

Marzano's Deliberate Practice

HOW2

PINPOINT



Deliberate practice involves more than just repetition; it requires activities that are designed to improve performance, challenge the learner, and provide feedback.

Robert Marzano

Introduction

Marzano believes that teachers should work with a *common language of instruction* so that they can describe effective teaching in a similar way. His taxonomy of 41 strategies is his contribution to establishing this common framework.

Content Strategies

These 18 strategies help students interact with new knowledge, deepen their understanding of it. And generate and test hypotheses about it.

■ HELP STUDENTS INTERACT WITH NEW KNOWLEDGE

- 01 Identify critical information.
- 02 Organise students to interact with new knowledge.
- 03 Preview new content.
- 04 Chunk content into digestible bites.
- 05 Process new information.
- 06 Elaborate on new information.
- 07 Record and represent knowledge.
- 08 Reflect on learning.

■ HELP STUDENTS PRACTICE AND DEEPEN THEIR UNDERSTANDING OF NEW KNOWLEDGE

- 09 Review content.
- 10 Organise students to practice and deepen knowledge
- 11 Use homework.
- 12 Examine similarities and differences.
- 13 Examine errors in reasoning.
- 14 Practice skills, strategies and processes.
- 15 Revise knowledge.

■ HELP STUDENTS GENERATE AND TEST HYPOTHESES ABOUT NEW KNOWLEDGE

- 16 Organise students for cognitively complex tasks.
- 17 Engage students in cognitively complex tasks involving hypothesis generation and testing.
- 18 Provide resources and guidance.

REFERENCES

Marzano, R. (2011)

Art & Science of Teaching / What Teachers Gain from Deliberate Practice
The Effective Educator, Vol 68, No. 4,
pages 82-85



A teacher, with the aid of an Instructional Coach, should select a few strategies to work on as opposed to working on a wide array of strategies all at once.

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Each year, a teacher should select one routine strategy, one content strategy, and one strategy enacted on the spot.

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Throughout the year, teachers can monitor their progress through self-ratings, walk-throughs conducted by Instructional Coaches, and comprehensive observations by supervisors.

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Routine Strategies

These five strategies establish the classroom dynamics for learning.

■ COMMUNICATE GOALS, TRACK PROGRESS, CELEBRATE SUCCESS

- 01 Provide clear learning goals and scales (rubrics).
- 02 Track progress.
- 03 Celebrate success.

■ ESTABLISH AND MAINTAIN RULES AND PROCEDURES

- 04 Establish classroom rules and procedures.
- 05 Organise the physical layout of the classroom.

On-the-Spot Strategies

These 18 strategies are those the teacher has not planned to use but are essential to have to hand.

■ ENGAGE STUDENTS

- 01 Notice when students are not engaged.
- 02 Use academic games.
- 03 Manage response rates.
- 04 Use physical movement.
- 05 Maintain a lively pace.
- 06 Demonstrate intensity and enthusiasm.
- 07 Use friendly controversy.
- 08 Provide opportunities for students to talk about themselves.
- 09 Present unusual or intriguing information.

■ ADHERE TO RULES AND PROCEDURES

- 10 Demonstrate *with-it-ness*.
- 11 Apply consequences for lack of adherence.
- 12 Acknowledge adherence.

■ ESTABLISH AND MAINTAIN EFFECTIVE RELATIONSHIPS

- 13 Understand students' interests and backgrounds.
- 14 Use verbal and nonverbal behaviours to indicate affection for students.
- 15 Display objectivity and control.

■ COMMUNICATE HIGH EXPECTATIONS FOR ALL

- 16 Demonstrate value and respect for low-expectancy students.
- 17 Ask questions of low-expectancy students.
- 18 Probe incorrect answers with low-expectancy students.