

ENGAGEMENT

# Demonstrating Intensity and Enthusiasm

THE **MARZANO COMPENDIUM** OF  
INSTRUCTIONAL STRATEGIES



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555 North Morton Street  
Bloomington, IN 47404

888.849.0851  
FAX: 866.801.1447

email: [info@marzanoresearch.com](mailto:info@marzanoresearch.com)  
[marzanoresearch.com](http://marzanoresearch.com)

Visit [marzanoresearch.com/compendium](http://marzanoresearch.com/compendium) to access the Marzano Compendium of Instructional Strategies to view additional resources related to this element and others.

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*Director of Content and Resources:* Julia A. Simms

*Editorial Manager:* Laurel Hecker

*Production Editor:* Ming Lee Newcomb

*Editorial Assistants / Staff Writers:* Elizabeth A. Bearden & Christopher Dodson

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# INTRODUCTION

In 2007, Dr. Robert J. Marzano published *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. The framework, composed of three lesson segments, ten design questions, and forty-one elements, was based on research showing that teacher quality is one of the strongest influences on student achievement—that is, an effective teacher can positively and significantly impact student learning. As such, *The Art and Science of Teaching* sought to identify specific action steps teachers could take to improve their effectiveness.

In 2015, Dr. Marzano updated *The Art and Science of Teaching* framework to reflect new insights and feedback. The Marzano Compendium of Instructional Strategies is based on this updated model, presenting forty-three elements of effective teaching in ten categories. Each folio in the series addresses one element and includes strategies, examples, and reproducible resources. The Compendium and its folios are designed to help teachers increase their effectiveness by focusing on professional growth. To that end, each folio includes a scoring scale teachers can use to determine their proficiency with the element, as well as numerous strategies that teachers can use to enact the element in their classrooms. Indeed, the bulk of each folio consists of these strategies and reproducibles for implementing and monitoring them, making the Compendium a practical, actionable resource for teachers, instructional coaches, teacher mentors, and administrators.

# DEMONSTRATING INTENSITY AND ENTHUSIASM

The teacher who masters this element communicates the importance or relevance of specific content to students and views the topics he or she teaches as interesting, meaningful, and important. Often, this involves relating content to one's own life or to the everyday lives of students. Research has positively associated demonstrating intensity and enthusiasm with improvements in students' energy, engagement, and achievement.

## Monitoring This Element

There are specific student responses that indicate this element is being effectively implemented. Before trying strategies for the element in the classroom, it is important that the teacher knows how to identify the types of student behaviors that indicate the strategy is producing the desired effects. General behaviors a teacher might look for include the following.

- Students say that the teacher “likes the content” and “likes teaching” when asked.
- Students' attention levels increase when the teacher demonstrates enthusiasm and intensity for the content.

Desired behaviors such as these are listed for each strategy in this element.

Teachers often wonder how their mastery of specific strategies relates to their mastery of the element as a whole. Successful execution of an element does not depend on the use of every strategy within that element. Rather, multiple strategies are presented within each element to provide teachers with diverse options. Each strategy can be an effective means of implementing the goals of the element. If teachers attain success using a particular strategy, it is not always necessary to master the rest of the strategies within the same element. If a particular strategy proves difficult or ineffective, however, teachers are encouraged to experiment with various strategies to find the method that works best for them.

## Scoring Scale

The following scoring scale can help teachers assess and monitor their progress with this element. The scale has five levels, from Not Using (0) to Innovating (4). A teacher at the Not Using (0) level is unaware of the strategies and behaviors associated with the element or is simply not using any of the strategies. At the Beginning (1) level, a teacher attempts to address the element by trying specific

strategies, but does so in an incomplete or incorrect way. When a teacher reaches the Developing (2) level, he or she implements strategies for the element correctly and completely, but does not monitor their effects. At the Applying (3) level, a teacher implements strategies for the element and monitors their effectiveness with his or her students. Finally, a teacher at the Innovating (4) level is fluent with strategies for the element and can adapt them to unique student needs and situations, creating new strategies for the element as necessary.

### Scale for Demonstrating Intensity and Enthusiasm

4	3	2	1	0
Innovating	Applying	Developing	Beginning	Not Using
I adapt behaviors and create new strategies for unique student needs and situations.	I demonstrate intensity and enthusiasm, and I monitor the extent to which students' engagement increases.	I demonstrate intensity and enthusiasm, but I do not monitor the effect on students.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I am unaware of strategies and behaviors associated with this element.

The following examples describe what each level of the scale might look like in the classroom.

