



The Art And Science Of Teaching: A Comprehensive Framework For Effective Instruction

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Though classroom instructional strategies should clearly be based on sound science and research, knowing when to use them and with whom is more of an art. In *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, author Robert J. Marzano presents a model for ensuring quality teaching that balances the necessity of research-based data with the equally vital need to understand the strengths and weaknesses of individual students.

The Art And Science Of Teaching: A Comprehensive Framework For Effective Instruction Details

Date : Published January 1st 2007 by Association for Supervision & Curriculum Development

ISBN : 9781416605713

Author : Robert J. Marzano

Format : Paperback

Genre : Education, Teaching, Nonfiction, Academic, School, Teachers, Textbooks

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From Reader Review **The Art And Science Of Teaching: A Comprehensive Framework For Effective Instruction** for online ebook

Josh Aronovitch says

Not impressed. Most of the points made are common sense dressed up in the jargon of the day. I am skeptical of a book that relies on research linking various differences in teaching to "student achievement" without digging deeper into how we measure student achievement. All these correlations depend on the reliability of our measurements of student achievement, and I don't think we are good enough at testing what really matters to unquestioningly assume these measures are valid. Overall, disappointed, and a bit more worried than I was before that our school district is using the Marzano model to evaluate our teachers...

Steve says

Overall, I think this book is helpful, but I did have a couple problems with Marzano's The Art and Science of Teaching. First, as I read through the various strategies, and especially the forced sample student-teacher conversations that went along with them, I got the impression that the book was directed towards teachers within more prestigious school districts. Some of the strategies are universal, but I question the effectiveness of other strategies in a district with real problems. Second, I found the reading, especially the *Research and Theory* segments of each chapter, to be a bit dry. That doesn't make it a bad book, but there's nothing in there that's really going to grab your attention. If you're having a hard time getting through it, just jump to the *Action Steps* section of each chapter, which will provide you with specific strategies.

On the positive side, I will say that Marzano, in detailing his ten design questions, brings forth several strategies that I will certainly try in the classroom. In particular, I like his focus on establishing rules and procedures (and the rewards/consequences that go along with them), engaging students in various activities on a daily basis, and establishing strong teacher-student relationships. At the end of the book, Chapter 10 - *What will I do to develop effective lessons organized into a cohesive unit?* - offers an excellent summation of the previous nine chapters. It also gives specific components that a teacher should incorporate into each lesson in order to make it effective. Overall, I would certainly recommend this book to teachers who want to help their students achieve at a higher level.

Heather Obartuck says

The county I teach in evaluates instructional coaches and teachers with standards based on Marzano's books. I must admit, when I first read his book, I found myself having to refocus and reread constantly - it just did not hold my interest! After rereading and discussing with my PLC, I began to take more of an interest, especially the chapters on creating effective rubrics and rethinking how homework is assigned and graded. Overall, I would recommend this as a book study for any school looking for ways to raise rigor effectively in their school.

J & J says

It has been some time now since I read this book (as well as a second Marzano book) and what I've found is that much of what's stated and/or demonstrated in these books is very much based upon the reader or evaluator's interpretation, not necessarily Marzano's intended outcome. In addition, I am yet to find any worthiness in most of his evaluation premises, although, I do find his data compelling and logical. It's unfortunate that in some schools, his general/basic ideals are twisted and then used in ways unintended therefore causing vast confusion amongst teachers.

Kendall says

The information's good....but what gets me is that it is other places and has been all along. I prefer Harry Wong's *The First Days of School*....which gets it right AND trusts that the teacher knows best. Sigh....those were the good days. Marzano's sudden popularity seems like one more stripe in the road to a national curriculum and merit pay.

Wendi Klaiber says

I've read two other books written by Marzano, and this book blends the research of many studies with practical application very well. I've been teaching for more than 20 years, and I found this book challenging me to switch up a few things. I highly recommend it to any teacher. In fact, I'm thinking of having the Algebra 1 teacher cohort in my department read it together and discuss at monthly meetings.

