

Robert J Marzano, Ph.D.
Senior Scholar, McREL
Assoc. Professor, Cardinal Stritch University
Pres., Marzano & Associates

Nominated by
Marilyn S. Bradford

Marilyn S. Bradford
Superintendent of Schools
Shawnee Public Schools
Biography

Marilyn S. Bradford is superintendent of schools in Shawnee, Oklahoma. She earned her B.S. in Elementary Education from Southwestern State College, Weatherford, OK; Master of Science in Public School Administration from the University of Central Oklahoma, Edmond, OK; and post graduate and superintendent certification from Oklahoma State University, Stillwater, OK. Ms. Bradford has served in the public schools of Oklahoma for thirty-five years, as a teacher, principal, director and superintendent. Ms. Bradford is active in professional and community organizations serving on numerous state and local advisory boards as a member or officer.



SHAWNEE PUBLIC SCHOOLS

326 NORTH UNION • SHAWNEE, OKLAHOMA 74801-7099 • (405) 273-0653
Fax: (405) 878-1025 • E-Mail: mbradford@shawnee.k12.ok.us

Marilyn S. Bradford
Superintendent

August 6, 2007

College of Liberal Studies
Received

AUG 07 2007

University of Oklahoma

Dr. Trent E. Gabert, Chair
Brock International Prize in Education
College of Liberal Studies
University of Oklahoma
1610 Asp Avenue
Norman, OK 73072-6405

Dear Dr. Gabert:

I look forward to the opportunity to learn about all of the nominees for the Brock Prize in Education. Also, as current president of the Oklahoma Curriculum Improvement Commission (OCIC), I'm pleased that Dr. Marzano will be in Oklahoma this fall sharing with state educators how academic vocabulary knowledge improves student learning across all disciplines. OCIC has been dedicated to providing timely and high quality professional development to Oklahoma's educators, with such presenters as Dr. Thomas Guskey, Dr. Douglas Reeves and this October, Dr. Robert J. Marzano.

Also, I've enclosed a letter from State Superintendent Sandy Garrett, which extols the valuable assistance Dr. Marzano has provided to the Oklahoma State Department of Education and hundreds of Oklahoma school districts and educators in identifying what "works" for school improvement and from educational research. OCIC and the Oklahoma State Department of Education have joined together in bringing Dr. Marzano to Oklahoma.

Teachers' daily classroom teaching responsibilities leave little time or energy for discerning from educational research what effective teaching strategies or best practices work for optimum student learning and achievement. The body of Dr. Marzano's work through the years has been to interpret and analyze educational research and in his own words "...to translate research and theory into practice."

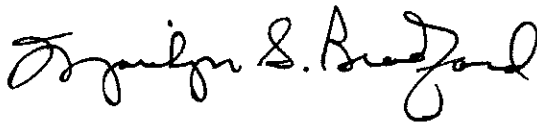
Dr. Marzano's portfolio contains the following documents:

- * An introduction of Dr. Marzano's scope of work in education

- * Vita that spans his education, experience and publications
- * Chapters from his ASCD publications:
 - School Leadership that Works**
 - Building Background Knowledge for Academic Achievement**
 - What Works in Schools; Translating Research Into Action.**

Please let me know if you have any questions about the information provided. Again, I look forward to sharing and learning about the other nominees.

Sincerely,

A handwritten signature in cursive script, reading "Marilyn S. Bradford". The signature is written in black ink and is positioned below the word "Sincerely,".

Marilyn S. Bradford
Superintendent



SANDY GARRETT
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF OKLAHOMA

July 16, 2007

Trent E. Gabert, Ph.D.
Chair, Brock Executive Committee
Associate Dean
College of Liberal Studies
The University of Oklahoma
1610 Asp Avenue, Suite 108
Norman, Oklahoma 73072-6405

Dear Dr. Gabert:

I am indeed pleased to have the opportunity to write a letter of support for Dr. Robert J. Marzano as a candidate for the Brock International Prize in Education. I can think of no one more deserving to receive this honor. Certainly, Dr. Marzano has been a nationally recognized force in education for more than 35 years. Hundreds, if not thousands, of schools throughout our nation have drawn upon his body of research to improve student achievement. In the past year, Dr. Marzano has brought his vast knowledge to bear in our state, helping Oklahoma educators understand what really "works" in schools as they implement high-yield classroom strategies and identify crucial academic vocabulary. He will continue to work with Oklahoma educators in the coming year to provide insight into effective design of classroom assessments.

As Senior Scholar at Mid-Continent Research of Education and Learning in Aurora, Colorado, as well as through his independent projects, Dr. Marzano has been translating research into practical programs and tools for K-12 educators for over two decades. Included among the twenty books he has authored or co-authored are these profoundly influential titles: *Essential Knowledge: The Debate over What Students Should Know* (1996), *Classroom Instruction That Works* (2001), and *What Works in Schools* (2003).

Dr. Marzano has provided valuable support for Oklahoma's School Improvement Schools by providing three two-day seminars to implement his "What Works in Schools Survey" results to improve student achievement. Dr. Marzano's research aligns directly with the Oklahoma research-based Nine Essential Elements and Performance Indicators used to assist all districts with continuous school improvement. The School Support Teams report that these research-based strategies have assisted schools in making great gains in student achievement across Oklahoma. Dr. Marzano tells us his basic position is quite simple: "Leaders can have a tremendous impact on student achievement if they follow the direction provided by the research."

OKLAHOMA STATE DEPARTMENT OF EDUCATION
2500 NORTH LINCOLN BOULEVARD, OKLAHOMA CITY, OK 73105-4599
(405) 521-3301, FAX: (405) 521-6205

<http://sde.state.ok.us>

FIRST IN THE TWENTY-FIRST



Trent E. Gabert, Ph.D.

Page 2

July 16, 2007

Dr. Marzano's most recent contribution to student achievement in Oklahoma has been his facilitation of the development of the Oklahoma Building Academic Vocabulary Program. During the Oklahoma 2007 ice storm, Dr. Marzano facilitated the creation of the Oklahoma Building Academic Vocabulary word list with dedicated educators representing K-12 in mathematics, English language arts, science and social studies. The research indicates that using the six-step process of Building Academic Vocabulary provides a significant increase in student achievement, particularly for English language learners and students in poverty. Dr. Marzano presented two concurrent sessions at the State Superintendent's Leadership Conference on this topic, and all 2000 copies of the Oklahoma Building Academic Vocabulary books were gone within an hour. Dr. Marzano continues to support this initiative by personally training school improvement schools and all schools throughout the state in the six-step vocabulary attainment process.

Dr. Marzano was a featured speaker for the State Superintendent's Leadership Conference this July 11, 2007. An audience of 1500 listened as he identified the three most important steps school leaders can take to improve their school's performance. Dr. Marzano based his session on research published in his recent book, *School Leadership That Works* (2005). As always, his scholarship was made relevant by practical insights and straightforward approach. In this way, Dr. Marzano translates research into easily accessible, low-cost, high result strategies that Oklahoma educators embrace.