**Not Using (0):** A teacher appears bored by the content he teaches. When speaking about the content, he does not change his intonation or add interesting elements to the presentation.

**Beginning (1):** A teacher can explain the relevance of the content being taught, but only when she is prompted by students. She incorporates movie and film clips into her lesson but does not tie them back into the content being taught.

**Developing (2):** A teacher exhibits enthusiasm for her subject area but does so without paying attention to how her show of excitement affects her students.

**Applying (3):** A teacher uses a variety of strategies to show his enthusiasm for the content he is teaching. Furthermore, by assessing student engagement before, during, and after specific strategies, he is able to see that the incorporation of humor, personal stories, and direct statements about the importance of content into lessons makes students more enthusiastic about the material being taught.

**Innovating (4):** A teacher fluently uses various strategies to show her intensity and enthusiasm for the material being taught. When a specific student queries the relevance of content, she tailors explanations of the importance of the content to that student using humor, prior knowledge about the student, and her own previous experiences learning the content.

# STRATEGIES

Each of the following strategies describes specific actions that teachers can take to enact this element in their classrooms. Strategies can be used individually or in combination with each other. Each strategy includes a description, a list of teacher actions, a list of desired student responses, and suggestions for adapting the strategy to provide extra support or extensions. Extra support and extensions relate directly to the Innovating (4) level of the scale. Extra support involves steps teachers can take to ensure they are implementing the strategy effectively for all students, including English learners, special education students, students from low socioeconomic backgrounds, and reluctant learners. Extensions are ways that teachers can adapt the strategy for advanced students. In addition, some strategies include technology tips that detail ways teachers can use classroom technology to implement or enhance the strategy. Finally, each strategy includes further information, practical examples, or a reproducible designed to aid teachers' implementation of the strategy.

## **Direct Statements About the Importance of Content**

Students frequently become more engaged during class if they understand the relevance of the lesson as it applies to their own lives. To help students understand why content is being taught, a teacher can incorporate direct statements about the importance of specific content into his or her lessons. Often, these statements depend on real-world examples of content knowledge being used outside of a classroom setting. For example, before a unit on geometry, a teacher might explain how geometry plays a role in various professions such as fashion design and architecture.

### **Teacher Actions**

- Explaining to students why the content is important
- Giving students examples of how the content is used in life

### **Desired Student Responses**

- Explaining why the content is important to learn
- Explaining how the content relates to their lives

### **Extra Support**

- Inviting guests to share their experiences using the content in the real world

### **Extension**

- Asking students to find and bring examples of people or organizations that use the content in the real world



## Importance of Content Teacher Survey

Class: \_\_\_\_\_

Content: \_\_\_\_\_

What careers use this content?

How do those careers use this content?

What college degrees require this content?

Which college courses require this content?

What previous knowledge does this content rely upon?

What later learning does this content enable?

Notes:

## **Explicit Connections**

A teacher may draw explicit connections between content and the real world in order to make the content more exciting or relevant for students. When making explicit connections, the teacher may choose to relate the content to a student's life or to current events. Creating explicit connections between content and students' interests requires a teacher to know a little bit about each student's interests, hobbies, or previous life experiences. For example, when teaching about organic molecules, a science teacher might relate consumption of carbohydrates, proteins, and fats to sports and discuss ways a student's diet can maximize his or her athletic performance (like eating extra carbohydrates two days before a marathon). However, this would be most effective in boosting engagement if multiple student athletes are present in class. When connecting content to a current event, a teacher should assess students' familiarity with local, national, or global events and the degree to which they find specific events relevant to their lives.

### **Teacher Actions**

- Identifying connections between the content and students' interests or current events
- Explaining connections between the content and students' interests or current events to students

### **Desired Student Responses**

- Explaining how the content is connected to their interests or to current events
- Describing the content as exciting, useful, or relevant

### **Extra Support**

- Giving background about local, national, or global events before connecting the content to them

### **Extension**

- Asking students to describe connections between the content and their interests or local, national, or global events

### **Technology Tips**

- Set up videoconferences via Skype to enhance explicit connections by connecting students with experts in relevant fields or students in other parts of the world.
- Have students conduct and capture interviews with community members and edit them using audio recording software such as Audacity.

## Explicit Connections Student Previewing Survey

Name: \_\_\_\_\_

Unit: \_\_\_\_\_

What do I think I know about the content?

What do I hope to know about the content after the unit?

Which of my interests relates to this content?

How might this content relate to my life?

