

The Highly Engaged Classroom

Course Description:

Based on the self-study book by Robert J. Marzano and Debra J. Pickering with Tammy Heflebower, this course helps educators understand how to generate high levels of student attention and engagement. Teachers and administrators alike learn how to identify, assess, self-check, collaborate, and collect data on specific instructional and motivational strategies that research shows drive student achievement and faculty development. Key instructional improvement steps—using the Marzano team’s specific language, familiar scenarios, practice exercises, and clear rubrics—are defined and explained. Marzano’s framework builds common understandings about student engagement that, shared between teachers and administrators, will drive professional confidence and teamwork and result in measurable school improvement.

Course Overview

The Highly Engaged Classroom meets online for six weeks. While there are no designated meeting dates and times, we ask participants to adhere to this schedule:

Week 1:

- Introduction to our peers
- Chapter 1. Research and Theory
- Discussion 1. Am I feeling positive, am I interested, is this important? A model of attention and engagement

Week 2:

- Chapter 2. How Do I feel?
- Discussion 2. Effective pacing, incorporating physical movement, demonstrating intensity and enthusiasm

Week 3:

- Chapter 3. Am I Interested?
- Discussion 3. Using games, competition, friendly controversy, good questions

Week 4:

- Chapter 4. Is This Important?
- Discussion 4. Connecting to students’ lives and ambitions, encouraging application of knowledge

Week 5:

- Chapter 5. Can I Do This?
- Discussion 5. Tracking progress, effective feedback, self-efficacy

Week 6:

Chapter 6. Planning for High Engagement

Discussion 6. Daily, opportunistic, and extended strategies

Required Text

Marzano, R.J., and Pickering, D.J., with Heflebower, T. (2011). *The Highly Engaged Classroom*. Bloomington, Indiana: Marzano Research Laboratory