Domain 1: Classroom Strategies and Behaviors

Involving Routine Events

- DQ1: Communicating Learning Goals and Feedback
  1. Providing Rigorous 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

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 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

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
Domain 2: Planning and Preparing

- Planning and Preparing for Lessons and Units
  - 42. Effective Scaffolding of Information within 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
Element 1: Providing Rigorous Learning Goals and Scales (Rubrics)
- Clearly articulating learning goals, being careful not to confuse them with activities or assignments
- Creating scales or rubrics for learning goals
- Student-friendly scales
- Individual student learning goals

Element 2: Tracking Student Progress
- Formative assignments
- Response patterns
- Individual score-level assignments
- Different types of assignments
- Formative grading
- Charting student progress
- Charting class progress

Element 3: Celebrating Success
- Final status celebration
- Knowledge gain celebration
- Verbal feedback

Element 4: Establishing and maintaining classroom rules and procedures
- Using a small set of rules and procedures
- Explaining rules and procedures to students
- Modifying rules and procedures with students
- Generating rules and procedures with students
- Language of responsibility and statements of school beliefs
- Posting rules around the room
- Class pledge or classroom constitution
- Posters and graphics
- Gestures and symbols
- Vignettes and role-playing
- Reviewing rules and procedures with students
- Classroom meetings
- Student self-assessment

Element 5: Organizing the physical layout of the classroom
- Learning centers
- Computers and technology equipment
- Lab equipment and supplies
- Bookshelves
- Wall space
- Displaying student work
- Classroom décor
- Classroom materials
- Teacher’s desk
- Student desks
- Areas for whole-group instruction
- Areas for group work

Element 6: Identifying critical information
- Identifying critical-input experiences
- Visual activities
- Narrative activities
- Tone of voice, gestures, and body position
- Pause time
Element 7: Organizing students to interact with new knowledge
• Grouping for active processing
• Group norms
• Fishbowl demonstration
• Job cards
• Predetermined “buddies” to help form ad hoc groups
• Contingency plan for ungrouped students
• Grouping students using pre-assessment information

Element 8: Previewing new content
• What do you think you know?
• Overt linkages
• Preview questions
• Brief teacher summary
• Skimming
• Teacher-prepared notes
• K-W-L strategy (Ogle, 1986)
• Advance organizers
• Anticipation guides
• Word splash activity
• Pre-assessment

Element 9: Chunking content into digestible bites
• Presenting content in small chunks
• Using pre-assessment data to vary the size of each chunk
• Chunk processing

Element 10: Helping students process new information
• Perspective analysis (Marzano, 1992)
• Thinking hats (de Bono, 1999)
• Collaborative processing
• Jigsaw cooperative learning
• Reciprocal teaching
• Concept attainment

Element 11: Helping students elaborate on new information
• General inferential questions
• Elaborative interrogation

Element 12: Helping students record and represent knowledge
• Informal outline
• Combination notes, pictures, and summary
• Graphic organizers
• Free-flowing web
• Academic notebooks
• Dramatic enactments
• Rhyming peg words
• Link strategy

Element 13: Helping students reflect on their learning
• Reflective journals
• Think logs
• Exit slips
• Knowledge comparison
• Two-column notes

Element 14: Reviewing content
• Cloze activities
• Summaries
• Presented problems
• Demonstration
• Brief practice test or exercise
• Questioning
Element 15: Organizing students to practice and deepen knowledge

- Perspective analysis (Marzano, 1992)
- Thinking hats (de Bono, 1999)
- Cooperative learning
- Cooperative comparisons
- Pair-check (Kagan & Kagan, 2009)
- Think-pair-share and think-pair-square (Kagan & Kagan, 2009)
- Student tournaments
- Error analysis and peer feedback
- Performances and peer critiques
- Inside-outside circle

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Element 16: Using homework

- Preview homework
- Homework to deepen knowledge
- Homework to practice a process or skill
- Parent-assisted homework

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Element 17: Helping students examine similarities and differences

- Sentence stem comparisons
- Venn diagrams
- Double-bubble diagram
- Comparison matrix
- Classification chart
- Student-generated classification patterns
- Similes
- Metaphors
- Sentence stem analogies
- Visual analogies

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Element 18: Helping students examine errors in reasoning

- Identifying errors of faulty logic
- Identifying errors of attack
- Identifying errors of weak reference
- Identifying errors of misinformation
- Practicing identifying errors in logic
- Finding errors in the media
- Examining support for claims
- Statistical limitations

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Element 19: Helping students practice skills, strategies, and processes

- Close monitoring
- Frequent structured practice
- Varied practice
- Fluency practice
- Worked examples
- Practice sessions prior to testing

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Element 20: Helping students revise knowledge

