Appendix A

Teacher Domain 1

Observational Protocol (Long Form)

Lesson Segments Involving Routine Events

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing Clear Learning Goals and Scales to	Measure Those Goals
The teacher provides a clearly stated learning goal	Notes
accompanied by scale or rubric that describes	O Innovating (4)
levels of performance relative to the learning	O Applying (3)
goal.	O Developing (2)
	O Beginning (1)
	• Not Using (0)
	O Not Applicable
Teacher Evidence	Student Evidence
□ Teacher has a learning goal posted so that all	□ When asked, students can explain the
students can see it	learning goal for the lesson
□ The learning goal is a clear statement of	□ When asked, students can explain how
knowledge or information as opposed to an	their current activities relate to the learning
activity or assignment	goal
□ Teacher makes reference to the learning goal	\Box When asked, students can explain the
throughout the lesson	meaning of the levels of performance
Teacher has a scale or rubric that relates to the	articulated in the scale or rubric
learning goal posted so that all students can see it	
□ Teacher makes reference to the scale or rubric	
throughout the lesson	
Scale	

Scale				-	
	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Providing	Adapts and	Provides a	Provides a	Uses	Strategy was
clear learning	creates new strategies for	clearly stated learning goal	clearly stated learning goal	strategy incorrectly	called for but not exhibited
goals and scales to	unique student needs	accompanied by a scale or	accompanied by a scale or	or with parts missing	
measure	and situations	rubric that	rubric that	8	
those goals		describes levels of performance and monitors students understanding of the learning goal and the	describes levels of performance		
		levels of performance			

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2. Tracking St	udent Progress					
The teacher fac	ilitates tracking of	of student	Notes			
progress on one	e or more learnin	g goals using a				
	bach to assessme					
				Γ	O Innov	vating (4)
					O Apply	•
						loping (2)
						ning(1)
					-	Using (0)
						Applicable
Teacher Evidence			Student Evide	nce		
	os student track tl	neir individual	□ When asked.		ts can de	scribe their
progress on the			status relative to the learning goal using the			
	s formal and info	rmal means to	scale or rubric			
assign scores to	students on the	scale or rubric	□ Students systematically update their status			
-	nt status on the le		on the learning		•	
Teacher char	rts the progress o	f the entire		-		
class on the lea	rning goal					
Scale						
	Innovating	Applying	Developing	Begi	nning	Not Using
	(4)	(3)	(2)	(1)	(0)
Tracking	Adapts and	Facilitates	Facilitates	Uses s	trategy	Strategy was
student	creates new	tracking of	tracking of		ectly or	called for but
progress	strategies for	student	student	with p		not exhibited
	unique student needs	progress using a	progress using a	missin	g	
	and situations	formative	formative			
		approach to	approach to			
		assessment	assessment			
		and monitors				
		the extent to				
		which				
		students understand				
		their level of				
		performance				

3. Celebrating Student Success			
The teacher provides students with recognition	Notes		
of their current status and their knowledge gain relative to the learning goal.		O Innovating (4)	
		O Applying (3)	
		O Developing (2)	
		O Beginning (1)	
		\bigcirc Not Using (0)	
		O Not Applicable	
Teacher Evidence	Student Evidence		
□ Teacher acknowledges students who have	□ Student show signs	of pride regarding their	
achieved a certain score on the scale or rubric	accomplishments in the class		
□ Teacher acknowledges students who have	\Box When asked, students say they want to		
made gains in their knowledge and skill	continue to make progress		
relative to the learning goal			
□ Teacher acknowledges and celebrates the			
final status and progress of the entire class			
□ Teacher uses a variety of ways to celebrate			
success			
• Show of hands			
Certification of success			
Parent notification			
• Round of applause			
Scale			

Scale					
	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Celebrating	Adapts and	Provides	Provides	Uses strategy	Strategy was
student	creates new	students with	students with	incorrectly or	called for but
success	strategies for	recognition of	recognition of	with parts	not exhibited
	unique	their current	their current	missing	
	student needs	status and	status and		
	and situations	their	their		
		knowledge	knowledge		
		gain relative	gain relative		
		to the	to the		
		learning goal and monitors	learning goal		
		the extent to			
		which			
		students are			
		motivated to			
		enhance their			
		status			

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4. Establishing	g Classroom Rou	utines			
The teacher rev	g Classroom Rou views expectation dures to ensure t	is regarding	Notes	 Apply Devel Begin Not U 	loping (2) ming (1) Jsing (0)
Teacher Evidence Teacher involves students in designing classroom routines Teacher uses classroom meetings to review and process rules and procedures Teacher reminds students of rules and procedures Teacher asks students to restate or explain rules and procedures Teacher provides cues or signals when a rule of procedure should be used			 Not Using (0) Not Applicable Student Evidence Students follow clear routines during class When asked, students can describe established rules and procedures When asked, students describe the classroom as an orderly place Students recognize cues and signals by the teacher Students regulate their own behavior 		
Scale	.			D • •	NT / TT •
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Establishing classroom routines	Adapts and creates new strategies for unique student needs and situations	Establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures	Establishes and reviews expectations regarding rules and procedures	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

Design Question #6: What will I do to establish and maintain classroom rules and procedures?

5. Organizing	5. Organizing the Physical Layout of the Classroom for Learning					
The teacher org	anizes the physic	cal layout of	Notes			
the classroom te	o facilitate move	ment and focus				
on learning.						
					· (A)	
					vating (4)	
					ying (3)	
					eloping (2)	
				_	nning (1) Using (0)	
					Applicable	
Teacher Fyide	Teacher Evidence					
	l layout of the cla	assroom has	Student Evidence Students move easily about the classroom			
clear traffic pat	•		☐ Students make use of materials and learning			
-	l layout of the cla	assroom	centers			
	ccess to material		☐ Students attend to examples of their work			
-	m is decorated in		that are displayed			
enhances stude		-	□ Students attend to information on the			
	boards relate to	current content	bulletin boards			
• Student	s work is display	ed	□ Students can	easily focus on	instruction	
Scale						
	Innovating	Applying	Developing	Beginning	Not Using	
	(4)	(3)	(2)	(1)	(0)	
Organizing	Adapts and	Organizes the	Organizes the	Uses strategy	Strategy was	
the physical	creates new	physical	physical	incorrectly or with parts	called for but not exhibited	
layout of the classroom	strategies for unique	layout of the classroom to	layout of the classroom to	with parts missing	not exinutied	
for learning	student needs	facilitate	facilitate	mooning		
8	and situations	movement	movement			
		and focus on	and focus on			
		learning and	learning			
		monitors the impact of the				
		environment				
		on student				
		learning				

Lesson Segments Addressing Content

Design Question #2: What will I do to help students effectively interact with new knowledge?

1. Identifying	Critical Informa	ation			
The teacher identifies a lesson or part of a			Notes		
lesson as involv	ving important in	formation to			
which students	should pay partie	cular attention.			
				O Innov	ating (4)
				O Apply	ving (3)
				O Devel	oping (2)
				O Begin	ning (1)
				O Not U	Using (0)
				O Not A	pplicable
Teacher Evide	nce		Student Evide	nce	
Teacher begi	ins the lesson by	explaining	\Box When asked, students can describe the level		
why upcoming	content is impor	tant	of importance of the information addressed in		
Teacher tells	s students to get r	eady for some	class		
important infor	mation		□ When asked	, students can ex	plain why the
Teacher cues	s the importance	of upcoming	content is important to pay attention to		
information in s	some indirect fas	hion	□ Students visibly adjust their level of		
• Tone of voice			engagement		
Body position					
Level of	• Level of excitement				
Scale			·		
	Innovating	Applying	Developing	Beginning	Not Using
					(0)

	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Identifying	Adapts and	Signals to	Signals to	Uses strategy	Strategy was
critical	creates new	students	students	incorrectly or	called for but
information	strategies for	which content	which content	with parts	not exhibited
	unique	is critical	is critical	missing	
	student needs	versus non-	versus non-		
	and situations	critical and	critical		
		monitors the			
		extent to			
		which			
		students are			
		attending to			
		critical			
		information			

Appendix A: Teacher Domain 1—Observational Protocol (Long Form)

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2. Organizing	Students to Inte	ract with New I	Knowledge		
The teacher org	anizes students i	nto small	Notes		
groups to facilit	tate the processin	ng of new			
information.					
					ovating (4)
					olying (3)
					eloping (2)
				-	inning (1)
					Using (0)
					Applicable
Teacher Evide			Student Evide		
	established routi		□ Students move to groups in an orderly		
	udent interaction		fashion		
-	anizes students in	to ad hoc	□ Students appear to understand expectations		
groups for the l	esson		about appropriate behavior in groups		
• Dyads			Respect opinions of others		
• Triads			• Add their perspective to discussions		
• Small g	roups up to abou	t 5	Ask and	l answer question	ns
Scale					
	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Organizing	Adapts and	Organizes	Organizes	Uses strategy	Strategy was
students to	creates new	students into	students into	incorrectly or	called for but
interact with	strategies for	small groups	small groups	with parts	not exhibited
new	unique student needs	to facilitate	to facilitate	missing	
knowledge	and situations	the processing of new	the processing of new		
		knowledge	knowledge		
		and monitors			
		group			
		processing			

3. Previewing	New Content				
The teacher eng	gages students in	activities that	Notes		
help them link	what they alread	y know to the new			
content about t	o be addressed an	nd facilitates these		O Inno	vating (4)
linkages.				O Appl	lying (3)
					eloping (2)
					nning (1)
				O Not	Using (0)
				O Not .	Applicable
Teacher Evide	ence		Student Evide	ence	
□ Teacher use	s preview questic	on before reading	□ When asked	l, student can e	explain linkages
□ Teacher use	s K-W-L strategy	or variation of it	with prior know	wledge	
Teacher asks or reminds students what they			□ When asked	l, students mak	te predictions
already know about the topic			about upcomin	ig content	
Teacher pro	vides an advance	d organizer	□ When asked, students can provide a		
• Outline			purpose for what they are about to learn		
Graphic	e organizer		□ Students actively engage in previewing		
T eacher has	students brainsto	orm	activities		
Teacher use	s anticipation gui	de			
Teacher use	s motivational ho	ok/launching			
activity					
Anecdo	otes				
• Short se	election from vid	eo			
Teacher use	s word splash act	ivity to connect			
vocabulary to u	pcoming content	t			
Scale					
	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Previewing	Adapts and	Engages	Engages	Uses	Strategy was
new content	creates new	students in	students in	strategy	called for but
	strategies for	learning activities that	learning activities that	incorrectly or with	not exhibited
	unique student needs	require them to	require them	parts	
	and situations	preview and link	to preview	missing	
		1		6	1

new knowledge

to what has been

addressed and monitors the

and link new

knowledge to what has

been

4. Chunking C	Content into "Dig	gestible Bites"				
	nt needs, the teac		Notes			
content into sm	all chunks (i.e., c	digestible bites)				
	that can be easily	-				
students.		1 2				
					vating (4)	
				O Appl	ying (3)	
				O Deve	eloping (2)	
				O Begi	nning (1)	
				O Not	Using (0)	
				O Not 2	Applicable	
Teacher Evide	Teacher Evidence			Student Evidence		
Teacher stop	os at strategic poi	nts in a verbal	\Box When asked, students can explain why the			
presentation			teacher is stopping at various points			
□ While playin	ng a video tape, tl	he teacher turns	□ Students appear to know what is expected of			
the tape off at k	ey junctures		them when the teacher stops at strategic points			
□ While provid	ding a demonstra	tion, the				
teacher stops at	strategic points					
□ While stude	nts are reading in	formation or				
stories orally as	s a class, the teach	her stops at				
strategic points						
Scale						
	Innovating	Applying	Developing	Beginning	Not Using	
	(4)	(3)	(2)	(1)	(0)	
Chunking	Adapts and	Breaks input	Breaks input	Uses strategy	Strategy was	
content into	creates new	experiences	experiences	incorrectly or	called for but	
"digestible bites"	strategies for unique	into small chunks based	into small chunks based	with parts missing	not exhibited	
DICS	student needs	on student	on student	missing		
	and situations	needs and	needs			
		monitors the				
		extent to				
		which chunks				
		are				
1	1	appropriate	1	1		

5. Group Processing of New In	formation			
During breaks in the presentation	n of content,	Notes		
the teacher engages students in a	actively			
processing new information.				
				vating (4)
			O Appl	-
				loping (2)
			O Begin	nning (1)
			O Not U	Using (0)
			O Not A	Applicable
Teacher Evidence		Student Evide	nce	
□ Teacher has group members s	summarize new	□ When asked,	, students can ex	plain what they
information		have just learne	ed	
□ Teacher employs formal grou	p processing	□ Students vol	unteer predictio	ns
strategies		□ Students vol	untarily ask clar	ification
• Jigsaw		questions	·	
Reciprocal teaching		Groups are a	ctively discussi	ng the content
 Concept attainment 		-	nembers ask ead	-
- Concept attainment		-		the information
			-	
		Group members make predictions about what they expect next		
Scale		about w		полі
Innovating	Annlying	Developing	Reginning	Not Using

