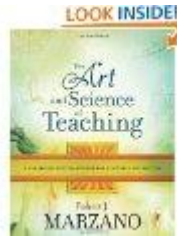
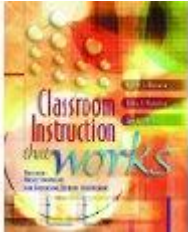


Marzano, et al. (2005)



Marzano chose to examine the research on specific instructional strategies to see which strategies had the greatest impact on student learning. In this meta-analysis Marzano was not examining broader teaching and learning practices but rather determining the quantitative effect sizes for individual teaching strategies (or percentage gain in student performance).

In *The Art and Science of Teaching*, Marzano (2007) cautioned about using the nine instructional strategies randomly, or only based on the magnitude of their effects. Instead he recommended educators think about the strategies in terms of lesson or unit design. He identified questions that both teachers and administrators consider when developing lessons or units:

1. What will I do to establish and communicate learning goals, who tracks student progress, and celebrate success?"
2. What will I do to help students effectively interact with new knowledge?
3. What will I do to help students practice and deepen their understanding of new knowledge?
4. What will I do to help students generate and test hypotheses about new knowledge?
5. What will I do to engage students?
6. What will I do to establish and maintain classroom rules and procedures?
7. What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
8. What will I do to establish and maintain effective relationships with students?
9. What will I do to communicate high expectations for all students?
10. What will I do to develop effective lessons organized into a coherent unit?

McNulty, Brian; Besser, Laura. *Leaders Make It Happen* Lead and Learn Press 2010. Pg. 50.

Most recently, Marzano (2009) cautioned: "Focusing on any single set of categories exclusively is a serious mistake...The entire constellation of strategies is necessary for a complete view of effective teaching." Following are his nine comprehensive strategies that relate to effective teaching:

Content

1. Lessons involving new content.
2. Lessons involving practicing and deepening content that has been previously addressed.
3. Lessons involving cognitively complex tasks (generating and testing hypotheses).

Routine activities

4. Communicating learning goals, tracking student progress, and celebrating success.
5. Establishing and maintaining classroom rules and procedures.

Behaviors enacted on the spot

6. Engaging students.
7. Recognizing adherence and lack of adherence to classroom rules and procedures.
8. Maintaining effective relationships with students.
9. Communicating high expectations (2009).