- Academic notebook entries
- Academic notebook review
- Peer feedback
- Assignment revision

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Element 21: Organizing students for cognitively complex tasks

- Student-designed tasks
- Cooperative learning
- Academic notebook charts, graphs, and tables
- Think logs
- Journals
- Peer response groups
- Self-evaluations
- Peer tutoring

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Element 22: Engaging students in cognitively complex tasks involving hypothesis generation and testing

- Experimental-inquiry tasks
- Problem-solving tasks
- Decision-making tasks
- Investigation tasks

Element 23: Providing resources and guidance

- Providing support for claims
- Examining claims for errors
- Scoring scales
- Interviews
- Circulating around the room
- Expressions and gestures
- Collecting assessment information
- Feedback

Element 24: Noticing when students are not engaged

- Scanning the room
- Monitoring levels of attention
- Measuring engagement

Element 25: Using academic games

- What Is the Question?
- Name That Category
- Talk a Mile a Minute
- Classroom Feud
- Which One Doesn’t Belong?
- Inconsequential competition
- Turning questions into games
- Vocabulary review games

Element 26: Managing response rates

- Random names
- Hand signals
- Response cards
- Response chaining
- Paired response
- Choral response
- Wait time
- Elaborative interrogation
- Multiple types of questions

Element 27: Using physical movement

- Stand up and stretch
- Give one, get one
- Vote with your feet
- Corners activities
- Stand and be counted
- Body representations
- Drama-related activities

Element 28: Maintaining a lively pace

- Instructional segments
- Pace modulation
- The parking lot
- Motivational hook/launching activity

Element 29: Demonstrating intensity and enthusiasm

- Direct statements about the importance of content
- Explicit connections
- Nonlinguistic representations
- Personal stories
- Verbal and nonverbal signals
- Humor
- Quotations
- Movie and film clips
Element 30: Using friendly controversy
- Friendly controversy
- Class vote
- Seminars
- Expert opinions
- Opposite point of view
- Diagramming perspectives
- Lincoln-Douglas debate
- Town hall meeting (Hess, 2009)
- Legal model (Hess, 2009)

Element 31: Providing opportunities for students to talk about themselves
- Interest surveys
- Student learning profiles
- Life connections
- Informal linkages during class discussion

Element 32: Presenting unusual or intriguing information
- Teacher-presented information
- Web-quests
- One-minute headlines
- Believe it or not
- History files
- Guest speakers and firsthand consultants

Element 33: Demonstrating “Withitness”
- Being proactive
- Occupying the whole room physically and visually
- Noticing potential problems
- Series of graduated actions

Element 34: Applying consequences for lack of adherence to rules and procedures
- Verbal cues
- Pregnant pause
- Nonverbal cues
- Time-out
- Overcorrection
- Interdependent group contingency
- Home contingency
- Planning for high-intensity situations
- Overall disciplinary plan

Element 35: Acknowledging adherence to rules and procedures
- Verbal affirmations
- Nonverbal affirmations
- Tangible recognition
- Token economies
- Daily recognition forms
- Color-coded behavior
- Certificates
- Phone calls, emails, and notes

Element 36: Understanding students’ interests and backgrounds
- Student background surveys
- Opinion questionnaires
- Individual teacher-student conferences
- Parent-teacher conferences
- School newspaper, newsletter, or bulletin
- Informal class interviews
- Investigating student culture
- Autobiographical metaphors and analogies
- Six-word autobiographies
- Independent investigations
- Quotes
- Commenting on student achievements or areas of importance
- Lineups
- Individual student learning goals
Element 37: Using verbal and nonverbal behaviors that indicate affection for students

- Greeting students at the classroom door
- Informal conferences
- Attending after-school functions
- Greeting students by name outside of school
- Giving students special responsibilities or leadership roles in the classroom
- Scheduled interaction
- Photo bulletin board
- Physical behaviors
- Humor

Element 38: Displaying objectivity and control

- Self-reflection
- Self-monitoring
- Identifying emotional triggers
- Self-care
- Assertiveness
- Maintaining a cool exterior
- Active listening and speaking
- Communication styles
- Unique student needs

Element 39: Demonstrating value and respect for low-expectancy students

- Identifying expectation levels for all students
- Identifying differential treatment of low-expectancy students
- Nonverbal and verbal indicators of respect and value

Element 40: Asking questions of low-expectancy students

- Question levels
- Response opportunities
- Follow-up questioning
- Evidence and support for student answers
- Encouragement
- Wait time
- Tracking responses
- Avoiding inappropriate reactions

Element 41: Probing incorrect answers with low-expectancy students

- Using an appropriate response process
- Letting students “off the hook” temporarily
- Answer revision
- Think-pair-share