	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Group	Adapts and	Engages	Engages	Uses strategy	Strategy was
processing of	creates new	students in	students in	incorrectly or	called for but
new	strategies for	summarizing,	summarizing,	with parts	not exhibited
information	unique	predicting,	predicting,	missing	
	student needs	and	and		
	and situations	questioning	questioning		
		activities and	activities		
		monitor the			
		extent to			
		which the			
		activities			
		enhance			
		students'			
		understanding			

6. Elaborating	on New Inform	ation				
-	s questions or er		Notes			
in activities that	t require elaborat	tive inferences				
	what was explicit					
	Ĩ					
						vating (4)
						lying (3)
						eloping (2)
					-	inning (1)
						Using (0)
					Not	Applicable
Teacher Evide		ng that no arrive	Student Evidence			
	s explicit question	-	□ Students volunteer answers to inferential			
the content	e elaborative inf	erences about	questions			
	s students to expl	ain and defend	☐ Students provide explanations and "proofs" for inferences			
their inferences	_		101 milerences			
	sents situations o	r problems that				
require inference		proofenis unu				
Scale						
	Innovating	Applying	Developing	Beginni	ing	Not Using
	(4)	(3)	(2)	(1)	0	(0)
Elaborating	Adapts and	Engages	Engages	Uses strat	egy	Strategy was
on new	creates new	students in	students in	incorrectl	-	called for but
information	strategies for	answering	answering	with parts	5	not exhibited
	unique	inferential	inferential	missing		
	student needs and situations	questions and monitors the	questions			
	and situations	extent to				
		which				
		students				
		elaborate on				
		what was				
		explicitly taught				
		taught				

7. Recording and Representing Knowledge			
The teacher engages students in activities that	Notes		
help them record their understanding of new	O Innovating (4)		
content in linguistic ways and/or represent the		O Applying (3)	
content in nonlinguistic ways.		O Developing (2)	
		O Beginning (1)	
		O Not Using (0)	
		O Not Applicable	
Teacher Evidence	Student Evidence		
Teacher asks students to summarize the	□ Students' summaries and notes include		
information they have learned	critical content		
Teacher asks students to generate notes that	□ Students' nonlinguistic representation		
identify critical information in the content	include critical content		
Teacher asks students to create nonlinguistic	□ When asked, students can explain main		
representations for new content	points of the lesson		
Graphic organizers			
• Pictures			
Pictographs			
• Flow charts			
□ Teacher asks students to create mnemonics			
that organize the content			
Scale	1		

	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Recording and representing knowledge	(4) Adapts and creates new strategies for unique student needs and situations	(3) Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors the extent to which this enhances students'	(2) Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways	(1) Uses strategy incorrectly or with parts missing	(0) Strategy was called for but not exhibited
		understanding			

8. Reflecting o	n Learning					
<u> </u>	gages students in	activities that	Notes			
help them refle	ct on their learning	ng and the				
learning proces	s.	-				
					O Inr	ovating (4)
					O Ap	plying (3)
						veloping (2)
					O Be	ginning (1)
					O No	t Using (0)
					O No	t Applicable
Teacher Evide	Teacher Evidence			nce		
Teacher asks	s students to state	e or record	□ When asked, students can explain what they			plain what they
what they are c	lear about and w	hat they are	are clear about and what they are confused			
confused about			about			
Teacher asks	s students to state	e or record how	□ When asked, students can describe how hard			
hard they tried			they tried			
	s students to state		□ When asked, students can explain what they			
	t have done to en	nhance their	could have don	e to enhar	nce thei	r learning
learning						
Scale						
	Innovating	Applying	Developing	Begin	-	Not Using
	(4)	(3)	(2)	(1)		(0)
Reflecting on	Adapts and	Engages students in	Engages students in	Uses stra		Strategy was
learning	creates new strategies for	reflecting on	reflecting on	incorrec with par	•	called for but not exhibited
	unique	their own	their own	missing		not exhibited
	student needs	learning and	learning and			
	and situations	the learning	the learning			
		process and	process			
		monitors the extent to				
		which				
		students self-				
		assess their				
		understanding				
		and effort				

9. Reviewing	9. Reviewing Content				
The teacher en	gages students in	a brief review	Notes		
of content that	highlights the cri	itical			
information.	information.				unting (1)
					vating (4)
					ying (3) cloping (2)
					nning (1)
				0	0
					Using (0)
Teacher Evid			Student Evide		Applicable
		th a briaf			ariba tha
review of cont	gins the lesson wi	ui a brief	□ When asked, students can describe the		
		ias to marriany	previous content on which new lesson is based ☐ Student responses to class activities indicate		
information	es specific strategi	les to review	that they recall previous content		
			that they recall	previous content	
Summa	•				
	n that must be so	lved using			
1	is information	•			
	ons that require a	review of			
content					
	stration				
-	ractice test or exe	ercise			
Scale		1			
	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Reviewing	Adapts and	Engages	Engages	Uses strategy	Strategy was
content	creates new	students in a	students in a	incorrectly or	called for but
	strategies for	brief review	brief review	with parts	not exhibited

Design Question #3: What will I do to help students practice and deepen their understanding of new knowledge?

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of content

the critical

which

information

and monitors the extent to

students can recall and describe previous content

that highlights

missing

of content

the critical

information

that highlights

unique

student needs and situations

10. Organizing Students to Practice and Deep	
The teacher uses grouping in ways that facilitate practicing and deepening knowledge.	Notes
	\bigcirc Innovating (4) \bigcirc Applying (2)
	O Applying (3)O Developing (2)
	• Betteloping (2) • Beginning (1)
	O Not Using (0)
	• Not Applicable
Teacher Evidence	Student Evidence
Teacher organizes students into groups with	\Box When asked, students explain how the
the expressed idea of deepening their	group work supports their learning
knowledge of informational content	□ While in groups students interact in explicit
Teacher organizes students into groups with	ways to deepen their knowledge of
the expressed idea of practicing a skill,	informational content or practice a skill,
strategy, or process	strategy, or process
	• Asking each other questions
	• Obtaining feedback from their peers
Scale	

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Organizing students to practice and deepen knowledge	Adapts and creates new strategies for unique student needs and situations	Organize students into groups to practice and deepen their knowledge and monitors the extent to which the group work extends their learning	Organize students into groups to practice and deepen their knowledge	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

11. Using Hom	11. Using Homework				
When appropria	ate (as opposed t	o routinely),	Notes		
the teacher desi	igns homework t	o deepen			
students' know	ledge of informa	tional content			
or practice a skill, strategy, or process.					
				O Inn	ovating (4)
					plying (3)
					veloping (2)
					ginning (1)
					t Using (0)
					t Applicable
Teacher Evide	nco		Student Evide		
	municates a clea	ar nurnose for			escribe how the
homework			homework assi		
	ends an activity t	hat was begun		-	content or, help
	ide students with	-	them practice a		-
_	gns a well crafte		☐ Students ask	•••	-
	t allows students				
-		-	homework that help them understand its		
deepen their knowledge independently		purpose			
Seele					
Scale	Tun anatin a	A mmlutin a	Developing	Doginaing	Not Loing
Scale	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Using	(4) Adapts and	(3) When	(2) When	(1) Uses strategy	(0) Strategy was
	(4) Adapts and creates new	(3) When appropriate	(2) When appropriate	(1) Uses strategy incorrectly or	(0) Strategy was called for but
Using	(4) Adapts and creates new strategies for	(3) When appropriate (as opposed	(2) When appropriate (as opposed	(1) Uses strategy incorrectly or with parts	(0) Strategy was
Using	(4) Adapts and creates new	(3) When appropriate (as opposed to routinely)	(2) When appropriate (as opposed to routinely)	(1) Uses strategy incorrectly or	(0) Strategy was called for but
Using	(4) Adapts and creates new strategies for unique	(3) When appropriate (as opposed	(2) When appropriate (as opposed	(1) Uses strategy incorrectly or with parts	(0) Strategy was called for but
Using	(4) Adapts and creates new strategies for unique student needs	(3) When appropriate (as opposed to routinely) assigns homework that is	(2) When appropriate (as opposed to routinely) assigns homework that is	(1) Uses strategy incorrectly or with parts	(0) Strategy was called for but
Using	(4) Adapts and creates new strategies for unique student needs	(3) When appropriate (as opposed to routinely) assigns homework that is designed to	(2) When appropriate (as opposed to routinely) assigns homework that is designed to	(1) Uses strategy incorrectly or with parts	(0) Strategy was called for but
Using	(4) Adapts and creates new strategies for unique student needs	(3) When appropriate (as opposed to routinely) assigns homework that is designed to deepen	(2) When appropriate (as opposed to routinely) assigns homework that is designed to deepen	(1) Uses strategy incorrectly or with parts	(0) Strategy was called for but
Using	(4) Adapts and creates new strategies for unique student needs	(3) When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of	(2) When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of	(1) Uses strategy incorrectly or with parts	(0) Strategy was called for but
Using	(4) Adapts and creates new strategies for unique student needs	(3) When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of information	(2) When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of information	(1) Uses strategy incorrectly or with parts	(0) Strategy was called for but
Using	(4) Adapts and creates new strategies for unique student needs	(3) When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of information or practice a	(2) When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of information or practice a	(1) Uses strategy incorrectly or with parts	(0) Strategy was called for but
Using	(4) Adapts and creates new strategies for unique student needs	(3) When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of information or practice a skill, strategy,	(2) When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of information or practice a skill, strategy,	(1) Uses strategy incorrectly or with parts	(0) Strategy was called for but
Using	(4) Adapts and creates new strategies for unique student needs	(3) When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of information or practice a	(2) When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of information or practice a	(1) Uses strategy incorrectly or with parts	(0) Strategy was called for but
Using	(4) Adapts and creates new strategies for unique student needs	(3) When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of information or practice a skill, strategy, or process and monitors the extent to	(2) When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of information or practice a skill, strategy,	(1) Uses strategy incorrectly or with parts	(0) Strategy was called for but
Using	(4) Adapts and creates new strategies for unique student needs	(3) When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of information or practice a skill, strategy, or process and monitors the extent to which	(2) When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of information or practice a skill, strategy,	(1) Uses strategy incorrectly or with parts	(0) Strategy was called for but
Using	(4) Adapts and creates new strategies for unique student needs	(3) When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of information or practice a skill, strategy, or process and monitors the extent to which students	(2) When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of information or practice a skill, strategy,	(1) Uses strategy incorrectly or with parts	(0) Strategy was called for but
Using	(4) Adapts and creates new strategies for unique student needs	(3) When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of information or practice a skill, strategy, or process and monitors the extent to which	(2) When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of information or practice a skill, strategy,	(1) Uses strategy incorrectly or with parts	(0) Strategy was called for but

12. Examining Similarities and Differences					
•	ent is information		Notes		
	deepen their know	,	110105		
-	ilarities and diffe				
examining sim	financies and diffe	renees.		O Inno	vating (4)
				O Appl	ying (3)
				O Deve	eloping (2)
				O Begin	nning (1)
				O Not I	Using (0)
				O Not A	Applicable
Teacher Evide	ence		Student Evidence	e	
□ Teacher eng	ages students in	activities that	□ Student artifac	ts indicate that	their
require students	s to examine sim	ilarities and	knowledge has be	een extended a	s a result of the
differences betw	ween content		activity		
Compar	rison activities		□ When asked, about the activity, student		
 Classify 	ving activities		responses indicate that they have deepened		
Analogy	y activities		their understanding		
Metaph	or activities		□ When asked, students can explain		
Teacher faci	litates the use of	these activities	similarities and differences		
to help students	s deepen their un	derstanding of	□ Student artifacts indicate that they can		
content	Ĩ	C	identify similarities and differences		
• Ask stu	dents to summar	ize what they			
	arned from the ac	•			
	dents to explain	-			
	has added to the				
understa					
Scale	6				
	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Examining	Adapts and	When content i	s When	Uses	Strategy was
similarities	creates new	informational,	content is	strategy	called for but
and	strategies for	engages student		incorrectly	not exhibited
differences	unique	in activities that		or with	
	student needs and situations	require them to examine	students in activities that	parts missing	
	and situations		activities that	missing	

similarities and

differences and

the students are deepening their knowledge

monitors the extent to which

require them

to examine similarities

differences

and

13. Examining Errors in Reasoning			
When content is informational, the teacher	Notes		
helps students deepen their knowledge by			
examining their own reasoning or the logic of	O Innovating (4)		
the information as presented to them.	O Applying (3)		
	O Developing (2)		
	O Beginning (1)		
	O Not Using (0)		
	O Not Applicable		
Teacher Evidence	Student Evidence		
Teacher asks students to examine	□ When asked, students can describe errors or		
information for errors or informal fallacies	informal fallacies in information		
Faulty logic	\Box When asked, students can explain the		
• Attacks	overall structure of an argument presented to		
Weak reference	support a claim		
Misinformation	□ Student artifacts indicate that they can		
Teacher asks students to examine the	identify errors in reasoning		
strength of support presented for a claim			
• Statement of a clear claim			
• Evidence for the claim presented			
• Qualifiers presented showing			
exceptions to the claim			
Scale			

