

# Domain 1: Classroom Strategies and Behaviors

instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. 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

### Involving Routine Events Lesson Segment Providing Clear DQ1: Communicating Learning Goals and Learning Goals and

- Tracking Student Scales (Rubrics)
- Celebrating Success

### DQ6: Establishing Rules and Procedures

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

organize the 41 elements in Domain 1. Teaching framework. The nine DQs the Marzano Art and Science of Note: DQ refers to Design Question in

Domain 2: Planning and Preparing. into a Cohesive Unit, is contained in Developing Effective Lessons Organized The final Design Question, DQ10:

### Addressing Content Lesson Segment

## DQ2: Helping Students Interact with New

- Identifying Critical Information
- 7. Organizing Students to Interact with New
- Previewing New Content
- 10. Processing of New Information
- Elaborating on New Information

## DQ3: Helping Students Practice and Deepen

### New Knowledge

- Reviewing Content

- Examining Errors in Reasoning

### Hypotheses DQ4: Helping Students Generate and Test

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

- 9. Chunking Content into "Digestible Bites'

- Recording and Representing Knowledge
- Reflecting on Learning

- Organizing Students to Practice and Deepen Knowledge
- Using Homework
- Examining Similarities and Differences
- Practicing Skills, Strategies, and Processes
- Revising Knowledge

- Complex Tasks

### Enacted on the Spot

Lesson Segment

### DQ5: Engaging Students

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

## DQ7: Recognizing Adherence to Rules and Procedures

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

### DQ8: Establishing and Maintaining Effective Relationships with Students

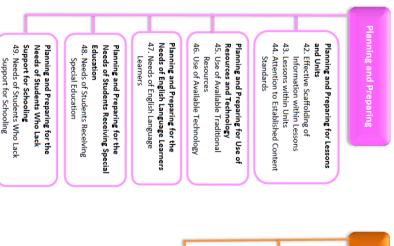
- 36. Understanding Students' Interests and Backgrounds
- 37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
- 38. Displaying Objectivity and Contro

# DQ9: Communicating High Expectations for All Students

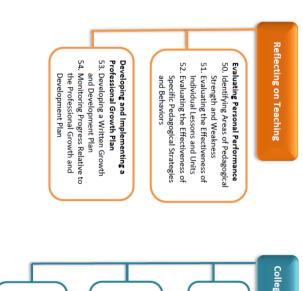
- 39. Demonstrating Value and Respect for Low Expectancy
- 40. Asking Questions of Low Expectancy Students
- 41. Probing Incorrect Answers with Low Expectancy Students

# Marzano Art and Science of Teaching Framework Learning Map

## Domain 2: Planning and Preparing



## Domain 3: Reflecting on Teaching



## Learning Sciences International

# Domain 4: Collegiality and Professionalism

### **Collegiality and Professionalism Promoting a Positive Environment**55. Promoting Positive Interactions 56. Promoting Positive Interactions 58. Mentoring Other Teachers and 57. Seeking Mentorship for Areas of 60. Participating in District and 59. Adhering to District and School Development **Promoting District and School** Strategies Promoting Exchange of Ideas and Rules and Procedures Need or Interest with Colleagues Sharing Ideas and Strategies School Initiatives about Students and Parents