



# The Highly Engaged Classroom

*Robert J. Marzano , Debra J. Pickering*

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If students are not engaged, there is little, if any, chance that they will learn what is being addressed in class. A basic premise of The Highly Engaged Classroom is that student engagement happens as a result of a teacher's careful planning and execution of specific strategies. In other words, student engagement is not serendipitous. This book was designed as a self-study text that provides an in-depth understanding of how to generate high levels of attention and engagement. Engagement is obviously a central aspect of effective teaching. Using the suggestions presented in this book, every teacher can create a classroom environment in which engagement is the norm instead of the exception.

## The Highly Engaged Classroom Details

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# **From Reader Review The Highly Engaged Classroom for online ebook**

## **Dave says**

Marzano (et al) is once again full of good advice. Unfortunately the highly engaged classroom is not a highly engaging book!

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## **Jessica says**

I just finished this book for my teacher book club (yes, yes I'm a nerd). Marzano is a wiz when it comes to practical classroom strategies. I just gave it a so-so rating because many of the tools and ideas were things I already implement in my daily teaching. Yet, I did get some good ideas (celebration board and four corners!) that I will definitely be trying out next year. The book made me miss teaching, and I'm only a week into break!

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## **Teri says**

While I feel like there are nuggets in this book, Marzano doesn't write the most engaging book. I did write that on purpose to be ironic. Given there are so many books written on engagement, I would encourage you to read another one. Any other one.

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## **Spacek Kim says**

This book provides specific examples and strategies for engaging students in their learning. Growth and fixed mindsets were discussed. Four emblematic questions drive student attention and engagement: 1) How do I feel? 2) Am I interested? 3) Is this important? 4) Can I do this? Teachers must keep this questions in mind as they design lessons.

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## **Jfrager says**

The Highly Engaged Classroom By Robert Marzano

Pg 1 – Engagement is obviously a central aspect of effective teaching. If students are not engaged, there is little, if any, chance that they will learn what is being addressed in class.

Every teacher can create a classroom environment in which engagement is the norm instead of the exception.

\*\*\*Idea – make posters of good quotes to put in the lounge or put a quote in the teacher’s weekly bulletin.

## Chapter 1

Pg 3

If our emotions are negative in that moment, we are less likely to engage in new activities or challenging tasks.

Pg 4

Pacing is key when transitioning from one activity to another. Poorly orchestrated transitions can waste time and create a lull in classroom activity, making it difficult for students to stay engaged. Efficient transitions that teachers have practiced in class allow students to quickly respond to brief signals.

\*\*Do teachers know if they have efficient transitions or poorly orchestrated ones. How can we evaluate. Other teachers observe. Administrator – walk throughs. – focus for the month.

Pg 5

Positive demeanor on the part of the teacher is the second and most general influence on emotional engagement.

Teachers should be enthusiastic regularly and intense selectively.

Pg 6

Students’ perceptions of acceptance is the third determinant of how they feel about themselves and the classroom environment. Peer relationships are equally as important as teacher-student relationships.

## Chapter 2 How Do I Feel

### Movement to Lift Energy

Sometimes physical movement used in class is not intrinsically related to the content of a lesson. Rather it is used to infuse energy into a lethargic classroom atmosphere.

-Stretch break

-Rehearsal refers to repeating important information in a way that helps students remember it.

-Give one, get one is a process in which pairs of students compare their understanding of specific information.

Pg 36

Stop Bullying Now! [www.stopbullyingnow.hrsa.gov](http://www.stopbullyingnow.hrsa.gov)

Book Bullying Prevention and Intervention: Realistic Strategies for Schools by Susan Swearer

Pg 38

### Simple courtesies

-Teachers can display interest and affection in many ways.

Simple Courtesies - Greeting students at the door, calling them by their names, saying “good morning, The simple act of acknowledging a student can be a powerful message that the teacher likes and accepts him or her. Making eye contact

Pg 41 –

Structured Opportunities to Highlight Interests and Accomplishments –

Give examples of questions

Gives websites for inventories – Survey Monkey

\*\*\*\*Have students do this and compile the information for teachers to have to read and they can also use it to reference when they are planning for kids.

Pg 43

\*\*\*Negative comments that foster a bad reputation for students have no place in a professional community.

Pg 45

Analyzing your strengths and weaknesses

Chapter 4 Is This Important

Pg 87 Engagement is much deeper and more long-term phenomenon than attention. When students are engaged, they tend to think about the topic frequently and in depth.

Perhaps at the highest level are goals that address life ambitions.

