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 Segments 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
5. Organizing the Physical Layout of the Classroom

**Lesson Segments 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 Segments 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

**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.
### Domain 2: 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

- **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

- **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