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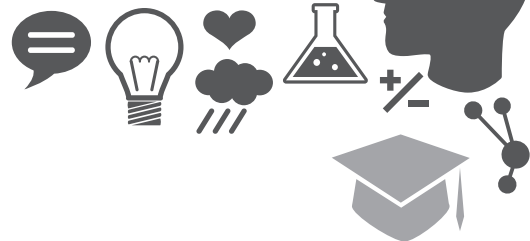
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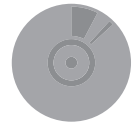
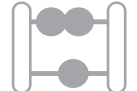


JAN HOEGH

Sunday 25 May

The Highly Engaged Classroom

Session 3



JAN HOEGH

Jan K. Hoegh is associate vice president of Marzano Research Laboratory in Colorado. She has been a classroom teacher, building-level leader, professional development specialist, high school principal, and curriculum coordinator during her 27 years in education. Jan also served as assistant director of statewide assessment for the Nebraska Department of Education, where her primary focus was Nebraska State Accountability test development.

In 2005, Jan was invited to participate in the University of Nebraska Assessment and Leadership for Learning Cohort. An active member of several educational organisations, Jan was president of the Nebraska Association for Supervision and Curriculum Development. She is a member of the National Association for Supervision and Curriculum Development and Nebraska Council of

School Administrators. Her article "Behind the Scenes of Nebraska State Accountability" was published in Nebraska Council of School Administrators Today.

Jan has a bachelor of arts in elementary education and a master of arts in educational administration, both from the University of Nebraska Kearney. She also earned a specialization in assessment from the University of Nebraska-Lincoln.

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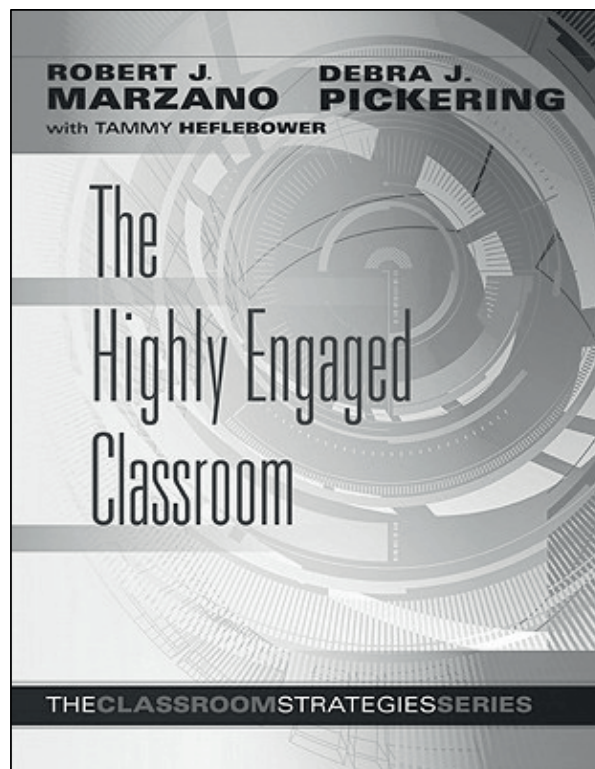
Hawker Brownlow Education
P.O. Box 580, Moorabbin, Victoria 3189, Australia
Phone: (03) 8558 2444 Fax: (03) 8558 2400
Toll Free Ph: 1800 334 603 Fax: 1800 150 445
Website: www.hbe.com.au
Email: orders@hbe.com.au

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The Highly Engaged Classroom

Presented by Marzano Research Laboratory




Jan K. Hoegh
Associate Vice President

jan.hoegh@marzanoresearch.com





“THE ART AND SCIENCE OF TEACHING”

