

Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

Lesson Segment Involving Routine Events

Design Question 1

What will I do to establish and communicate learning goals, track student progress, and celebrate success?

- 1. Providing Clear Learning Goals and Scales (Rubrics)
- 2. Tracking Student Progress
- 3. Celebrating Success

Design Question 6

What will I do to establish or maintain classroom rules and procedures?

- 4. Establishing Classroom Routines
- Organizing the Physical Layout of the Classroom

Note: DQ refers to Design Questions in the Marzano Art and Science of Teaching Framework. The nine (9) DQs organize the 41 elements in Domain 1.

The final Design Question,
Design Question 10: What will I do to
develop effective lessons organized into
a cohesive unit? is contained in Domain
2: Planning and Preparing.

Lesson Segment Addressing Content

Design Question 2

What will I do to help students effectively interact with new knowledge?

- 6. Identifying Critical Information
- 7. Organizing Students to Interact with New Knowledge
- 8. Previewing New Content
- 9. Chunking Content into "Digestible Bites"
- 10. Processing of New Information
- 11. Elaborating on New Information
- 12. Recording and Representing Knowledge
- 13. Reflecting on Learning

Design Question 3

What will I do to help students practice and deepen their understanding of new knowledge?

- 14. Reviewing Content
- 15. Organizing Students to Practice and Deepen Knowledge
- 16. Using Homework
- 17. Examining Similarities and Differences
- 18. Examining Errors in Reasoning
- 19. Practicing Skills, Strategies, and Processes
- 20. Revising Knowledge

Design Question 4

What will I do to help students generate and test hypotheses about new knowledge?

- 21. Organizing Students for Cognitively Complex Tasks
- 22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
- 23. Providing Resources and Guidance

Lesson Segment Enacted on the Spot

Design Question 5

What will I do to engage students?

- 24. Noticing When Students are Not Engaged
- 25. Using Academic Games
- 26. Managing Response Rates
- 27. Using Physical Movement
- 28. Maintaining a Lively Pace
- 29. Demonstrating Intensity and Enthusiasm
- 30. Using Friendly Controversy
- 31. Providing Opportunities for Students to Talk about Themselves
- 32. Presenting Unusual or Intriguing Information

Design Question 7

What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

- 33. Demonstrating "Withitness"
- 34. Applying Consequences for Lack of Adherence to Rules and Procedures
- 35. Acknowledging Adherence to Rules and Procedures

Design Question 8

What will I do to establish and maintain effective relationships with students?

- 36. Understanding Students' Interests and Background
- 37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
- 38. Displaying Objectivity and Control

Design Question 9

What will I do to communicate high expectations for all students?

- 39. Demonstrating Value and Respect for Low Expectancy Students
- 40. Asking Questions of Low Expectancy Students
- 41. Probing Incorrect Answers with Low Expectancy Students



Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units

- 42. Effective Scaffolding of Information with Lessons
- 43. Lessons within Units
- 44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology

- 45. Use of Available Traditional Resources
- 46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners

47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education

48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling

49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance

- 50. Identifying Areas of Pedagogical Strength and Weakness
- 51. Evaluating the Effectiveness of Individual Lessons and Units
- 52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan

- 53. Developing a Written Growth and Development Plan
- 54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment

- 55. Promoting Positive Interactions with Colleagues
- 56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies

- 57. Seeking Mentorship for Areas of Need or Interest
- 58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development

- 59. Adhering to District and School Rules and Procedures
- 60. Participating in District and School Initiatives