

Types of Engagement	
From “Creating Passionate Learners” Brown, Frontier & Viegut, 2016	
Emotional Engagement	Student feelings, interests, values, and sense of belonging at school
Behavioral Engagement	Student participation, work, involvement, and conduct at school
Cognitive Engagement	Student interest in curriculum investment put forth in challenging school work

Internal Conditions for “Creating Passionate Learners” (Brown, Frontier, Viegut, 2016)		
Internal Condition	Passionate Learners	Areas of Emphasis
Growth Mindset	“I am motivated to accomplish tasks. I am able to see the relevancy of learning new content and skills and understand that effective effort is required to reach my goals.”	Motivation & Mastery
Internal Dialogue	“I think in productive, positive ways, and I’m responsive to feedback.”	Efficacy & Feedback
Self-Determination	“I will make choices that build ownership in my learning.”	Autonomy & Ownership
Positive Culture	“We are committed to finding solutions to problems that are meaningful and filled with purpose.”	Purpose & Commitment

24 Self-Assessment Questions to Help Students Build Autonomy & Ownership

Student responses to these questions can be used to help students be more motivated, mastery oriented, autonomous, and committed to their work. (Questions adapted from Marzano, *Classroom Instruction that Works*)

Formative Questions About Content:

- A few things I know about/can connect with _____ is/are:
- Some questions I have about _____ is/are:

Formative Questions About Planning:

- If I am going to complete this project in a thoughtful manner, I will need to:
- The most difficult part of this assignment will likely be _____. One thing I can do to overcome this is:
- By the end of the week I will have completed:

Formative Questions About Skills:

- A skill important for completing this task is _____. Some things to keep in mind while doing this task include:
- I do my best _____ when I _____. Therefore, I will:

Formative Questions About Effort:

- Improvement takes effective effort. I will invest effective effort in this project by:

Formative Questions About Products:

- Some of the characteristics of quality that will be evident in my final product/project will include:

Summative Questions About Content:

- I used to think that _____ was _____, but now I have a better understanding that it is really:
- Now that I understand that _____, I wonder:
- _____ is like _____ because:
- I think the three most important things about _____ is/are
- A topic/concept that is still unclear to me is: (*note, the kids who say “nothing” are the kids who don’t get it!*)
- My summary of the important content in today’s lesson in 20 words or less is:

Summative Questions About Planning:

- Planning some steps and setting some goals for completing this project helped me by:
- One thing I learned from this process that I will do differently next time is:

Summative Questions About Skills:

- Because of my effort, I am better at this skill than when I started. I think the three most important things to keep in mind while doing _____ is/are:
- If I could tell someone who was doing ____ for the first time *only one thing* to help his or her performance, I would tell him/her:
- Now that I’ve completed _____, I think I could improve my precision/speed/accuracy in this skill if I:

Summative Questions About Effort:

- My effort in completing this project was best spent when I:

Summative Questions About Products:

- The quality of my product is evident by:
- When comparing my product to other examples of this product I notice that:
- I think the best thing about this product is:

