

FIG. 1

## A Comprehensive List of Strategies that Relate to Effective Teaching

### I. CONTENT

#### A. Lessons Involving New Content

##### STRATEGY

1. Identifying critical information (e.g., the teacher provides cues as to which information is important) **A&S**
2. Organizing students to interact with new knowledge (e.g., the teacher organizes students into dyads or triads to discuss small chunks of content) **CITW**
3. Previewing new content (e.g., the teacher uses strategies such as: K-W-L, advance organizers, preview questions) **CITW**
4. Chunking content into "digestible bites" (e.g., the teacher presents content in small portions that are tailored to students' level of understanding) **A&S**
5. Group processing of new information (e.g., after each chunk of information, the teacher asks students to summarize and clarify what they have experienced) **CITW**
6. Elaborating on new information (e.g., the teacher asks questions that require students to make and defend inferences) **CITW**
7. Recording and representing knowledge (e.g., the teacher asks students to summarize, take notes, or use nonlinguistic representations) **CITW**
8. Reflecting on learning (e.g., the teacher asks students to reflect on what they understand or what they are still confused about) **CAGTW**

#### B. Lessons Involving Practicing and Deepening Content That Has Been Previously Addressed

##### STRATEGY

9. Reviewing content (e.g., the teacher briefly reviews related content addressed previously) **CITW**
10. Organizing students to practice and deepen knowledge (e.g., the teacher organizes students into groups designed to review information or practice skills) **CITW**
11. Practicing skills, strategies, and processes (the teacher uses massed and distributed practice) **CITW**
12. Examining similarities and differences (e.g., the teacher engages students in comparing, classifying, creating analogies and metaphors) **CITW**
13. Examining errors in reasoning (e.g., the teacher asks students to examine informal fallacies, propaganda, bias) **A&S**
14. Using homework (e.g., the teacher uses homework for independent practice or to elaborate on information) **CITW**
15. Revising knowledge (e.g., the teacher asks students to revise entries in notebooks to clarify and add to previous information) **CITW**

#### C. Lessons Involving Cognitively Complex Tasks (Generating and Testing Hypotheses)

##### STRATEGY

16. Organizing students for cognitively complex tasks (e.g., the teacher organizes students into small groups to facilitate cognitively complex tasks) **CITW**
17. Engaging students in cognitively complex tasks (e.g., the teacher engages students in decision-making tasks, problem-solving tasks, experimental inquiry tasks, investigation tasks) **CITW**
18. Providing resources and guidance (e.g., the teacher makes resources available that are specific to cognitively complex tasks and helps students execute such tasks) **A&S**

### II. ROUTINE ACTIVITIES

#### D. Communicating Learning Goals, Tracking Student Progress, and Celebrating Success

##### STRATEGY

19. Providing clear learning goals and scales to measure those goals (e.g., the teacher provides or reminds students about a specific learning goal) **CAGTW**
20. Tracking student progress (e.g., using formative assessment, the teacher helps students chart their individual and group progress on a learning goal) **CAGTW**
21. Celebrating student success (e.g., the teacher helps student acknowledge and celebrate current status on a learning goal as well as knowledge gain) **CAGTW, CITW**

#### E. Establishing and Maintaining Classroom Rules and Procedures

##### STRATEGY

22. Establishing classroom routines (e.g., the teacher reminds students of a rule or procedure or establishes a new rule or procedure) **CMTW**
23. Organizing the physical layout of the classroom for learning (e.g., the teacher organizes materials, traffic patterns, and displays to enhance learning) **CMTW**

### III. BEHAVIORS THAT ARE ENACTED ON THE SPOT AS SITUATIONS OCCUR

#### F. Engaging Students

##### STRATEGY

24. Noticing and reacting when students are not engaged (e.g., the teacher scans the classroom to monitor students' level of engagement) **CMTW**
25. Using academic games (e.g., when students are not engaged, the teacher uses adaptations of popular games to reengage them and focus their attention on academic content) **A&S**
26. Managing response rates during questioning (e.g., the teacher uses strategies to ensure that multiple students respond to questions such as: response cards, response chaining, voting technologies) **A&S**
27. Using physical movement (e.g., the teacher uses strategies that require students to move physically such as: vote with your feet, physical reenactments of content) **CMTW**
28. Maintaining a lively pace (e.g., the teacher slows and quickens the pace of instruction in such a way as to enhance engagement) **CMTW**
29. Demonstrating intensity and enthusiasm (e.g., the teacher uses verbal and nonverbal signals that he or she is enthusiastic about the content) **CMTW**
30. Using friendly controversy (e.g., the teacher uses techniques that require students to take and defend a position about content) **A&S**
31. Providing opportunities for students to talk about themselves (e.g., the teacher uses techniques that allow students to relate content to their personal lives and interests) **CMTW**
32. Presenting unusual information (e.g., the teacher provides or encourages the identification of intriguing information about the content) **A&S**

#### G. Recognizing Adherence and Lack of Adherence to Classroom Rules and Procedures

##### STRATEGY

33. Demonstrating "withitness" (e.g., the teacher is aware of variations in student behavior that might indicate potential disruptions and attends to them immediately) **CMTW**
34. Applying consequences (e.g., the teacher applies consequences to lack of adherence to rules and procedures consistently and fairly) **CMTW**
35. Acknowledging adherence to rules and procedures (e.g., the teacher acknowledges adherence to rules and procedures consistently and fairly) **CMTW**

#### H. Maintaining Effective Relationships with Students

##### STRATEGY

36. Understanding students' interests and backgrounds (e.g., the teacher seeks out knowledge about students and uses that knowledge to engage in informal, friendly discussions with students) **CMTW**
37. Using behaviors that indicate affection for students (e.g., the teacher uses humor and friendly banter appropriately with students) **CMTW**
38. Displaying objectivity and control (e.g., the teacher behaves in ways that indicate he or she does not take infractions personally) **CMTW**

#### I. Communicating High Expectations

##### STRATEGY

39. Demonstrating value and respect for low-expectancy students (e.g., the teacher demonstrates the same positive affective tone with low-expectancy students as with high-expectancy students) **A&S**
40. Asking questions of low-expectancy students (e.g., the teacher asks questions of low-expectancy students with the same frequency and level of difficulty as with high-expectancy students) **A&S**
41. Probing incorrect answers with low-expectancy students (e.g., the teacher inquires into incorrect answers with low-expectancy students with the same depth and rigor as with high-expectancy students) **A&S**

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**CITW:** addressed in *Classroom Instruction That Works* (Marzano, Pickering, and Pollock 2001). **CMTW:** addressed in *Classroom Management That Works* (Marzano, Pickering, and Marzano 2003). **CAGTW:** addressed in *Classroom Assessment and Grading That Works* (Marzano 2006). **A&S:** addressed in *The Art and Science of Teaching* (Marzano 2007) but not addressed in CITW, CMTW, or CAGTW.