Dr. Marzano is a true supporter for all educators and children in the state of Oklahoma. As he encouraged his colleagues during his Leadership speech, "I'm here today because I still believe I can make a little difference for kids. I think every one of you can do the same." I am honored to count Bob Marzano as a friend as well as a fellow educator. Please consider this scholar, researcher, practitioner who has contributed so much to Oklahoma's education programs for the Brock International Prize in Education.

Sincerely,


Sandy Garrett
State Superintendent

SG:ck

Dr. Robert J. Marzano. . .

Over his 35 years in education, Dr. Robert "Bob" Marzano has worked in every U.S. state (and worldwide). The central theme of his work has been translating research and theory into practical programs and tools for K-12 teachers and administrators. He is a Senior Scholar at Mid-continent Research for Education and Learning (McREL) and does extensive consulting work through Marzano and Associates. Previously he has served as Senior Fellow and Director of Research at the Mid-continent Research for Education and Learning. He earned tenure at the University of Colorado.

Bob received his B.A. degree in English from Iona College, his M.Ed. degree in Reading and Language Arts from Seattle University, and his Ph.D. in Curriculum and Instruction from the University of Washington.

Bob is the author of more than 20 books, 150 articles and chapters in books, and more than 100 curriculum guides and related materials for teachers and students in grades K-12.

Bob Marzano has created a research engine that continually: addresses specific urgent needs, summarizes the available research, finds evidence proofs, writes cogent summaries, and creates tools for implementation. He creates new knowledge, assembles research teams to do mega studies that make sense of multiple studies, converts overwhelming research into meaningful information, and then goes into the field to find practical, actionable ideas that put the research into action. He writes and presents in ways that are easy to understand, creates tools, videos, assessments that help implementation, and he partners with those who have access to practitioners (ASCD). Bob has influenced classroom management, effective classroom teaching, effective schools improvement and most recently effective administrative development. He has created a franchise that can take a need and transform it into a workable solution well supported for implementation.

In summary, Bob is one of the rare individuals who has truly done it all: creating research, developing evidence proofs, clearly explaining concepts, and creating tools for implementation. As a result he has influenced countless classrooms, schools, and districts across the nation and the world ... helping them turn research into practice.

Robert J. Marzano Introduction

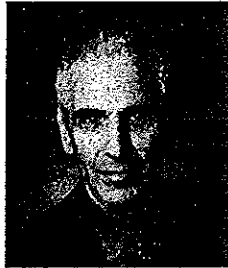
The purpose of this brief narrative is to describe the focus of my work throughout my career. I have worked in K-12 public education for four decades as a classroom teacher (early on) and as professor of education for seven years. For the last 25 years I have been associated with Mid-continent Research for Education and Learning (McREL), a research and development firm in Denver, Colorado. In 2001 I founded the educational consulting firm Marzano & Associates to work more closely with districts, schools, and teachers.

The thrust of my work has been to translate research and theory into practice. To this end I have authored 26 books, over 150 articles and chapters in books, and over 100 curriculum materials. I have included the first chapter from three representative works for your consideration. Additionally I have worked with schools and districts in every state and a number of countries other than the U.S. Topics I have addressed include: leadership, formative assessment and grading, instruction, classroom management, school reform, building background knowledge and vocabulary, and thinking skills.

It is difficult to comment on my influence on educational practice. Members of your committee are probably better able to address this issue than I am. If book sales are an indicator then one could say I have had some influence. For example, the book *Classroom Instruction that Works* has sold over 900,000 copies to date and is the biggest seller in the history of the Association for Supervision and Curriculum Development (ASCD). (As a side note, I receive no royalties for that book or any of the books I wrote while in the full time employment of McREL). The book *What Works in Schools* has sold over 150,000 copies. Most of my recent books have sold 50,000 or more copies. To my knowledge my work has been used by districts, schools, and teachers to improve student achievement in a variety of settings.

I am honored to be considered for this award. I hope this provides you with the information you seek.

About the Author



Robert J. Marzano is a senior scholar at Mid-continent Research for Education and Learning in Aurora, Colorado; an associate professor at Cardinal Stritch University in Milwaukee, Wisconsin; and president of Marzano & Associates. He has developed programs and practices used in K–12 classrooms that translate current research and theory in cognition into instructional methods. An internationally known trainer and speaker, Marzano has authored 26 books and more than 150 articles and chapters in books on such topics as reading and writing instruction, thinking skills, school effectiveness, restructuring, assessment, cognition, and standards implementation. Recent titles include *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* (ASCD, 2001), *Classroom Management That Works: Research-Based Strategies for Every Teacher* (ASCD, 2003), *What Works in Schools: Translating Research into Action* (ASCD, 2003), *Building Background Knowledge for Academic Achievement* (ASCD, 2004), *School Leadership That Works* (ASCD, 2005), *Classroom Assessment and Grading That Work* (ASCD, 2006), and *The New Taxonomy of Educational Objectives* (Corwin, 2007). Marzano received his bachelor's degree in English from Iona College in New York, a master's degree in education in reading/language arts from Seattle University, and a doctorate in curriculum and instruction from the University of Washington. Address: 7127 S. Danube Court, Centennial, CO 80016 USA. Telephone: (303) 796-7683. E-mail: robertjmarzano@aol.com.

ROBERT J. MARZANO

EDUCATION

Ph.D. Curriculum and Instruction, University of Washington, Seattle - June, 1974
M.Ed. Reading/Language Arts, Seattle University, Seattle - June, 1971
B.A. English, Iona College, New York - June, 1968

EXPERIENCE

2001 - present **Senior Scholar, McREL/ Associate Professor, Cardinal Stritch University/
President, Marzano & Associates**

1998 – 2001 **Senior Fellow, Mid-continent Research for Education and Learning**

1994-1998 **Vice-President, McREL Institute**

1989-1994 **Deputy Director of Training and Development, Mid-continent Regional
Educational Laboratory**

1983-1989 **Director of Research, Mid-continent Regional Educational Laboratory (full-time)**

1981-1983 **Director of Research, Mid-continent Regional Educational Laboratory (On leave
from University of Colorado at Denver)**

1978-1981 **Associate Professor, University of Colorado, Denver (Tenured)**

1974-1977 **Assistant Professor, Reading, Language Arts, Research Methodology,
University of Colorado, Denver**

1972-1974 **Triple T Project Participant - University of Washington**

1969-1971 **Chairman of English Department - O'Dea High School, Seattle, Washington**

1967-1968 **English Teacher, New York Public Schools**

PUBLICATIONS

A. Articles, Chapters in Books, and Monographs

Marzano, R.J. & Pickeing, D.J. (2007). The case for and against homework. *Educational Leadership*. 64(6), 74-79.

Marzano, R.J. & Pickering, D.J. (2007). Errors and allegations about research on homework. *Phi Delta Kappan*. 88(7), 507-513..

Waters, J. T. & Marzano, R.J. (2007). The primacy of superintendent leadership. *The School Administrator*. 64(3), 10-17.

Waters, J. T. & Marzano, R.J. (2006). *School leadership that works: The effect of superintendent leadership on student achievement*. Denver, CO: McREL (available on www.mcrel.org).

