Domain 1: Observable Classroom Strategies and Behaviors

Lesson Segments Involving Routines

#1 HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT
1.1 Provides clear learning goals and scales DQ1
1.2 Celebrates student success DQ1

#6 STUDENT DATA
6.3 Provides opportunities for students to self-reflect and track progress toward learning goals DQ1

#5 SAFE, POSITIVE LEARNING ENVIRONMENT
5.1 Organizes a safe physical layout of the classroom to facilitate movement and focus on learning DQ6
5.2 Reviews expectations regarding rules and procedures to ensure their effective execution DQ6

Monitoring for the Desired Effect
How do you know the majority of students are getting it?

The Teacher
☐ Uses progress checks, i.e., exit tickets, clickers, white boards, etc.
☐ Monitors verbal and nonverbal responses
☐ Uses a system to record and rate important types of student cues, responses or participation
☐ Adjusts instruction to student cues, student participation, and/or progress

The Majority of Students
☐ Attend and respond to instruction

Lesson Segments Addressing Content

#2 EFFECTIVE TEACHING PRACTICES
2.1 Helps students effectively interact with new knowledge DQ2
2.1.1 Identifies critical information
2.1.2 Organizes students in small groups to facilitate the processing of new knowledge
2.1.3 Helps students to link prior knowledge to new content
2.1.4 Chunks content into "digestible bites"
2.1.5 Breaks presentation of content and engages students in processing new information
2.1.6 Through questions or activities, students elaborate on new information
2.1.7 Students record and represent knowledge in linguistic and/or nonlinguistic ways
2.1.8 Students reflect on their learning and the learning process

#2 EFFECTIVE TEACHING PRACTICES
2.2 Helps students to practice and deepen knowledge DQ3
2.2.1 Reviews content, highlights critical information
2.2.2 Organizes students in groups to practice and deepen knowledge
2.2.3 Uses homework when appropriate (not routinely)
2.2.4 Students examine similarities and differences
2.2.5 Students examine errors in their own reasoning or the logic of information presented
2.2.6 Students practice skills, strategies, and/or processes
2.2.7 Students revise previous knowledge

#2 EFFECTIVE TEACHING PRACTICES
2.3 Organizes students for cognitively complex tasks (transfer and application) DQ4

#2 EFFECTIVE TEACHING PRACTICES
2.4 Asks questions of typically underserved students with the same frequency and depth as other students DQ9
2.5 Probes typically underserved students’ incorrect answers DQ9

Lesson Segments Enacted on the Spot

#2 EFFECTIVE TEACHING PRACTICES
2.6 Engages Students DQ5
2.6.1 Notices when students are not engaged
2.6.2 Uses academic games
2.6.3 Manages response rates
2.6.4 Uses physical movement
2.6.5 Maintains a lively pace
2.6.6 Demonstrates intensity and enthusiasm
2.6.7 Uses friendly controversy
2.6.8 Provides opportunities for students to talk about themselves
2.6.9 Presents unusual or intriguing information

#5 SAFE, POSITIVE LEARNING ENVIRONMENT
5.3 Demonstrates awareness of classroom environment at all times (withitness) DQ7
5.4 Applies consequences for lack of adherence to rules and procedures DQ7
5.5 Acknowledges adherence to rules and procedures DQ7
5.6 Builds positive relationships with students by displaying objectivity and control DQ8

#1 HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT
1.3 Understanding students’ interests and backgrounds (positive relationships) DQ8
1.4 Demonstrates value and respect for all, including typically underserved students DQ9

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Marzano Design Questions

1. What will I do to establish & communicate learning goals, track student progress, & celebrate success? Wac1.1, 1.2, 6.3
2. What will I do to help students effectively interact with new knowledge? Wac2.1
3. What will I do to help students practice & deepen their understanding? Wac2.2
4. What will I do to help students test hypotheses about new knowledge? Wac2.3
5. What will I do to engage students? Wac2.6
6. What will I do to establish or maintain classroom rules & procedures? Wac5.1, 5.2
7. What will I do to recognize & acknowledge adherence & lack of adherence to classroom rules & procedures? Wac5.3, 5.4
8. What will I do to establish & maintain effective relationships with students? Wac1.3, 5.6
9. What will I do to communicate high expectations for all students? Wac1.4, 2.4, 2.5
10. What will I do to develop effective lessons organized into a cohesive unit? Wac3.1

WaC = Washington State Components

From The Art and Science of Teaching