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

**DQ1: Communicating Learning Goals and Feedback**
1. Providing Clear Learning Goals and Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

**DQ6: Establishing Rules and Procedures**
4. Establishing Classroom Routines
5. 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, DQ10: Developing Effective Lessons Organized into a Cohesive Unit is contained in Domain 2: Planning and Preparing.

### Lesson Segments Addressing Content

**DQ2: Helping Students 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

**DQ3: Helping Students Practice and Deepen 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

**DQ4: Helping Students Generate and Test Hypotheses**
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

**DQ5: Engaging 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

**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 Background
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

**DQ9: Communicating 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

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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

- 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 Rule and Procedures
    60. Participating in District and School Initiatives