Owings, W.A., Kaplan, L.S., Nunnery, J, Marzano, R.J., Myran, S, & Blackburn, D. (2006). Teacher quality

- and troops to teachers. *NASSP Bulletin*, 90(2), 87-101.
- Marzano, R.J. (in press). Principal leadership and school effectiveness. In C. Teddlie & S. Stringfield (Eds). *International handbook of school effectiveness*.
- Waters, J.T., Marzano, R.J. & McNulty. (2004). Developing the science of educational leadership. *ERS. Spectrum*. 22(1), 4-10.
- Waters, J.T., Marzano, R.J. & McNulty. (2004). Leadership that sparks learning. *Educational Leadership*. 61(7), 48-52.
- Marzano, R. J. (2004). Direct instruction in vocabulary. In B. Williams (Ed.) *Closing the achievement gap*. (2nd ed.) (pp. 48-66). Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J. (2004). The developing vision of vocabulary instruction. In J. Bauman & M. Kameenui (Eds). *Research and theory in vocabulary development* (pp. 100-117). New York: Guilford Press.
- Marzano, R. J., & Marzano, J. S. (2003). The key to classroom management. *Educational Leadership*, 61(1), 6-13.
- Marzano, R. J. (2003). Forward. In C. A. Ewy, *Teaching with visual frameworks*. Thousand Oaks, CA: Corwin Press.
- Marzano, R. J. (2003). Curriculum and instruction: Critical and emerging issues for educational leadership. In W. E. Owings & L. S. Kaplan (Eds.), *Best practices, best thinking, and emerging issues in school leadership*. Thousand Oaks, CA: Corwin Press.
- Marzano, R. J. (2003). Using data: Two wrongs and a right. *Educational Leadership*. 60(5), 56-61.
- Marzano, R. J. (2002). In search of the standardized curriculum. *Principal*, 81(3), 6-9.
- Marzano, R. J. (2002). Language, the language arts, and thinking. In J. Flood, J. Jensen, D. Lapp, & J. Squire (Eds.), *Handbook of research on teaching the English language arts* (2nd ed.). New York: MacMillan Publishing Company with the International Reading Association and the National Council of Teachers of English.
- Marzano, R. J. (2002). A comparison of two methods of scoring classroom assessments. *Applied Measurement in Education*, 15(3), 249-268.
- Marzano, R. J., Wassermann, S., Carrol, D. J., Berson, M., Lucas, G., Taylor, M., & Allen, R. (2002, January). What they're saying. *Curriculum Review*, 41(5), 3.
- Marzano, R. J., & Pollock, J. E. (2001). Standards-based thinking and reasoning skills. In A. Costa (Ed.), *Developing Minds* (3rd ed., pp. 29-34). Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J. (2001). A new taxonomy of educational objectives. In A. Costa (Ed.), *Developing minds* (3rd ed., pp. 181-189). Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J. (2001). *A new era of school reform: Going where the research takes us*. Aurora, CO: Mid-continent Research for Education and Learning.
- Scherer, M. (2001, September). How and why standards can improve student achievement: A conversation with Robert J. Marzano. *Educational Leadership*, 59(1), 14-18.

- Marzano, R. J. (2000). *Analyzing two assumptions underlying the scoring of classroom assessments* (Tech. Rep.). Aurora, CO: Mid-continent Research for Education and Learning. (ERIC Document Reproduction Service No. ED 447169)
- Marzano, R. J., Gaddy, B. B., & Dean, C. (2000). *What works in classroom instruction*. Aurora, CO: Mid-continent Research for Education and Learning.
- Marzano, R. J. (2000). Twentieth century advances in instruction. In R. Brandt (Ed.), *ASCD Yearbook, 2000*, pp.67-90. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J. (2000, December). Implementing standards-based education. *Teacher Librarian*, 28(2), 30-32.
- Marzano, R. J. (2000, December). Introduction to the special section. Implementing standards in schools. Updating the standards movement. *NASSP Bulletin*, 84(620), 2-4.
- Marzano, R. J. (1999). Eight questions about implementing standards-based education. *Practical Assessment, Research, and Evaluation*, 5(6), 1-12.
- Marzano, R. J., Kendall, J. S., & Gaddy, B. B. (1999). What should students know? Local control and the debate over essential knowledge. *American School Board Journal*, 186(9), 47-48, 66-62.
- Marzano, R. J., Kendall, J. S., & Cicchinelli, L. (1999). What Americans believe students should know. *Focus on Education*, 43, 9-13.
- Marzano, R. J. (1999). Building curriculum and assessment around standards. *The High School Magazine*, 6(5), 14-20.
- Marzano, R. J., Kendall, J. S., & Gaddy, B. B. (1999, April). Deciding on essential knowledge. *Education Week*, 18(32), 68, 49-50.
- Schmoker, M., & Marzano, R. J. (1999). Realizing the promise of standards-based education. *Educational Leadership*, 56(6), 17-21.
- Marzano, R. J., Kendall, J. S., & Cicchinelli, L. F. (1998). *What Americans believe students should know: A survey of U.S. adults*. Aurora, CO: Mid-Continent Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 426 500)
- Marzano, R. J. (1998). Rethinking tests and performance tasks. *The School Administrator*, 55(11), 10-114.
- Marzano, R. J., & Kendall, J. S. (1998). *Implementing standards-based education: A guide for the classroom teacher*. Washington, DC: National Education Association.
- Marzano, R. J. (1998). What are the general skills of thinking and reasoning and how do you teach them? *The Clearing House*, 71(5), 268-273.
- Marzano, R. J. (1998). *A theory-based meta-analysis of research in instruction* (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 427 087)
- Marzano, R. J. (1998). *Models of standards implementation: Implications for the classroom*. Aurora, CO: Mid-continent Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 427 088)
- Marzano, R. J. (1998). Cognitive, metacognitive, and conative considerations in classroom assessment. In N. M. Lambert & B. L. McCombs (Eds.), *How students learn: Reforming schools through learner-*