Art and Science of Teaching Summary of Classroom Strategies © Robert Marzano, 2007/Marzano, Frontier, Livingston 2011		
DESIGN QUESTION FOR ROUTINE EVENTS		
DQ 1. What will I do to communicate student learning goals, track student progress, and celebrate success?		
Provide clear learning goals	<ul style="list-style-type: none"> Learning goal posted Goal articulates learning, not activity Goal is referenced throughout lesson 	<ul style="list-style-type: none"> Scale or rubric clarifies learning goal Scale or rubric used throughout lesson
Tracking student progress formatively	<ul style="list-style-type: none"> Teacher helps students track progress toward learning goal Scores assigned depicting status/progress toward goal 	<ul style="list-style-type: none"> Teacher charts progress of class toward the goal
Recognizes student success	<ul style="list-style-type: none"> Teacher acknowledges student achievement/improvement Teacher acknowledges and celebrates final achievement/improvement of the class. Celebrates success; certification, parent notification, round of applause, etc. 	
DESIGN QUESTIONS FOR SEGMENTS ADDRESSING CONTENT		
DQ 2. What will I do to help students effectively interact with new knowledge?		
Identifies critical input experiences	<ul style="list-style-type: none"> Teacher explains why content is important Teacher has students prepare for important information 	<ul style="list-style-type: none"> Teacher cues importance using tone of voice, body position, level of excitement.
Organizes students into groups to process content	<ul style="list-style-type: none"> Teacher has established routines for student grouping and student interaction in groups. Students organized into groups; dyads, triads, etc. 	
Previews new content	<ul style="list-style-type: none"> Teacher uses preview questions before reading. Teacher uses K-W-L or variation Teacher asks/reminds students what they already know Teacher provides outline/graphic organizer Teacher uses anticipation guide 	<ul style="list-style-type: none"> Teacher uses motivational hook/launch activity; anecdotes, short selection from video Teacher uses word splash activity or similar to connect vocabulary to upcoming content. Teacher has students brainstorm
Chunks content	<ul style="list-style-type: none"> Teacher stops at strategic points in a verbal presentation. Teacher stops video at key points. While providing demonstration, teacher stops at key points. While students reading information or stories orally, teacher stops at key points. 	
Active processing of new information	<ul style="list-style-type: none"> Teacher has group members summarize new information. Teacher employs formal group processing strategies; jigsaw, reciprocal teaching, concept attainment 	
Asks questions to elaborate on new information	<ul style="list-style-type: none"> Teacher asks explicit questions that require students to make elaborative inferences about new content. Teacher asks students to explain and defend their inferences. Teacher presents situations or problems that require inferences. 	
Records and represents new knowledge	<ul style="list-style-type: none"> Teacher asks students to summarize information they've learned Teacher asks students to generate notes that identify critical information in the content Teacher asks students to create nonlinguistic representations for new content; graphic organizers, pictures, etc. Teacher asks students to create mnemonics that organize the content 	
Reflection on learning	<ul style="list-style-type: none"> Teacher asks students to state or record what they are clear about and what they are confused about Teacher asks students to state or record their effort Teacher asks students to state or record what they might have done to enhance their learning 	
DQ 3. What will I do to help students practice and deepen their understanding of new knowledge?		
Brief review of critical information	<ul style="list-style-type: none"> Teacher begins lesson with brief review of content Teacher uses specific strategies to review information: summary, problem solving, questions that require use of content, demonstration, practice test or exercise 	
Uses grouping to facilitate practicing/deepening	<ul style="list-style-type: none"> Teacher organizes students into groups with the expressed idea of deepening their knowledge of content. Teacher organizes students into groups with the intent to practice a skill, strategy, or process 	
Appropriate use of homework	<ul style="list-style-type: none"> Teacher communicates a clear purpose for homework as related to target Teacher extends an activity that was begun in class to provide students with more time. Teacher assigns a well-crafted homework assignment that allows students to practice and deepen their knowledge independently 	
Examining similarities and differences	<ul style="list-style-type: none"> Teacher engages students in activities that require students to examine similarities and differences between content; comparison activities, classifying activities, analogy activities, metaphor activities Teacher facilitates the use of activities to help students deepen their understanding of content; ask students to summarize what they have learned, as students to explain how activity adds to their understanding. 	
Examining errors in reasoning	<ul style="list-style-type: none"> Teacher asks students to examine information for errors or informal fallacies; faulty logic, attacks, weak reference, misinformation. Teacher asks students to examine the strength of support presented for a claim; statement of a clear claim, evidence for the claim presented, qualifiers presented showing exceptions to the claim. 	
Practicing skills/strategies/processes	<ul style="list-style-type: none"> Teacher engages students in massed and distributed practice activities that are appropriate to ability Guided practice if students cannot perform the skill, strategy or process independently Independent practice if students can perform the skill, strategy, or process. 	
Revising knowledge	<ul style="list-style-type: none"> Teacher asks students to examine previous entries in their academic notebooks or notes Teacher engages the whole class in an examination of how the current lesson changed perceptions of previous understandings of content. Teacher has students explain how their understanding has changed. 	

