

# **A Model of Instruction: *The New Art and Science of Teaching***

## **Providing and Communicating Clear Learning Goals**

1. Providing Scales and Rubrics
2. Tracking Student Progress
3. Celebrating Success

## **Using Assessments**

4. Using Informal Assessments of the Whole Class
5. Using Formal Assessments of Individual Students

## **Conducting Direct Instruction Lessons**

6. Chunking Content
7. Processing Content
8. Recording and Representing Content

## **Conducting Practicing and Deepening Lessons**

9. Using Structured Practice Sessions
10. Examining Similarities and Differences
11. Examining Errors in Reasoning

## **Conducting Knowledge Application Lessons**

12. Engaging Students in Cognitively Complex Tasks
13. Providing Resources and Guidance
14. Generating and Defending Claims

## **Using Strategies That Appear in All Types of Lessons**

15. Previewing
16. Highlighting Critical Information
17. Reviewing Content
18. Revising Knowledge
19. Reflecting on Learning
20. Assigning Purposeful Homework
21. Elaborating on Information
22. Organizing Students to Interact

**Using Engagement Strategies**

23. Noticing and Reacting When Students Are Not Engaged
24. Increasing Response Rates
25. Using Physical Movement
26. Maintaining a Lively Pace
27. Demonstrating Intensity and Enthusiasm
28. Presenting Unusual Information
29. Using Friendly Controversy
30. Using Academic Games
31. Providing Opportunities for Students to Talk About Themselves
32. Motivating and Inspiring Students

**Implementing Rules and Procedures**

33. Establishing Rules and Procedures
34. Organizing the Physical Layout of the Classroom
35. Demonstrating Withitness
36. Acknowledging Adherence to Rules and Procedures
37. Acknowledging Lack of Adherence to Rules and Procedures

**Building Relationships**

38. Using Verbal and Nonverbal Behaviors That Indicate Affection for Students
39. Understanding Students' Backgrounds and Interests
40. Displaying Objectivity and Control

**Communicating High Expectations**

41. Demonstrating Value and Respect for Reluctant Learners
42. Asking In-Depth Questions of Reluctant Learners
43. Probing Incorrect Answers with Reluctant Learners

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