

CLASSROOM INSTRUCTION THAT WORKS (ROBERT MARZANO)

WORKS WITH PROJECT CRISS[®]

One of the hottest education books out these days is *Classroom Instruction that Works*, by Robert Marzano, Debra Pickering, and Jane Pollock, published by Association for Supervision and Curriculum Development in 2001. Many schools which employ CRISS theory and strategies, also implement the ideas put forth in this book. If you or the teachers in your building are not familiar with Marzano's book, we strongly recommend it as a *follow-up* piece to a CRISS training. Think about having your CRISS Club read and discuss this book! Make copies of the following article by Don Meints and see if your group can make more connections.

Recently, Don, one of our Master Trainers, told me that he was invited to present a CRISS Level I workshop at a school where a lot of work had been done in implementing the ideas presented by Marzano and his co-authors. The teachers Don worked with were upset that now they had to learn this "CRISS thing." They said the administration was always trying something for a while, then switching to something totally different. Since Don was familiar with the Marzano book, he realized that the Project CRISS training would enhance what the teachers were already doing by providing more applications for the powerful ideas suggested by Marzano.

To help the teachers make the connections, Don wrote the following . . .

TWO SIDES OF THE SAME COIN

In *Classroom Instruction that Works*, by Marzano, et al., the authors summarize research and theory and generalize classroom practice. The book's thesis echoes best practices such as those so clearly presented in *Comprehension Instruction: Research-Based Best Practices*, by Block and Pressley. While the Marzano text generalizes classroom practice, Project CRISS supplies lots of explicit strategy applications. CRISS provides an excellent complement to *Classroom Instruction that Works* in that it helps students learn specific strategies which support the theories.

Marzano and CRISS are a perfect fit. One states what should be happening in an effective, engaged classroom, and the other—CRISS—is a practical guide for helping students put the theory into practice.

Three main tenets of the Marzano book are 1) student-centered instruction, 2) the teaching of

critical thinking skills, and 3) the use of "hands on" instruction in the classroom. All three of these are fully incorporated into the Project CRISS principles and philosophy.

In the following chart, I have attempted to show how specific CRISS strategies fit in with the general strategies that the Marzano book recommends for quality teaching. This comparison shows how well the two programs fuse together to demonstrate best classroom practices.

Because CRISS so thoroughly outlines best practices and has been validated for its excellent results, it was selected as one of the five best practices for helping students improve reading, writing, and study skills across the curriculum by the National Staff Development Council. The Council chose CRISS on the basis of its record in demonstrating increased student achievement in the academic disciplines.

<u>Marzano strategies</u>	<u>Project CRISS strategies</u>
Identifying similarities and differences	Venn Diagram, Content Frames, Semantic Feature Analysis
Summarizing	One-Sentence Summaries, Learning Logs, Free-Form Mapping, Selective Underlining, Read-Recall-Check-Summarize, Reciprocal Teaching

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<u><i>Marzano strategies</i></u>	<u><i>Project CRISS strategies</i></u>
Cooperative learning	Discussion Techniques, Think-Pair-Share, Anticipation Guide, Question Answer Relationships (QARs), Pattern Puzzles, Free-Form Maps, Carousel Brainstorming
Notetaking	Two-Column Notes, Content Frames, Venn Diagram, Opinion-Proof Notes, Problem-Solution Notes, Selective Underlining, mapping, KWL, Main Idea - Detail Notes, Story Plans
Generating and testing hypotheses	QARs, Hypothesis-Proof Notes, Problem-Solution Notes, Power Thinking, Pattern Puzzles, metacognition
Cues, questions, and relationships	QARs, KWL, Author's Craft, Story Plans, Authentic Questions, Concept of Definition Map
Non-linguistic representations	Graphic Organizers, Free-Form Mapping, Learning Logs, pictures
Advance organizers	KWL, Author's Craft, Venn Diagram, Content Frames, Pattern Puzzles, Anticipation Guide, Think-Pair-Share
<u><i>Marzano deals more with:</i></u> Teacher behavior Effort/reward Vocabulary theory Homework issues Teacher questioning	<u><i>CRISS emphasizes:</i></u> Student responsibility Ownership of strategies Vocabulary learning Writing Student self-questioning Metacognition

Classroom Instruction that Works, by Robert Marzano, Debra Pickering, and Jane Pollock. Alexandria, VA: Association for Supervision and Curriculum Development, 2001.

CREating Independence through Student-owned Strategies, by Carol Santa, Lynn Havens, and Evelyn Maycumber. Dubuque, IA: Kendall/Hunt, 1996.

Comprehension Instruction: Research-Based Best Practices, by Cathy Collins Block and Michael Pressley. New York: Guilford Press, 2002.

What Works in the High School: Result-based Staff Development, by Joellen Killion. National Staff Development Council, 2002.

About the Author: Don Meints is an education consultant in Illinois and a CRISS Master Trainer.

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