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**
  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 Question in the Marzano Art and Science of Teaching framework. The nine 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 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 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 Backgrounds
  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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