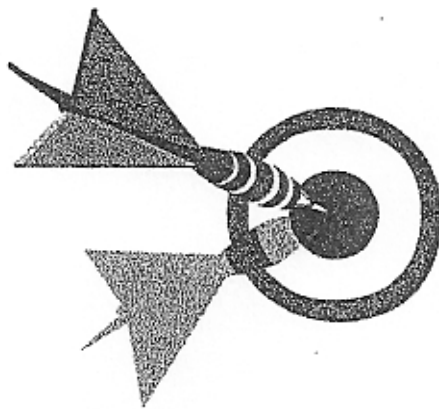


Instructional Strategies That Work: A Tool Kit for Educators

#3: REINFORCING and PROVIDING RECOGNITION



Based on the research and materials of
Dr. Robert Marzano and Dr. Debra Pickering
of the Mid-continent Research for Education and Learning (McREL) Institute
and other sources as noted

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Reinforcing Effort and Providing Recognition

Let's celebrate! The field of education is at a turning point: the "art" of teaching is rapidly becoming the "science" of teaching. This is a relatively new phenomenon as reported by Robert Marzano and Debra Pickering in the ASCD publication, *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*.

After examining decades of research findings to distill the results, Marzano's team at McRel had defined nine broad K – 12 teaching strategies that have effects on students' learning:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Questions, cues, and advance organizers

The instructional strategies of reinforcing effort and providing recognition have proven in the research to show a percentile gain of 29 when implemented effectively. Generalizations from the research about reinforcing effort and providing recognition include the following:

- The amount of effort one puts forth in completing a task has a direct effect on the level of achievement attained.
- Praise can be very motivational for students.

(Marzano, Pickering and Pollock, 50 – 58)

The intent of the reinforcing effort and providing recognition packet is to give teacher easy access to classroom strategies that easily can be adapted into daily routines and interactions with students at all grade levels.

This packet includes the following:

- An overview and simplified synopsis of reinforcing effort and providing recognition.
- Parallel research by Rosemary and Harry Wong, Fred Jones, Jon Saphier and Robert Gower.
- An effort and achievement rubric created by Marzano.

Reinforcing Effort and Providing Recognition

I. Define Term

Students that believe in the importance of putting a concerted effort while working on assignments are more successful in their achievements when they do so, than students that don't.

Teachers that provide students with personal recognition for achievement help to develop a strong sense of intrinsic rewards for student accomplishments.

II. Give Steps

A. Reinforcing Effort

1. Even though effort has a direct effect on achievement, all students don't realize this.
2. Students can be taught the importance of effort as it relates to achievement.
3. Teachers should demonstrate the relationship between effort and achievement.
4. Some students may need to see the actual relationship between effort and achievement before they truly understand the importance between the two.
5. Effort rubrics can be used for students to track the relationship between effort and achievement.

B. Providing Recognition

1. Providing recognition is technically different than praise and reward.
2. External rewards have been found to decrease intrinsic motivation in certain situations.
3. Studies have shown that praise given for easy tasks can decrease achievement and can lower the student's belief that they can perform at a higher level.
4. Depending on the circumstances, rewards can either be detrimental or can enhance intrinsic motivation. If rewards are directly linked to the successful attainment of a task, intrinsic motivation increases. If rewards are given for a task without any standard for completion, they can have a negative impact on intrinsic reward.
5. When students have a positive attitude regarding the task at hand, rewards can have a positive affect on intrinsic motivation.

6. Pause, prompt and praise is an effective way to praise students.
 - Pause is used when students are having trouble with a task. The teacher asks the students to stop working and a discussion ensues as to why the student is experiencing difficulty.
 - Prompt is when the teacher prompts the student with specific feedback designed to help achieve success and overcome the challenge.
 - Praise is given when the student becomes successful because of the implementation of feedback.
7. Concrete symbols of recognition, such as stickers, awards, coupons and the like are appropriate to use when they are directly tied to the accomplishment of specific achievement.

Meta-Analysis of Research On Instruction

	ES	P Gain	N	SD
Identifying similarities and differences	1.61	45	31	.31
Summarizing, note taking	1.00	34	179	.50
Reinforcing effort and providing recognition	.80	29	21	.35
Assigning homework and practice	.77	28	134	.36
Generating nonlinguistic representations	.75	27	246	.40
Using cooperative learning	.73	27	122	.40
Setting objectives and providing feedback	.61	23	408	.28
Generating and testing hypotheses	.61	25	63	.79
Providing cues, questions, and advanced Organizers	.59	22	1,251	.26

ES = average effect size.

P Gain = percentile gain (the maximum percentile gains possible for students currently at the 50th percentile).

N = number of effect sizes.

SD = standard deviation (the measure of the variability of scores around the mean).

When conducting a meta-analysis, a researcher translates the results of a given study into a unit of measurement referred to as an effect size. An effect size expresses in standard deviations the difference between the increased or decreased achievement of the experimental group with that of the control group. One of the more useful aspects of an effect size is that it can be easily translated into percentile gains. Being able to translate effect sizes into percentile gains can lead to dramatic interpretations of the possible benefits of a given instructional strategy.

Robert Marzano
from *What Works In Classroom Instruction*, McRel, 2000

Reinforcing Effort and Providing Recognition

The following provides a brief explanation by leading educators, Harry T. and Rosemary T. Wong, Fred Jones, and Jon Saphier and Robert Gower as it relates to reinforcing effort and providing recognition.