DQ 4. What will I do to help students generate and test hypotheses about new knowledge?	
Organizes students to work on complex tasks	<ul style="list-style-type: none"> Teacher establishes the need to generate and test hypotheses. Teacher organizes students into groups to generate and test hypotheses.
Engages students in complex tasks	<ul style="list-style-type: none"> Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires students to generate and test hypotheses. Teacher facilitates students generating their own individually or group hypothesis
Acts as resources provider/gives guidance	<ul style="list-style-type: none"> Teacher makes him or herself available to students who need guidance or resources; circulates around the room, provides access to self. Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks. Teacher volunteers resources and guidance as needed by the entire class, group of students, or individual students.

DESIGN QUESTIONS FOR SSEGMENTS ENACTED ON THE SPOT

DQ. 5 What will I do to engage students?	
Noticing when students aren't engaged	<ul style="list-style-type: none"> Teacher notices when specific students or groups of students aren't engaged. Teacher notices when the energy level in the room is low. Teacher takes action to re-engage students.
Uses academic games	<ul style="list-style-type: none"> Teacher uses structured games (Jeopardy, Family Feud, 20 Questions) Teacher develops impromptu games. Teacher uses friendly competition with classroom games.
Manages question and response rates	<ul style="list-style-type: none"> Teacher uses wait time effectively. Teacher uses response cards, hand signals, choral response, etc. Teacher uses technology to keep track of student responses. Teacher uses response chaining.
Uses physical movement to maintain engagement	<ul style="list-style-type: none"> Teacher has students stand up or stretch or do related activities when energy is low. Teacher uses activities that require students to move to respond (e.g. vote with your feet, human barometer). Teacher has students physically act out or model content to increase energy and engagement. Teacher uses give-one/get-one activities that require students to move around the room.
Maintains lively pace	<ul style="list-style-type: none"> Teacher employs crisp transitions from one activity to the next. Teacher alters pace appropriately (speeds up or slows down for desired impact)
Demonstrates intensity and enthusiasm	<ul style="list-style-type: none"> Teacher describes personal experiences that relate to the content. Teacher signals excitement for content using gestures, tone, dramatization. Teacher overtly adjusts energy level.
Uses friendly controversy	<ul style="list-style-type: none"> Teacher structures mini-debates about the content. Teacher has students examine multiple perspectives and opinions about the content. Teacher elicits different opinions on content from members of the class.
Relates content to personal interests	<ul style="list-style-type: none"> Teacher is aware of student interests and makes connections to class content. Teacher structures activities that ask students to make connections to themselves. When students are explaining how content relates to their personal interests, the teacher shows interest.
Presents unusual or intriguing information	<ul style="list-style-type: none"> Teacher provides interesting facts and details about the content. Teacher encourages students to identify interesting information. Teacher engages students in activities like "Believe it or Not" about content. Teacher uses guest speakers/resources to provide interesting/unusual information about content. Teacher tells stories related to the content.

Note: DQ's 6 & 7 are related to behavioral engagement of establishing rules and monitoring student behavior. These components

DQ 8. What will I do to establish and maintain effective relationships with students?	
Understands student interests/background	<ul style="list-style-type: none"> Teacher has side discussions with students about events in their lives. Teacher has discussions with students about topics in which they are interested. Teacher builds student interests into lessons.
Uses verbal and non-verbal that indicate care	<ul style="list-style-type: none"> Teacher compliments students regarding academic and personal accomplishments. Teacher engages in informal conversations with students that are not related to academics. Teacher uses humor with students when appropriate. Teacher smiles, nods, etc. at students when appropriate. Teacher puts hand on students' shoulder appropriately, when appropriate.
Behaves objectively and maintains control	<ul style="list-style-type: none"> Teacher does not exhibit extremes in positive or negative actions. Teacher addresses inflammatory issues and events in a calm and controlled manner. Teacher interacts with all students in the same calm and controlled fashion. Teacher does not demonstrate personal offense at student misbehavior.

