

# Coaching Classroom Instruction (Classroom Strategies)

By Robert J. Marzano, Julia A. Simms, Tom Roy, Tammy Heflebower, Phil Warrick

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**Coaching Classroom Instruction (Classroom Strategies)** By Robert J. Marzano, Julia A. Simms, Tom Roy, Tammy Heflebower, Phil Warrick

A must-have resource for individual educators, coaches, or teams, this book covers everything from approaches for boosting professional growth to creating macrostrategies that are responsive to student needs. Learn how to offer targeted feedback to teachers, empowering them to identify how they can improve their knowledge and skill. Step-by-step guidelines will help teachers increase their performance on the 280 researched-based strategies for *Becoming a Reflective Teacher*.

## Benefits

- Learn how coaches can help K-12 teachers employ the 41 elements of effective teaching in their classrooms using over 280 research-based strategies.
- Explore research, extra support/scaffolding, and extensions for each of more than 280 strategies.
- Examine various ways schools and districts can provide coaching to teachers, including the advantage and disadvantage of each.
- Consider teacher actions and desired student responses for each strategy within the forty-one elements of effective teaching.
- Engage in role-play activities for coaches and teachers.

## Content

1. Research and Theory
  2. A Foundation for Coaching
  3. Not Using (0) to Beginning (1)
  4. Beginning (1) to Developing (2) and Developing (2) to Applying (3)
  5. Applying (3) to Innovating (4)
  - 6 Aspects of Coaching
- Appendix: Answers to Comprehension Questions

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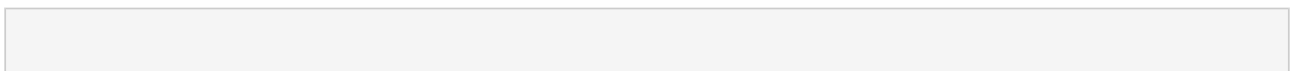
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## **Editorial Review**

### Review

Drawing upon a vast array of studies on teacher behaviors that are shown to produce growth in student achievement, Marzano and his colleagues describe a developmental approach to coaching and consulting intended to calibrate and encourage integration of forty-one research-based teaching strategies into classroom instruction. --Arthur L. Costa and Robert J. Garmston, Professors Emeritii, California State University, and Cofounders of Center for Cognitive Coaching

This text is supported by the authors' thorough understanding of coaching and learning theory as well as their practical ideas about how theory can be applied in practice.

The authors draw on evidence about coaching to create a wealth of strategies for teachers to use in the classroom, while being supported through coaching, alongside a developmental scale to evaluate their practice.

Coach behaviors are analyzed in detail, particularly the interpersonal skills needed to conduct a reflective dialogue with their coachee. Using this book will enable a teacher coach to model the reflective learning dialogue process for trainee or experienced teachers to follow. --Anne Brockbank, Director, Brockbank McGill Associates, London

This book will help educators raise their awareness of critical elements that impact the effectiveness of classroom instruction. Regardless of one's coaching model, awareness of these elements will contribute positively to the design-thinking process. --Bob and Megan Tschannen-Moran, coauthors *Evocative Coaching*, cofounders Center for School Transformation [schooltransformation.com](http://schooltransformation.com)

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#### About the Author

**Robert J. Marzano** is the cofounder and CEO of Marzano Research Laboratory in Denver, Colorado. Throughout his forty years in the field of education, he has become a speaker, trainer, and author of more than thirty books and 150 articles on topics such as instruction, assessment, writing and implementing standards, cognition, effective leadership, and school intervention. His books include: *Designing and Teaching Learning Goals and Objectives*, *District Leadership That Works*, *Formative Assessment and Standards-Based Grading*, *On Excellence in Teaching*, *The Art and Science of Teaching*, *The Highly Engaged Classroom*, *Effective Supervision*, *Teaching and Assessing 21st Century Skills*, and *Becoming a Reflective Teacher*. His practical translations of the most current research and theory into classroom strategies are known internationally and are widely practiced by both teachers and administrators. He received a bachelor's degree from Iona College in New York, a master's degree from Seattle University, and a doctorate from the University of Washington.

**Julia Simms** is Director of Publications for Marzano Research Laboratory. She has worked in K-12 education as a classroom teacher, gifted education specialist, teacher leader, and coach. Additionally, she has led school and district-level professional development on a variety of topics, including literacy instruction and intervention, classroom and school-wide differentiation, and instructional technology. She received her bachelor's degree from Wheaton College in Wheaton, Illinois, and her master's degrees in educational administration and K-12 literacy from Colorado State University and the University of Northern Colorado,

respectively.

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