	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Examining	Adapts and	When content is	When content	Uses	Strategy was
errors in	creates new	informational	is	strategy	called for but
reasoning	strategies for	engages	informational	incorrectly	not exhibited
	unique	students in	engages	or with	
	student needs	activities that	students in	parts	
	and situations	require them to	activities that	missing	
		examine their	require them		
		own reasoning	to examine		
		or the logic of	their own		
		information as	reasoning or		
		presented to	the logic of		
		them and	information as		
		monitors the	presented to		
		extent to which	them		
		students are			
		deepening their			
		knowledge			

14. Practicing	14. Practicing Skills, Strategies, and Processes						
When the conte	ent involves a ski	ll, strategy, or	Notes				
process, the tea	cher engages stu	dents in					
practice activiti	es that help them	n develop					
fluency.							
				O Inno	vating (4)		
					lying (3)		
					eloping (2)		
					nning (1)		
					Using (0)		
				O Not	Applicable		
Teacher Evide	ence		Student Evide	nce			
Teacher eng	ages students in	massed and	□ Students per	form the skill, st	rategy, or		
distributed prac	tice activities that	at are	process with in	creased confiden	ce		
appropriate to t	heir current abili	ty to execute a	□ Students perform the skill, strategy, or				
skill, strategy, o	or process		process with increased competence				
Guided	practice if studer	nts cannot					
-	the skill, strateg	y, or process					
indepen	dently						
• Indepen	dent practice if s	tudents can					
-	the skill, strateg	y, or process					
indepen	dently						
Scale							
	Innovating	Applying	Developing	Beginning	Not Using		
D	(4)	(3)	(2)	(1)	(0)		
Practicing skills,	Adapts and creates new	When content involves a	When content involves a	Uses strategy incorrectly or	Strategy was called for but		
strategies,	strategies for	skill, strategy,	skill, strategy,	with parts	not exhibited		
and	unique	or process	or process	missing			
processes	student needs	engages	engages	_			
	and situations	students in	students in				
		practice activities and	practice activities				
		monitors the	activities				
		extent to					
		which the					
		practice is					
		increasing					
		student fluency					
1		nuchcy					

15. Revising K	Inowledge				
The teacher en	gages students in ledge about conte		Notes	QInr	novating (4)
				O Ap O De O Be O No	plying (3) veloping (2) ginning (1) t Using (0) t Applicable
Teacher Evidence ☐ Teacher asks students to examine previous entries in their academic notebooks or notes ☐ The teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content			Student Evidence Students make corrections to information previously recorded about content When asked, students can explain previous errors or misconceptions they had about content		
understanding	students explain has changed	how their			
Scale	• •		D 1 1	D • •	
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Revising knowledge	Adapts and creates new strategies for unique student needs and situations	Engages students in revision of previous content and monitors the extent to which these revisions deepen students' understanding	Engages students in revision of previous content	Uses strategy incorrectly of with parts missing	V Strategy was

Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?

16. Organizing	g Students for C	ognitively Com	olex Tasks			
The teacher org	ganizes the class	in such a way	Notes			
as to facilitate students working on complex						
tasks that require	re them to genera	ate and test				
hypotheses.						
						- (1)
					O Innova	0
					O Apply	•
					O Devel	
					O Begin	0
					O Not U	U ()
Teacher Evide	nco		Student Evide	nco		pplicable
	blishes the need	to generate and	U When asked		nts describ	e the
test hypotheses		to generate and	importance of g	, ,		
• •	anizes students ir	nto groups to	hypotheses about content			
generate and te		no Broups to	☐ When asked, students explain how groups			
8			support their learning			
			☐ Students use group activities to help them			
			generate and test hypotheses			
Scale						
	Innovating	Applying	Developing	Beg	ginning	Not Using
	(4)	(3)	(2)		(1)	(0)
Organizing	Adapts and	Organizes	Organizes	Uses	strategy	Strategy was
students for	creates new	students into	students into		rectly or	called for but
cognitively	strategies for	groups to	groups to	with	-	not exhibited
complex tasks	unique student needs	facilitate working on	facilitate working on	missi	ng	
lasks	and situations	cognitively	cognitively			
	and situations	complex tasks	complex tasks			
		and monitors	r			
		the extent to				
		which group				
		which group processes				
		which group processes facilitate				
		which group processes				

17. Engaging Students in Cognitively Complex	x Tasks Involving Hypothesis Generating and
Testing	
The teacher engages students in complex tasks	Notes
(e.g., decision making, problem solving,	
experimental inquiry, investigation) that	
require them to generate and test hypotheses.	O Innovating (4)
	O Applying (3)
	O Developing (2)
	O Beginning (1)
	O Not Using (0)
	O Not Applicable
Teacher Evidence	Student Evidence
□ Teacher engages students with an explicit	□ Students are clearly working on tasks that
decision making, problem solving,	require them to generate and test hypotheses
experimental inquiry, or investigation task that	\Box When asked, students can explain the
requires them to generate and test hypotheses	hypothesis they are testing
□ Teacher facilitates students generating their	□ When asked, students can explain whether
own individual or group task that requires them	their hypothesis was confirmed or
to generate and test hypotheses	disconfirmed
	□ Student artifacts indicate that they can
	engage in decision making, problem solving,
	experiential inquiry, or investigation

Scale	
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Scale	<u> </u>	<u> </u>	<u> </u>	<u> </u>	
	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Engaging	Adapts and	Engages	Engages	Uses strategy	Strategy was
students in	creates new	students in	students in	incorrectly or	called for but
cognitively	strategies for	cognitively	cognitively	with parts	not exhibited
complex	unique	complex tasks	complex tasks	missing	
tasks	student needs	(e.g., decision	(e.g., decision		
involving	and situations	making,	making,		
hypothesis		problem	problem		
generating		solving,	solving,		
and testing		experimental	experimental		
		inquiry,	inquiry,		
		investigation)	investigation)		
		and monitors			
		the extent to			
		which			
		students are			
		generating			
		and testing			
		hypotheses			

18. Providing	Resources and (Guidance				
0	s as resource pro		Notes			
	age in cognitivel					
tasks.	8 8	5 1				
				O Innova	ting (1)	
				O Applyi	-	
				O Develo	-	
				O Beginn		
				O Not Us	-	
				O Not A	0	
Teacher Evide	ence		Student Evide	-		
Teacher mak	kes himself/herse	elf available to	☐ Students see	k out the teacher	for advice and	
students who ne	eed guidance or i	resources	guidance regarding hypothesis generation and			
Circulat	tes around the root	om	testing tasks			
Provide	s easy access to l	himself/herself	\Box When asked, students can explain how the			
Teacher inte	racts with studer	nts during the	teacher provides assistance and guidance in			
class to determine	ine their needs fo	or hypothesis	hypothesis generation and testing tasks			
generating and	testing tasks					
	inteers resources	-				
-	e entire class, gr	oups of				
	ividual students					
Scale						
	Innovating	Applying	Developing	Beginning	Not Using	
	(4)	(3)	(2)	(1)	(0)	
Providing	Adapts and	Acts as a	Acts as a	Uses strategy	Strategy was	
resources	creates new	guide and	guide and	incorrectly or	called for but	
and guidance	strategies for	resource	resource	with parts	not exhibited	
	unique	provider as	provider as	missing		
	student needs	students	students			
	and situations	engage in	engage in			
		cognitively	cognitively			
		complex tasks and monitors	complex tasks			
		the extent to				
		which				
1						

students request and use guidance and resources

Lesson Segments Enacted on the Spot

Design Question #5: What will I do to engage students?

1. Noticing and Reacting When Students Are Not Engaged						
The teacher sca	ns the room mak	ing note of	Notes			
when students a	are not engaged a	and takes overt				
action.						
				Q Inno	vating (4)	
					lying (3)	
					eloping (2)	
					nning (1)	
					Using (0)	
				O Not .	Applicable	
Teacher Evide	nce		Student Evide	nce		
Teacher noti	ces when specifi	c students or	□ Students app	bear aware of the	fact that the	
groups of stude	nts are not engag	ged	teacher is taking note of their level of			
Teacher noti	ces when the ene	ergy level in the	engagement			
room is low			□ Students try to increase their level of			
Teacher take	es action to re-eng	gage students	engagement when prompted			
			□ When asked, students explain that the			
			teacher expects	high levels of er	ngagement	
Scale			1		1	
	Innovating	Applying	Developing	Beginning	Not Using	
	(4)	(3)	(2)	(1)	(0)	
Noticing and	Adapts and	Scans the	Scans the	Lises strategy	Strategy was	

Scale					
	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Noticing and	Adapts and	Scans the	Scans the	Uses strategy	Strategy was
reacting	creates new	room making	room making	incorrectly or	called for but
when	strategies for	note of when	note of when	with parts	not exhibited
students are	unique	students are	students are	missing	
not engaged	student needs	not engaged	not engaged		
	and situations	and takes	and takes		
		action and	action		
		monitors the			
		extent to			
		which			
		students re-			
		engage			

Appendix A: Teacher Domain 1—Observational Protocol (Long Form)

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2. Using Acad	emic Games					
The teacher us	es academic gan	nes and	Notes			
inconsequentia	l competition to	maintain				
student engage	ement.					
				O Innovat	ting (4)	
				O Applyin	-	
				O Develo		
				O Beginn		
				O Not Us		
				O Not Ap	-	
				r	I	
Teacher Evide	ence		Student Eviden	ce		
Teacher use	s structured gam	nes such as	□ Students engage in the games with some			
Jeopardy, fami	ly feud, and the	like	enthusiasm			
Teacher dev	elops imprompt	u games such as	\Box When asked, students can explain how the			
making a game	e out of which an	nswer might be	games keep their interest and help them learn			
correct for a gi	-		or remember content			
Teacher use	s friendly comp	etition along				
with classroom	n games					
Scale				1		
	Innovating	Applying	Developing	Beginning	Not Using	
	(4)	(3)	(2)	(1)	(0)	
Using	Adapts and	Uses academic	Uses academic	Uses strategy	Strategy was	
academic	creates new strategies for	games and inconsequential	games and inconsequential	incorrectly or with parts	called for but not exhibited	
games	unique	competition to	competition to	missing	not camoned	
	student needs	maintain	maintain			
	and situations	student	student			
		engagement	engagement			
		and monitors				
		the extent to which students				
		focus on the				
		academic				
		content of the				
		game				

3. Managing R	3. Managing Response Rates During Questioning					
	es response rates	-	Notes			
maintain studer	nt engagement in	questions.				
					O Inn	ovating (4)
						plying (3)
					O De	veloping (2)
					O Beg	ginning (1)
						t Using (0)
			~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~		O Not	t Applicable
Teacher Evide			Student Evidence ☐ Multiple students or the entire class			
	s response cards		responds to questions posed by the teacher			
	students use han	d signals to	□ When asked, students can describe their			
respond to ques			thinking about specific questions posed by the			
	s choral response	:	teacher			
Teacher uses	s technology to k	eep track of				
students' respon						
	s response chaini	ng				
Scale	.			D •	•	NT (TT •
	Innovating (4)	Applying (3)	Developing (2)	Beginn (1)	ing	Not Using (0)
Managing	Adapts and	Uses response	Uses response	Uses stra	tegy	Strategy was
response	creates new	rate	rate	incorrect	•	called for but
rates during questioning	strategies for unique	techniques to maintain	techniques to maintain	with parts missing	S	not exhibited
questioning	student needs	student	student	missing		
	and situations	engagement	engagement			
		in questions	in questions			
		and monitors the extent to				
		which the				
		techniques				
		keep students engaged				
		engageu				

4. Using Physic	4. Using Physical Movement						
The teacher use	es physical move	ment to	Notes				
maintain studer	nt engagement.						
					vating (4)		
				O Apply	- · ·		
					loping (2)		
				O Begin	0		
				O Not U	U		
Teels F 1			Staday (T)		Applicable		
Teacher Evide		and stratch or	Student Evide				
	students stand up s when their ener		-	age in the physic	al activities		
	s when then energy activities that re		designed by the teacher ☐ When asked, students can explain how the				
	ove to respond to	-	physical movement keeps their interest and				
	th your feet	questions	helps them learn				
	e part of the room	m that	r				
	its the answer yo						
-	students physica	•					
	o increase energ						
engagement							
Teacher use	give-one-get-one	e activities that					
require students	s to move about t	he room					
Scale							
	Innovating	Applying	Developing	Beginning	Not Using		
	(4)	(3)	(2)	(1)	(0)		
Using	Adapts and creates new	Uses physical movement to	Uses physical movement to	Uses strategy incorrectly or	Strategy was called for but		
physical movement	strategies for	maintain	maintain	with parts	not exhibited		
	unique	student	student	missing	not canolica		
	student needs	engagement	engagement				
	and situations	and monitors					
		the extent to					
		which these activities					
		enhance					
		student					
		engagement					

