In the foreword to *Classroom Instruction That Works* (2nd edition), John Hattie writes

One of the key features of this book is that it is based on a conceptual model that integrates the various “bits” of teaching and learning. This allows the authors to focus on showing how and why various strategies work more effectively than others. The answer, of course, is not identifying one method and adopting that new technique; rather, it is more about developing a wider worldview, or model, of how different influences in the classroom must work together to help all students realize their learning gains. The message here is that the nine strategies of instruction presented in *Classroom Instruction That Works* are a powerful way of thinking about teaching and learning. This book highlights these instructional strategies rather than the different methods that may or may not use these strategies to various degrees. Having the flexibility to decide when and with whom to use the best strategy or mix of strategies is critical.” (Dean et al., p. vii)

In the final section of this book, we will take you through an entire lesson, from the initial planning through its delivery. Follow along and see how our teacher intentionally makes decisions about instruction.