- centered education* (pp. 241-266). Washington, DC: American Psychological Association.
- Marzano, R. J., & Kendall, J. S. (1998). *Awash in a sea of standards* (Tech. Rep.). Aurora, CO: Mid-continent Research for Education and Learning.
- Marzano, R. J., & Kendall, J. S. (1997). National and state standards: The problems and the promise. *NASSP Bulletin*, 81(590), 26-41.
- Marzano, R. J. (1997). Four approaches to implementing standards. *The High School Magazine*, 4(2), 18-31.
- Marzano, R. J. (1997). An array of strategies for classroom teachers. *Momentum*, 28(2), 6-11.
- Marzano, R. J. (1996). Understanding the complexities of setting performance standards. In R. E. Blum & J. A. Arter (Eds.), *Student performance assessment in an era of restructuring* (Section I-6, pp. 1-8). Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J. (1996). *Eight questions you should ask before implementing standards-based education at the local level*. ERIC Digest. (ED 398 642)
- Marzano, R. J., & Kendall, J. S. (1996). *The fall and rise of standards-based education*. Alexandria, VA: National Association of State Boards of Education.
- Marzano, R. J. (1995). Enhancing thinking and reasoning in the English language arts. In C. N. Hedley, P. Antonacci, & M. Rabinowitz (Eds.), *Thinking and literacy: The mind at work*. Hillsdale, NJ: Lawrence Erlbaum and Associates.
- Marzano, R. J., & Kendall, J. S. (1995). The McREL database: A tool for constructing local standards. *Educational Leadership*, 52(6), 42-47.
- Marzano, R. J., Zaffron, S., Zraik, L., Robbins, S. L., & Yoon, L. (1995). A new paradigm for educational change. *Education*, 116(2), 162-173.
- Marzano, R. J. (1995). Elements of a comprehensive approach to critical thinking. In J. Block, T. R. Guskey, & S. T. Everson (Eds.), *School improvement programs* (pp. 57-76). New York: Scholastic.
- Marzano, R. J. (1994). Commentary on literacy portfolios. In S. W. Valencia, E. H. Hiebert, & P. P. Afflerbach (Eds.), *Authentic reading assessment: Practices and possibilities* (pp. 41-45). Newark, DE: International Reading Association.
- Marzano, R. J. (1994). Censorship and the "New Age." In J. S. Simmons (Ed.), *Censorship: A threat to reading, learning, thinking* (pp. 37-44). Newark, DE: International Reading Association.
- Kendall, J. S., & Marzano, R. J. (1994). The why, what and how of standards. *What's noteworthy in school reform* (pp. 5-15). Aurora, CO: Mid-continent Regional Educational Laboratory.
- Marzano, R. J. (1994). Lessons from the field about outcome-based performance assessments. *Educational Leadership*, 51(6), 44-50.
- Marzano, R. J. (1993/1994). When two world views collide. *Educational Leadership*, 51(4), 6-11.
- Marzano, R. J. (1993). Teaching and reinforcing higher order thinking in English and the language arts. In A. C. Purves (Ed.), *The encyclopedia of English studies and the language arts* (Vol. I, pp. 563-566). New York: Scholastic.

- Marzano, R. J. (1993). How teachers approach the teaching of thinking. *Theory into practice*, 32(3), 154-160.
- Marzano, R. J., Pickering, D. J., Whisler, J., Kendall, J. S., Mayeski, F., & Paynter, D. E. (1992). *Toward a comprehensive model of assessment* (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 356 217)
- Marzano, R. J. (1992). The many faces of cooperation across the dimensions of learning. In N. Davidson & T. Worsham (Eds.), *Enhancing thinking through cooperative learning* (pp. 7-28). New York: Teacher's College Press.
- Marzano, R. J. (1992). The rationale and framework for teaching thinking tactics. In J. W. Keefe & H. Walberg (Eds.), *Teaching for thinking* (pp. 15-26). Reston, VA: National Association for Secondary School Principals.
- Marzano, R. J. (1992). Toward a theory-based review of research in vocabulary. In C. Gordon, G. Labercane, & W. R. McEachern (Eds.), *Elementary reading: Process and practice* (pp. 29-45). New York: Ginn.
- Marzano, R. J. (1992, November/December). Curriculum integration in the middle school. *Teaching PreK-8*, 23(3), 14-16.
- Marzano, R. J. (1991). Fostering thinking across the curriculum through knowledge restructuring. *Journal of Reading*, 34(7), 518-525.
- Marzano, R. J. (1991). What it really means to be a critical thinker. *Teaching: K-8*, 21(2), 6.
- Marzano, R. J., Kendall, J. S., & Paynter, D. E. (1991). *Analysis and identification of basic words in grades K-6* (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 337758)
- Marzano, R. J. (1991). *Changing classroom tasks and interaction patterns: The heart of the matter of restructuring* (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 337756)
- Marzano, R. J. (1991). *Knowledge restructuring across the curriculum* (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory.
- Marzano, R. J. (1991). Language, the language arts and the teaching of thinking. In J. Flood, J. Jensen, D. Lapp, & J. Squire (Eds.), *Handbook of research in teaching the English language arts* (pp. 559-586). New York: MacMillan Publishing Co. with the International Reading Association and the National Council of Teachers of English.
- Marzano, R. J. (1991). Creating an educational paradigm centered on learning through teacher directed naturalistic inquiry. In L. Idol & B. F. Jones (Eds.), *Educational values and cognitive instruction: Implication for reform* (pp. 411-442). Hillsdale, NJ: Lawrence Erlbaum and Associates.
- Marzano, R. J., Brandt, R., Hughes, C., Jones, B., Presseisen, B., Rankin, S., & Suhor, C. (1991). Dimensions of thinking: A framework for curriculum and instruction. In A. Costa (Ed.), *Developing minds: A resource book for teaching thinking* (Vol. 1, pp. 89-93). Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J., & Pickering, D. (1991). Dimensions of learning: An integrative instructional framework. In A. Costa (Ed.), *Developing minds: A resource book for teaching thinking* (Vol. 1, pp. 94-99). Alexandria, VA: Association for Supervision and Curriculum Development.

- Marzano, R. J. (1991). Tactics for thinking: A program for initiating the teaching of thinking. In A. Costa (Ed.), *Developing minds: Programs for teaching thinking* (Vol. 1, pp. 65-68). Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J. (1990). Student achievement and citizenship. In National Educational Goals: *Can they lead schools to real reform* (pp. 22-24). Aurora, CO: Mid-continent Regional Educational Laboratory.
- McCombs, B. L., & Marzano, R. J. (1990). Putting the self in self-regulated learning. *Educational Psychologist*, 25(1), 51-69.
- Marzano, R. J. (1990). Standardized tests: Do they measure general cognitive abilities? *NASSP Bulletin*, 74(526), 93-101.
- Marzano, R. J., Pickering, D., & Brandt, R. S. (1990). Integrating instructional programs through Dimensions of Learning. *Educational Leadership*, 47(5), 17-24.
- Strong, R., Silver, H., Hanson, R., Marzano, R., Wolfe, P., Dewing, T., & Brock, W. (1990). Thoughtful education: Staff development for the 1990's. *Educational Leadership*, 47(5), 25-29.
- McCombs, B. L., & Marzano, R. J. (1989). Integrating skill and will in self-regulation. *Teaching thinking and problem solving*, 11(5), 5-8.
- Marzano, R. J., & Ewy, R. (1989, August). Thinking for tomorrow. *Vocational Education Journal*, 28-31.
- Marzano, R. J. (1989). *Summary report: Evaluations of the tactics for thinking program* (Tech. Rep.). Alexandria, VA: Association for Supervision and Curriculum Development. (ERIC Document Reproduction Service No. ED 314 710)
- Marzano, R. J., Gnad, J., & Jesse, D. M. (1989). *The effects of three types of linguistic encoding strategies in the processing of information presented in lecture format* (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 337 803)
- Marzano, R. J., & Marzano, J. S. (1989). *A study of basic words in elementary school textbooks* (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 314 711)
- Marzano, R. J. (1989). *Integrating high & low literacy* (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 337 757)
- Marzano, R. J., Arredondo, D., Blackburn, G., Brooks, D., Ewy, R., & Pickering, D. (1989). *Creating a learner centered model of instruction* (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory.
- Marzano, R. J., & Marzano, J. (1988). Toward a cognitive theory of commitment and its implications for therapy. *Psychotherapy in Private Practice* 6(4), 69-81.
- Marzano, R. J. (1988). [Review of the book *A preface to literacy: An inquiry into pedagogy practice and progress*]. *Journal of Reading*, 34(6), 587-588.
- Marzano, R. J. (1988). Metacognition: The first step in teaching thinking. *Professional Handbook for the Language Arts*. Morristown, NJ: Silver Burdett and Ginn.
- Marzano, R. J., & Costa, A. (1988). Question: Do standardized tests measure general cognitive skills? Answer: No. *Educational Leadership*, 45(8), 66-73.

