Element 29: Demonstrating Intensity and Enthusiasm

A teacher’s growth in using instructional strategies can be tracked along the developmental scale. Coaching and growth needs vary for each developmental category on this scale. A teacher at the “beginning” level on the development scale has very different needs than a teacher at the “applying” level. Therefore, in order to track a teacher’s growth in using this strategy, it is important to begin by pinpointing his/her current level of use.

Monitoring for the desired effect of a strategy is a critical component addressed in the developmental scale. Monitoring is the teacher act of checking evidence for desired student learning of critical content during instruction, which includes student action and teacher witnessing of that action.

For this element, the teacher demonstrates intensity and enthusiasm for content by sharing a deep level of content knowledge in a variety of ways.

The desired effect of this element states that students cognitively engage or re-engage as a result of the teacher using intensity and enthusiasm.

<table>
<thead>
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<th>Developmental Scale</th>
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<td><strong>Beginning</strong></td>
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<td>Uses strategy incorrectly or with parts missing.</td>
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The following scale has been enhanced to demonstrate common mistakes, examples and non-examples, along with ideas for scaffolding and extended learning.

**BEGINNING** – Uses strategy incorrectly or with parts missing.

Some common mistakes include:

- The teacher tells stories or uses video clips that are not interesting to the students.
- The teacher changes intonation infrequently.
- The teacher uses nonverbal signals that build anticipation and excitement infrequently.
- The teacher makes connections to topics that do not interest the students.
- The teacher uses humor that is not understood by the students.
- The teacher announces to the class that they themselves find the content boring or hard.
- The teacher pretends to show enthusiasm for the content in a way that seems false or inauthentic to students.
- The teacher overdoes the amount of intensity while teaching certain content (e.g., emotional historical events, potentially dangerous lab activities, etc.) which may actually result in dis-engagement for students.

**DEVELOPING** – Demonstrates intensity and enthusiasm by sharing a deep level of content knowledge in a variety of ways, but the majority of students are either not monitored for or not displaying the desired effect of the strategy.

Some examples of typical, correct use of the strategy include:

- The teacher emphasizes the importance of the content to the students and how it is used in real life.
- The teacher makes connections between the content and students’ interests.
- The teacher identifies connections between the content and current events.
- The teacher uses visual representations featuring the content (e.g., illustrations, pictographs, graphic organizers).
- The teacher shares personal stories that relate to the content.
- The teacher uses verbal signals such as modifying his/her volume or tone of voice, emphasizing specific words or phrases, and varying the rate of speech to demonstrate excitement about the content.
- The teacher uses nonverbal signals such as smiles, gestures, eye contact, and pauses to build anticipation and excitement.
- The teacher uses content-related humor in the form of funny headlines, quotes, or comic strips.
- The teacher incorporates content-related quotations into instruction.
- The teacher incorporates content-related video clips into presentations.
**APPLYING** – Demonstrates intensity and enthusiasm by sharing a deep level of content knowledge in a variety of ways and monitors for evidence of the extent to which these activities enhance student engagement for the majority of students.

At this point in development, the teacher uses the strategy with increased accuracy and fluency while staying focused on student outcome, or desired effect. At the “applying” level, the teacher must provide opportunity for students to demonstrate that the strategy is having the desired effect – in this case, students cognitively engage or re-engage as a result of teacher using intensity and enthusiasm. Planning for the implementation of this strategy allows the teacher to identify how he/she will monitor for the desired effect. Some examples of monitoring may include:

- The teacher observes whether his/her intensity and enthusiasm re-engaged students.
- The teacher observes students as they watch the video or look at the visual representation to ensure engagement.
- The teacher moves around the room and listens to ensure that students are engaged in content.
- The teacher scans the room to ensure that students are engaged after making connections.
- The teacher monitors own frequency of using the same techniques (e.g., personal anecdotes, funny headlines, etc.) to ensure that they continue to engage students.

**INNOVATING** – Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. In order to do this, the teacher scaffolds, extends, and/or creates a macrostrategy as necessary. As a result of this, **ALL** students cognitively engage or re-engage as a result of teacher using intensity and enthusiasm.

Examples of providing unique support to meet the individual needs of all students include:

- The teacher creates a nonverbal symbol or gesture to be used each time that big ideas or critical information is being presented.
- The teacher provides background knowledge to support students’ understanding of quotes and jokes.
- The teacher points out the critical information in the story, visual representation, or video to help students focus.
- The teacher explains why the content evokes intensity and enthusiasm in him/herself.

Examples of extension include:

- The teacher asks students to share appropriate personal stories that relate to the content.
- The teacher directs students to find quotes that relate to the content.
- The teacher asks students to explain connections to content.
- The teacher asks students to create an “Excitement/Interest Graph” showing their own interest in chunks of critical content.