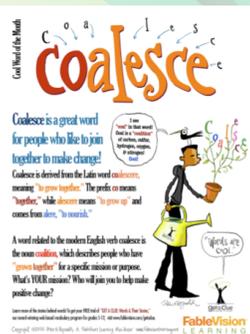
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Fablevision Learning Poster Gallery

These posters, from Peter Reynolds, provide gentle reminders and inspiration for students and teachers.

<http://www.fablevision.com/>



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Fakebook:

<http://www.classtools.net/fb/home/page>

- "Fakebook" allows teachers and students to create imaginary profile pages for study purposes.
- Use "Fakebook" to chart the plot of a book, the development of a character, a series of historical events, the debates and relationships between people, and so on!



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wolframalpha

- www.wolframalpha.com
- This is a free computational, knowledge engine whose goal is to make all knowledge immediately accessible to everyone. The site gives answers to factual questions.



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www.Glogster.com

- Be sure to go to the edu version
- Make multi media posters
- Builds creativity
- Great summarizing tool
- E.g. "Scientific Method"
- You can save a picture of one and print it off



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Voice Thread

- <http://voicethread.com>
- A free online multimedia creation website that allows users to upload video, record audio, add still images, and create a digital story by mashing all of the elements together.



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Do you use....

- Individual response systems?
 - Clickers
- Pulse pens?
 - They record and connect to your computer to print your notes
- I-pods, I-pads?
 - Google "Using I-Pods in the Classroom"



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Others...

- www.khanacademy.org
- This is a site for podcasts for a variety of courses.
- It helps students get another opportunity to hear and see information.



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Give one...Get one...

- Take a moment to jot down what are some considerations for students to be interested?
- What are some sample website ideas or uses you recall that you might use or share?
- We'll mix...you will take your list, give one of your ideas to someone, and get one from him/her.



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Dr. Marzano's Four Questions

- How Do I Feel?
- Am I Interested?
- Is This Important?
- Can I Do This?



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Question Four: "Can I Do This?"



A case can be made that this is the most important factor affecting engagement.

(Marzano, *School Leadership That Works*, 2010)

H. pg. 45



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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



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“Can I Do This”The Research

- **If a student believes that they can do something, they can. If they believe they can't, they can't.**
- Some students believe that they are born with a certain amount of ability and can't do better. In their mind, effort doesn't count.



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Do students believe that YOU think they can do it?

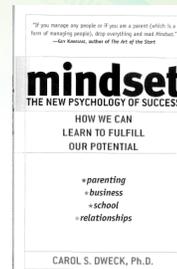


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Dweck, Mindset: The New Psychology of Success, 2007



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The Highly Engaged Classroom, 2011
pages 17-18

Fixed mindset:
talents are carved in stone

Growth mindset:
qualities are things to be cultivated
through effort and can change
through application and experience

Dweck, *Mindset: The New Psychology of Success*, 2007



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The view you adopt for
yourself profoundly affects the
way you lead your life

John Wooden



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Growth/Fixed Teachers

- Growth mindset teachers love to learn. They want to learn about their students, about themselves, about life.
- Fixed mindset teachers think of themselves as finished products. Their role--to impart knowledge.



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Are mindsets permanent?

- Mindsets are an important part of your personality, but you **CAN** change them.



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So how shall we respond?

- Not... “Wow, you got nine of ten correct. You must be really smart.”
- Instead— “You got nine right. That’s a really good score, and **you must have worked really hard.**”



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What to do...

- **Every word and action from adult to student sends a message.**
- How do you praise? 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.**
- **Set goals with your students** and acknowledge their efforts to reach their goals.
- Remember to keep standards high, yet give your student strategies to reach the high standards. Give process feedback.
- Help ensure lower achieving students obtain the beliefs and strategies to achieve.

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**



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“Can I Do This”....The Research

- “Self-efficacy has an effect size of .82 relative to students’ academic performance.
- **This translates to an expected 29 percentile point gain.**

Marzano, 2010



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What Will I Do to Communicate High Expectations for All Students?



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William Purkey's work...

Intentionally Disinviting (1)

Unintentionally Disinviting (2)

Unintentionally Inviting (3)

Intentionally Inviting (4)

H. pg. 47



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Rick DuFour:

- "Don't tell me you believe all kids can learn. Tell me what you're doing about the kids who aren't learning."



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So....Can all students learn?



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The Students are Watching...



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What will you do this week
that is intentionally inviting?



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