

Teacher Survey for Demonstrating Intensity and Enthusiasm

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|--|-------------------|----------|-------------------------------|-------|----------------|
| 1. I describe personal experiences that relate to the content. | Strongly Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly Agree |
| 2. I describe real-world examples that relate to the content. | Strongly Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly Agree |
| 3. I overtly adjust my energy levels throughout a class period. | Strongly Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly Agree |
| 4. I use physical gestures to signal excitement for the content being taught. | Strongly Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly Agree |
| 5. I use my tone of voice to signal excitement for the content being taught. | Strongly Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly Agree |
| 6. I use humor to signal excitement for the content being taught. | Strongly Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly Agree |
| 7. I can explain why content is important for students to learn. | Strongly Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly Agree |
| 8. I incorporate supplemental resources (like nonlinguistic representations, movie or film clips, and quotations) to add interest to my lessons. | Strongly Disagree | Disagree | Neither Agree
Nor Disagree | Agree | Strongly Agree |

Source: Adapted from Marzano Research. (2016). Marzano compendium of instructional strategies. Centennial, CO: Author.