- Marzano, R. J. (1987). *Decomposing curricular objectives to increase the specificity of instruction* (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 290 220)
- Marzano, R. J. (1987). Staff development for teaching thinking: A matter of restructuring. *Journal of Staff Development*, 8(3), 6-10.
- Marzano, R. J. (1987). *A study of inference in standardized reading test items and its relationship to item difficulty* (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 291 002)
- Marzano, R. J. (1987). [Review of Sinatra's book Visual literacy connections to thinking reading and writing]. *Journal of Reading*, 30(6), 569-570.
- Marzano, R. J. (1987). Creating a context for learning. *Iowa Educational Leadership*, 3(2), 6-10.
- Marzano, R. J. (1987). Policy constraints to the teaching of thinking. *The Journal of State Governments*, 60(2), 64-67.
- Costa, A., & Marzano, R. J. (1987). Teaching the language of cognition. *Educational Leadership*, 45(2), 29-34.
- Marzano, R. J., & Jesse, D. (1987). *A study of general cognitive operations in two standardized tests and their relationship to item difficulty* (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 299 321)
- Marzano, R. J., & Marzano, J. (1987). *Contextual thinking: The most basic of the cognitive skills* (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 286 634)
- Marzano, R. J. (1986). *An evaluation of the McREL thinking skills program* (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 267 907)
- Marzano, R. J. (1986). Theory into practice: Critical thinking. *Cogitare*, 1(4), 3-4.
- Marzano, R. J. (1986). Theory into practice: Schema development and thinking. *Cogitare*, 1(3), 3-4.
- Arredondo, D., & Marzano, R. J. (1986). One district's approach to implementing a comprehensive K-12 thinking skills program. *Educational Leadership*, 43(8), 28-30.
- Marzano, R. J., & Arredondo, D. (1986). Restructuring schools through the teaching of thinking. *Educational Leadership*, 43(8), 20-26.
- Widerstrom, A., Miller, L., & Marzano, R. J. (1986). Sex and race differences in the identification of communicative disorders in preschool children as measured by the Miller assessment for preschoolers. *Journal of Communication Disorders*, 19, 219-226.
- Marzano, R. J., & Hutchins, C. L. (1985). *Thinking skills: A conceptual framework*. Aurora, CO: Mid-continent Regional Educational Laboratory.
- Marzano, R. J. (1985). Theory into practice: Self-efficacy and thinking. *Cogitare*, 1(2), 4-5.
- Marzano, R. J. (1985). *Integrated instruction in learning-to-learn skills, thinking skills, traditional content and basic beliefs: A necessary unity* (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 267-906)

- Marzano, R. J. (1985). [Review of the book *The wordtree*]. *Journal of Reading*, 29(7), 655-656.
- Marzano, R. J. (1985). *A unitary model of cognition and instruction in higher order thinking skills* (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 261 761)
- Conyers, J., Andrews, K., & Marzano, R. J. (1985). Developing district made criterion referenced tests: A standard of excellence for effective schools. *Education*, 106(2), 141-149.
- Marzano, R. J., & Dole, J. (1985). *Teaching basic relationships and patterns of information* (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory.
- Marzano, R. J., & Dole, J. (1985). Teaching the basic relationships between sentences to improve comprehension. *Australian Journal of Reading*, 1, 28-38.
- Marzano, R. J., & Dole, J. (1985). Teaching the basic relationships between sentences. *Reading, (England)* 19(1), 24-35.
- Marzano, R. J. (1984). *The systematic teaching and reinforcing of thinking and reasoning skills within content area classrooms* (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 245 045)
- Marzano, R. J. (1984). *A language/interaction approach to teaching thinking* (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 252 814)
- Marzano, R. J. (1984). *The theoretical framework for an instructional model of higher order thinking skills* (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 248 045)
- Marzano, R. J. (1984). A cluster approach to vocabulary instruction: A new direction from the research literature. *The Reading Teacher*, 38(2), 168-173.
- Guzzetti, B., & Marzano, R. J. (1984). Correlates of effective reading instruction. *The Reading Teacher*, 37(8), 754-760.
- Marzano, R. J., Guzzetti, B., & Hutchins, C. L. (1984). *A study of selected school effectiveness variables: Some correlates that are not causes* (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 253 328)
- Marzano, R. J. (1983). *Toward a working model of cohesion and coherence in writing*. (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 241 930)
- Marzano, R. J. (1983). *A concept development approach to vocabulary instruction* (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 237 940)
- Marzano, R. J. (1983). *Toward a model of higher order thinking skills* (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 234 897)
- Marzano, R. J. (1982). *Principles of discourse analysis: Explanation and application*. (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 218 635)

- Marzano, R. J. (1982). Identifying various types of student writing problems. *Journal of Reading*, 25(5), 408-411.
- Marzano, R. J., & Hutchins, C. L. (1982). *Measuring academic efficiency at the school level* (Tech. Rep.). Aurora, CO: Mid-continent Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED 241 576)
- Marzano, R. J. (1981). The semantic connection: Teaching basic vocabulary using semantic relationships. *Noteworthy*, 2, 49-57.
- Marzano, R. J. (1981). How to screen students for writing problems. *Communique*, 9(7), 2-3.
- Marzano, R. J., & DiStefano, P. (1979). *Five empirically based composition skills*. Denver, CO: University of Colorado at Denver. (ERIC Document Reproduction Service No. ED 162 337)
- Moore, F. B.; & Marzano, R. J. (1979). Assisting the native Spanish speaker learning English: An analysis of his 20 most common errors and their causes. *Research in the Teaching of English*, 13(2), 161-167.
- Marzano, R. J. (1978). Teaching psycholinguistically based comprehension skills using a visual salience approach. *Journal of Reading*, 21(8), 729-734.
- Marzano, R. J. (1978). Path analysis and language research. *Research in the Teaching of English*, 12(1), 77-89.
- Marzano, R. J. (1978). *Basic skills in composition: Measurement, competency testing, instructional techniques*. Denver, CO: University of Colorado at Denver. (ERIC Document Reproduction Service No. ED 174 954)
- DiStefano, P., & Marzano, R. J. (1978). Basic skills in composition: A new approach. *English Education*, 9(2), 117-121.
- Marzano, R. J., & Arthur, S. (1978). *Teacher comments on student essays: It doesn't matter what you say*. Denver, CO: University of Colorado at Denver. (ERIC Document Reproduction Service No. ED 147 864)
- Marzano, R. J., Goldman, E., Couture, R., & St. Clair, M. (1978). *The ideal reading program*. Denver, CO: University of Colorado at Denver. (ERIC Document Reproduction Service No. ED 147 792)
- Marzano, R. J., Larson, J., Tish, G., & Vodehnal, S. (1978). The graded word list is not a shortcut to an IRI. *The Reading Teacher*, 31(6), 647-651.
- Marzano, R. J. (1977, January 9-18). The eclectic approach to teaching the first R. *The Denver Post*. (The author coordinated and edited the 10-day Denver Post Series.)
- DiStefano, P., & Marzano, R. J. (1977). Teaching word recognition skills at different grade levels. *English in Texas*, 1(4), 78-79.
- Lundquist, G., Bergland, B., & Marzano, R. J. (1977). The extern program. *Counselor Education and Supervision*, 17(1), 51-57.
- Marzano, R. J., & DiStefano, P. (1977). *Literary characteristics that constitute quality in the junior novel: An empirical approach*. Denver, CO: University of Colorado at Denver. (ERIC Document Reproduction Service No. ED 136 301)