Lesson Segments		
Involving Routine Events	Lesson Segments Addressing Contents	Lesson Segments Enacted on the Spot
<p><i>Design Question 1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?</i></p> <ol style="list-style-type: none"> 1) Providing Clear Learning Goals and Scales to Measure those Goals 2) Tracking Student Progress 3) Celebrating Student Success 	<p><i>Design Question 2: What will I do to help students effectively interact with the new knowledge?</i></p> <ol style="list-style-type: none"> 6) Identifying Critical Information 7) Organizing Students to Interact with New Knowledge 8) Previewing New Content 9) Chunking Content into “Digestible Bites” 10) Processing of New Information 11) Elaborating on New Information 12) Recording and Representing Knowledge 13) Reflecting on Learning 	<p><i>Design Question 5: What will I do to engage students?</i></p> <ol style="list-style-type: none"> 24) Noticing and Reacting when Students are Not Engaged 25) Using Academic Games 26) Managing Response Rates 27) Using Physical Movement 28) Maintaining a Lively Pace 29) Demonstrating Intensity and Enthusiasm 30) Using Friendly Controversy 31) Providing Opportunities for Students to Talk about Themselves 32) Presenting Unusual or Intriguing Information
<p><i>Design Question 6: What will I do to establish and maintain classroom rules and procedures?</i></p> <ol style="list-style-type: none"> 4) Establishing Classroom Routines 5) Organizing Physical Layout of the Classroom for Learning 	<p><i>Design Question 3: What will I do to help students practice and deepen their understanding of new knowledge?</i></p> <ol style="list-style-type: none"> 14) Reviewing Content 15) Organizing Students to Practice and Deepen Knowledge 16) Using Homework 17) Examining Similarities and Differences 18) Examining Errors in Reasoning 19) Practicing Skills, Strategies, and Processes 20) Revising Knowledge 	<p><i>Design Question 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?</i></p> <ol style="list-style-type: none"> 33) Demonstrating “Withitness” 34) Applying Consequences 35) Acknowledging Adherence to Rules and Procedures
	<p><i>Design Question 4: What will I do to help students generate and test hypotheses about new knowledge?</i></p> <ol style="list-style-type: none"> 21) Organizing Students for Cognitively Complex Tasks 22) Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generating and Testing 23) Providing Resources and Guidance 	<p><i>Design Question 8: What will I do to establish and maintain effective relationships with students?</i></p> <ol style="list-style-type: none"> 36) Understanding Students’ Interests and Backgrounds 37) Using Behaviors that Indicate Affection for Students 38) Displaying Objectivity and Control
		<p><i>Design Question 9: What will I do to communicate high expectations for all students?</i></p> <ol style="list-style-type: none"> 39) Demonstrating Value and Respect for Low Expectancy Students 40) Asking Questions of Low Expectancy Students 41) Probing Incorrect Answers with Low Expectancy Students

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Design Question 5: What will I do to engage students? (ASOT, pp. 98-116)

Elements	Notes
24. Notice when students are not engaged	
25. Use academic games	
26. Manage response rates	
27. Use physical movement	
28. Maintain a lively pace	
29. Demonstrate intensity and enthusiasm	
30. Use friendly controversy	
31. Provide opportunities for students to talk about themselves	
32. Present unusual or intriguing information	

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A Model of Attention and Engagement

In *The Highly Engaged Classroom*, Robert Marzano and Debra Pickering (2011) described four questions teachers can remember to guide their own practice and help keep students attentive and engaged. These four student-centered questions include the following:

1. How do I feel?
2. Am I interested?
3. Is this important?
4. Can I do this?

A positive response to questions one and two (“How do I feel?” and “Am I interested?”) means a teacher has students’ *attention*. A positive response to questions three and four (“Is this important?” and “Can I do this?”) means students are *engaged* in the lesson.

Marzano and Pickering (2011) provided several research-based classroom strategies for each question in the model. Teachers can use these strategies to increase the chance that students respond positively to the questions. In the following pages, we briefly explain each of these questions and corresponding strategies. To help teachers identify their strengths and weaknesses regarding each of these strategies, each question is also accompanied by a scale for teacher reflection and self-analysis.

Question 1: How Do I Feel?

A student’s answer to the question “How do I feel?” has to do with the student’s level of energy, the teacher’s demeanor, and whether the student feels accepted by the teacher and peers. Many factors that affect how a student feels at any given moment are out of the teacher’s control. However, teachers can use the following five strategies to increase the chance that students have positive feelings in the classroom: (1) using effective pacing, (2) incorporating physical movement, (3) demonstrating intensity and enthusiasm, (4) using humor, and (5) building positive teacher-student and peer relationships.