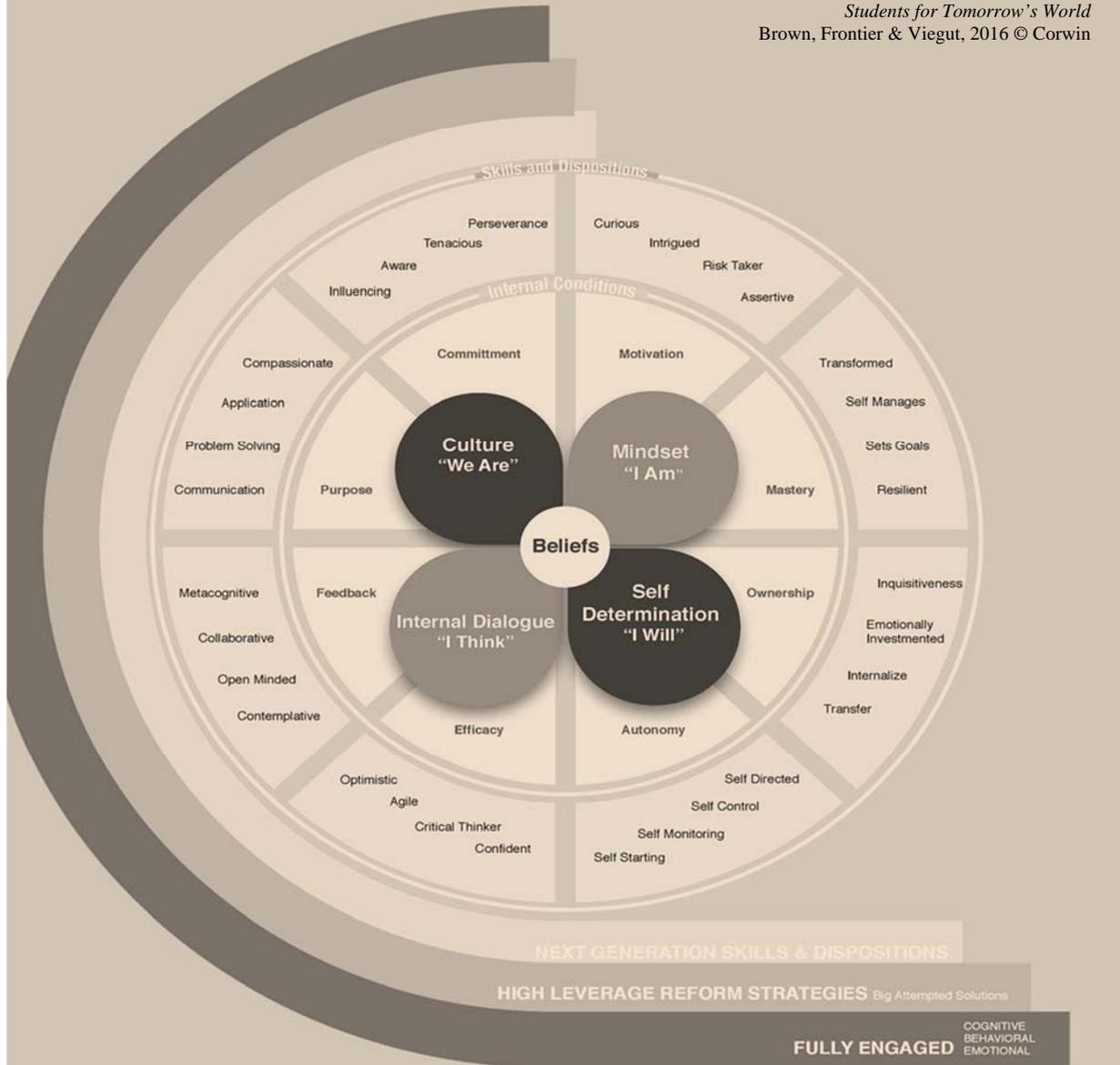
DQ 9. What will I do to communicate high expectations for students?	
Exhibits behaviors that demonstrate value and respect for low-expectancy students	<ul style="list-style-type: none"> When asked, the teacher can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high-expectancy students. The teacher provides low-expectancy students with nonverbal indications that they are valued and respected (e.g. eye contact, smile, appropriate physical contact). The teacher provides low-expectancy students with verbal indications that they are valued and respected Teacher does not allow negative comments about low-expectancy students.
Asks questions of LE students	<ul style="list-style-type: none"> Teacher makes sure low-expectancy students are asked questions at the same rate as high expectancy students. Teacher makes sure low-expectancy students are asked complex questions at the same rate as high-expectancy students.
Probes incorrect answers of LE students	<ul style="list-style-type: none"> Teacher asks low-expectancy students to further explain their answers when they are correct. Teacher rephrases questions for low-expectancy students when they provide an incorrect answer. Teacher breaks questions into smaller and simpler parts when low-expectancy student answers a question incorrectly. When low-expectancy students demonstrate frustration, the teacher allows them to collect their thoughts and goes back to them at a later point.