Pg 92 Connecting to Students' Life Ambitions

\*\*\*\*Personal Projects

Phase 1: What Do I Want to Accomplish

Phase Two: Who Else Has Accomplished the Same Goal? Who Will Support Me?

Phase Three: What Skills and Resources Will I Need to Accomplish My Goal?

Phase Four: What Will I Have to Change in Order to Achieve My Goal?

Phase Five: What is My Plan for Achieving My Goal and How Hard Will I Have to Work

Phase Six: What Small Steps Can I Take Right Now?

Phase seven: How Have I Been Doing? What Have I Learned About Myself?

\*\*\*Connecting to students' life ambition goals can contribute to student's sense of self-efficacy.

\*\*\*How can we implement. – Do something school wide, have a subject area teach it.

Pg 106

Kepner Educational Excellence Program in Denver – personalized academic goals – for students already making the honor roll, this may mean committing to peer tutoring. Students can set behavioral goals as well.

Pg 107 \*\*\*\*\*

Fowler Unified School District's Service Learning Program

Character development - the "Big Ten" ten character traits –caring, citizenship, courage, duty, fairness, honesty, respect, responsibility, trustworthiness, and work ethic. In order to effect real change, they would need to take these lessons into the real world. They brought in the Fresno County Office of Education for service learning teacher training.

Ch 5 Can I Do This?

Self-efficacy is quite possibly the most important factor affecting engagement.

Tracking and Studying Progress 0 – tracking academic progress over time, setting personal academic goals, and examining effort and preparation.

Types of verbal feedback to avoid.

Pg 124 – Types of verbal feedback to use. –

That message should always be that if students try hard and prepare well, they can accomplish great things.

Pg 127

It is significant for students to discuss self-efficacy and study it firsthand through correlating their effort and preparation with achievement, however, everyone needs a reminder of just how powerful a strong sense of self-efficacy can be in terms of shaping one's future.

Use stories:

Time magazine

Kids With Courage: True Stories About Young People Making a Difference

\_Its Our Work, Too Stories of Young People Who are making a difference.

If stories of people with a strong sense of self-efficacy are used systematically in class, students can discern common traits among those who accomplish great things even in the face of significant obstacles.

Pg 130 Use of quotes!

\*\*\*How can we use this???

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### **Christie Purdon says**

This book offers insight to what students are thinking and asking for in the way of having a relevant and engaging classroom experience. As teachers we must pay attention to and adjust our practice to meet students' needs. Great information and a useful planning template. Too many scenarios that didn't do much for me.

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### **Neena Grosvenor says**

This book has practical applications that can be implemented immediately. I loved the scenarios for better understanding as well as the resource lists and forms supplied. An excellent tool for any educator.

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### **Christina says**

This was a really interesting book. I liked how it started off with an examination of recent research in education and applied it in a straight-forward way towards the classroom. It didn't feel preachy (like education books often do), and it had a nice balance between strategies aimed at elementary teachers as well as secondary teachers. I was also pleased to see that the examples were varied and catered to various school subjects. I do however wish there had been more examples of games and activities to use.

Overall.. happy I read it, but probably wouldn't buy a copy or re-read it.

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## **Monica says**

Always great information from Marzano. This was a professional read go the summer and unfortunately , the major portion of this book seems to be repeat information from Marzano's other studies.

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## **Mary says**

Pithy. I don't disagree, just found little new to wrestle with. A book that could be read, absorbed in just a few sittings.

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## **Ms. says**

Three stars is a fairly high rating for books I have read about teaching. Pros: The last chapter, applying the information while planning, was an especially effective and practical review/summary. I appreciate the research based approach of this series by Marzano, and the authors do go farther than most others in breaking down their recommendations into clear actions that teachers can take or avoid. Cons: Too much of the books is devoted to classroom scenarios that did nothing to further my understanding. Many pages are repetition of previous information in "reproducible" format.

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## **Alanna P says**

Third time through and I still learned something new!

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## **Colin says**

A good review of things that we should all know form Ed school. Much of this is aimed at elementary and middle school, but there is enough so that high school teachers should be able to modify things and make them work.

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## **Jim says**

Reading for knowledge as part of my job so here we go..

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## **Emily Rakowsky says**

This is a book for your professional library. I am currently taking the Educational Models course and this is the book that we used. I really liked it because it gave very practical ways to engage students. It had new

information as well as good reminders of how to engage students in lessons. It also gave recommendations of other books to read or websites to use. Overall, a very helpful book!

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