- Marzano, R. J. (1976). *In search of the major skill of comprehension*. Denver, CO: University of Colorado at Denver. (ERIC Document Reproduction Service No. ED 116 172)
- Marzano, R. J. (1976). The sentence combining myth. *English Journal*, 65(2), 57-59.
- Marzano, R. J. (1976). *Analytic rating*. Denver, CO: University of Colorado at Denver. (ERIC Document Reproduction Service No. ED 112 412)
- Marzano, R. J., Barber, D., Breen, N., Larson, C., & Tilton, P. (1976). Sound discrimination and reading comprehension in middle school students. *Journal of Reading*, 20(1), 34-38.
- Marzano, R. J., Case, N., Debooy, A., & Prochoruk, N. (1976). *A study of the relationship between syllabication ability and comprehension*. Denver, CO: University of Colorado at Denver. (ERIC Document Reproduction Service No. ED 112 371)
- Marzano, R. J., Case, N., Debooy, A., & Prochoruk, N. (1976). Are syllabication and reading ability related? *Journal of Reading*, 19(7), 545-547.
- Marzano, R. J., Lundquist, G., & Bergland, B. (1976). Reading difficulties: Tools for the elementary school counselor. *Colorado Personnel and Guidance Journal*, 1, 57-63.
- Marzano, R. J., & Osband, F. (1976). *Mathematics achievement tests and reading*. Denver, CO: University of Colorado at Denver. (ERIC Document Reproduction Service No. ED 112 372)
- Marzano, R. J. (1975). On the validity of analytic ratings. *Ohio English*, 16(3), 8-11.
- Marzano, R. J., & DiStefano, P. (1975). *The word recognition process: A two part study*. Denver, CO: University of Colorado at Denver. (ERIC Document Reproduction Service No. ED 106 793)
- Beal, J., Dimmitt, N., Foster, C., Kittell, J., & Marzano, R. J. (1975). *A comparison of participant performance and attitudes in two teacher preparatory patterns*. Seattle, WA: School of Education, University of Washington.

B. Trade Books and University Textbooks

- Marzano, R.J. (2007). *The Art and science of teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R.J. & Kendall, J.S. (2007). *The new taxonomy of educational objectives*. Thousand Oaks, CA: Corwin Press
- Marzano, R.J. (2006). *Classroom assessment and grading that work*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R.J., Waters, T. & McNulty, B. (2005). *School leadership that works. From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R.J. (2004). *Building background knowledge for academic achievement. Using the research on what works in schools*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R.J. with J.S. Marzano, & D. Pickering. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Marzano, R.J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J. (2000). *Transforming classroom grading*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J. (2000). *Designing a new taxonomy of educational objectives*. Thousand Oaks, CA: Corwin Press.
- Marzano, R. J., & Kendall, J. S., with Gaddy, B. B. (1999). *Essential knowledge: The debate over what American students should know*. Aurora, CO: Mid-continent Regional Educational Laboratory.
- Marzano, R. J., & Kendall, J. S. (1996). *A comprehensive guide to designing a standards-based district, school, or classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gaddy, B. B., Hall, T. W., & Marzano, R. J. (1996). *School wars: Resolving our conflicts over religion and values*. San Francisco: Jossey-Bass Publishers.
- Kendall, J. S., & Marzano, R. J. (1996). *Content knowledge: A compendium of standards and benchmarks for K-12 education*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J., & Paynter, D. E. (1994). *New approaches to literacy: Helping students develop reading and writing skills*. Washington, DC: American Psychological Association.
- Marzano, R. J., Pickering, D. J., & McTighe, J. (1993). *Assessing student outcomes: Performance assessment using the Dimensions of Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J. (1992). *A different kind of classroom: Teaching with Dimensions of Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J. (1991). *Cultivating thinking in English and the language arts*. Urbana, IL: National Council of Teachers of English.
- Marzano, R. J., Paynter, D. E., Kendall, J. S., Pickering, D., & Marzano, L. (1991). *Teacher reference book to words in semantic clusters*. Columbus, OH: Zaner-Bloser.
- Marzano, R. J., & Marzano, J. (1988). *A cluster approach to elementary vocabulary instruction*. Newark, DE: International Reading Association.
- Marzano, R. J., Brandt, R., Hughes, C., Jones, B., Presseisen, B., Rankin, S., & Suhor, C. (1988). *Dimensions of Thinking: A framework for curriculum and instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J., Hagerty, P., Valencia, S., & DiStefano, P. (1987). *Reading diagnosis and instruction: Theory into Practice*. Englewood Cliffs, NJ: Prentice Hall.
- DiStefano, P., Dole, J., & Marzano, R.J. (1984). *Elementary language arts*. New York: John Wiley & Sons.
- Marzano, R. J. (1983). *A quantitative grammar of meaning and structure: A methodology of language analysis and measurement*. Aurora, CO: Mid-continent Regional Educational Laboratory.

Marzano, R. J., & DiStefano, P. (1981). *The writing process*. New York: D. Van Nostrand, Inc.

Marzano, R. J., & DiStefano, P. (1977). *DiComp: A diagnostic approach to teaching written composition*. Indian Rocks Beach, FL: Relevant Productions, Inc.

C. Textbooks and Materials for High School, Junior High and Elementary School Students

Marzano, R.J., Paynter, D.E., & Doty, J.K. (2003). *The pathfinder project: Exploring the power of one (Teacher's Manual)*. Conifer, CO: Pathfinder Education.

Marzano, R. J., Paynter, D., Kendall, J., Pickering D., & Marzano, L. (1990). *My wordbook: Levels 1 through 4*. Columbus, OH: Zaner-Bloser.

Whisler, J., & Marzano, R. J. (1988). *Dare to imagine: An olympian's technology*. Aurora, CO: Mid-continent Regional Educational Laboratory.

Marzano, R. J., & Paynter, D. (1988). *Tactics classroom activities: Elementary*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., & Paynter, D. (1988). *Tactics classroom activities: Middle and secondary*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., & DiStefano, P. (1977). *DiComp: A diagnostic approach to teaching written composition: Workbook*. Indian Rocks Beach, FL: Relevant Productions, Inc.

Wylie, R. and Marzano, R. J. (1977). *Reading comprehension workbooks: Grades K-2*. New York: Waldman Publishing Company.

D. Curriculum Materials

Marzano, R.J., Gaddy, B., Foseid, M., Foseid, M. & Marzano, J.S. (2005). *Handbook for classroom management that works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R.J. & Pickering, D.J. (2005). *Building academic vocabulary for student achievement: Teacher's manual*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R.J., Paynter, D.E., & Doty, J.K. (2003). *The pathfinder project: Exploring the power of one. (Student Manual)* Conifer, CO: Pathfinder Education.

