

Agenda

Toronto, Ontario • April 11–12

Monday, April 11

7:00–8:30 a.m.	Registration Continental breakfast	Ballroom Foyer
8:30–11:00 a.m. (Break included)	Keynote —Robert J. Marzano <i>An Overview of Engagement</i>	Ballroom
11:00 a.m.–12:30 p.m.	Lunch (on your own)	
12:30–3:00 p.m. (Break included)	Breakouts (Sessions will repeat the following day.) Tammy Heflebower <ul style="list-style-type: none"> • Question 1: <i>How Do I Feel?</i> (Emotions) • Question 4: <i>Can I Do This?</i> (Efficacy) Debra Pickering <ul style="list-style-type: none"> • Question 2: <i>Am I Interested?</i> (Emotions) • Question 3: <i>Is This Important?</i> (Efficacy) 	Ballroom

Tuesday, April 12

7:00–8:30 a.m.	Registration Continental breakfast	Ballroom Foyer
8:30–11:00 a.m. (Break included)	Breakouts (Sessions will repeat the following day.) Tammy Heflebower <ul style="list-style-type: none"> • Question 1: <i>How Do I Feel?</i> (Emotions) • Question 4: <i>Can I Do This?</i> (Efficacy) Debra Pickering <ul style="list-style-type: none"> • Question 2: <i>Am I Interested?</i> (Emotions) • Question 3: <i>Is This Important?</i> (Efficacy) 	Ballroom
11:00 a.m.–12:30 p.m.	Lunch (on your own)	
12:30–2:15 p.m.	Keynote —Robert J. Marzano <i>Moving Into Action on Engagement</i>	Ballroom
2:15–3:00 p.m.	Panel discussion	Ballroom

Agenda is subject to change without prior notice.

Session Descriptions



Robert J. Marzano

An Overview of Engagement

Dr. Marzano reviews research and theory on student engagement and provides a concrete model that teachers and administrators can implement to enhance the attention and engagement of their students. He addresses the four emblematic—or critical—questions discussed in *The Highly Engaged Classroom* (from *The Classroom Strategies Series*). Dr. Marzano also explains the differences between attention and engagement and the implications of those differences for planning classroom activities.



Moving Into Action on Engagement

As a follow up to the breakout sessions, Dr. Marzano addresses the affective side of learning and the extent to which 1) classroom activities intrigue students, 2) students perceive classroom goals in relation to their personal goals, and 3) students develop a sense of self-efficacy.

Objectives of this keynote include:

- Reviewing the four emblematic questions of an engaged classroom and their impact on effective teaching and student success
- Presenting research-based, instructional strategies and their practical applications in today's classrooms
- Addressing the broad-ranging needs of diverse student populations
- Explaining ways to create a classroom environment that results in high student engagement
- Identifying actions to ensure a higher level of teaching and learning schoolwide

Tammy Heflebower

Critical Question 1: *How Do I Feel?*

and Critical Question 4: *Can I Do This?*

Tammy Heflebower discusses the first and fourth critical questions inherent to student engagement: *How do I feel?* (emotions) and *Can I do this?* (self-efficacy).

Question 1 involves getting and sustaining students' attention and connecting to students at an emotional level. Supported by the research and theory from *The Highly Engaged Classroom*, Dr. Heflebower discusses the importance of effective pacing, physical movement, and building positive teacher–student relationships, which effectively link students' feelings within the classroom.

Question 4 is concerned with engaging students through self-efficacy. In addressing this question, Dr. Heflebower discusses the importance of tracking student progress, using effective feedback, and teaching self-efficacy. As the research illustrates, combining these efforts into common, systemic practice engages students in the learning process.



= Keynote

Session Descriptions

Debra J. Pickering

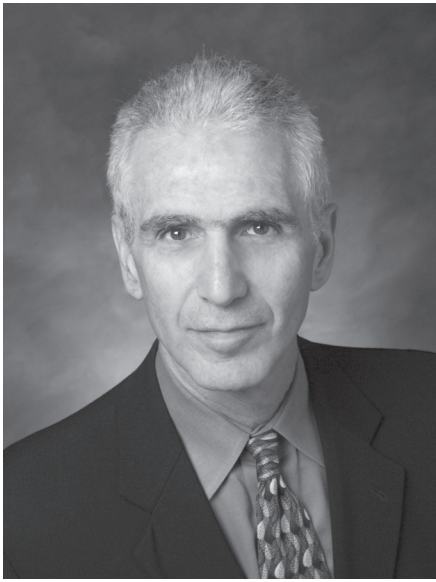
**Critical Question 2: *Is This Important?*
and Critical Question 3: *Am I Interested?***

In the model presented in *The Highly Engaged Classroom*, two of the foundational questions that students ask themselves are: *Is this important?* (self-efficacy) and *Am I interested?* (emotions).