5. Maintaining	g a Lively Pace					
The teacher use	es pacing techniq	ues to maintain	Notes			
students' engag	gement.					
				O Innova	ating (4)	
				O Apply	ing (3)	
				O Develo		
			O Beginning (1)			
				O Not U	0	
Too al an Esta			O Not Applicable Student Evidence			
Teacher Evide	oloys crisp transit	tions from one	Student Evidence Student Evidence			
activity to anot	• •	tions from one	engage when a new activity is begun			
•	rs pace appropria	ttely (i.e.,	□ When asked, about the pace of the class,			
speeds up and s	slows down)	-	students describe it as not too fast or not too			
			slow			
Scale	-				.	
	Innovating	Applying (3)	Developing	Beginning (1)	Not Using	
Maintaining	(4) Adapts and	(3) Uses pacing	(2) Uses pacing	(1) Uses strategy	(0) Strategy was	
a lively pace	creates new	techniques to	techniques to	incorrectly or	called for but	
~ *	strategies for	maintain	maintain	with parts	not exhibited	
	unique	students'	students'	missing		
	student needs and situations	engagement and monitors	engagement			
		the extent to				
		which these				
		techniques keep students				
		engaged				

6. Demonstratin	6. Demonstrating Intensity and Enthusiasm						
The teacher demo	onstrates intensit	ty and	Notes				
enthusiasm for th	e content in a va	ariety of ways.					
				O Inno	vating (4)		
					ying (3)		
					eloping (2)		
					nning (1)		
				O Not I	Using (0)		
				O Not A	Applicable		
Teacher Eviden	ce		Student Evide	nce			
Teacher descri	ibes personal exp	periences that	\Box When asked, students say that the teacher				
relate to the conte			"likes the content" and "likes teaching"				
Teacher signal	ls excitement for	content by	□ Students' attention levels increase when				
Physical g			the teacher demonstrates enthusiasm and				
Voice ton			intensity for the content				
	ation of informat						
Teacher overt	ly adjusts energy	/ level					
Scale							
	Innovating	Applying	Developing	Beginning	Not Using		
	(4)	(3)	(2)	(1)	(0)		
Demonstrating	Adapts and creates new	Demonstrates intensity and	Demonstrates intensity and	Uses strategy	Strategy was called for but		
intensity and enthusiasm	strategies for	enthusiasm	enthusiasm	incorrectly or with parts	not exhibited		
	unique	for the	for the	missing			
	student needs	content in a	content in a				
	and situations	variety of	variety of				
		ways and	ways				

monitors the extent to which students' engagement increases

7. Using Friendly Controversy		
The teacher uses friendly controversy	Notes	
techniques to maintain student engagement.		
		O Innovating (4)
		O Applying (3)
		O Developing (2)
		O Beginning (1)
		O Not Using (0)
		O Not Applicable
Teacher Evidence	Student Evidence	
Teacher structures mini-debates about the	☐ Students engage in	• •
content	activities with enhance	
Teacher has students examine multiple	□ When asked, stude	•
perspectives and opinions about the content		as "stimulating," "fun,"
Teacher elicits different opinions on content	and so on	
from members of the class	□ When asked, stude	*
	friendly controversy a	• 1
	better understand the o	content
Scale		

Inn	ovating	Applying	Developing	D • •	
		PP -J B	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Using Adap	ots and	Uses friendly	Uses friendly	Uses strategy	Strategy was
friendly creat	es new	controversy	controversy	incorrectly or	called for but
controversy strate unique stude	ent needs situations	techniques to maintain student engagement and monitors the effect on students' engagement	techniques to maintain student engagement	with parts missing	not exhibited

8. Providing C	pportunities for	8. Providing Opportunities for Students to Talk About Themselves						
e	vides students w		Notes					
opportunities to	o relate what is be	eing addressed						
in class to their	personal interest	ts.						
				-				
					O Innov	vating (4)		
					O Apply	ying (3)		
					O Devel	loping (2)		
					O Begin	ning (1)		
					O Not U	Using (0)		
					O Not A	Applicable		
Teacher Evide	ence		Student Evide	nce				
	ware of student in		□ Students eng	-		-		
makes connecti	ons between the	se interests and	them to make c	onnecti	ons betwe	een their		
class content			personal interests and the content					
	ctures activities		□ When asked, students explain how making					
students to mak	te connections be	etween the	connections between content and their personal					
	ir personal intere	ests	interests engages them and helps them better					
U When students are explaining how content								
			understand the	content				
relates to their	personal interests	s, the teacher	understand the	content				
relates to their papears encour		s, the teacher	understand the	content				
relates to their	personal interests aging and interes	s, the teacher sted						
relates to their papears encour	personal interests aging and interes Innovating	s, the teacher sted Applying	Developing	Begi	inning	Not Using		
relates to their p appears encour Scale	personal interests aging and interes Innovating (4)	s, the teacher sted Applying (3)	Developing (2)	Begi	inning (1)	(0)		
relates to their pappears encour Scale	personal interests aging and interes Innovating (4) Adapts and	s, the teacher sted Applying (3) Provides	Developing (2) Provides	Begi	inning (1) strategy	(0) Strategy was		
relates to their papears encour Scale Providing opportunities	Innovating (4) Adapts and creates new	s, the teacher sted Applying (3) Provides students with	Developing (2) Provides students with	Begi Uses s incorre	(1) strategy ectly or	(0) Strategy was called for but		
relates to their j appears encour Scale Providing opportunities for students	Innovating (4) Adapts and creates new strategies for	s, the teacher sted Applying (3) Provides students with opportunities	Developing (2) Provides students with opportunities	Begi Uses s incorre with p	(1) (1) strategy ectly or arts	(0) Strategy was		
relates to their papears encour Scale Providing opportunities	Innovating (4) Adapts and creates new	s, the teacher sted Applying (3) Provides students with opportunities to relate what	Developing (2) Provides students with opportunities to relate what	Begi Uses s incorre	(1) (1) strategy ectly or arts	(0) Strategy was called for but		
relates to their p appears encour Scale Providing opportunities for students to talk about	Innovating (4) Adapts and creates new strategies for unique	s, the teacher sted Applying (3) Provides students with opportunities	Developing (2) Provides students with opportunities	Begi Uses s incorre with p	(1) (1) strategy ectly or arts	(0) Strategy was called for but		
relates to their p appears encour Scale Providing opportunities for students to talk about	Innovating (4) Adapts and creates new strategies for unique student needs	s, the teacher sted Applying (3) Provides students with opportunities to relate what is being addressed in class to their	Developing (2) Provides students with opportunities to relate what is being addressed in class to their	Begi Uses s incorre with p	(1) (1) strategy ectly or arts	(0) Strategy was called for but		
relates to their p appears encour Scale Providing opportunities for students to talk about	Innovating (4) Adapts and creates new strategies for unique student needs	s, the teacher sted Applying (3) Provides students with opportunities to relate what is being addressed in class to their personal	Developing (2) Provides students with opportunities to relate what is being addressed in class to their personal	Begi Uses s incorre with p	(1) (1) strategy ectly or arts	(0) Strategy was called for but		
relates to their p appears encour Scale Providing opportunities for students to talk about	Innovating (4) Adapts and creates new strategies for unique student needs	s, the teacher sted Applying (3) Provides students with opportunities to relate what is being addressed in class to their personal interests and	Developing (2) Provides students with opportunities to relate what is being addressed in class to their	Begi Uses s incorre with p	(1) (1) strategy ectly or arts	(0) Strategy was called for but		
relates to their p appears encour Scale Providing opportunities for students to talk about	Innovating (4) Adapts and creates new strategies for unique student needs	s, the teacher sted Applying (3) Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors the	Developing (2) Provides students with opportunities to relate what is being addressed in class to their personal	Begi Uses s incorre with p	(1) (1) strategy ectly or arts	(0) Strategy was called for but		
relates to their p appears encour Scale Providing opportunities for students to talk about	Innovating (4) Adapts and creates new strategies for unique student needs	s, the teacher sted Applying (3) Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors the extent to	Developing (2) Provides students with opportunities to relate what is being addressed in class to their personal	Begi Uses s incorre with p	(1) (1) strategy ectly or arts	(0) Strategy was called for but		
relates to their p appears encour Scale Providing opportunities for students to talk about	Innovating (4) Adapts and creates new strategies for unique student needs	s, the teacher sted Applying (3) Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors the	Developing (2) Provides students with opportunities to relate what is being addressed in class to their personal	Begi Uses s incorre with p	(1) (1) strategy ectly or arts	(0) Strategy was called for but		
relates to their p appears encour Scale Providing opportunities for students to talk about	Innovating (4) Adapts and creates new strategies for unique student needs	s, the teacher sted Applying (3) Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors the extent to which these	Developing (2) Provides students with opportunities to relate what is being addressed in class to their personal	Begi Uses s incorre with p	(1) (1) strategy ectly or arts	(0) Strategy was called for but		

engagement

9. Presenting Uni	9. Presenting Unusual or Intriguing Information						
The teacher uses unusual or intriguing			Notes				
information about the content in a manner that							
enhances student e	engagement.						
				O Inn	ovating (4)		
				O Ap	plying (3)		
				O Dev	veloping (2)		
				O Beg	ginning (1)		
				O Not	t Using (0)		
				O Not	t Applicable		
Teacher Evidence	e		Student Evide	nce			
□ Teacher system	natically provid	des interesting	□ Students' attention increases when unusual				
facts and details al	bout the conter	nt	information is presented about the content				
Teacher encour	rages students	to identify	\Box When asked, students explain how the				
interesting information	ation about the	e content	unusual information makes them more				
Teacher engage	es students in a	activities like	interested in the content				
"Believe it or not"	' about the con	itent					
Teacher uses gu	uest speakers t	o provide					
unusual information	on about the co	ontent					
Teacher tells st	ories that are r	elated to the					
content							
Scale							
	Innovating	Applying	Developing	Beginning	Not Using		
	(4)	(3)	(2)	(1)	(0)		
0	dapts and	Uses unusual	Uses unusual	Uses strategy	Strategy was		
	reates new	or intriguing	or intriguing	incorrectly or	called for but		
0 0	trategies for nique	information about the	information about the	with parts missing	not exhibited		

content and

monitors the extent to which this information enhances students' interest in the

content

content

student needs

and situations

Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to classroom rules and procedures?

10. Demonstrati	ng "Withitness	"				
The teacher uses	behaviors assoc	iated with	Notes			
"withitness" to maintain adherence to rules and						
procedures.						
				O Inne	ovating (4)	
					olying (3)	
				O Dev	veloping (2)	
				O Beg	(1)	
				O Not	Using (0)	
			O Not Applicable			
Teacher Eviden			Student Evidence			
Teacher physic	cally occupies al	ll quadrants of	Students recognize that the teacher is aware			
the room	4	1.	of their behavior			
☐ Teacher scans contact with all s		making eye	□ When asked, students describe the teacher			
□ Teacher recog		ources of	as "aware of what is going on" or "has eyes on the back of his/her head"			
disruption and de	-		on the back of h	ns/net nead		
Teacher proac		-				
situations						
Scale			<u> </u>			
	Innovating	Applying	Developing	Beginning	Not Using	
	(4)	(3)	(2)	(1)	(0)	
Demonstrating	Adapts and	Uses	Uses	Uses strategy	Strategy was	
"withitness"	creates new	behaviors	behaviors	incorrectly or	called for but	
	strategies for	associated with	associated with	with parts missing	not exhibited	
	unique student needs	"withitness"	"withitness"	missing		
	and situations	and monitors	********************			
		the effect on				
		students'				
		behavior				