Using Effective Pacing

When a teacher’s pacing is too slow, students can lose energy and mentally drift. When pacing is too fast, students can become confused. Focus on maintaining a balanced pace, keeping energy high while still giving students time to process information. Pay specific attention to pacing during administrative tasks, transitions, seatwork, and presentation of new content.



1. **Administrative tasks:** These typically occur at the beginning or end of a class period or day or when using classroom materials. Establish and practice routines for handing in assignments, distributing materials, and getting organized into groups.
2. **Transitions:** A lesson is usually made up of multiple activities or segments. Keep the lesson moving by giving each activity a clear beginning and end and making sure transitions are timely and orderly.
3. **Seatwork:** Inevitably, some students will finish their seatwork earlier than others. To keep these students from becoming distracted or bored, pre-plan activities for them to work on when they finish with the assigned task (for example, helping other students, completing more advanced content, or studying a topic of their own choice).
4. **Presentation of new content:** Take care to avoid rushing through new content or lecturing students about content they already know. Present information in small chunks of knowledge, giving students time to discuss or summarize each “chunk,” and continually monitor student’s levels of attention during the lesson. Adapt your pace accordingly.

Incorporating Physical Movement

Just as low-energy pacing can detract from student attention, keeping students stationary for an entire lesson can also result in boredom or lethargy. Integrate physical movement into your lessons to lift energy, further understanding of content, or animate an entire class or school.

1. **Movement to lift energy:** This type of movement does not deepen understanding of lesson content; it is used solely to infuse liveliness into a sluggish classroom. Take stretch breaks during long periods of seated work or teach students different movements to help them rehearse important information (during a poetry reading, for example, students stand up when they notice similes and clap for onomatopoeia).
2. **Movement to further understand content:** This type of movement is specifically designed to deepen students’ understanding. Allow students to leave their seats to compare notes with their peers or move to different parts of the room to “vote” for an answer they think is correct.
3. **Movement for the whole class or school:** Many schools institute programs that encourage fitness (for example, some hold fundraisers to build rock climbing walls in their gymnasiums or teach students to use heart rate monitors). Collaborate as a staff or a small group to increase the use of movement in your school or grade-level team.

Demonstrating Intensity and Enthusiasm

A passionate, positive attitude is contagious. Implicitly communicate that what you are teaching is fun and exciting by sharing personal stories, using verbal and nonverbal signals, and reviving your zest for teaching.

1. **Personal stories:** When a teacher tells stories that relate to the content, it can encourage students to make their own personal connections about it. Share stories about your own interest in or experiences with content (for example, an element of the content that excites you or that you struggled to learn initially).
2. **Verbal and nonverbal signals:** Teachers can demonstrate intensity and enthusiasm with and without the use of words. Use appropriate verbal signals (such as speaking with a loud voice) and nonverbal signals (such as smiling or using hand gestures) to show excitement for content.
3. **Zest for teaching:** Tough days and years of experience can cause teachers to forget why they love their work. Take time each day to remind yourself why you began teaching and why you continue to do so.

Using Humor

Over time, teachers learn to capitalize on moments when humor can be used appropriately to defuse tension or play on awkwardness. Use self-directed humor, funny headlines or quotes, movie clips and media entertainment, or a class symbol for humor to hold students' attention and make them feel comfortable.

1. **Self-directed humor:** Some students may invite teasing or friendly banter from teachers, but take care—many others may be uncomfortable or even embarrassed to be the subject of humor. Err on the side of caution and direct humor at yourself instead.
2. **Funny headlines or quotes:** Particularly when they relate to content, funny headlines or quotes are great ways to use humor. Browse satirical publications like *The Onion* for headlines (“BREAKING: Middle East Conflict Not Solved Today”) or visit a website such as www.brainyquote.com to browse comedic quotes (“I always wanted to be somebody, but now I realize I should have been more specific.” —Lily Tomlin).
3. **Movie clips and media entertainment:** Teachers and students can share connections about media entertainment, such as clips from movies. Select a short, content-related clip and screen it in class to bring some humor into the lesson.