Marzano, R. J., Norford, J., Pickering, D. J., Paynter, D., & Gaddy, B. (2002). *Handbook for classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Guskey, T. & Marzano, R.J. (2002). *Grading and reporting student learning: Professional inquiry kit*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., Seger, D., LaRock, V., & Barton, M. L. (2000). *Enhancing reading development: Research into Practice series*. Aurora, CO: Mid-continent Research for Education and Learning.

Marzano, R. J., Whisler, J., Dean, C., & Pollock, J. E. (2000). *Effective instructional practices: Research into Practice series*. Aurora, CO: Mid-continent Research for Education and Learning.

- Marzano, R. J., Zeno, B., & Pollock, J. E. (2000). *Classroom assessment, grading, and record keeping: Research into Practice series*. Aurora, CO: Mid-continent Research for Education and Learning.
- Marzano, R. J., Mayeski, F., & Dean, C. B. (2000). *Implementing standards in the classroom: Research into Practice series*. Aurora, CO: Mid-continent Research for Education and Learning.
- Marzano, R. J., & Pickering, D. J., with Arredondo, D. E., Blackburn, G. J., Brandt, R. S., Moffett, C. A., Paynter, D. E., Pollock, J. E., & Whisler, J. (1997). *Dimensions of Learning: Teacher's manual* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J., & Pickering, D. J., with Arredondo, D. E., Blackburn, G. J., Brandt, R. S., Moffett, C. A., Paynter, D. E., Pollock, J. E., & Whisler, J. (1997). *Dimensions of Learning: Trainer's manual* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Paynter, D. E., Marzano, R. J., & Ingraham, P. B. (1995). *Emergent literacy plus: Diversity and cumulative stories*. Columbus, OH: Zaner-Bloser.
- Marzano, R. J., Paynter, D. E., Kendall, J. S., Pickering, D. J., & Marzano, L. (1995). *Using literacy plus wordbooks*. Columbus, OH: Zaner-Bloser.
- Marzano, R. J., & Paynter, D. E. (1995). Teaching adventure romps [Review of the books The righteous revenge of Artimus Bonner and The Illyrian adventure]. Columbus, OH: Zaner-Bloser.
- Gnadt, J. J., Marzano, R. J., & Paynter, D. E. (1995). Teaching the theme of self-expectations [Review of the books Nobody's family is going to change and Boy, can't he dance!]. Columbus, OH: Zaner-Bloser.
- Marzano, R. J., & Paynter, D. E. (1995). Teaching high fantasy [Review of the book The chronicles of Narnia]. Columbus, OH: Zaner-Bloser.
- Gnadt, J. J., Marzano, R. J., & Paynter, D. E. (1994). Teaching classic adventure stories [Review of the books The prince and the pauper, The three musketeers, The Swiss family Robinson, and Treasure Island]. Columbus, OH: Zaner-Bloser.
- Scheid, K., Marzano, R. J., & Paynter, D. E. (1994). Teaching humor and slapstick [Review of the books Imogene's antlers, Beware of boys, and The day Jimmy's boa ate the wash]. Columbus, OH: Zaner-Bloser.
- Paynter, D. E., Marzano, R. J., & Katz, S. B. (1994). *Emergent literacy plus: Using participation books*. Columbus, OH: Zaner-Bloser.
- Paynter, D. E., Marzano, R. J., & Ingraham, P. B. (1994). *Emergent literacy plus: Using number books*. Columbus, OH: Zaner-Bloser.
- Marzano, R. J., Paynter, D. E., & DiStefano, P. (1994). *Literacy plus: Assessment*. Columbus, OH: Zaner-Bloser.
- Paynter, D. E., Marzano, R. J., & Currie, K. (1994). *Emergent literacy plus: Using alphabet books*. Columbus, OH: Zaner-Bloser.
- Paynter, D. E., Marzano, R. J., Katz, S. B., & Currie, K. (1994). *Emergent literacy plus: Teacher's guide*. Columbus, OH: Zaner-Bloser.
- Wile, J., Marzano, R. J., & Paynter, D. E. (1994). *Teaching science fiction through novels and other media*. Columbus, OH: Zaner-Bloser.

- Wile, J., Marzano, R. J., & Paynter, D. E. (1994). Teaching the journey as metaphor [Review of the book Crow and weasel]. Columbus, OH: Zaner-Bloser.
- Christensen, N., Marzano, L., Marzano, R. J., & Paynter, D. E. (1994). Exploring relationships between humans and wild animals [Review of the book A stranger at Green Knowl]. Columbus, OH: Zaner-Bloser.
- Wile, J., Marzano, R. J., & Paynter, D. E. (1993). Teaching about families [Review of the books Thimble summer, The leaves in October, Journey, and Down in the piney woods]. Columbus, OH: Zaner-Bloser.
- Gnadt, J. J., Marzano, R. J., & Paynter, D. E. (1993). Teaching the drama of family relations [Review of the book When the road ends]. Columbus, OH: Zaner-Bloser.
- Marzano, L., Christensen, N., Marzano, R. J., & Paynter, D. E. (1993). Teaching historical fiction [Review of the book My brother Sam is dead]. Columbus, OH: Zaner-Bloser.
- Wile, J., Marzano, R. J., & Paynter, D. E. (1993). Teaching folktales [Review of the books Could anything be worse?, Mufaro's daughters, The weaving of a dream, and Three strong women]. Columbus, OH: Zaner-Bloser.
- Brown, V. S., Marzano, R. J., & Paynter, D. E. (1993). Teaching wordless picture books [Review of the books Carl's afternoon in the park, Deep in the forest, and Tuesday]. Columbus, OH: Zaner-Bloser.
- Wile, J., Marzano, R. J., & Paynter, D. E. (1993). Teaching wordplay [Review of the book The phantom tollbooth]. Columbus, OH: Zaner-Bloser.
- Brown, V. S., Marzano, R. J., & Paynter, D. E. (1993). Teaching variety within a familiar tale [Review of the book Little red riding hood]. Columbus, OH: Zaner-Bloser.
- Marzano, R. J., Pickering, D. J., Arredondo, D. E., Blackburn, G. J., Brandt, R. S., & Moffett, C. A. (1992). *Dimensions of learning: Teacher's manual*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J., Pickering, D. J., Arredondo, D. E., Blackburn, G. J., Brandt, R. S., & Moffett, C. A. (1992). *Dimensions of learning: Training and implementation manual*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J., Pickering, D. J., Arredondo, D. E., Blackburn, G. J., Brandt, R. S., & Moffett, C. A. (1992). *Dimensions of learning: Implementation manual*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Fosoid, M., Marzano, R. J., & Paynter, D. E. (1992). Teaching the epic [Review of the book The odyssey]. Columbus, OH: Zaner-Bloser.
- Brown, V. S., Marzano, R. J., & Paynter, D. E. (1992). Teaching artists' choice of media [Review of the books The paper crane, Look again, The snowy day, Fish is fish, and Say it]. Columbus, OH: Zaner-Bloser.
- Marzano, L., Marzano, R. J., & Paynter, D. E. (1992). Teaching biography [Review of the book The endless steppe]. Columbus, OH: Zaner-Bloser.
- Wile, J., Marzano, R. J., & Paynter, D. E. (1992). Teaching diaries and letters [Review of the books A gathering of days, Dear Mr. Henshaw, and Mostly Michael]. Columbus, OH: Zaner-Bloser.

