

# CLASSROOM INSTRUCTION THAT WORKS

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## Assignment Instructions

**Each group will prepare a lesson plan to guide its presentation**

**The lesson plan will be turned in at the time of the presentation**

a. Each group will present its research-based instructional strategy in an engaging manner (20-30 minutes). Each group will prepare a complete lesson plan, based on—and using--the first six (six) steps of the clinical/target teaching (Direct Instruction) model described in class and in Slavin's text (Chapter 7). Your lesson will provide research and theory on the strategies in your chapter, its guiding principles. It will highlight important components of each strategy you present (not all of them need to be highlighted), and instructional ideas for when best to use each strategy.

Your lesson will follow the following steps as outlined in Slavin (Chapter 7):

1. State the learning objective\* and orient students to the lesson (What will students know or be able to do after the lesson?) What will be the outcome of their learning? How will you know when and how well students have achieved these learning outcomes or objectives?).  
\* Use the A-B-C-D model for stating your learning objective.
2. Review prerequisites (What prerequisite skills are needed (i.e., what should the audience already know to be able to connect to this materials and learn this content?)
3. Present new material (What information/experiences will YOU provide to help students acquire the knowledge and skills they need in order to attain the learning outcomes? How will you present this material in a way that involves the class in an active manner?)
4. Conduct learning probes (i.e., checking for understanding)
5. Provide independent practice (What methods of teaching will you incorporate? Will you involve the class here—in this step—in a meaningful learning activity connected to your objective?)
6. Assess performance and provide feedback (How will you assess whether the students have learned what you stated they should learn in your learning objective?)

b. Each group will lead the class in an activity demonstrating the relevant power of its research based instructional strategy. Not all the techniques have to be demonstrated, but at least one useful technique that your group felt to be particularly important should be very clearly demonstrated.

c. Each group will provide a 1-2 page handout of its strategy (or an overview of the highlights of the chapter) to each member of the class providing the name of the strategy, a bit about its research and theoretical background, its guiding principles and how it can best be used in the classroom.

d. Each group will write out one reasonable question about its chapter's main ideas. The sum total of the questions will constitute the quiz for that week.