Harry T. Wong and Rosemary T. Wong

Harry and Rosemary Wong authored the book, How To Be An Effective Teacher The First Days of School. This book provides many useful strategies for developing routines and procedures in order to be successful in the classroom. Some of their strategies that relate to our topic are listed below.

As it relates to effort the Wongs state:

- People possess untapped potential in all areas of human development.
- People, places, policies, procedures, and programs all invite people to realize their fullest potential.
- Human potential is always there, waiting to be discovered and invited forth.

(Wong and Wong, page 62)

The Wongs express that teachers are effective when they invite students to learn. By being attentive, enthusiastic, and attentive to students, teachers influence student self-concept, and can positively or negatively effect student learning.

Effective teachers have high expectations for their students to succeed. They have exceptional classroom management and design lessons so that students have the opportunity to reach mastery. Reaching mastery takes a lot of effort on the part of the student. The Wongs explain, "Let your children know that their success and satisfaction in any field or endeavor is achieved only by diligence and hard work. Teach your children the value of hard work in school."

(Wong and Wong, 198)

In order for students to learn, they must put forth effort, and spend time working in order to successfully attain achievement. Fox Butterfield, author of "Why Asians Are Going to the Head of the Class" reports in the Wong's book that Asian students spend more time studying than Caucasian and African American students; thus, they are more successful in school.

(Wong and Wong, 201) This study exemplifies the fact that students who put forth effort and do the work are the ones that do the learning. They achieve much more than students that do not work hard.

Fred Jones

Fred Jones authored the book, *Tools for Teaching Discipline * Instruction* Motivation*. Like the Wongs, Fred Jones has a pragmatic approach to helping teachers develop routines and procedures that are conducive to good classroom management and instruction. The following is a brief synopsis of Jones' views as they relate to effort and recognition.

Task analysis, as related to education, means the teacher breaks a task into manageable steps. Those steps must closely relate to what you want students to do. The steps must be meaningful. If students can see the reason for the steps, they will more than likely put forth greater effort.

Through experience and research, Fred Jones, along with other researchers in the field of education, realize that the management of productivity in the classroom focuses on building diligence (working hard) and excellence (working conscientiously).
(Jones, 85)

Teachers must realize that their classroom climate must be one that creates optimal learning. If this is done, willingness on the part of the student will be productive if elements of motivation are built in. By persevering, students can accomplish much more than they may have realized. Given the right motivation, focus will be placed on effort so that achievement can be attained.

"It is natural for us to want higher standards from our students than the students want for themselves. The goal of quality control is to train students to come up to our standard rather than for us to lower our standards to match their work ethic."
(Jones, 100)

Deporter, Reardon and Singer-Nourie authors of *Quantum Teaching Orchestrating Student Success* echo Jones' sentiment with their statement that student efficacy increases due to teacher acknowledgement. "To achieve the best results with students, acknowledge every effort, not just the correct effort." Celebrating achievements helps to create lifelong learners. Making sure to acknowledge the road toward successful achievement also helps to create a love of learning that is long term. Teachers must realize this and celebrate the accomplishments their students achieve.
(Deporter, Reardon, Singer-Nourie, 29)

Jon Saphier and Robert Gower

Jon Saphier and Robert Gower wrote, *The Skillful Teacher Building Your Teacher Skills*. In their chapter on expectations, they explain that what teachers expect is what they get from students. Thus, we as teachers have direct influence over student performance. Recognizing student potential is crucial in helping to develop fair expectations. Communicating expectations is necessary and employ six qualities according to Saphier and Gower. Those six qualities are explained below.

- Direct communication means that expectations are usually verbal and concise.
- Specific communication means that details for tasks are clearly stated. This type of communication can be either verbal or written.
- Repeated communication means that expectations are repeated in order to ensure that students are clear on what is expected of them.
- Positive expectancy means that expectations are communicated with a tone that denotes belief in accomplishing the task. It is an expression of confidence in the student.
- Modeled communication means the teacher for the sake of students demonstrates modeled communication in order to ensure clarity of expectations. It also means that teachers model everyday behaviors on an everyday basis to demonstrate positive work habits, behaviors and the like.
- Tenacious communication is communication that is repeated by the teacher. Its purpose is to make sure that teachers keep the learning process active. It is not meant to make students become dependent on their teachers. Students are still responsible for accomplishing tasks.

These six qualities of communication help teachers explain expectations to their students. Teacher feedback also helps to communicate expectations. Feedback should be prompt and thorough, detailed, and personal when appropriate. Teachers should not accept excuses for failure to accomplish assignments. This should be communicated to the student without anger, rather it should be communicated with firmness. On the other hand, some special form of recognition should be used to recognize superior performance. All students that put forth effort can achieve this recognition. It doesn't mean that only students that get A's on their work are recognized. Teachers must take individual potential into account. Recognition should be given to all students that demonstrate effort.

Effort and Achievement Rubric

Scale: 4 = excellent; 3 = good; 2 = needs improvement; 1 = unacceptable

A: Effort Rubric

4 I worked on the task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident. I viewed difficulties that arose as opportunities to strengthen my understanding.

3 I worked on the task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident.

2 I put some effort into the task, but I stopped working when difficulties arose.

1 I put very little effort into the task.

B: Achievement Rubric

4 I exceeded the objectives of the task or lesson.

3 I met the objectives of the task or lesson.

2 I met a few of the objectives of the task or lesson, but did not meet others.

1 I did not meet the objectives of the task or lesson.

Marzano, Norford, Paynter, Pickering, Gaddy (2001)

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