11. Applying (Consequences					
The teacher app		ces for not	Note	es		
following rules				_	O Innovating	(4)
and fairly.	1	5			O Applying (
•					O Developing	, ,
					O Beginning	-
					• Deginning • Not Using	. ,
					O Not Applic	. ,
Teacher Evide	ence		Stud	lent Evidence		
Teacher prov	vides nonverbal	signals when		tudents cease ina	ppropriate beh	avior when
	vior is not appro			aled by the teach		
• Eye con		1	-	tudents accept co		part of the
 Proximi 				class is conducte	-	-
	the desk		-	/hen asked, stude		ne teacher as
1	g head, no		fair	in application of	rules	
-	vides verbal sig	nals when				
-	vior is not appro					
	udents to stop	F				
	udents that their	behavior is in				
	n of a rule or pr					
	s group conting					
consequences v		-				
-	nonstrate a spec					
•	olves the home					
appropriate (i.e	., makes a call h	nome to parents				
to help extingui		-				
		sequences when				
	g., student must	-				
he or she has be	roken)					
Scale						
	Innovating	Applying		Developing	Beginning	Not Using
	(4)	(3)		(2)	(1)	(0)
Applying	Adapts and	Applies		Applies	Uses	Strategy
consequences	creates new	consequences fo		consequences	strategy	was called
	strategies for	following rules a	and	for not	incorrectly or with	for but not
	unique student	procedures consistently and		following rules and	or with parts	exhibited
	needs and	fairly and monit		nrocedures	parts	

needs and

situations

fairly and monitors

the extent to which

are followed

rules and procedures

procedures

consistently

and fairly

missing

12. Acknowledgi	ng Adherence	to Rules and Pro	ocedures		
The teacher consi	stently and fairl	y acknowledges	Notes		
adherence to rules	s and procedure	S.		Q Inne	ovating (4)
					olying (3)
					veloping (2)
					ginning (1)
					Using (0)
					Applicable
Teacher Evidence	e		Student Eviden	ce	
Teacher provid	les nonverbal si	gnals that a rule	□ Students appe	ear appreciative	of the teacher
or procedure has	been followed		acknowledging (heir positive be	ehavior
• Smile			□ When asked,	students descri	be teacher as
• Nod of he	ad		appreciative of their good behavior		
High Five			☐ The number of students adhering to rules		
T eacher gives	verbal cues that	a rule or	and procedure in	creases	
procedure has bee	en followed				
Thanks stu procedure	udents for follow	wing a rule or			
• Describes	student behavio	ors that adhere			
to rule or	procedure				
Teacher notifie	es the home whe	en a rule or			
procedure has bee	en followed				
Teacher uses ta	angible recognit	ion when a rule			
or procedure has	been followed				
• Certificate	e of merit				
• Token ecc	onomies				
Scale					
	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Acknowledging	Adapts and	Acknowledges	Acknowledges	Uses	Strategy was

	(4)	(3)	(2)	(1)	(0)			
Acknowledging	Adapts and	Acknowledges	Acknowledges	Uses	Strategy was			
adherence to	creates new	adherence to	adherence to	strategy	called for			
rules and	strategies for	rules and	rules and	incorrectly	but not			
procedures	unique	procedures	procedures	or with parts	exhibited			
	student	consistently	consistently	missing				
	needs and	and fairly and	and fairly					
	situations	monitors the						
		extent to						
		which new						
		actions affect						
		students'						
		behavior						
13. Understandi	ng Students' In	terests and Bac	kground					
----------------------------	----------------------------	---------------------------	---	---------------------------	---------------------------------	--	--	--
The teacher uses	students' interes	sts and	Notes					
background to pr	oduce a climate	of acceptance						
and community.		1						
j.								
				O Inr	ovating (4)			
				O Ap	plying (3)			
				O De	veloping (2)			
				O Be	ginning (1)			
				O No	t Using (0)			
				O No	t Applicable			
Teacher Eviden	Teacher Evidence			Student Evidence				
T eacher has si		with students	□ When asked, students describe the teacher					
about events in th			as someone who knows them and/or is					
Teacher has di	iscussions with s	tudents about	interested in them					
topics in which the	•		□ Students respond when teacher					
Teacher builds	s student interest	s into lessons	demonstrates understanding of their interests					
			and background					
			□ When asked, students say they feel					
			accepted					
Scale		Γ	Γ	I				
	Innovating	Applying	Developing	Beginning	Not Using			
	(4)	(3)	(2)	(1)	(0)			
Understanding	Adapts and	Uses students'	Uses	Uses strategy	•••			
students' interests and	creates new strategies for	interests and	students' interests and	incorrectly or with parts	called for but not exhibited			
background	unique	background	background	missing	not exhibited			
	student needs	during	during					
	and situations	interactions	interactions					
		with students	with students					
		and monitors						
		the sense of community in						
		the classroom						
<u> </u>			1					

Design Question #8: What will I do to establish and maintain effective relationships with students?

Appendix A: Teacher Domain 1—Observational Protocol (Long Form)

14. Using Behaviors that Indicate Affection for Students							
When appropria	ate, the teacher u	ses verbal and	Notes				
nonverbal behavior that indicates caring for							
students.							
				O Inne	ovating (4)		
				O App	olying (3)		
					veloping (2)		
				-	inning (1)		
					Using (0)		
					Applicable		
Teacher Evide			Student Evidence				
	pliments student	• •	□ When asked, students describe teacher as				
-	ersonal accompl		someone who cares for them				
_	ages in informal		□ Students respond to teachers verbal				
	hat are not related		interactions				
	s humor with stu	dents when	☐ Students respond to teachers nonverbal interactions				
appropriate	las node and so	forth of	interactions				
	les, nods, and so	ioiiii, ai					
students when a	s hand on student	s' shoulders					
when appropria		s shoulders					
Scale							
Source	Innovating	Applying	Developing	Beginning	Not Using		
	(4)	(3)	(2)	(1)	(0)		
Using	Adapts and	Uses verbal	Uses verbal	Uses strategy	Strategy was		
behaviors	creates new	and nonverbal	and nonverbal	incorrectly or	called for but		
that indicate	strategies for	behaviors that	behaviors that	with parts	not exhibited		
affection for students	unique student needs	indicate caring for	indicate caring for	missing			
students	and situations	students and	students				
		monitors the					
		quality of					
		relationships					
		in the					
		classroom					

Appendix A: Teacher Domain 1—Observational Protocol (Long Form)

15. Displaying						
The teacher beh	naves in an objec	tive and	Notes			
controlled man	ner.					
					O Inno	ovating (4)
						lying (3)
			O Developing (2)			
			O Beginning (1)			
						Using (0)
					O Not	Applicable
Teacher Evide			Student Evide		<i>(</i> 1 <i>)</i>	1 2 1
	s not exhibit extr	remes in	Students are settled by the teacher's calm			
positive or nega			demeanor			
	resses inflammat	•	□ When asked, the students describe the teacher as in control of himself/herself and in			
	racts with all stu		control of the class			
	controlled fashic					
	s not demonstrate		□ When asked, students say that the teacher does not hold grudges or take things personally			
offense at stude		e personar	does not note g	ruages or		ings personally
Scale						
	Innovating	Applying	Developing	Beginr	ning	Not Using
	(4)	(3)	(2)	(1)	U	(0)
Displaying	Adapts and	Behaves in an	Behaves in an	Uses stra	ategy	Strategy was
emotional	creates new	objective and	objective and	incorrect	-	called for but
objectivity	strategies for	controlled	controlled	with part	ts	not exhibited
and control	unique student needs	manner and monitors the	manner	missing		
	and situations	effect on the				
		classroom				
		climate			_	

Appendix A: Teacher Domain 1-Observational Protocol (Long Form)

16. Demonstratin	g Value and	Respect for Low-Exp	pectancy Stude	nts	
The teacher exhibit	its behaviors t	hat demonstrate	Notes		
value and respect	for low-expect	tancy students.		O Innovati	ng (4)
				O Applyin	g (3)
				O Develop	ing (2)
				O Beginnin	-
				O Not Usir	ng (0)
				O Not App	
Teacher Evidence	e		Student Evide		
□ When asked, th	e teacher can	identify the students	□ When asked	, students say th	nat the
for whom there ha	we been low e	xpectations and the	teacher cares for	or all students	
various ways in w		-	□ Students trea	at each other wi	th respect
treated differently					-
The teacher pro		•			
with nonverbal inc	dications that t	they are valued and			
respected		-			
Makes eye	contact				
• Smiles					
 Makes apr 	propriate physi	cal contact			
The teacher pro					
with verbal indica	-	•			
respected					
Playful dia	logue				
Addressing	g students in a	manner they view			
as respectf		5			
-		ive comments about			
low-expectancy st	e				
Scale					
	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Demonstrating	Adapts and	Exhibits behaviors	Exhibits	Uses	Strategy
value and	creates	that demonstrate	behaviors	strategy	was called
respect for low-	new	value and respect	that	incorrectly	for but not
expectancy	strategies	for low-expectancy students and	demonstrate value and	or with parts	exhibited
students	for unique student	monitors the	respect for	missing	

Design Question #9: What will I do to communicate high expectations for all students?

Appendix A: Teacher Domain 1—Observational Protocol (Long Form)

impact on low-

expectancy students

low-

expectancy

students

needs and

situations

17. Asking Qu	estions of Low-I	Expectancy Stud	lents				
The teacher ask	s questions of lo	w-expectancy	Notes				
students with th	e same frequenc	y and depth as					
with high-exped	ctancy students.						
					vating (4)		
				O App	lying (3)		
				O Deve	eloping (2)		
				O Begi	nning (1)		
				O Not	Using (0)		
				O Not	Applicable		
Teacher Evide	nce		Student Evide	nce			
Teacher mak	tes sure low-expe	ectancy	\Box When asked, students say the teacher				
students are ask	ed questions at t	he same rate as	expects everyone to participate				
high-expectanc	y students		\Box When asked, students say the teacher asks				
□ Teacher makes sure low-expectancy			difficult questions of everyone				
students are asked complex questions at the							
same rate as hig	gh-expectancy stu	udents					
Scale							
	Innovating	Applying	Developing	Beginning	Not Using		

	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Asking	Adapts and	Asks	Asks	Uses strategy	Strategy was
questions of	creates new	questions of	questions of	incorrectly or	called for but
low-	strategies for	low-	low-	with parts	not exhibited
expectancy	unique	expectancy	expectancy	missing	
students	student needs	students with	students with		
	and situations	the same	the same		
		frequency and	frequency and		
		depth with	depth as with		
		high-	high-		
		expectancy	expectancy		
		students and	students		
		monitors the			
		quality of			
		participation			
		of low-			
		expectancy			
		students			

Appendix A: Teacher Domain 1-Observational Protocol (Long Form)

18. Probing Inc	correct Answers	s with Low-Exp	ectancy Student	S			
The teacher pro	bes incorrect ans	wers of low-	Notes				
expectancy stud	lents in the same	manner as					
he/she does with	h high-expectanc	y students.					
					• (4)		
				O Innov	ating (4)		
				O Apply	ring (3)		
				O Devel	oping (2)		
				O Begin	ning (1)		
				O Not U	sing (0)		
					pplicable		
Teacher Evide	nce		Student Evidence				
Teacher asks	low-expectancy	students to	\Box When asked, students say that the teacher				
further explain	their answers wh	en they are	won't "let you off the hook"				
incorrect			\Box When asked, students say that the teacher				
Teacher reph	rases questions f	for low-	"won't give up on you"				
expectancy stud	lents when they p	provide an	□ When asked,	, students say the	teacher helps		
incorrect answe	r		them answer questions successfully				
Teacher brea	ks a question int	o smaller and					
	hen a low-expect	ancy student					
answers a quest	•						
	xpectancy studen						
frustration, the teacher allows them to collect							
their thoughts but goes back to them at a later							
point in time							
Scale							
	Innovating	Applying	Developing	Beginning	Not Using		

	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Probing	Adapts and	Probes	Probes	Uses strategy	Strategy was
incorrect	creates new	incorrect	incorrect	incorrectly or	called for but
answers with	strategies for	answers of	answers of	with parts	not exhibited
low-	unique	low-	low-	missing	not exhibited
	student needs			missing	
expectancy		expectancy students in	expectancy students in		
students	and situations				
		the same	the same		
		manner as	manner as		
		with high-	with high-		
		expectancy	expectancy		
		students and	students		
		monitors the			
		level and			
		quality			
		responses of			
		low-			
		expectancy			
		students			

Appendix A: Teacher Domain 1—Observational Protocol (Long Form)

Appendix B

Teacher Domain 1

Observational Protocol (Short Form)

I. Lesson Segments Involving Routine Events								
Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?								
1. Providing clear learning goals and scales to measure those goals (e.g., the teacher provides or reminds students about a specific learning goal)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)	
2. Tracking student progress (e.g., using formative assessment the teacher helps students chart their individual and group progress on a learning goal)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)	
3. Celebrating student success (e.g., the teacher helps student acknowledge and celebrate current status on a learning goal as well as knowledge gain)	Notes		I (4)	A (3)	D (2)	B (1)	NU (0)	

Design Question #6: What will I do to establish or maintain classroom rules and procedures?

