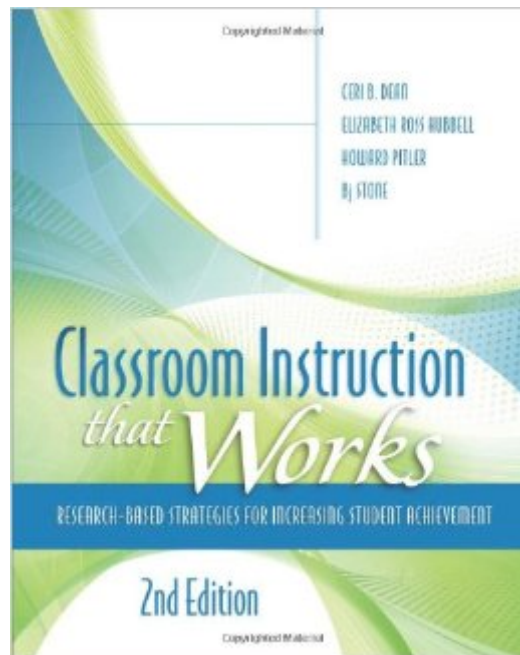


The book was found

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



Synopsis

In 2001, *Classroom Instruction That Works* inspired more than a million teachers to refine their approach to teaching by asking and answering these questions: What works in education? How do we know? How can educational research find its way into the classroom? How can we apply it to help individual students? This all-new, completely revised second edition of that classic text pulls from years of research, practice, and results to reanalyze and reevaluate the nine instructional strategies that have the most positive effects on teaching and learning: Setting objectives and providing feedback, Reinforcing effort and providing recognition, Cooperative learning, Cues, questions, and advance organizers, Nonlinguistic representations, Summarizing and note taking, Assigning homework and providing practice, Identifying similarities and differences, Generating and testing hypotheses. A new framework organizes these strategies in preparation for instructional planning, and it highlights the point that all of the strategies are effective and should be used to complement one another. Each teaching strategy is supported with recommended classroom practices, examples of the strategy in use, tips for teaching, and information about using the strategy with today's learners. Whether you are coming to this book for the first time or are a veritable expert in the nine strategies, this second edition will help you develop your instructional approach, broaden your influence as a teacher, and enhance the learning potential of all your students. We haven't reinvented the wheel. We've taken classroom instruction that works and made it thrive.

Book Information

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Average Customer Review: 4.4 out of 5 stars [See all reviews](#) (39 customer reviews)

Best Sellers Rank: #13,329 in Books (See Top 100 in Books) #11 in [Books > Education & Teaching > Schools & Teaching > Education Theory > Research](#) #24 in [Books > Education & Teaching > Schools & Teaching > Education Theory > Reform & Policy](#) #61 in [Books > Education & Teaching > Schools & Teaching > Certification & Development](#)

Customer Reviews

This book is the 2nd edition published by McREL Institute and continues the research first reported on by Marzano, Pickering and Pollock in the 1st edition. It is VERY teacher friendly, groups the strategies into 3 categories: Setting the Learning Environment; Accessing Knowledge; Extending Knowledge and provides real-world examples as well as tips for use with "Today's Learners." This is a MUST HAVE for any teacher who is seriously in search of improving his/her instructional practice.

This is a great book for any teacher regardless of where they are in their career. For beginning teachers it is a valuable resource for teaching strategies. For a teacher in the middle of their career, it is a good tune-up. For a veteran teacher it is a good resource to understanding how teaching is changing and fresh ideas. I would recommend it to anyone interested in instruction and teaching. I especially recommend it for teachers. It provides the research of why the strategies work and what to do with them.

This book provides me with the necessary tools for teaching my learners. Its is my new classroom bible. Since receiving it and applying the principles, I've begun to see some amazing results.

I was told to get "Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement" but what I didn't realize is that the 2nd Ed. IS A COMPLETELY DIFFERENT BOOK!!!! 1st Ed. with Marzano was the one I needed. I just figured that the 2nd. Ed. of a book was basically the same book with a few changes & additions, but not in this case. This may be a good book, but find out if you need the Marzano version before actual purchase!!!!

The book has a lot of great instructional strategies; however, I'm not sure it contained anything that I did not already practice. I've found that education has a tendency to recycle all the great things that do work under new names every five years or so. New educators might find it more useful.

This was required for a class - but I read it from cover to cover and will keep it. It is a good resource for a teacher, media specialist, etc. It is easy to read and fairly short - but packed with good ideas.

Eh... I hate educational psychology. This is just "in these lab studies this happens so in the real world it should." But it doesn't work like that. That's lab studies. I can train a rat in lab studies to tango. But I have yet to see one do so in a barn.

Ties in all the best practices for teachers. Straight forward and easy to read with great internet suggestions to use alongside the book.

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