How might this content relate to the real world?

## Nonlinguistic Representations

Nonlinguistic representations commonly take the form of graphic organizers, pictographs, flow charts, or diagrams. A teacher can use these visual elements to increase students' interest in the material and help them visualize connections or patterns in the content they might not have recognized previously. Nonlinguistic representations also provide a teacher with an opportunity to model his or her own interest in the content and to make relevant real-world connections. For example, during a math lesson on triangulation, a teacher could provide images of navigational tools and maps that ancient mariners might have used to plot courses in open water, then explain why he or she finds these tools to be fascinating.

### Teacher Actions

- Creating visual representations that illustrate connections and patterns in the content
- Presenting visual representations featuring the content to students with enthusiasm and intensity

### Desired Student Responses

- Explaining visual representations of the content
- Describing the content as interesting and fascinating

### Extra Support

- Creating concrete nonlinguistic representations (using content familiar to students) that use pictures to show connections and patterns in the content

### Extension

- Asking students to create nonlinguistic representations that show connections and patterns in the content they are excited about and want to investigate further

### Technology Tips

- Use various tools in interactive whiteboard or presentation software to incorporate pictures, images, sounds, animations, and videos into presentations.
- Create, compare, and contrast word clouds created by Wordle that represent complex texts.

### Methods for Nonlinguistic Representation

- **The actual object:** If a term is concrete and easy to depict, simply sketch a picture of it.
- **A symbol for the term:** If a term is abstract, sketch a symbol that represents the term.
- **An example of the term:** If a term is abstract, sketch an example of the term.
- **A cartoon with a character using the term:** If a term is abstract, use speech bubbles to show how a character in a cartoon might use the term.
- **A graphic for the term:** If a term is abstract, sketch a graphic that depicts the meaning of the term

## **Personal Stories**

The teacher tells personal stories about the content to make it more accessible to students. The teacher might recall and retell his or her own reactions to the content, identify content that was difficult to understand at first, or explain why content provided important personal insights. The teacher might also invite students to tell stories about their personal connections to content. For example, a teacher might talk about his or her feelings upon finishing reading the short story “The Lottery” by Shirley Jackson and relate the story to other instances that have evoked similar feelings.

### **Teacher Actions**

- Identifying content that provided important personal insights or was difficult to understand at first
- Telling students stories about his or her personal interaction with the content
- Inviting students to tell stories about their personal interaction with the content

### **Desired Student Responses**

- Telling personal stories about the content
- Explaining how the content relates to their lives

### **Extra Support**

- Having students draw pictures of a personal event that relates to the content

### **Extension**

- Asking students to tell or write about their interaction with the content (what excited them, what was difficult at first, important insights)

### **Technology Tips**

- Have students respond to open- or close-ended prompts using polling technologies. Have students analyze the polling data to develop a different perspective of their classmates’ interests and backgrounds.

## Personal Stories Teacher Survey

Content: \_\_\_\_\_

When did you first learn the content?

Was the content easy or difficult for you to learn?

Why?

What memories do you associate with the content?

What images do you associate with the content?

What people do you associate with the content?

What feelings do you associate with the content?

When have you used the content in your life?

Notes:

## **Verbal and Nonverbal Signals**

The teacher uses verbal signals such as the volume and tone of voice, verbal emphasis on specific words or phrases, pausing to build anticipation and excitement, and the rate of speech to communicate intensity and enthusiasm to students. The teacher can also communicate intensity and enthusiasm nonverbally by smiling, gesturing, making eye contact, and moving around the room while teaching.

### **Teacher Actions**

- Modifying his or her volume and tone of voice, verbal emphases, and rate of speech while presenting information
- Smiling, gesturing, making eye contact with students and pausing to build anticipation while presenting information

### **Desired Student Responses**

- Describing the teacher as someone who really cares about the content
- Describing the teacher as someone who gets excited about the content

### **Extra Support**

- Using particular gestures consistently as a signal when referring to big ideas or important aspects of the content

### **Extension**

- Asking students to give feedback on the teacher's use of verbal and nonverbal signals (helpful, distracting, confusing)

# Verbal and Nonverbal Signals

## Verbal Signals

- Variation of the volume of the voice
- Variation of the speed of the voice
- Variation of the pitch and tone of the voice
- Pausing to build anticipation
- Emphasis on specific words and phrases
- Repetition of specific words and phrases

## Nonverbal Signals

### Facial Expression

- Direct eye contact with students
- Raised eyebrows
- Widely opened eyes
- Smiling