4. **A class symbol for humor:** Class members can direct humor at a fictional character or symbol instead of at one another. Establish a class symbol for humor to help students make constructive—rather than offensive—jokes and quips in class.

Building Positive Teacher-Student and Peer Relationships

Students are more likely to pay attention and focus on content in class if they perceive that the teacher likes and respects them. Therefore, it is important to ensure fair and equitable treatment of all students, show interest in and affection for students, and identify and use positive information about students.

1. **Ensure fair and equitable treatment of all students:** Students who feel rejected by their peers will have a tough time engaging in class activities. Encourage respectful behavior, pay close attention to student interactions in class, and take action to stop bullying when it arises.
2. **Show interest in and affection for students:** No matter how teachers feel about any particular student, they must behave in ways that show interest in and affection for all students. These behaviors include simple courtesies (such as learning names, making eye contact, or saying, “Good morning”), physical contact and gestures (such as a pat on the back or a thumbs up), and attending to students’ needs and concerns.
3. **Identify and use positive information about students:** Teachers who learn about their students can create more relatable lessons and forge positive relationships with students. Identify positive information by giving students structured opportunities to share interests and accomplishments in class, talking to parents and guardians, and talking to fellow teachers.

Question 2: Am I Interested?

Students' attention in class also depends on their level of interest in the lesson. Didactic teaching practices such as lecturing or flipping through PowerPoint slides are not always the most stimulating for students, so their attention is likely to wane throughout the lesson. The following four strategies are designed to pique students' interest and catch their attention: (1) using games and inconsequential competition, (2) initiating friendly controversy, (3) presenting unusual information, and (4) questioning to increase response rates.

Using Games and Inconsequential Competition

Games and competition can interest students, helping them pay attention in class. Keep games focused on academic content and make sure competition is *inconsequential*, or just for fun—avoid allowing the results of games to influence students' grades. Two simple ways to incorporate competition include playing vocabulary games and turning questions into games.

1. **Vocabulary games:** Students review vocabulary terms by playing games that involve defining or recognizing the words. Adapt popular board games or television game shows (such as *Pictionary* or *Jeopardy!*) for classroom use, or see the book *Vocabulary Games for the Classroom* (Carleton & Marzano, 2010) for detailed descriptions of various vocabulary games.
2. **Turn questions into games:** Academic games are not limited to vocabulary—any set of questions on a given topic can be turned into a game. Create a set of multiple-choice questions, divide students into groups, and award points to each team that answers a question correctly.

Initiating Friendly Controversy

Discussing opposing viewpoints in the classroom interests students and helps them delve deeply into content. Teachers can initiate friendly controversy—that is, carefully monitored discussion that does not become hostile—through a class vote, debate model, town hall meeting, legal model, or perspective analysis.

1. **Class vote:** The easiest way to initiate friendly controversy is to present students with an issue and have them vote on it. Facilitate a class discussion before and after the vote in which students express their reasoning and have the opportunity to change their minds.
2. **Debate model:** Formal debate models (such as Lincoln-Douglas) can lend structure to friendly controversy in the classroom. Choose two student teams to debate a policy or



social issue and give each side a chance to present opening arguments, cross-examine the other side, and offer rebuttals. Students then evaluate their own performance.

3. **Town hall meeting:** A town hall meeting differs from a debate in that students do not try to win, but instead try to see an issue from multiple perspectives. Assign each student a role and have them argue from that point of view throughout the discussion. Conduct a debriefing session after the meeting to reflect on student's performance.
4. **Legal model:** In the legal model, students analyze and evaluate decisions of the U.S. Supreme Court. Facilitate a discussion in which students form opinions and respond to probing questions about issues raised in the different cases they have studied.
5. **Perspective analysis:** Students examine their own assumptions and opinions about an issue and decide whether their underlying logic is reasonable. Alternatively, have students consider an opposing position and critique its underlying logic.