From “Are you paying attention?” to “Are they engaged?” <i>(Marzano & Pickering, 2010)</i>	
4 Questions Students Ask	2 Questions Teachers Ask
1. How do I feel?	1. Do I have their attention?
2. Am I interested?	
3. Is this important?	2. Are they engaged?
4. Can I do this?	

Building a Shared Language of Engagement: Merton’s Typologies <i>(Adapted from Schechty 2002, 2010; See Brown, Frontier, Viegut, 2016)</i>		
Culture’s Goals <i>The student...</i>	Institutionalized Means <i>The student....</i>	Engagement Typology <i>Sounds like...</i>
<i>Accepts goals</i>	<i>Accepts means</i> →	Authentic Engagement “I’m all in!”
<i>Accepts goals</i>	<i>Rejects means</i> →	Passive Compliance “I’ll play the game to get good grades/get into college.”
<i>Rejects goals</i>	<i>Accepts means</i> →	Ritualistic Compliance “I’ll play the game to avoid negative consequences.”
<i>Rejects goals</i>	<i>Rejects means</i> →	Retreatism “I won’t ask anything of you, please don’t ask anything of me.”
<i>Rejection of goals and acceptance of new goals</i>	<i>Rejection of means and acceptance of new means</i> →	Rebellion “I can’t do your school work and don’t want to, I’ve got other things/business to tend to here.”

CONCEPTUAL FRAMEWORK FOR CREATING PASSIONATE LEARNERS

From *Creating Passionate Learners Engaging Today's Students for Tomorrow's World*
Brown, Frontier & Viegut, 2016 © Corwin



STUDENT ENGAGEMENT

Emotional engagement are the students' feelings, interests, and values. When students are emotionally engaged, they will have feelings of belonging and positive attitudes towards school.

Behavioral engagement is how a student conducts himself or herself in the learning process. Behavioral engagement focuses on student participation, work involvement, and conduct.

Cognitive engagement is the investment students put forth to understand complex ideas and wrestle with difficult problems (Fredricks et al, 2004).

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"Creating Passionate Learners" and "Art & Science of Teaching" strategies



Tony Frontier is an award winning teacher, engaging presenter, and best-selling author. He works with teachers and school leaders nationally and internationally to help them prioritize efforts to improve student engagement and student learning. With expertise in student engagement, formative assessment, effective instruction, and strategic planning, Frontier emphasizes a systems approach to build capacity to empower teachers to improve each student’s schooling experience.

Frontier is co-author of the ASCD books *Five Levers to Improve Learning: How to Prioritize for Powerful Results in Your School* with Jim Rickabaugh, *Effective Supervision: Supporting the Art and Science of Teaching* with Bob Marzano and David Livingstone, and *Making Teachers Better not Bitter: Balancing Teacher Evaluation, Supervision, and Reflection for Professional Growth* with Paul Mielke.

He is also co-author of Corwin’s *Creating Passionate Learners: Engaging Today’s Students for Tomorrow’s World* with Kim Brown and Don Veigut. Frontier is a frequent contributor to *Educational Leadership*, and facilitates workshops on school improvement, student engagement, curriculum design, formative assessment, and standards-based instructional practices at international conferences and in schools and districts around the country.

In addition to his work as a consultant, Frontier serves as an Assistant Professor of Doctoral Leadership Studies at Cardinal Stritch University, where he teaches courses in curriculum development, organizational learning, research methods, and statistics. As a former classroom teacher in Milwaukee Public Schools, an Associate High School Principal, and the Director of Curriculum and Instruction for the Whitefish Bay School District, Frontier brings a wealth of experience as a classroom teacher, building administrator, and central office administrator to his workshops, writing, and research.

Frontier has been recognized by Marquette University as the Outstanding Young Alumnus for the School of Education, was the recipient of the Jack Keane Outstanding Young Educator Award for the State of Wisconsin, was selected as an ASCD Emerging Leader, is a past member of the ASCD Leadership Council, and past-president of Wisconsin ASCD.

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