

# Dearly Ebony, Soc., M.A, Ed. Diag.

## Academic Achievement via High Yield Instruction

In Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, Robert J. Marzano (2001) and his colleagues identify nine high-yield instructional strategies through a meta-analysis of over 100 independent studies. They determined that these nine strategies have the greatest positive affect on student achievement for all students, in all subject areas, at all grade levels.

Content modified and acquired from "Mathletics" by Robert Marzano

Pink indicates content developed or modified by Dearly Ebony

1

### Identifying similarities and differences:

"Students should compare, classify, and create metaphors, analogies and graphic representations."

### Materials & Resources:

P-O-E (Predict, Observe, Explain), Venn Diagram, T-Chart, Timeline, & Sequence Chain

2

### Summarizing and note taking:

"Students should learn to delete unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information."

### Materials & Resources:

AVID Binders, Cornell Notes, P-O-E Diagram, & KWL Chart

- *Students journal after completion of a curriculum activity- reflect and self-assess completed questions*
- *Demonstrations- Teacher models an activity and then has students do a show/share with any curriculum activity, breaking down their strategies.*

3

### Reinforcing effort and providing recognition:

"Teachers should reward based on standards of performance; use symbolic recognition rather than just tangible reward."

### Materials & Resources:

Data Trackers, Classroom bulletin board (teacher tracks earned gold bars/status earned by student)

- *Points - have students collect as many points as they can through completion and participation of curriculum activities. As students collect points, they will earn awards to be displayed and printed.*
  - *Credits - students are rewarded with credits when showing improvement.*
  - *Silver bars/status- have students work at their own pace for recognition of more than 70% or higher by obtaining gold bars/status.*
  - *Gold bars/status - have students work at their own pace for recognition of 85% or higher by obtaining gold bars/status. - Top performing students teach a mini lesson.*

**FYI: Points/Credits are for coursework, Merits are for character/behavior.**



## Academic Achievement via High Yield Instruction Continued

4

<b>Home learning and practice:</b>	“Teachers should vary the amount of homework based on grade level, keep parent involvement to a minimum, state purpose and, if assigned, should be debriefed.”
<b>Looks Like:</b> Home learning involves a teacher requiring that students make time outside the class to focus on content. As educators we have a responsibility that the home learning we assign to our scholars is valuable to their learning process. Our goal in the science department is to improve the quality of science home learning. <b>The achievement of quality home learning will be accomplished by:</b> <i>1. Assigning home learning that is equivalent to the scholars' <b>performance</b> grade level. Note: Performance Grade Level is based off how they perform, Grade Level is the actual grade they are in. Example: Scholars may be in the 5<sup>th</sup> grade but performing at a 3<sup>rd</sup> grade level, home learning should reflect 3<sup>rd</sup> grade. Also, Scholars may be in the 5<sup>th</sup> grade performing on a 6<sup>th</sup> grade level, home learning should reflect 6<sup>th</sup> grade. We do not want our scholars to become discouraged or not challenged/bored during their home learning experience.</i> <i>2. Ensure that scholars can complete the assignment alone, or that they have the required resources and not requiring an extended period of time.</i> <i>3. Specify the objective and outcome clearly.</i> <i>4. Ensure scholars understand the purpose of home learning. <b>Why are the required to complete this assignment? How does this benefit their learning experience?</b></i> <i>5. Reviewing or checking the home learning.</i> <i>6. Providing student choice.</i>	

5

<b>Setting objectives and providing feedback:</b>	“Teachers should create specific but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely, and specific to a criterion.”
<b>Looks Like:</b> <ul style="list-style-type: none"><li>• Placing scholars in accurate tiers after evaluating and analyzing data. <i>Tier 1, Tier 2, &amp; Tier 3</i></li><li>• Scholars establishing goals based off of data analysis.</li><li>• Identification of possible misconceptions in content prior to exposing scholars to lesson.</li><li>• Establishing what <b>remediation</b> will be provided to scholars that <b>do not</b> comprehend lesson and what <b>enrichment</b> will be provided to scholars that <b>do</b> comprehend lesson.</li><li>• Differentiation in delivering instruction and activities.</li><li>• Adjustments to lesson to ensure scholars' comprehension.</li><li>• Providing feedback during lesson and allowing scholars to self-correct.</li></ul>	



## Academic Achievement via High Yield Instruction Continued

6

<b>Generating and testing hypothesis:</b>	“Students should generate, explain, test and defend hypotheses using both inductive and deductive strategies through problem solving, history investigation, invention, experimental inquiry, and decision making.”
<b>Materials &amp; Resources:</b> Anticipation Guides, P-O-E Diagram, T-Chart <b>Looks Like:</b> <ul style="list-style-type: none"><li>• Visible Higher Order Thinking Questions.</li><li>• Interactive/Collaborative Discussion.</li><li>• Scholars assessing the responses of their peers.</li><li>• Scholars defending their reasoning.</li><li>• Inquiry &amp; Project Based Learning.</li><li>• Think, Pair, Share.*</li></ul>	

7

<b>Questions, cues, and advance organizers:</b>	“Teachers should use cues and questions that focus on what is important, use ample wait time before accepting responses, eliciting inference and analysis.”
<b>Materials &amp; Resources:</b> AVID binders, Cornell Notes, P-O-E Diagram, Inference Diagram <b>Looks like:</b> <ul style="list-style-type: none"><li>• Visible Higher Order Thinking Questions.</li><li>• Identifying vocabulary that is essential to lesson. (Essential Vocabulary)</li><li>• Require scholars to organize thoughts using graphic organizers.</li><li>• Require scholars to defend their reasoning.</li></ul>	

8

<b>Nonlinguistic representations:</b>	“Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic activity in order to assimilate knowledge.”
<b>Materials &amp; Resources:</b> AVID binders <b>Looks like:</b> <ul style="list-style-type: none"><li>• Instructional Strategy 1 requires teachers to expose scholars to Venn Diagram, T-Chart, Timelines, &amp; Sequence Chains. As teachers provide scholars with rigorous instruction, scholars should be provided with opportunities to determine and identify what resources and strategies are best to utilize to achieve success. <i>Example: If achieving success means successfully identifying similarities and differences of characteristics of the Earth and its moon, scholars should know they best way to ensure success would be to create a Venn Diagram.</i></li><li>• Project Based Learning</li></ul>	



## Academic Achievement via High Yield Instruction Continued

9

<b>Cooperative learning:</b>	"Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically but not overuse"
<b>Looks Like:</b> <ul style="list-style-type: none"><li>• Teachers should ensure scholars experience in a variety of group settings.<ul style="list-style-type: none"><li><b>Homogeneous Groups:</b> same gender or same academic level <i>Research shows that boys and girls learn differently.</i></li><li><b>Heterogeneous Groups:</b> different gender or different academic levels <i>Student achievement can increase by providing opportunities for scholars to work in groups with same gender, different gender and different gender and different academic levels. While working with same gender and same academic level can build self-esteem, we do not want to place limits on our scholars' exposure to content.</i></li></ul></li><li>• 4 -2-1 Scholars are placed in groups of four to start an activity. After completing the part of the activity that requires all four team members, the group downsizes to groups of two to complete the second part of the activity, then finally completing final activity independently. (This activity allows scholars to build confidence, prior to working independently, and also affording the teacher the opportunity to assess scholars individually.</li></ul>	

©WNGS 2017