



Marzano's 9 Effective Instructional Strategies

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9 Effective Instructional Strategies

Effective instruction is key to improving student learning. These 9 instructional strategies help students achieve at higher levels.

1

Identifying Similarities & Differences

The ability to break a concept into its similar and dissimilar characteristics allows students to understand complex problems by analyzing them in a more simple way.

2

Summarizing & Note Taking

These skills support increased comprehension by asking students to identify what's essential and then put it in their own words.

3

Reinforcing Effort & Providing Recognition

Teachers need to help students see the relationship between effort, achievement, and recognition.

4

Homework and Practice

Practice supports learning, homework needs to be intentional and have a specific goal or outcome.

5

Non-Linguistic Representations

Incorporate visuals, images, piktographs, and pantomimes to reinforce concepts and vocabulary.

6

Cooperative Learning

Research shows that organizing students into cooperative groups yields a positive effect on overall learning.

7

Setting Objectives & Providing Feedback

Set objectives that are adaptable to student learning goals & provide feedback toward those goals.

8

Generating & Testing Hypothesis

Have students predict and test hypothesis and explain the outcomes.

9

Questions, Cues, & Advance Organizers

Use questions, cues, and advance organizers to help students tap into their background knowledge to make sense of information.

Reference

Marzano, R. J., Pickering, D.J., & Pollock, J.E. (2000). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development.



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What Are Marzano's 9 Instructional Strategies For Teaching And Learning?

by **TeachThought Staff**

In education, louder than the call for innovation, engagement, thought, or self-direction is the call to be research-based.

In fact, being research-based may even trump being data-based, the two twins of modern ed reform. The former stems, in part, from deserved skepticism of trends that have little evidence of performance, and the latter comes from a similar place. The big idea behind the both is 'proof'—having some kind of confidence that what we're doing now works, and that because of both data and research, we can more or less nail down what exactly it is that we're doing that works or doesn't work, and why.

To be clear, being data or research-based isn't anywhere close to fool-proof. So many of the modern trends and innovations that are 'not grounded in research,' or don't 'have the data to support them' suffer here not because of a lack of possibility, potential, or design, but because of research and data itself being sluggish in their own study and performance.

But this is all way, way beside the point—a long-winded contextualizing for Robert Marzano's work. Marzano is known for, above all else, identifying 'what works,' and doing so by reviewing and distilling research, then packaging it for schools and districts to use. Among his most frequently quoted products is the 'Marzano 9': 9 instructional strategies that have been proven by research to 'work' by yielding gains in student achievement.

And so [Dr. Kimberly Tyson](#) thought to gather Marzano's nine instructional strategies for learning and create a useful graphic for saving. (See also **32 Research-Based Instructional Strategies**.)

Marzano's 9 Instructional Strategies For Learning

1. Identifying similarities and differences
2. Summarizing and note-taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Non-linguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers