2014 Marzano Teacher Evaluation Model Learning Map





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 (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

Lesson Segment Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

- Providing Rigorous Learning Goals and Performance 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 Question in the Marzano Art and Science of Teaching Framework. The 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 Segment Addressing Content

DQ2: Helping Students Interact with New Knowledge

- 6. Identifying Critical Content
- Organizing Students to Interact with New Content
- 8. Previewing New Content
- 9. Chunking Content into "Digestible Bites"
- 10. Helping Students Process New Information
- 11. Helping Students Elaborate on New Information
- 12. Helping Students Record and Represent Knowledge
- 13. Helping Students Reflect 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. Helping Students Examine Similarities and Differences
- 18. Helping Students Examine Their Reasoning
- 19. Helping Students Practice Skills, Strategies, and Processes
- 20. Helping Students Revise 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 for Cognitively Complex Tasks

Lesson Segment 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

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





APPENDIX B

Updated Teacher Observation Protocol for the 2014 Marzano Teacher Evaluation Model