4. Establishing classroom routines (e.g., the teacher reminds students of a rule or procedure or establishes a new rule or procedure)	Notes					
	4	Ι	Α	D	В	NU
		(4)	(3)	(2)	(1)	(0)
5. Organizing the physical layout of the						
classroom for learning (e.g., the teacher						
organizes materials, traffic patterns, and	Notes					
displays to enhance learning)	Z	Ι	Α	D	В	NU
		(4)	(3)	(2)	(1)	(0)

II. Lesson Segments Addressing Content								
Design Question #2: What will I do to help students effectively interact with new knowledge?								
1. Identifying critical information (e.g., the teacher provides cues as to which information is important)	Notes	I A D B NU (4) (3) (2) (1) (0)						
2. Organizing students to interact with new knowledge (e.g., the teacher organizes students into dyads or triads to discuss small chunks of content)	Notes	I A D B NU (4) (3) (2) (1) (0)						
3. Previewing new content (e.g., the teacher uses strategies such as: K-W-L, advance organizers, preview questions)	Notes	I A D B NU (4) (3) (2) (1) (0)						
4. Chunking content into "digestible bites"(e.g., the teacher presents content in small portions that are tailored to students' level of understanding)	Notes	I A D B NU (4) (3) (2) (1) (0)						
5. Group processing of new information (e.g., after each chunk of information, the teacher asks students to summarize and clarify what they have experienced)	Notes	I A D B NU (4) (3) (2) (1) (0)						
6. Elaborating on new information (e.g., the teacher asks questions that require students to make and defend inferences)	Notes	I A D B NU (4) (3) (2) (1) (0)						
7. Recording and representing knowledge (e.g., the teacher ask students to summarize, take notes, or use non-linguistic representations)	Notes	I A D B NU (4) (3) (2) (1) (0)						
8. Reflecting on learning (e.g., the teacher asks students to reflect on what they understand or what they are still confused about)	Notes	I A D B NU (4) (3) (2) (1) (0)						

Design Question #3: What will I do to help students practice and deepen their understanding of new knowledge?

new knowledge?		
9. Reviewing content (e.g., the teacher briefly reviews related content addressed previously)	Notes	I A D B NU (4) (3) (2) (1) (0)
10. Organizing students to practice and deepen knowledge (e.g., the teacher organizes students into groups designed to review information or practice skills)	Notes	I A D B NU (4) (3) (2) (1) (0)
11. Using homework (e.g., the teacher uses homework for independent practice or to elaborate on information)	Notes	I A D B NU (4) (3) (2) (1) (0)
12. Examining similarities and differences (e.g., the teacher engages students in comparing , classifying, creating analogies and metaphors)	Notes	I A D B NU (4) (3) (2) (1) (0)
13. Examining errors in reasoning (e.g., the teacher asks students to examine informal fallacies, propaganda, bias)	Notes	I A D B NU (4) (3) (2) (1) (0)
14. Practicing skills, strategies, and processes (e.g., the teacher uses massed and distributed practice)	Notes	I A D B NU (4) (3) (2) (1) (0)
15. Revising knowledge (e.g., the teacher asks students to revise entries in notebooks to clarify and add to previous information)	Notes	I A D B NU (4) (3) (2) (1) (0)

Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?

knowledge?		
16. Organizing students for cognitively complex tasks (e.g., the teachers organizes students into small groups to facilitate cognitively complex tasks)	Notes	I A D B NU (4) (3) (2) (1) (0)
17. Engaging students in cognitively complex tasks involving hypothesis generating and testing (e.g., the teacher engages students in decision making tasks, problem solving tasks, experimental inquiry tasks, investigation tasks)	Notes	I A D B NU (4) (3) (2) (1) (0)
18. Providing resources and guidance (e.g., the teacher makes resources available that are specific to cognitively complex tasks and helps students execute such tasks)	Notes	I A D B NU (4) (3) (2) (1) (0)

III. Lesson Segments	Enacted on the Spot	
Design Question #5: What will I do to engage stu	udents?	
1. Noticing and reacting when students are not engaged (e.g., the teacher scans the classroom to monitor students' level of engagement)	Store Not State	B NU (1) (0)
2. Using academic games (e.g., when students are not engaged, the teachers uses adaptations of popular games to reengage them and focus their attention on academic content)	Z I A D (4) (3) (2)	B NU (1) (0)
3. Managing response rates during questioning (e.g., the teacher uses strategies to ensure that multiple students respond to questions such as: response cards, response chaining, voting technologies)	Second A D (4) (3) (2)	B NU (1) (0)
4. Using physical movement (e.g., the teacher uses strategies that require students to move physically such as: vote with your feet, physical reenactments of content)	Society 2 1 A D (4) (3) (2)	B NU (1) (0)
5. Maintaining a lively pace (e.g., the teacher slows and quickens the pace of instruction in such a way as to enhance engagement)	Store I A D (4) (3) (2)	B NU (1) (0)
6. Demonstrating intensity and enthusiasm (e.g., the teacher uses verbal and nonverbal signals that he or she is enthusiastic about the content)	So Z I A D (4) (3) (2)	B NU (1) (0)
7. Using friendly controversy (e.g., the teacher uses techniques that require students to take and defend a position about content)	Store I A D (4) (3) (2)	B NU (1) (0)
8. Providing opportunities for students to talk about themselves (e.g., the teacher uses techniques that allow students to relate content to their personal lives and interests)	Soft I A D (4) (3) (2)	B NU (1) (0)

Appendix B: Teacher Domain 1—Observational Protocol (Short Form)

 9. Presenting unusual or intriguing information (e.g., the teacher provides or encourages the identification of intriguing information about the content) Design Question #7: What will I do to recognize adherence to rules and procedures? 	Notes and a	IADBNU(4)(3)(2)(1)(0)ucknowledge adherence and lack of					
10. Demonstrating "withitness" (e.g., the teacher is aware of variations in student behavior that might indicate potential disruptions and attends to them immediately)	Notes	I A D B NU (4) (3) (2) (1) (0)					
11. Applying consequences (e.g., the teacher applies consequences to lack of adherence to rules and procedures consistently and fairly)	Notes	I A D B NU (4) (3) (2) (1) (0)					
12. Acknowledging adherence to rules and procedures (e.g., the teacher acknowledges adherence to rules and procedures consistently and fairly)	Notes	I A D B NU (4) (3) (2) (1) (0)					
Design Question #8: What will I do to establish a students?	Design Question #8: What will I do to establish and maintain effective relationships with students?						
13. Understanding students' interests and backgrounds (e.g., the teacher seeks out knowledge about students and uses that knowledge to engage in informal, friendly discussions with students)	Notes	I A D B NU (4) (3) (2) (1) (0)					
14. Using behaviors that indicate affection for students (e.g., the teacher uses humor and friendly banter appropriately with students)	Notes	I A D B NU (4) (3) (2) (1) (0)					
15. Displaying objectivity and control (e.g., the teacher behaves in ways that indicate he or she does not take infractions personally)	Notes	I A D B NU (4) (3) (2) (1) (0)					

Appendix B: Teacher Domain 1—Observational Protocol (Short Form)

Design Question #9:	What will I do to	communicate high ex	pectations for	all students?
Design Question 117.		communicate might ex	peciaiions joi	an sinacrus.

0 ~		0 1 3
16. Demonstrating value and respect for low- expectancy students (e.g., the teacher demonstrates the same positive affective tone with low-expectancy students as with high- expectancy students)	Notes	I A D B NU (4) (3) (2) (1) (0)
17. Asking questions of low-expectancy students (e.g., the teacher asks questions of low-expectancy students with the same frequency and level of difficulty as with high- expectancy students)	Notes	I A D B NU (4) (3) (2) (1) (0)
18. Probing incorrect answers with low- expectancy students (e.g., the teacher inquires into incorrect answers with low-expectancy students with the same depth and rigor as with high-expectancy students)	Notes	I A D B NU (4) (3) (2) (1) (0)

Appendix C

Teacher Domain 1

Observational Protocol (Snapshot Form)

Lesson Segments That Involve Routine Events That Might Be Observed in Every Lesson • What is the teacher doing to help establish and communicate learning goals, track students progress, and celebrate success?
• What is the teacher doing to establish or maintain classroom rules and procedures?
Lesson Segments That Address Content • What is the teacher doing to help students effectively interact with new knowledge?
• What is the teacher doing to help students practice and deepen their understanding of new knowledge?
• What is the teacher doing to help students generate and test hypotheses about new knowledge?

• What is the teacher doing to engage students?

• What is the teacher doing to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

• What is the teacher doing to establish and maintain effective relationships with students?

• What is the teacher doing to communicate high expectations for all students?

Appendix D

Teacher Domain 2

Planning and Preparing

Planning and Pr	eparing for	Lessons and	Units
------------------------	-------------	-------------	-------

1. Effective Scaffolding of Information Within	n Lessons			
Within lessons, the teacher prepares and plans	<u>Notes</u>			
the organization of content in such a way that				
each new piece of information builds on the				
previous piece.				
		O Innovating (4)		
		O Applying (3)		
		O Developing (2)		
		O Beginning (1)		
		O Not Using (0)		
		O Not Applicable		
Planning Evidence	Teacher Evidence			
Content is organized to build upon previous	\Box When asked, the teac	cher can describe the		
information	rationale for how the content is organized			
Presentation of content is logical and	\Box When asked, the teac	cher can describe the		
progresses from simple to complex	rationale for the sequent	ce of instruction		
□ Where appropriate, presentation of content	\Box When asked, the teac	cher can describe how		
is integrated with other content areas, other	content is related to pre-	vious lessons, units or		
lessons and/or units	other content			
□ The plan anticipates potential confusions	\Box When asked, the teac	cher can describe		
that students may experience	possible confusions that	t may impact the lesson		
	or unit			
Scale	•			

Scale					
	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Effective	The teacher is	Within	The teacher	The teacher	The teacher
scaffolding of	a recognized	lessons, the	scaffolds the	attempts to	makes no
information	leader in	teacher	information	perform this	attempt to
within	helping others	organizes	but the	activity but	perform this
lessons	with this	content in	relationship	does not	activity.
	activity.	such a way	between the	actually	
		that each new	content is not	complete or	
		piece of	clear.	follow	
		information		through with	
		clearly builds		these	
		on the		attempts.	
		previous			
		piece.			

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2. Lessons within Units						
The teacher org	ganizes lessons w	ithin units to	Notes			
progress toward	d a deep understa					
content.						
				_		
						ovating (4)
					O App	lying (3)
					O Dev	eloping (2)
					v	inning (1)
						Using (0)
					O Not	Applicable
Planning Evid	ence		Teacher Evide	nce		
□ Plans illustrate how learning will move from			□ When asked	, the teach	ner can	describe how
an understanding of foundational content to			lessons within t	he unit pr	rogress	toward deep
application of information in authentic ways			understanding and transfer of content			
Plans incorporate student choice and			\Box When asked, the teacher can describe how			
initiative			students will make choices and take initiative			
□ Plans provide for extension of learning			□ When asked	, the teach	ner can	describe how
			learning will be	extended	1	
Scale						
	Innovating	Applying	Developing	Begin	ning	Not Using
	(4)	(3)	(2)	(1))	(0)
Lessons	The teacher is	The teacher	The teacher	The teac	cher	The teacher
within units	a recognized	organizes	organizes	attempts		makes no
	leader in	lessons within	lessons within	perform		attempt to
	helping others with this	a unit so that students move	a unit so that students move	activity does not		perform this activity.
	activity.	from an	from surface	actually		activity.
	ucu vity.	understanding	level to	complete		
		to applying	deeper	follow		
		the content	understanding	through	with	
		through	of content but	these		
		authentic	does not	attempts	5.	
		tasks.	require students to			
			apply the			
			content in			
			authentic			
			ways.			