### Body Language

- Clapping, thumbs up, high fives, and other signs of approval
- Movement around the classroom
- Keeping body faced toward students
- Large arm gestures and motions



## **Humor**

Depending on a teacher's personality and instructional style, he or she might show a funny political cartoon or video, direct jokes at him- or herself, use silly quotes or voices, or point out absurdities in a textbook, film, or article to demonstrate enthusiasm for a topic. To avoid unnecessary theatrics, teachers should take care to use humor appropriately, strategically, and in moderation. For example, when teaching grammar, a teacher might find humorous examples of misspelled words or instances when incorrect grammar changes the meaning of phrases. The teacher would present these examples before or after the lesson as a way to emphasize the importance of the content while simultaneously creating a lighthearted classroom atmosphere.

### **Teacher Actions**

- Presenting funny headlines or silly quotes related to the content to students
- Using self-directed humor or referring to a class symbol for humor while presenting information

### **Desired Student Responses**

- Laughing or smiling in response to the teacher's use of humor
- Exhibiting increased engagement in response to headlines or silly quotes related to the content
- Describing the teacher as appropriate in his or her use of humor
- Referring to class jokes or symbols for humor while talking about the content

### **Extra Support**

- Making sure that students have the background knowledge needed to understand jokes and humor used in the classroom

### **Extension**

- Asking students to share teacher-approved jokes or funny sayings about the content with the class

### **Technology Tips**

- Find humorous animations or videos online and share them with students.
- Display cartoons with the captions removed on interactive whiteboard or presentation software such as Prezi and have students create their own captions.
- Ask students to use polling technology to complete funny content-related sentence stems.

### **Considerations When Using Humor**

- **Age and maturity of students:** When incorporating humor into the classroom, teachers should take into account students' ages and maturity levels to determine whether certain humorous examples are appropriate.

## Demonstrating Intensity and Enthusiasm

- **Background knowledge of students:** Use of humor will not boost students' engagement if the students do not have the proper background knowledge to understand the joke.
- **Inappropriate humor:** Teachers should avoid all humor that relies on biased speech (for example, racism, sexism, or ableism) as the punchline. Teachers should also avoid sexually explicit references when using humor. If a teacher chooses to incorporate humorous videos or cartoons into a lesson, the teacher should take care to screen the media before showing them to students.
- **Role modeling:** When using self-directed humor, teachers should consider whether or not they would want their students mimicking the behavior or directing that type of humor toward others. Furthermore, when using humor with an individual student, teachers should consider how the humor or responses from the class might affect the student.
- **Reaction to students' inappropriate humor:** If a teacher overhears hurtful humor being used by students, he or she should intervene and explicitly outline why the students' comments are disrespectful or inappropriate. If the students' behavior stems from humor used in the classroom by the teacher, the teacher should address his or her comments to the class as needed.

## **Quotations**

The teacher uses quotations to add context to the content being presented. For quotations that are relevant to content, teachers might search for quotations by relevant historical figures or about the topic being taught. The teacher may also choose to incorporate quotations related to specific qualities or dispositions he or she wants students have such as determination, inspiration, curiosity, or respect. For example, before an assessment on the American Civil War, the teacher might present a quote by Abraham Lincoln that she finds either inspiring or relevant to the content on the test.

### **Teacher Actions**

- Selecting quotations that relate to the content being presented
- Incorporating content-related quotations into presentations of information

### **Desired Student Responses**

- Exhibiting increased engagement in response to quotations related to the content
- Bringing quotations to class that are related to the content

### **Extra Support**

- Explaining and illustrating difficult vocabulary terms or concepts used in quotes

### **Extension**

- Asking students to find quotes related to the content or their interests and posting the quotes in the classroom

### **Resources for Quotation Collection**

There are many websites on the Internet that provide libraries of quotations that can be searched or browsed by subject or author. A few such websites are listed below.

- [www.quotationspage.com](http://www.quotationspage.com)
- [www.quotegarden.com](http://www.quotegarden.com)
- [www.brainyquote.com](http://www.brainyquote.com)
- [www.quoto.com](http://www.quoto.com)
- [www.thinkexist.com](http://www.thinkexist.com)
- [www.wikiquote.com](http://www.wikiquote.com)
- [www.searchquotes.com](http://www.searchquotes.com)

## **Movie and Film Clips**

Teachers can use video clips of movies, documentaries, and news stories to help students gain new perspectives on content and connect content to real-world events and situations. For example, when teaching *The Odyssey*, an English instructor might play clips from *O Brother, Where Art Thou?* at the beginning of the unit and have students jot down their thoughts. After finishing *The Odyssey*, the teacher could play the same clips (or the entirety of the film) and facilitate a class discussion about how the movie relates to different parts of Homer's epic poem. Additionally, students could also make their own movies and broadcasts that connect the content to their lives.

