

Table of Contents

Introduction	A Focus on Teaching <i>Robert J. Marzano</i>	1
SECTION 1	Theories of Excellence	
Chapter 1	What’s My Job? Defining the Role of the Classroom Teacher <i>Grant Wiggins</i>	7
Chapter 2	Forty Years of Research on Teaching 1968–2008: What Do We Know Now That We Didn’t Know Then? <i>Thomas L. Good</i>	31
Chapter 3	The Artful Science of Instructional Integration <i>Barrie Bennett</i>	65
Chapter 4	Applying the Science of Learning to Instruction in School Subjects <i>Richard E. Mayer</i>	93
SECTION 2	Systemic Excellence	
Chapter 5	The Incompatibility of High-Stakes Testing and the Development of Skills for the Twenty-First Century <i>David C. Berliner</i>	113
Chapter 6	Teaching the Thinking Skills That Higher-Order Tasks Demand <i>Debra Pickering</i>	145

What got me thinking hard about the issue of real job descriptions some years back was a conversation I once had with a high school principal. We were arguing about what to do about the problem of so many teachers merely marching through textbooks. I said to him, “Well, you’re the principal—you can change this.” “Whoa!” he retorted. “I don’t have control over what they do. I just rent space to them in the mall.” A tad sarcastic and overstated, perhaps, but nonetheless a sobering view of an all-too-common reality.

I think we can focus on three core obligations when defining the job of a teacher. A teacher in a school arguably has these three results-focused responsibilities:

1. Cause successful learning related to school, program, and course goals, as determined by appropriate local, state, and national assessments.
2. Cause greater interest in the subject and in learning than was there before, as determined by observations, surveys, and client (student, parent, teacher, and so on) feedback.
3. Cause greater confidence, feelings of efficacy, and intellectual direction in learners.

This seems straightforward enough, but many teachers do not think of themselves as beholden to bottom-line goals like this. Or, if they agree to such goals in the abstract, they quickly claim that such outcomes cannot be assessed and/or that a teacher should not be held accountable for them.

Causing Successful Learning

The first core obligation—cause successful learning—is basic. *Successful* learning is the goal, not just learning, and to determine whether learning was successful, we have to have appropriate measures of and standards for it. Success is not defined by teachers on their own. Success depends upon institutional mission and mandate. Yet few teachers deliberately plan courses, units, and

Chapter 8

Instructional Cartography: How Curriculum Mapping Has Changed the Role and Perspective of the Teacher

Heidi Hayes Jacobs

Mapmakers throughout history have influenced travelers by providing more accurate information about where they might go, where they have been, and where home is. In the same way, curriculum mapping has dramatically altered teachers' practice and the way they navigate the journey they make with their learners by giving a clear picture of students' educational experiences. *Curriculum mapping* is teaching and learning cartography. Communities of teachers collaborate to plot out future routes based on documentation of the pathways they have already traveled with their students. Mapping allows us to shape instruction with greater precision, and it provides a clear view—both vertically and across grade levels—that expands our perspective.

The power of mapping is reflected directly in student learning. Teachers make astute alterations in their plans in response

Chapter 9

Developing Expert Teachers

Robert J. Marzano

Today it is considered common knowledge that a classroom teacher is probably the single most powerful influence on student achievement that is within the control of the educational system. We know that effective teachers enhance student achievement. Impressive findings from a wide variety of researchers attest to this fact. For example, when reporting on their findings of achievement scores across five subject areas (mathematics, reading, language arts, social studies, and science) for sixty thousand students across grades 3 and 5, Wright, Horn, and Sanders (1997) note:

The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor. *Effective teachers appear to be effective with students of all achievement levels regardless of the levels of heterogeneity in their classes* [emphasis in original]. (p. 63)

More recently, Nye, Konstantopoulos, and Hedges (2004) have quantified the relationship between teacher effectiveness in a randomized controlled study involving seventy-nine schools in forty-two school districts. Using their findings, one could

Table 2: Examples of Flexible Use of Key Classroom Elements to Address Student Readiness, Interest, and Learning Profile

	Teaching	Time	Materials/Tasks	Groups	Space
Readiness	<ul style="list-style-type: none"> • Providing notes or note frames for students who struggle with note taking • Stopping often for student summaries and questions • Using student work as models • Using cues to prompt recall and thinking 	<ul style="list-style-type: none"> • Allowing students to move ahead in texts/work as ready • Providing second chances for demonstrating mastery • Providing option to turn in drafts early for critique • Providing time for lesson closure and focus 	<ul style="list-style-type: none"> • Using web and text materials at varied reading levels • Using contacts, tiering, stations, and centers with multiple tasks based on student need • Using computer programs for review and extension 	<ul style="list-style-type: none"> • Using small-group instruction to reteach and extend • Varying homogeneous and heterogeneous groupings of students for practice, application, and review 	<ul style="list-style-type: none"> • Providing space for peer collaboration • Using cue boards, word walls, and help walls • Providing space for learning centers • Providing space for student access to varied learning materials
Interest	<ul style="list-style-type: none"> • Relating key ideas to student interests • Allowing students to coteach in areas of interest 	<ul style="list-style-type: none"> • Dedicating time to high-relevance tasks • Allowing time for student-generated inquiry 	<ul style="list-style-type: none"> • Using biography and autobiography as tools to connect content with real life 	<ul style="list-style-type: none"> • Creating interest-alike groups for in-depth application tasks 	<ul style="list-style-type: none"> • Assigning space for student inquiry • Allowing space for student collaboration • Using interest centers or boards

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