



Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

Robert J. Marzano, Debra J. Pickering, Jane E. Pollock

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What works in education? How do we know? How can teachers find out? How can educational research find its way into the classroom? How can we apply it to help our individual students? Questions like these arise in most schools, and busy educators often don't have time to find the answers. Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock have examined decades of research findings to distill the results into nine broad teaching *strategies that have positive effects on student learning*:

- * Identifying similarities and differences.
- * Summarizing and note taking.
- * Reinforcing effort and providing recognition.
- * Homework and practice.
- * Nonlinguistic representations.
- * Cooperative learning.
- * Setting objectives and providing feedback.
- * Generating and testing hypotheses.
- * Questions, cues, and advance organizers.

This list is not new. But what is surprising is finding out *what a big difference* it makes, for example, when students learn how to take good notes, work in groups, and use graphic organizers. The authors provide statistical *effect sizes* and show how these translate into *percentile gains* for students, for each strategy. And each chapter presents extended classroom examples of teachers and students in action; models of successful instruction; and many "frames," rubrics, organizers, and charts to help teachers plan and implement the strategies.

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