Presenting Unusual Information

Include unusual information in a lesson to spice up your presentation of the content and pique students' curiosity. Use unusual information to stimulate attention by introducing a lesson with unusual information, allowing students to research and collect interesting facts, and inviting guest speakers into the classroom.

1. **Introduce a lesson:** Hearing fun or unusual facts at the beginning of a lesson can encourage students to focus. Begin with some unusual facts that give students a reason to attend to upcoming content.
2. **Allow students to collect interesting facts:** The class searches the Internet and uses library resources to compile a list of interesting facts about the content in a shared electronic document, such as a wiki.
3. **Invite guest speakers:** Individuals with expertise or experience in the content area come to the classroom. Invite guest speakers and consultants to share anecdotes and information and answer questions from students.

Questioning to Increase Response Rates

When a student is called on to answer a question, he or she necessarily pays attention because the question occupies working memory space. However, other students are allowed to tune out. To garner attention of students, teachers can increase the number of students who respond to each question in the following ways: calling on students randomly, paired response, wait time, response chaining, choral response, simultaneous individual response.

1. **Call on students randomly:** Calling only on students who raise their hands allows many of them to relax and disengage from the lesson when the teacher asks a question. Instead, call on students randomly by drawing their names from a hat or using an online random name generator to choose a student for you.
2. **Paired response:** Students discuss a question in pairs and collaborate to prepare an answer, keeping both of them engaged and set up for success. Ask a question, give pairs time to confer, and then randomly call on a student to verbalize the answer on behalf of the pair.
3. **Wait time:** Teachers can pause strategically after asking a question to give students time to process the question and carefully consider their answers. Provide more wait time when asking complex or open-ended questions than for straightforward ones.
4. **Response chaining:** The teacher links student responses by asking one student to respond to a question, then asking a second student to respond to the first student, then a third to respond to the second, and so on. Use response chaining to solicit multiple interpretations to open-ended questions and ask for follow-up explanations to short-answer questions.
5. **Choral response:** In a choral response, all students answer a question at the same time. Save the choral response strategy for situations in which students must recall very specific information, such as a math formula or the pronunciation of a new vocabulary word.
6. **Simultaneous individual response:** Similar to a vote, simultaneous individual response means all students are answering the question at the same time. Ask students to write their answers to short answer questions on individual 12 x 12 whiteboards and display their answers to multiple choice questions using polling technologies (such as clickers) or hand signals (hold up one finger for option A, two for B, and so on).



Question 3: Is This Important?

While the previous two questions (“How do I feel?” and “Am I interested?”) relate to *attention*, the next two (“Is this important?” and “Can I do this?”) have to do with the more extensive phenomenon of *engagement*. Students who are engaged think deeply and frequently about the content because they are authentically invested in its worth. To communicate to students that their work is important, teachers can (1) connect to students’ lives, (2) connect to students’ life ambitions, and (3) encourage application of knowledge.

Connecting to Students’ Lives

Students have many goals and interests outside the classroom that can complement their academic endeavors in the classroom. Help students make connections between their own lives and the content through comparison tasks and analogical reasoning tasks.

1. **Comparison tasks:** When using comparison activities in class (such as Venn diagrams), allow students to make comparisons between the content and topics that interest them. Guide students in these comparison tasks by asking them to compare specific elements of two topics (such as physical characteristics, processes, sequences of events, cause-and-effect relationships, psychological characteristics, and so on).
2. **Analogical reasoning tasks:** A traditional analogy follows the format “*a* is to *b* as *c* is to *d*,” with one element missing for students to complete (for example: *hammer is to carpenter as paintbrush is to _____*). Use analogical reasoning tasks to connect to students’ lives by having them fill in two missing elements instead of one. That way, they can compare a content-related analogy to an aspect of their own lives.

Connecting to Students’ Life Ambitions

While a student’s personal goals may not directly align with academic goals in traditional disciplines such as language arts, science, social studies, and mathematics, they often relate to 21st century skills such as problem solving, decision making, and investigation. Students are unlikely to relate life ambitions to classroom content on their own, but teachers can walk them through this process through the use of personal projects.

