



Instructional Strategies *that work*

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The strategies in this presentation are results of his research.

What Works in Schools: Translating Research into Action

Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement



Anticipatory Set

List the 3 most effective teaching strategies you currently use.

Stick your Post-it on the front board.

Objectives

Identify some of Marzano's most effective instructional strategies.
Identify the components of an effective lesson plan.

Input - Objectives/Feedback

When teachers communicate objectives for student learning students can see more easily the connections between what they are doing in class and what they are supposed to learn.

- Specific but not restrictive
- Communicate to students and parents
- Connect to previous and future learning
- Engage students in setting their own objectives

Feedback provides information that helps learners confirm, refine or restructure various kinds of knowledge, strategies and beliefs that are related to the learning objectives.

- Address what is correct and elaborate on what needs to be done next
- Timely
- Criterion referenced
- Engage students in the feedback process

Input - Questioning

Effective questions help students access their prior knowledge and put that knowledge to use learning new information.

- Focus on what is important
- Use explicit cues
- Ask inferential questions
- Ask analytic question

It is sometimes difficult to think of good inferential or analytic questions “in the moment” while you are teaching. Plan for the use of inferential and analytic questions by creating a list of relevant and useful questions before you begin a lesson or unit.

Input - Similarities/Differences

Identifying similarities and differences helps us make sense of the world.

- Teach a variety of ways to identify similarities and differences
- Guide students as they engage in the process
- Provide supporting cues

For comparing - Venn Diagrams or comparison matrices

For classifying - use a chart or diagram

For metaphors - use a chart

For analogies - use a pictorial form of the A:B::C:D format

Model - Venn Diagram

Our instructional strategies vs. Marzano's strategies *that work*.

Check for Understanding

Before students are expected to do something, the teacher should determine that they understand what they are supposed to do and that they have the minimum skills required.

Guided Practice - Venn

Use a Venn Diagram to compare and contrast the leadership styles of Ron Clark and Kim Bearden for student learning.

Independent Practice

List three things you learned today that you can immediately take back to implement in your classroom next week.



References

Dean, C.B., Hubbell, E.R., Pitler, H., Stone, B. (2012). *Classroom instruction that works: research-based strategies for increasing student achievement.*

Marzano, R.J. (2003). *What works in schools: translating research into action.*

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