Kristina says

If I were an administrator who never taught, this would be incredibly helpful; if I were a first or second year teacher, it would be incredibly helpful. However, really all I got out of it were a couple of reminders. Not altogether bad. I'm just not in a place in my career where this was useful. Definitely useful for the aforementioned professionals.

Fred Gorrell says

The way statistics are used in this book, and the way the author has chosen to lump together studies with disparate methodologies, will be disconcerting for many readers with backgrounds in research. My first bias is to forgive that, both because the author fully discloses the limitations inherent in meta-analysis and because the validity of the statistical approach isn't really so important if there is a good suggestion shared that leads to more learning. In any case, I'm less likely to be swayed by a statistical argument than by a gut reaction to a recommendation. Good ideas are often obviously valuable once shared; they don't need numeric support. If it doesn't feel right and I can't see myself doing it, the statistics probably won't persuade me to embrace.

On the other hand, it seems likely that the author incorporated all of the numeric measures as a way to draw in a certain type of reader: one who craves to ignore the "art" of teaching mentioned in the book's title in order to imagine that the process is one which can be converted into a technology to be replicated inexpensively, in the tradition of McDonalds. Such a reader could make some tiresome trouble brandishing these numbers in a cavalier way.

My fears about the abuse of this research are in no way diminished by the companion website product, iObservation, rolled out by the author's organization to facilitate more rigorous and effective teacher evaluations. Though the site may be capable of greater things, the portions I have seen are custom-built to delight the kind of clipboard- (or iPad-) wielding apparatchik who has more invested in wardrobe than in intellect.

So, just like sharp knives in the kitchen that are useful in the right hands, there are tools described here that can lead to a job better done. If we can just keep them out of the hands of those who know not how to use them safely, we'll be fine.

Matt says

While this book is heavy on "impressive" statistics that are supposed to wow the reader, the ideas and framework questions Marzano presents in this professional development book are not very new ideas. I would recommend this to new teachers and veteran teachers who are burned out and need a fresh perspective to help their students learn effectively.

Pete Jurchen says

This is a fantastic synthesis of the best of Marzano's other research works. I plan on keeping this handy as a reference for best practice in curriculum design. Highest recommendation.

Vance J. says

Heavily sourced, I thought this a good primer on teaching. Reminded me of several things to check on in my own practice this upcoming school year.

Michael Loveless says

The Art and Science of Teaching is not a page turner; the subtitle, "A Comprehensive Framework for Effective Instruction" should have given that away. The book is intended to be a meta-analysis of factors that make up good teaching. It is factual, comprehensive, and filled with citations of educational research. However the style of writing is dry. Also, in many cases the book says things that are obvious to the point that they don't need to be said. For instance few teachers need to be told that rules and procedures should be established at the beginning of the year. Overall the level of advice is general and lacking in adequate details. For instance, readers are told that establishing positive relationships with students is important, but the

suggestions include greeting students at the door and engaging in friendly banter. The book outlines the major considerations that need to be addressed by teachers, and those new to the profession might find it most helpful. Experienced teachers will find a few things to think about, but it will have limited benefit for them.

Andrea Huelsenbeck says

This is a good book about teaching. But, you know what? There are millions of good books about teaching. I read this book because in our school district we teachers are being evaluated on the basis of how well we follow this particular recipe for teaching. I find it frustrating, because I know in a few years we will be required to change the way we teach again to fit whatever new fashion our legislators and administrators become enthralled with. I wish teachers were allowed to self-correct based on what works with their students rather than be forced to line up our little ducks just so.

Cristina says

Simply a collection of educational best practices.

Claudia says

Marzano does a good job here, as he has before, of synthesizing the research and making it understandable and applicable. I read this with an inward eye, assessing my own classroom behaviors and procedures. I would like to spend time talking to colleagues about these questions and how they play out in our practice. I was interested to see him spend time and space discussing the importance of establishing and maintaining relationships. Not necessarily close 'friendly' relationships, but positive, professional ones. Ones focused on teaching and learning, on goals and expectations. LOTS of stickies peppered throughout, and I think I'll make a copy of the Questions for Daily Reflection to keep on my desk...along with my National Board Standards...