1. **Personal projects:** The student chooses a personal goal and works on it throughout a term, semester, or school year. Guide students through identifying and addressing their personal project goals by gradually engaging them in the following questions, each of which represents a major phase of the project: (1) What do I want to accomplish? (2)

Who else has accomplished the same goal? and Who will support me? (3) What skills and resources will I need to accomplish my goal? (4) What will I have to change in order to achieve my goal? (5) What is my plan for achieving my goal and How hard will I have to work? (6) What small steps can I take right now? (7) How have I been doing? and What have I learned about myself?

Encouraging Application of Knowledge

Students can see the importance of academic content when they apply it to relevant situations or use it to solve real-world problems. Help students design cognitively challenging tasks, provide opportunities for choice, and present real-world applications of content to keep them engaged.

1. **Design cognitively challenging tasks:** Marzano (2009) described four types of cognitively challenging tasks: decision making, problem solving, experimental inquiry, and investigation. Guide students gradually through these processes to engage them in higher-level thinking.
2. **Provide choice:** Students will likely engage in choices about learning that they have made themselves. Provide options in lessons by giving students a choice of tasks, choice of reporting formats, choice of learning goals, and choice of behaviors.
3. **Present real-world applications:** Individual teachers, schools, or entire districts can design and implement projects that apply content to the real world. Give students goals that show how their work in the classroom will serve them outside its walls (for example, students might participate in community service projects, submit novels to National Novel Writing Month [NaNoWriMo], or raise money to travel.



Question 4: Can I Do This?

Even when students feel good, are interested, and believe their classroom work is important, they will likely disengage from a task they believe is impossible. Foster self-efficacy and confidence among students by (1) tracking and studying progress, (2) using effective verbal feedback, (3) providing examples of self-efficacy, and (4) teaching self-efficacy.

Tracking and Studying Progress

When students track their progress, it helps them understand the relationship between effort and success. Key elements of tracking and studying progress include tracking academic progress over time, setting personal goals, and examining effort and preparation.

1. **Track academic progress over time:** Students record assessment results for specific learning goals and monitor them throughout the unit. Teach students to track their progress across a variety of assessments and so they can observe the progression of their learning over time.
2. **Set personal academic goals:** Students set personal goals for the unit or learning goal. Ask students to record their personal goals and write down some strategies for accomplishing them.
3. **Examine effort and preparation:** Students can even track their effort and preparation throughout a unit to make direct connections between their work and success or evaluate their strengths and weaknesses. Have students rate their effort on the following scale: (0.0) I'm not really trying or preparing at all, (1.0) I'm not trying very hard or preparing very well, (2.0) I'm trying hard but not preparing as well as I could, (3.0) I'm trying hard enough and preparing well enough to accomplish my goal, or (4.0) To be sure I accomplish my goal, I'm trying harder and preparing more than I think is necessary.

Using Effective Verbal Feedback

Certain types of feedback can implicitly teach students that they are born with a fixed level of intelligence, while other types communicate that they can grow in their knowledge and become smarter through work. Be aware of which types of verbal feedback to avoid and which types to use in the classroom to show that great students are made, not born.

1. **Types of verbal feedback to avoid:** Any remark, positive or negative, that references permanent traits of students can reinforce the fixed theory of competence—that students

are either competent or they aren't. Avoid telling students that they were successful because they are "so smart" or unsuccessful because they are "bad."

2. **Types of verbal feedback to use:** Referring to effort, participation, or preparation in feedback shows students that you are focused on their input, not their fixed traits. Give feedback that relates to a student's level of engagement with a task (for example, "This essay is very well-researched—you clearly worked hard!" or "You didn't seem very well-prepared for this test; let's schedule a time to go over the material so you have it mastered").

Providing Examples of Self-Efficacy

Providing examples of self-efficacy in practice can be very powerful for students. Present students with stories and quotations that inspire them to believe in their ability to complete tasks and accomplish goals.