- Gnadt, J. J., Marzano, R. J., & Paynter, D. E. (1992). Teaching Shakespearean drama [Review of the book Romeo and Juliet]. Columbus, OH: Zaner-Bloser.
- Christensen, N., Marzano, L., Marzano, R. J., & Paynter, D. E. (1992). Teaching cultural diversity [Review of the books Bearstone, Felita, In the year of the boar and Jackie Robinson, and Roll of thunder, hear my cry]. Columbus, OH: Zaner-Bloser.
- Christensen, N., Marzano, R. J., & Paynter, D. E. (1992). Teaching friendship [Review of the books Fast Sam, Cool Clyde and stuff, Maniac Magee, Mariah keeps cool, and Scorpions]. Columbus, OH: Zaner-Bloser.
- Brown, V. S., Marzano, R. J., & Paynter, D. E. (1992). Teaching diversity [Review of the book Animals, animals]. Columbus, OH: Zaner-Bloser.
- Wile, J., Marzano, R. J., & Paynter, D. E. (1992). *Teaching reference books using a children's almanac*. Columbus, OH: Zaner-Bloser.
- Wile, J., Marzano, R. J., & Paynter, D. E. (1992). Teaching friendship [Review of the book The real thief]. Columbus, OH: Zaner-Bloser.
- Paynter, D. E., & Marzano, R. J. (1992). Teaching survival as a theme [Review of the books Call it courage, Island of the blue dolphins, and The sign of the beaver]. Columbus, OH: Zaner-Bloser.
- Collins, P., Marzano, R. J., & Paynter, D. E. (1992). Teaching universality of experiences [Review of the books "More, more, more" said the baby, Alexander and the terrible, horrible, no good, very bad day, and Mommy doesn't know my name]. Columbus, OH: Zaner-Bloser.
- Paynter, D. E., & Marzano, R. J. (1992). *Getting started in first and second grade*. Columbus, OH: Zaner-Bloser.
- Marzano, R. J., & Paynter, D. E. (1992). *Integrating whole language principles with a basal reader approach*. Columbus, OH: Zaner-Bloser.
- Marzano, R. J., Paynter, D. E., Kendall, J. S., Pickering, D. J., & Marzano, L. (1991). *Getting started: Taking the first steps in developing a comprehensive approach to literacy development*. Columbus, OH: Zaner-Bloser.
- Marzano, R. J., Paynter, D. E., Kendall, J. S., Pickering, D. J., & Marzano, L. (1991). Teaching fantasy [Review of the book Tuck everlasting]. Columbus, OH: Zaner-Bloser.
- Marzano, R. J., Paynter, D. E., Kendall, J. S., Pickering, D. J., & Marzano, L. (1991). Teaching historical fiction [Review of the book Sarah, plain and tall]. Columbus, OH: Zaner-Bloser.
- Marzano, R. J., Paynter, D. E., Kendall, J. S., Pickering, D. J., & Marzano, L. (1991). Teaching mystery [Review of the book Peppermints in the parlor]. Columbus, OH: Zaner-Bloser.
- Marzano, R. J., Paynter, D. E., Kendall, J. S., Pickering, D. J., & Marzano, L. (1991). Teaching fantasy [Review of the book The velveteen rabbit]. Columbus, OH: Zaner-Bloser.
- Paynter, D. E., & Marzano, R. J. (1991). Teaching science fiction [Review of the book Slinker from space]. Columbus, OH: Zaner-Bloser.
- Brown, V. S., Marzano, R. J., & Paynter, D. E. (1991). Teaching predictable books [Review of the books The doorbell rang, The house that Jack built, and Ask Mr. Bear]. Columbus, OH: Zaner-Bloser.

Brown, V. S., Marzano, R. J., & Paynter, D. E. (1991). Teaching mystery [Review of the book The case of the cat's meow]. Columbus, OH: Zaner-Bloser.

Paynter, D. E., & Marzano, R. J. (1991). *Teacher's guide to spelling and word meaning*. Columbus, OH: Zaner-Bloser.

Marzano, R. J., Paynter, D. E., Kendall, J. S., Pickering, D. J., & Marzano, L. (1991). *Literacy plus: Teacher's manual*. Columbus, OH: Zaner-Bloser.

Marzano, R. J., & Arredondo, D. (1987). *Tactics for thinking: Trainer's manual*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., & Arredondo, D. (1987). *Tactics for thinking: Teacher's manual*. Alexandria, VA: Association for Supervision and Curriculum Development.

E. Computer Software

Demonstration disc on "Buying a Used Car." Produced for Relevant Productions, Inc., Indian Rocks Beach, Florida, 1980. 48K, Apple II, BASIC.

"Diagnostic Spelling Program" 48K, Apple II, BASIC.

"Diagnostic Writing Program" 48K, Apple II, BASIC.

F. Video Tapes

Marzano, R. J. (1997). *Implementing standards-based education in K-12 classrooms*. Phoenix, AZ: National Schools Conference Institute.

Marzano, R. J. (1995). *Helping students acquire and integrate knowledge*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (1991). *Critical thinking at the secondary level*. Reston, VA: National Association of Secondary School Principals.

Marzano, R. J. (1991). *Teaching thinking in the elementary school*. Reston, VA: National Association of Secondary School Principals.

Marzano, R. J., Paynter, D. E., Kendall, J., Pickering, D. J., & Marzano, L. (1990). *Literacy Plus training tapes*. Columbus, OH: Zaner-Bloser.

Marzano, R. J. (1987). *Tactics for Thinking in-service tapes*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (1985). *Time on task*. Aurora, CO: Mid-continent Regional Educational Laboratory.

PRESENTATIONS AND WORKSHOPS

In the last 20 years, over 800 workshops and presentations to approximately 150,000 educators. Presentations and workshops have been made in all 50 states and in 14 different countries.

PROFESSIONAL MEMBERSHIPS

International Reading Association
National Council of Teachers of English
American Educational Research Association
Association for Supervision and Curriculum Development
National Council of Measurement in Education

AWARDS

National Service Award, Minnesota Association for Supervision and Curriculum Development, 1996

Finalist in NCTE competition for "Promising Researcher," 1975

"Outstanding Researcher in the Field of Reading," 1976 - Colorado Council of the International Reading Association

Marzano
Additional Resources Cited

What Works in Schools: Translating Research into Action

“Introducing the Best of Times” (Chapter 1)

<http://www.ascd.org/publications/books/102271/chapters/Introducing-the-Best-of-Times.aspx>

Building Background Knowledge for Academic Achievement: Research on What Works in Schools

“The Importance of Background Knowledge” (Chapter 1)

<http://www.ascd.org/publications/books/104017/chapters/The-Importance-of-Background-Knowledge.aspx>

School Leadership that Works: From Research to Results

“In Search of School Leadership” (Chapter 1)

<http://www.ascd.org/publications/books/105125/chapters/In-Search-of-School-Leadership.aspx>