### **Teacher Actions**

- Selecting movie and film clips that relate to the content being presented
- Incorporating content-related movie and film clips into presentations of information

### **Desired Student Responses**

- Explaining how a movie or film clip made the content more interesting and engaging
- Referring to movie or film clips shown by the teacher when describing the content

### **Extra Support**

- Providing background knowledge that students will need to understand a movie or film clip

### **Extension**

- Asking students to suggest movie and film clips that are related to the content; screening them before showing them to the class

### **Technology Tips**

- Have students record videos, edit movies using software such as iMovie, and post completed videos to a video sharing site like Vimeo or YouTube.
- Have students use screen capture software (such as Jing, ScreenChomp, Educreations, or TouchCast) to create tutorials that show their understanding of new content.

## Permission Request Form

Dear parent or guardian,

Teachers are required to obtain permission from parents before screening movies to students. For this unit, I would like to show the film, \_\_\_\_\_, which is rated \_\_\_\_\_.

Proper discretion will be used when screening the film to students to ensure that the content is appropriate for the age and maturity levels of students. I would like to show this film because it relates to our lesson on \_\_\_\_\_.

If you have any questions about the content of the film, do not hesitate to ask. Thank you for your cooperation.

Sincerely,

Teacher Name: \_\_\_\_\_

Class: \_\_\_\_\_

-----  
Student Name: \_\_\_\_\_

Class Section: \_\_\_\_\_

Movie: \_\_\_\_\_

\_\_\_\_\_ Yes, my son or daughter has my permission to view the film.

\_\_\_\_\_ No, my son or daughter does not have my permission to view the film.\*

Parent Signature: \_\_\_\_\_

Parent Name: \_\_\_\_\_

\*Students who do not receive permission to watch a film will be provided with alternative academic activities.

## **REPRODUCIBLES**

Teachers can use the following reproducibles to monitor their implementation of this element. The reproducible titled Tracking Progress Over Time helps teachers set goals related to their proficiency with this element and track their progress toward these goals over the course of a unit, semester, or year. Tracking Teacher Actions and Tracking Student Responses allow observers in classrooms to monitor specific teacher and student behavior related to this element. Teachers themselves can also use the Tracking Student Responses reproducible to document instances of student behaviors during class. The Strategy Reflection Log provides teachers a space to write down their thoughts and reflect on the implementation process for specific strategies related to this element. Finally, this section provides both a student survey and a teacher survey, the results of which provide feedback about teachers' proficiency with this element.

## Tracking Progress Over Time

Use this worksheet to set a goal for your use of this element, make a plan for increasing your mastery, and chart your progress toward your goal.

Element: \_\_\_\_\_

Initial Score: \_\_\_\_\_

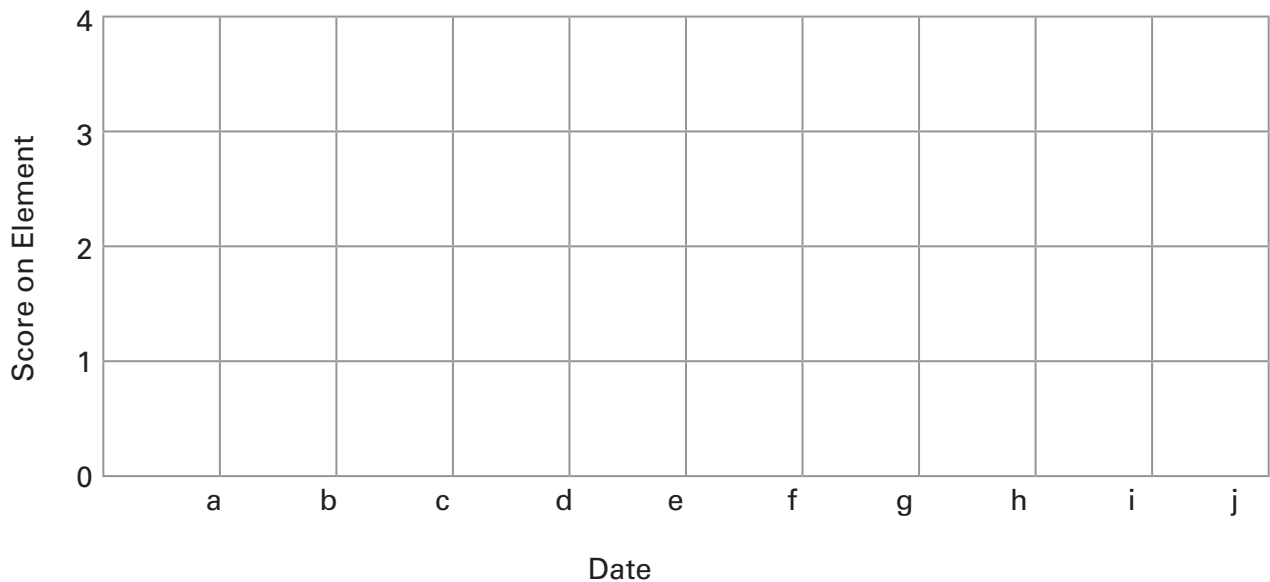
Goal Score: \_\_\_\_\_ by \_\_\_\_\_ (date)