1. **Stories:** Inspiring historical figures (such as Harriet Tubman), characters from works of literature (such as Annemarie Johansen from Lois Lowry's *Number the Stars*), or influential people living in the present (such as Malala Yousafzai) are easy to find. Regularly tell stories of such people or screen clips from movies such as *October Sky*, *Dead Poets Society*, or *The Pursuit of Happyness* to remind students of the power of self-efficacy.
2. **Quotations:** Many famous quotations are particularly relevant to self-efficacy, such as this one by NBA great Michael Jordan: "I've failed over and over and over again in my life and that is why I succeed." Discuss the implications of such quotations as a class or have students keep a personal list of quotations with which they relate.

Teaching Self-Efficacy

If students are directly taught about self-efficacy (what it is, how it is developed, and so on), they begin to understand that they can be the agents of their own success. In research done by Carol Dweck (2006), students who believed that they could learn and succeed demonstrated higher levels of achievement and were more likely to accept challenging tasks with confidence. Teach self-efficacy by distinguishing between growth and fixed theories, having students identify their personal theories, and keeping the conversation alive after the lesson has ended.

1. **Distinguish between growth and fixed theories:** *Growth theory* holds that intelligence is malleable, while *fixed theory* holds that one is born with a finite capacity for intelligence (Dweck, 2006). Teach students explicitly about the two theories, emphasizing the first and explaining that the brain can actually change to accommodate the growth that comes from hard work and practice.



2. **Have students identify their personal theories:** Students can reflect on their own convictions about the two theories. Distribute a survey asking them to agree or disagree with statements about growth and fixed theories or facilitate a class discussion.
3. **Keep the conversation alive:** Discussions of self-efficacy do not have to end once students have learned about growth and fixed theories and reflected on their own beliefs. Periodically ask follow-up questions (such as “How is your personal theory about self-efficacy affecting your performance in school?”) to hearken back to the conversation.

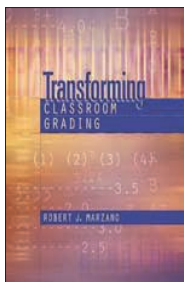


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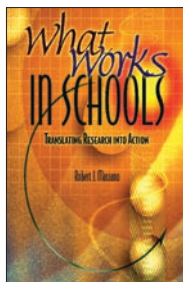