During this interactive session, participants increase their understanding of, and ability to use, strategies that can enhance students' answers to both of these questions. Strategies include:

- Playing academic games
- Enhancing and increasing students' responses to questions
- Initiating friendly controversy
- Connecting to students' lives
- Engaging students in cognitively complex tasks

Dr. Pickering makes specific recommendations for implementing strategies in a way that can support traditional practices or transform classrooms. These strategies can be delivered without technology or enhanced through technology and can be more teacher-directed or more student-directed.



Robert J. Marzano

Robert J. Marzano, PhD, is cofounder and CEO of Marzano Research Laboratory in Englewood, Colorado. A leading researcher in education, he is a speaker, trainer, and author of more than 30 books and 150 articles on topics such as instruction, assessment, writing and implementing standards, cognition, effective leadership, and school intervention. His practical translations of the most current research and theory into classroom

strategies are internationally known and widely practiced by both teachers and administrators.

Dr. Marzano received a bachelor's degree from Iona College in New York, a master's degree from Seattle University, and a doctorate from the University of Washington.

Published Works

Dr. Marzano is author, co-author, or contributing author of:

- *Designing and Teaching Learning Goals and Objectives*
- *The Highly Engaged Classroom*
- *Formative Assessment and Standards-Based Grading*
- *On Excellence in Teaching*
- *District Leadership That Works: Striking the Right Balance*
- *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*
- *Vocabulary Games for the Classroom*
- *Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning*
- *Standards-Based Reporting and Formative Assessment* (multimedia)
- *Supervising the Art & Science of Teaching: A New Approach to Lesson Observation and Lesson Design* (multimedia)



Tammy Heflebower

Tammy Heflebower, EdD, is vice president of Marzano Research Laboratory in Englewood, Colorado. She is a consultant with experience in urban, rural, and suburban districts throughout North America. Dr. Heflebower has served as a classroom teacher, building-level leader, district leader, regional professional development director, and national trainer. She has also been an adjunct professor of curriculum, instruction, and assessment at several universities. Dr.

Heflebower began her teaching career in Kansas City, Kansas, and later moved to Nebraska, where she received the District Distinguished Teacher Award. She has worked as a national educational trainer for the National Resource and Training Center at Girls and Boys Town in Nebraska.

A prominent member of numerous educational organizations, Dr. Heflebower has served as president of the Nebraska Association for Supervision and

Curriculum Development and president-elect for the Professional Development Organization for Nebraska Educational Service Units. She was president-elect of the Colorado Association of Education Specialists and legislative liaison for Colorado Association of School Executives.

Dr. Heflebower holds a bachelor of arts from Hastings College in Hastings, Nebraska, a master of arts from the University of Nebraska at Omaha, and an educational administrative endorsement from the University of Nebraska-Lincoln. She also earned a doctor of education in educational administration from the University of Nebraska-Lincoln.

Published Works

Dr. Heflebower is author, co-author, or contributing author of:

- *The Teacher as Assessment Leader* (anthology)
- *The Principal as Assessment Leader* (anthology)
- *The Highly Engaged Classroom*



Debra J. Pickering

Debra J. Pickering, PhD, consults with schools and districts nationally and internationally as a senior scholar for Marzano Research Laboratory. Throughout her educational career, Dr. Pickering has gained practical experience as a classroom teacher, building leader, and district administrator. For many years, she has used this experience to provide training and support to K–12 teachers and administrators as they seek to continually improve student learning.

Published Works

Dr. Pickering is author, co-author, or contributing author of:

- *The Highly Engaged Classroom*
- *On Excellence in Teaching*
- *Building Academic Vocabulary: A Teacher's Manual*
- *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*
- *Classroom Management That Works: Research-Based Strategies for Every Teacher*
- *Dimensions of Learning Teacher's Manual*

With a combination of theoretical grounding and over three decades of practical experience, Dr. Pickering has worked with educators to translate theory into practice. Her work continues to focus on the study of learning and the development of resources for curriculum, instruction, and assessment to help all educators meet the needs of all students.

Dr. Pickering has a master's degree in school administration and a doctorate in curriculum and instruction, with an emphasis in cognitive psychology.