Specific things I am going to do to improve: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



a. \_\_\_\_\_

f. \_\_\_\_\_

b. \_\_\_\_\_

g. \_\_\_\_\_

c. \_\_\_\_\_

h. \_\_\_\_\_

d. \_\_\_\_\_

i. \_\_\_\_\_

e. \_\_\_\_\_

j. \_\_\_\_\_

## Tracking Teacher Actions

During an observation, the observer can use this form to record the teacher's usage of strategies related to the element of demonstrating intensity and enthusiasm.

Observation Date and Time: \_\_\_\_\_ Length of Observation: \_\_\_\_\_

Check Strategies You Intend to Use	Strategies	Description of What Was Observed
	Direct Statements About the Importance of Content	
	Explicit Connections	
	Nonlinguistic Representations	
	Personal Stories	
	Verbal and Nonverbal Signals	
	Humor	
	Quotations	
	Movie and Film Clips	
	Other:	
	Other:	



## Tracking Student Responses

A teacher or observer can use this worksheet to record instances of student behavior to inform planning and implementation of strategies associated with demonstrating intensity and enthusiasm. Any item followed by an asterisk is an example of undesirable behavior related to the element; the teacher should look for a decrease in the number of instances of these items.

Observation Date and Time: \_\_\_\_\_ Length of Observation: \_\_\_\_\_

Behavior	Number of Instances
Questioning relevance or usefulness of content	
Explaining why content is relevant or useful	
Connecting content to real-world situations	
Connecting content to their personal lives	
Referencing previously learned content	
Displaying increased interest in content	
Describing the teacher as enthusiastic	
Other:	
Other:	

## Strategy Reflection Log

Use this worksheet to select a strategy, set a goal, and reflect on your use of that strategy.

Element: \_\_\_\_\_

Strategy: \_\_\_\_\_

Goal: \_\_\_\_\_

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Date	How did it go?

## Student Survey for Demonstrating Intensity and Enthusiasm

**1. My teacher is excited about what he or she is teaching me.**

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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**2. My teacher likes teaching.**

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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**3. My teacher tells stories from his or her life about what I am learning.**

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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**4. When my teacher teaches, he or she moves around, smiles, and uses gestures to explain things.**

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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**5. My teacher knows when to be excited and when to be calmer.**

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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**6. My teacher thinks that the information he or she teaches is interesting.**

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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## Teacher Survey for Demonstrating Intensity and Enthusiasm

**1. I describe personal experiences that relate to the content.**

Often                      Sometimes                      Rarely                      Never                      I don't know

**2. I describe real-world examples that relate to the content.**

Often                      Sometimes                      Rarely                      Never                      I don't know

**3. I overtly adjust my energy levels throughout a class period.**

Often                      Sometimes                      Rarely                      Never                      I don't know

**4. I use physical gestures to signal excitement for the content being taught.**

Often                      Sometimes                      Rarely                      Never                      I don't know

**5. I use my tone of voice to signal excitement for the content being taught.**

Often                      Sometimes                      Rarely                      Never                      I don't know

**6. I use humor to signal excitement for the content being taught.**

Often                      Sometimes                      Rarely                      Never                      I don't know

**7. I can explain why content is important for students to learn.**

Often                      Sometimes                      Rarely                      Never                      I don't know

**8. I incorporate supplemental resources (like nonlinguistic representations, movie or film clips, and quotations) to add interest to my lessons.**

Often                      Sometimes                      Rarely                      Never                      I don't know