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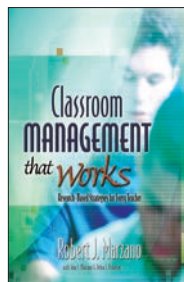
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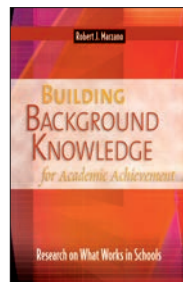
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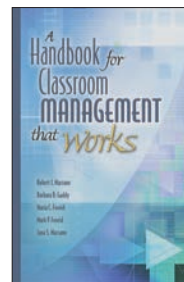
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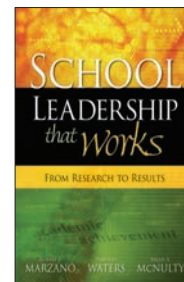
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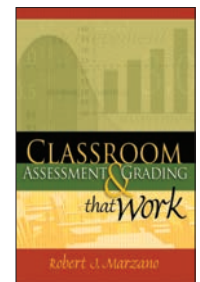
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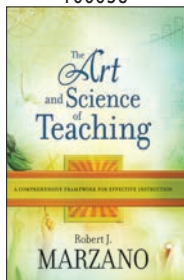
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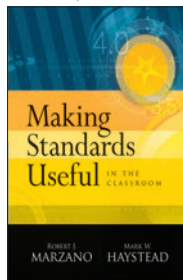
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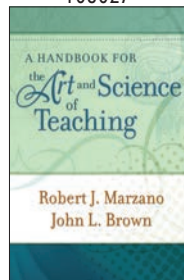
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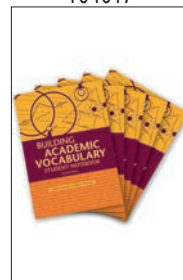
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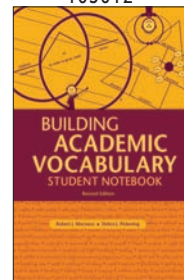
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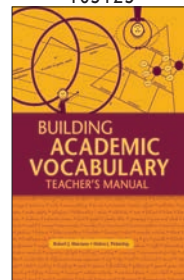
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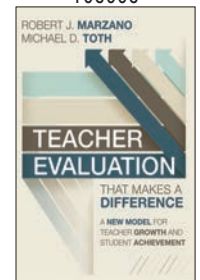
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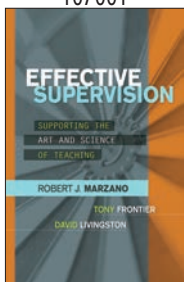
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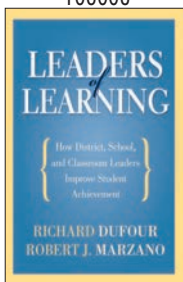
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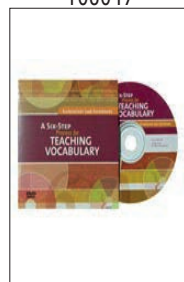
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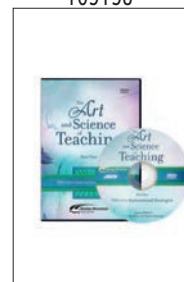
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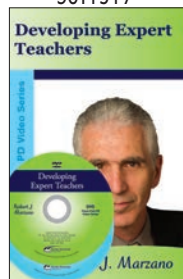
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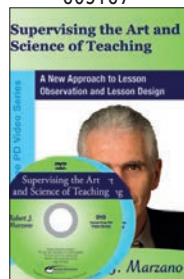
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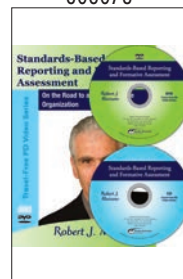
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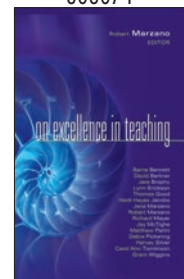
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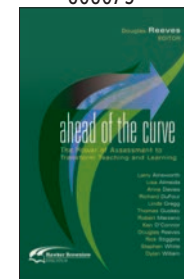
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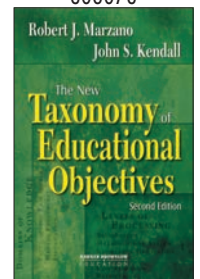
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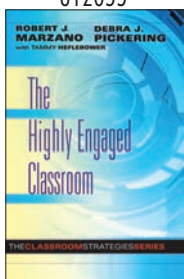
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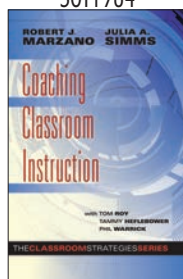
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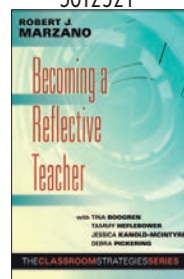
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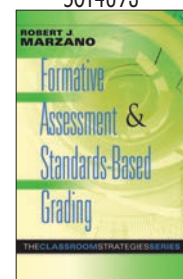
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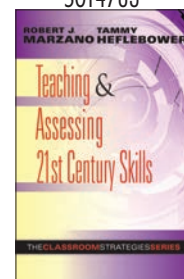
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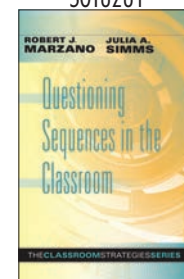
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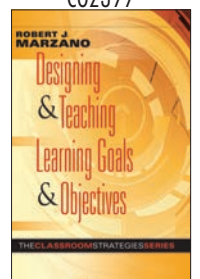
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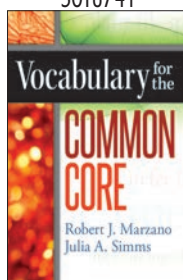
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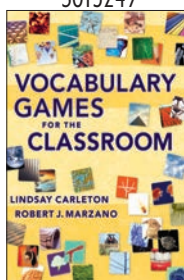
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