I

4)			
2)			
)			
) ole			
O Not Applicable Teacher Evidence			
or			
the			
Jsing			
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cher 10			
to			
this			

Planning and Preparing for Use of Resources and Technology

1. Use of Avai	lable Traditiona	l Resources				
The teacher ide	entifies the availa	ble traditional	Notes			
resources (mate	erials and human) for upcoming				
units and lesso	units and lessons.					
					(4)	
					ovating (4)	
					olying (3)	
					eloping (2)	
				Ŭ	inning (1)	
					Using (0)	
					Applicable	
Planning Evid			Teacher Evide			
-	tlines resources w		\Box When asked	, the teacher can	describe the	
classroom that	will be used to en	nhance	resources within	n the classroom t	that will be	
students' under	standing of the c	ontent	used to enhance	e students' under	standing of the	
□ The plan ou	tlines resources w	within the	content			
school that will	l be used enhance	e students'	\Box When asked, the teacher can describe			
understanding	of the content		resources within the school that will be used to			
□ The plan ou	tlines resources w	vithin the	enhance students' understanding of the content			
community tha	t will be used to a	enhance	\Box When asked, the teacher can describe			
students' under	standing of the c	ontent	resources within the community that will be			
	C		used to enhance students' understanding of the			
			content			
Scale			I			
	Innovating	Applying	Developing	Beginning	Not Using	
	(4)	(3)	(2)	(1)	(0)	
Use of	The teacher is	The teacher	The teacher	The teacher	The	
available	a recognized	identifies the	identifies the	attempts to	teacher	
traditional	leader in	available	available	perform this	makes no	
resources	helping others	traditional	traditional	activity but	attempt to	
	with this	resources that	resources that	does not	perform	
	activity.	can enhance student	can enhance student	actually complete or	this activity.	
		understanding	understanding	follow	activity.	
		and the	but does not	through with		
		manner in	identify the	these		
		which they	manner in	attempts.		
		will be used.	which they			
			will be used.			
Appendix D: Teac	cher Domain 2—Plai	ning and Prenaring		© 2011	Robert J. Marzano	

2. Use of Avail	able Technology	y			
2. Use of Available Technology The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.			<u>Notes</u>	O App O Dev O Beg	ovating (4) olying (3) reloping (2) inning (1)
					Using (0) Applicable
Planning Evidence □ The plan identifies available technology that will be used • Interactive whiteboards • Response systems • Voting technologies • One-to-one computers • Social networking sites • Blogs • Wikis • Discussion boards □ The plan identifies how the technology will be used to enhance student learning			O Not Applicable Teacher Evidence □ When asked, the teacher can describe the technology that will be used □ When asked, the teacher can articulate how the technology will be used to enhance student learning		
Scale	Γ				
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Use of available technology	(4) The teacher is a recognized leader in helping others with this activity.	The teacher identifies the available technologies that can enhance student understanding and the manner in which they will be used.	(2) The teacher identifies the available technologies that can enhance student understanding but does not identify the manner in which they will be used.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

Planning and Preparing for Special Needs of Students

1. Needs of E	nglish Langua	ge Learners				
		needs of English	Notes			
language lear	ners (ELLs) by i	identifying the				
	=	e within a lesson				
or unit.						
					O Inn	ovating (4)
					O Ap	plying (3)
					O De	veloping (2)
					O Beg	ginning (1)
					O No	t Using (0)
					O No	t Applicable
Planning Evi			Teacher Evidence			
-		ommodations that	□ When asked, the teacher can describe the			
	for individual I	ELL students or	accommodations			
groups within			individual ELL students or groups of students			
-		ptations that must	within a lesson			
		tudents or groups	U When asked, the teacher can describe the			
within a unit of	of instruction		adaptations that must be made for individual			
			ELL students or groups of students within a unit of instruction			
Scale						
Scale	Innovating	Applying	Developing	Begin	ning	Not Using
	(4)	(3)	(2)	(1	U	(0)
Needs of	The teacher	The teacher	The teacher	The tea		The teacher
English	is a	identifies the	identifies the	attemp		makes no
language	recognized	needs of English	needs of English	perform		attempt to
learners	leader in	language	language	activity		perform this
	helping	learners and the	learners but does	does no		activity.
	others with this activity.	adaptations that will be made to	not articulate the adaptations that	actuall	-	
	uns activity.	meet these	will be made to	comple follow		
		needs.	meet these	through	h with	
			needs.	these		
				attemp	ts.	

2. Needs of S	pecial Education	on Students					
The teacher identifies the needs of special			Notes				
education stud	dents by providi	ng					
accommodati	ons and modific	ations that must					
be made for s	pecific special e	ducation students.					
-	1						
				Q Inn	ovating (4)		
					plying (3)		
				-	veloping (2)		
					ginning (1)		
					t Using (0)		
					t Applicable		
Planning Evi	dence		Teacher Evidenc		ripplicable		
	escribes accomr	nodations and	□ When asked, the teacher can describe the				
-		ade for individual	specific accommodations that must be made				
		groups of students	for individual special education students or				
-	tion students of the Individualize		groups of students according to their IEP for a				
Program (IEP			lesson				
-		ommodations and	□ When asked, the teacher can describe the				
-		ade for individual					
		groups of students	specific accommodations and modifications				
-			that must be made for individual special				
	according to the IEP for a unit of instruction			education students or groups of students according to their IEP for a unit of instruction			
Scale							
Scale	Innevetire	Annlying	Developina	Doginnin a	Not Ligin a		
	Innovating (4)	Applying (2)	Developing	Beginning	Not Using		
Naada e	(4)	(3)	(2)	(1)	(0) The teacher		
Needs of	The teacher	The teacher	The teacher	The teacher	The teacher		

	(4)	(3)	(2)	(1)	(0)
Needs of	The teacher	The teacher	The teacher	The teacher	The teacher
special	is a	identifies the	identifies the	attempts to	makes no
education	recognized	needs of special	needs of special	perform this	attempt to
students	leader in	education	education	activity but	perform this
	helping	students and the	students but	does not	activity.
	others with	accommodations	does not	actually	
	this activity.	and	articulate the	complete or	
		modifications	accommodations	follow	
		that will be	or modifications	through with	
		made to meet	that will be	these	
		these needs.	made to meet	attempts.	
			these needs.		

	Innovating	Applying	Developing	Beginning	Not Using	
Scale			language resour	ces		
			will take into consideration family and			
language resources			ways in which communication with the home			
	to consideration	tamily and	□ When asked, the teacher can articulate the			
	unicating with th		will be addressed when assigning homework			
resources			ways in which the students' family resources			
	deration the stud	lents' family	□ When asked, the teacher can articulate the			
-	ing homework, t		schooling will be addressed			
little support for	-		environments that offer little support for			
	home environm	ents that offer	the needs of students who come from home			
	vides for the nee		\Box When asked, the teacher can articulate how			
Planning Evid			Teacher Evidence			
					Applicable	
					Using (0)	
				O Beg	inning (1)	
				O Dev	eloping (2)	
				O App	lying (3)	
				O Inno	ovating (4)	
little support for schooling.						
who come from	home environm	ents that offer				
The teacher identifies the needs of students			Notes			

	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Needs of	The teacher is	The teacher	The teacher	The teacher	The teacher
students who	a recognized	identifies the	identifies the	attempts to	makes no
lack support	leader in	needs of	needs of	perform this	attempt to
for schooling	helping others	students who	students who	activity but	perform this
	with this	lack support	lack support	does not	activity.
	activity.	for schooling	for schooling	actually	
		and the	but does not	complete or	
		adaptations	articulate the	follow	
		that will be	adaptations	through with	
		made to meet	that will be	these	
		these needs.	made to meet	attempts.	
			these needs.		

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Appendix E

Teacher Domain 3

Reflecting on Teaching

Evaluating Personal Performance

	1. Identifying Areas of Pedagogical Strength and Weakness									
The teacher ide	ntifies specific st	<u>Notes</u>								
behaviors on w	hich to improve									
(routine lesson	segments, conter	nt lesson								
segments, and s	segments that are	e enacted on the								
spot).										
					JInno	ovating (4)				
						U				
						lying (3)				
						eloping (2)				
					-	inning (1)				
						Using (0)				
				(J Not	Applicable				
Teacher Evide		_								
	□ The teacher identifies specific areas of strengths and weaknesses within Domain 1									
The teacher	The teacher keeps track of specifically identified focus areas for improvement within Domain									
1										
The teacher	identifies and ke	eps track of spec	ific areas identifi	ed based o	on teac	her interest				
within Domain	1									
□ When asked	, the teacher can	describe how spe	ecific areas for in	U When asked, the teacher can describe how specific areas for improvement are identified						
within Domain	within Domain 1									
Scale										
Scale	1			_						
Scale	Innovating	Applying	Developing	Beginn		Not Using				
Scale		Applying (3)	(2)	Beginn (1)						
Identifying	Innovating (4) The teacher is	(3) The teacher	(2) The teacher	(1) The teach	i ng ner	Not Using (0) The teacher				
Identifying areas of	Innovating (4) The teacher is a recognized	(3) The teacher identifies	(2) The teacher identifies	(1) The teach attempts	ing ner to	Not Using (0) The teacher makes no				
Identifying areas of pedagogical	Innovating (4) The teacher is a recognized leader in	(3) The teacher identifies specific	(2) The teacher identifies specific	(1) The teach attempts perform t	ing her to this	Not Using (0) The teacher makes no attempt to				
Identifying areas of pedagogical strength and	Innovating (4) The teacher is a recognized leader in helping others	(3) The teacher identifies specific strategies and	(2) The teacher identifies specific strategies and	(1) The teach attempts perform t activity b	ing her to this	Not Using (0) The teacher makes no attempt to perform this				
Identifying areas of pedagogical	Innovating (4) The teacher is a recognized leader in helping others with this	(3) The teacher identifies specific strategies and behaviors on	(2) The teacher identifies specific strategies and behaviors on	(1) The teach attempts perform t activity b does not	ing her to this	Not Using (0) The teacher makes no attempt to				
Identifying areas of pedagogical strength and	Innovating (4) The teacher is a recognized leader in helping others	(3) The teacher identifies specific strategies and behaviors on which to	(2) The teacher identifies specific strategies and behaviors on which to	(1) The teach attempts perform t activity b does not actually	ing ner to this but	Not Using (0) The teacher makes no attempt to perform this				
Identifying areas of pedagogical strength and	Innovating (4) The teacher is a recognized leader in helping others with this	(3) The teacher identifies specific strategies and behaviors on which to improve from	(2) The teacher identifies specific strategies and behaviors on which to improve but	(1) The teach attempts perform t activity b does not actually complete	ing ner to this but	Not Using (0) The teacher makes no attempt to perform this				
Identifying areas of pedagogical strength and	Innovating (4) The teacher is a recognized leader in helping others with this	(3) The teacher identifies specific strategies and behaviors on which to improve from routine lesson	(2) The teacher identifies specific strategies and behaviors on which to	(1) The teach attempts perform t activity b does not actually complete follow	ing ner to this but	Not Using (0) The teacher makes no attempt to perform this				
Identifying areas of pedagogical strength and	Innovating (4) The teacher is a recognized leader in helping others with this	(3) The teacher identifies specific strategies and behaviors on which to improve from	(2) The teacher identifies specific strategies and behaviors on which to improve but does not	(1) The teach attempts perform t activity b does not actually complete	ing ner to this but	Not Using (0) The teacher makes no attempt to perform this				
Identifying areas of pedagogical strength and	Innovating (4) The teacher is a recognized leader in helping others with this	(3) The teacher identifies specific strategies and behaviors on which to improve from routine lesson segments,	(2) The teacher identifies specific strategies and behaviors on which to improve but does not select the	(1) The teach attempts perform t activity b does not actually complete follow through v	ing ner to this but or with	Not Using (0) The teacher makes no attempt to perform this				
Identifying areas of pedagogical strength and	Innovating (4) The teacher is a recognized leader in helping others with this	(3) The teacher identifies specific strategies and behaviors on which to improve from routine lesson segments, content lesson	(2) The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and	(1) The teach attempts perform t activity b does not actually complete follow through w these	ing ner to this but or with	Not Using (0) The teacher makes no attempt to perform this				
Identifying areas of pedagogical strength and	Innovating (4) The teacher is a recognized leader in helping others with this	(3) The teacher identifies specific strategies and behaviors on which to improve from routine lesson segments, content lesson segments and segments that are enacted	(2) The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most useful for his	(1) The teach attempts perform t activity b does not actually complete follow through w these	ing ner to this but or with	Not Using (0) The teacher makes no attempt to perform this				
Identifying areas of pedagogical strength and	Innovating (4) The teacher is a recognized leader in helping others with this	(3) The teacher identifies specific strategies and behaviors on which to improve from routine lesson segments, content lesson segments and segments that	(2) The teacher identifies specific strategies and behaviors on which to improve but does not select the strategies and behaviors that are most	(1) The teach attempts perform t activity b does not actually complete follow through w these	ing ner to this but or with	Not Using (0) The teacher makes no attempt to perform this				

Appendix E: Teacher Domain 3—Reflecting on Teaching

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2. Evaluating the Effectiveness of Individual Lessons and Units					
The teacher determines how effective a lesson	Notes				
or unit of instruction was in terms of enhancing					
student achievement and identifies causes of					
success or difficulty.					
	O Innovating (4)				
	O Applying (3)				
	O Developing (2)				
	O Beginning (1)				
	• Not Using (0)				
	O Not Applicable				

Teacher Evidence

The teacher gathers and keeps records of his or her evaluations of individual lessons and units
 When asked, the teacher can explain the strengths and weaknesses of specific lessons and units

 \Box When asked, the teacher can explain the alignment of the assessment tasks and the learning goals

 \Box When asked, the teacher can explain how the assessment tasks help track student progress toward the learning goals

Scale

beate	T	A 1 •		D	
	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Evaluating	The teacher is	The teacher	The teacher	The teacher	The teacher
the	a recognized	determines	determines	attempts to	makes no
effectiveness	leader in	how effective	how effective	perform this	attempt to
of individual	helping others	a lesson or	a lesson or	activity but	perform this
lessons and	with this	unit was in	unit was in	does not	activity.
units	activity.	terms of	terms of	actually	
		enhancing	enhancing	complete or	
		student	student	follow	
		achievement	achievement	through with	
		and identifies	but does not	these	
		specific	accurately	attempts.	
		causes of	identify		
		success or	causes of		
		difficulty and	success or		
		uses this	difficulty.		
		analysis when			
		making			
		instructional			
		decisions.			

Appendix E: Teacher Domain 3—Reflecting on Teaching

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3. Evaluating the Effectiveness of Specific Ped	3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors					
The teacher determines the effectiveness of	Notes					
specific instructional techniques regarding the						
achievement of subgroups of students and						
identifies specific reasons for discrepancies.						
	O Innovating (4)					
	• Applying (3)					
	O Developing (2)					
	O Beginning (1)					
	O Not Using (0)					
	O Not Applicable					

Teacher Evidence

□ The teacher gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)

The teacher provides a written analysis of specific causes of success or difficulty

□ When asked, the teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students

Scale					
	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Evaluating the effectiveness of specific pedagogical strategies and behaviors	(4) The teacher is a recognized leader in helping others with this activity.	(3) The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students and identifies the reasons	(2) The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students but does not accurately	(1) The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	(0) The teacher makes no attempt to perform this activity.
		for discrepancies.	identify the reasons for		
		anserepaneres.	discrepancies.		

Appendix E: Teacher Domain 3-Reflecting on Teaching

Developing and Implementing a Professional Growth Plan

1. Developing a Written Growth and Development Plan							
The teacher develops a written professional <u>Notes</u>							
growth and development plan with specific and							
measureable go	als, action steps,	manageable					
timelines, and a	ppropriate resou						
O Innovating (4)					ovating (4)		
				O Applying (3)			
					O Developing (2)		
					ginning (1)		
				-	Using (0)		
					Applicable		
Teacher Evide	Teacher Evidence						
	constructs a grow	th plan that out	ines measurable	goals, action ste	ps, manageable		
	ppropriate resour	-					
□ When asked	, the teacher can	describe the prof	essional growth	plan using speci	fic and		
	lls, action steps, r	-					
Scale							
	Innovating	Applying	Developing	Beginning	Not Using		
	(4)	(3)	(2)	(1)	(0)		
Developing a	The teacher is	The teacher	The teacher	The teacher	The		
written	a recognized	develops a	develops a	attempts to	teacher		
growth and	leader in	written	written	perform this	makes		

professional

growth and

development

plan but does

not articulate

clear and

steps,

measurable

goals, action

timelines and appropriate resources.

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with this

activity.

helping others

Appendix E: Teacher Domain 3-Reflecting on Teaching

professional

growth and

plan with

clear and

steps,

measurable

goals, actions

timelines and

resources.

development

plan

development

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attempt

perform

activity.

no

to

this

activity but

complete or

through with

does not

actually

follow

these

attempts.

2. Monitoring Progress Relative to the Professional Growth and Development Plan						
The teacher charts his or her progress toward	Notes					
goals using established action plans,						
milestones and timelines.						
	O Innovating (4)					
	O Applying (3)					
	O Developing (2)					
	O Beginning (1)					
	O Not Using (0)					
	O Not Applicable					

Teacher Evidence

a

□ The teacher constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)

□ When asked, the teacher can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)

Scale					
	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Monitoring progress relative to the professional growth and development plan	(4) The teacher is a recognized leader in helping others with this activity.	(3) The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines and makes	(2) The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines but does not	(1) The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	(0) The teacher makes no attempt to perform this activity.
		modifications or adaptations as needed.	make modifications or adaptations		
		Las necaca.	as needed.		

Appendix E: Teacher Domain 3—Reflecting on Teaching

Appendix F

Teacher Domain 4

Collegiality and Professionalism

Promoting a Positive Environment

The teacher interacts with other teachers in a positive manner to promote and support student learning. Notes Student learning. Innovating (4) Applying (3) Developing (2) Beginning (1) Not Using (0) Not Using (0) Not Applicable The teacher works cooperatively with appropriate school personnel to address issues that impact student learning The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust The teacher accesses available expertise and resources to support students' learning needs When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers
student learning. student learning. Innovating (4) Applying (3) Applying (3) Developing (2) Beginning (1) Not Using (0) Not Using (0) Not Applicable Not Applicable Teacher Evidence Not Applicable The teacher works cooperatively with appropriate school personnel to address issues that impact student learning Not Applicable The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust Inte teacher accesses available expertise and resources to support students' learning needs When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers
student learning. Innovating (4) Applying (3) Developing (2) Beginning (1) Not Using (0) Not Applicable Teacher Evidence The teacher works cooperatively with appropriate school personnel to address issues that impact student learning The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust The teacher accesses available expertise and resources to support students' learning needs When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers
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 Developing (2) Beginning (1) Not Using (0) Not Applicable Teacher Evidence The teacher works cooperatively with appropriate school personnel to address issues that impact student learning The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust The teacher accesses available expertise and resources to support students' learning needs When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers
 Beginning (1) Not Using (0) Not Applicable Teacher Evidence The teacher works cooperatively with appropriate school personnel to address issues that impact student learning The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust The teacher accesses available expertise and resources to support students' learning needs When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers
 Beginning (1) Not Using (0) Not Applicable Teacher Evidence The teacher works cooperatively with appropriate school personnel to address issues that impact student learning The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust The teacher accesses available expertise and resources to support students' learning needs When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers
 Not Using (0) Not Applicable Teacher Evidence The teacher works cooperatively with appropriate school personnel to address issues that impact student learning The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust The teacher accesses available expertise and resources to support students' learning needs When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers
Teacher Evidence The teacher works cooperatively with appropriate school personnel to address issues that impact student learning The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust The teacher accesses available expertise and resources to support students' learning needs When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers
Teacher Evidence The teacher works cooperatively with appropriate school personnel to address issues that impact student learning The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust The teacher accesses available expertise and resources to support students' learning needs When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers
 The teacher works cooperatively with appropriate school personnel to address issues that impact student learning The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust The teacher accesses available expertise and resources to support students' learning needs When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers
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 respect, flexibility, fairness and trust The teacher accesses available expertise and resources to support students' learning needs When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers
 The teacher accesses available expertise and resources to support students' learning needs When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers
 When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers
colleagues to promote and support student learning When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers
□ When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers
conversations about other teachers
Scale
Innovating Applying Developing Beginning Not Using
(4)(3)(2)(1)(0)PromotingThe teacher isThe teacherThe teacherThe teacher
0
positivea recognizedinteracts withinteracts withattempts tomakes nointeractionsleader inotherotherperform thisattempt to
about helping others colleagues in colleagues in activity but perform this
colleagues with this a positive a positive does not activity.
activity. manner to manner to actually
promote and promote and complete or
support support follow
student student through with
learning and learning but these
helps to does not help attempts.
extinguish extinguish
negative negative conversations conversations
about other about other
teachers. teachers.

Appendix F: Teacher Domain 4—Collegiality and Professionalism

2. Promoting Positive Interactions About Students and Parents						
The teacher interacts with students and parents	Notes					
in a positive manner to foster learning and	O Innovating (4)					
promote positive home/school relationships. O Applying (3)						
	O Developing (2)					
	O Beginning (1)					
	O Not Using (0)					
	O Not Applicable					
Teacher Evidence						
 The teacher fosters collaborative partnerships manner that demonstrates integrity, confidentiali The teacher ensures consistent and timely con expectations, progress and/or concerns 	ty, respect, flexibility, fairness and trust					
The teacher encourages parent involvement in	classroom and school activities					
☐ The teacher demonstrates awareness and sens backgrounds of families	itivity to social, cultural and language					
□ The teacher uses multiple means and modaliti	es to communicate with families					
\Box The teacher responds to requests for support,	assistance and/or clarification promptly					
□ When asked, the teacher can describe instance students and parents.	es when he or she interacted positively with					

□ When asked, students and parents can describe how the teacher interacted positively with them

The teacher respects and maintains confidentiality of student/family information

□ When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about students and parents

Scale					
	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Promoting	The teacher	The teacher	The teacher	The teacher	The teacher
positive	is a	interacts with	interacts with	attempts to	makes no
interactions	recognized	students and	students and	perform this	attempt to
about	leader in	parents in a	parents in a	activity but	perform this
students and	helping	positive	positive manner	does not	activity.
parents	others with	manner to	to foster	actually	
	this activity.	foster learning	learning and	complete or	
		and promote	promote	follow	
		positive	positive	through with	
		home/school	home/school	these	
		relationships	relationships	attempts.	
		and helps	but does not		
		extinguish	help extinguish		
		negative	negative		
		conversations	conversations		
		about students	about students		
		and parents.	and parents.		

1. Seeking Me	ntorship for Are	eas of Need or In	nterest				
	ks help and inpu		Notes				
colleagues regarding specific classroom							
strategies and b	ehaviors.						
					novating (4)		
					oplying (3)		
					eveloping (2)		
					eginning (1)		
					ot Using (0)		
					ot Applicable		
	Teacher Evidence						
	keeps track of sp	ecific situations	during which he	or she has soug	ght mentorship		
from others							
	actively seeks he			-	•		
	actively seeks he	lp and input from	n appropriate sch	lool personnel	to address issues		
that impact inst							
	, the teacher can	describe how he	or she seeks inpu	it from colleag	ues regarding		
issues that impa	act instruction						
	Innovating	Applying	Developing	Beginning	Not Using		
	(4)	(3)	(2)	(1)	(0)		
Seeking	The teacher is	The teacher	The teacher	The teacher	The teacher		
mentorship	a recognized	seeks help	seeks help	attempts to	makes no		
for areas of	leader in	and	and	perform this	attempt to		
need or	helping others	mentorship	mentorship	activity but	perform this		
interest	with this	from	from colleagues but	does not	activity.		
	activity.	colleagues regarding	not at a	actually complete or			
		specific	specific	follow			
1		~~~~	~~~~				
		classroom	enough level	through with			
		classroom strategies and	enough level to enhance his	through with these			
			to enhance his or her	-			
		strategies and	to enhance his	these			

2. Mentoring Other Teachers and Sharing Ideas and Strategies						
The teacher provides other teachers with help	Notes					
and input regarding specific classroom						
strategies and behaviors.						
	O Innovating (4)					
	O Applying (3)					
	O Developing (2)					
	O Beginning (1)					
	O Not Using (0)					
	O Not Applicable					

Teacher Evidence

The teacher keeps tracks of specific situations during which he or she mentored other teachers
 The teacher contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways

☐ The teacher serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors

 \Box When asked, the teacher can describe specific situations in which he or she has mentored colleagues

Scale					
	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Mentoring	The teacher is	The teacher	The teacher	The teacher	The teacher
other	a recognized	provides other	provides other	attempts to	makes no
teachers and	leader in	teachers with	teachers with	perform this	attempt to
sharing ideas	helping others	help and input	help and input	activity but	perform this
and	with this	regarding	regarding	does not	activity.
strategies	activity.	classroom	classroom	actually	
		strategies and	strategies and	complete or	
		behaviors.	behaviors but	follow	
			not at a	through with	
			specific	these	
			enough level	attempts.	
			to enhance		
			their		
			pedagogical		
			skill.		

Promoting District and School Development

1. Adhering to	1. Adhering to District and School Rules and Procedures						
The teacher is a	ware of the distr	ict's and	Notes				
school's rules a	nd procedures ar	nd adheres to					
them.							
O Innovating (4)							
					olying (3)		
					eloping (2)		
O Beginning (1)							
O Not Using (0)					-		
					Applicable		
Teacher Evide	Teacher Evidence						
The teacher performs assigned duties							
The teacher	follows policies,	regulations and	procedures				
☐ The teacher	maintains accura	te records (stude	nt progress, com	pletion of assign	ments, non-		
instructional rea							
☐ The teacher :	fulfills responsib	ilities in a timely	manner				
□ The teacher	understands lega	l issues related to	students and fai	milies			
☐ The teacher	demonstrates per	sonal integrity					
☐ The teacher]	keeps track of sp	ecific situations	in which he or sh	ne adheres to rule	es and		
procedures							
Scale							
	Innovating	Applying	Developing	Beginning	Not Using		
	(4)	(3)	(2)	(1)	(0)		
Adhering to	The teacher is	The teacher is	The teacher is	The teacher	The teacher		
district and	a recognized	aware of	aware of	attempts to	makes no		
school rules	leader in	district and	district and	perform this	attempt to		
and procedures	helping others with this	school rules and	school rules and	activity but does not	perform this activity.		
procedures	activity.	procedures	procedures	actually	activity.		
	activity.	and adheres	but does not	complete or			
		to them.	adhere to all	follow			
			of these rules	through with			
			and	these			
			procedures.	attempts.			

Appendix F: Teacher Domain 4—Collegiality and Professionalism

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2. Participating in District and School Initiatives							
school's initiati	aware of the distr ives and participa h his or her talen	ites in them in	Notes				
				O AppO DevO BegO Not	ovating (4) olying (3) veloping (2) sinning (1) Using (0)		
Teacher Evide				O Not	Applicable		
 The teacher The teacher The teacher district initiativ 	, the teacher can	aff development school and distr pecific situations	opportunities ict improvement s in which he or s	he has participat			
	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)		
Participating in district and school initiatives	(4) The teacher is a recognized leader in helping others with this activity.	The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.	(2) The teacher is aware of the district's and school's initiatives but does not participate in them in accordance with his or her talents and	(1) The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.		