

Type:

Standard
(Walkthrough)

Location:

PEMBROKE
LAKES
ELEMENTARY
2661

Evaluation:

These results
count towards
evaluation

Domain 1: Classroom Strategies and Behaviors (v3) 2014

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. Domain 1 of the 2014 Marzano Teacher Evaluation Model is updated for deep implementation of College and Career Readiness Standards containing explicit references to cognitive rigor and cognitive skills. Copyright Robert J. Marzano

✓ Providing Rigorous Learning Goals and Performance Scales (Rubrics)

Focus Statement: The teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.

Desired Effect: Students understand the learning goal and what the scale means.

Evidences:

Example Teacher Evidence:

- Teacher has a learning goal and/or target posted for student reference
- The learning goal or target clearly identifies knowledge or processes aligned to the rigor of required standards
- Teacher makes reference to the learning goal or target throughout the lesson
- Teacher has a scale that builds a progression of knowledge from simple to complex
- Teacher relates classroom activities to the scale throughout the lesson
- Teacher has goals or targets at the appropriate level of rigor
- Performance scales include application of knowledge

Example Student Evidence:

- Students can explain the learning goal or target for the lesson
- Students can explain how their current activities relate to the learning goal or target
- Students can explain the levels of performance, from simple to complex, in the scale
- Student artifacts demonstrate students know the learning goal or target
- Student artifacts demonstrate students can identify a progression of knowledge

Resources:

[Scale](#) | [Reflection Questions](#)

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Comments:

Poster is up but without standards and goals included in sleeves.

✓ Establishing Classroom Routines

Focus Statement: The teacher establishes expectations regarding rules and procedures that facilitate students working individually, in groups, and as a whole class.

Desired Effect: Students know and follow the rules and procedures.

Evidences:

Example Teacher Evidence:

- Teacher involves students in designing classroom routines and procedures
- Teacher actively teaches student self-regulation strategies
- 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 or procedure should be used
- Teacher focuses on procedures for students working individually or in small groups

Example Student Evidence:

- Students follow clear routines during class
- Students describe established rules and procedures
- Students describe the classroom as an orderly place
- Students recognize cues and signals by the teacher
- Students regulate their behavior while working individually
- Students regulate their behavior while working in groups

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Not Applicable Not Using Beginning Developing **Applying** Innovating

✓ Organizing the Physical Layout of the Classroom

Focus Statement: The teacher organizes the physical layout of the classroom to facilitate movement and support learning.

Desired Effect: Students have easy access to classroom materials in an environment that focuses on communicating what is being taught and learned.

Evidences:

Example Teacher Evidence:

- The physical layout of the classroom has clear traffic patterns
- The physical layout of the classroom is designed to support long-term projects by individual students or groups of students

Example Student Evidence:

- Students move easily about the classroom
- Individual students or groups of students have easy access to materials that make use of long-term projects
- Students make use of materials and learning centers

- The physical layout of the classroom provides easy access to materials and centers
- The classroom is decorated in a way that enhances student learning
 - Bulletin boards relate to current content (e.g., word walls)
 - Student work is displayed

- Students can easily focus on instruction
- Students can easily access technology
- Transition time is minimized due to layout of classroom

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Not Applicable Not Using Beginning Developing **Applying** Innovating

✓ **Previewing New Content**

Focus Statement: The teacher engages students in previewing activities that require students to access prior knowledge and analyze new content.

Desired Effect: Students make a link from what they know to what is about to be learned: activating prior knowledge.

Evidences:

Example Teacher Evidences:

- Teacher facilitates identification of the basic relationship between prior ideas and new content
- Teacher uses preview questions before reading
- Teacher uses K-W-L strategy or variation of it
- Teacher provides an advanced organizer
 - Outline
 - Graphic organizer
- Teacher has students brainstorm
- Teacher uses anticipation guide
- Teacher uses motivational hook/launching activity
 - Anecdote
 - Short multimedia selection
 - Simulation/demonstration
 - Manipulatives
- Teacher uses digital resources to help students make linkages
- Teacher uses strategies associated with a flipped classroom

Example Student Evidence:

- Students can identify basic relationships between prior content and upcoming content
- Students can explain linkages with prior knowledge
- Students make predictions about upcoming content
- Students can provide a purpose for what they are about to learn
- Students cognitively engage in previewing activities
- Students can explain how prior standards or goals link to the new content

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Not Applicable Not Using Beginning Developing **Applying** Innovating

✓ Noticing When Students are Not Engaged

Focus Statement: The teacher scans the room and notices when students are not paying attention or not cognitively engaged and takes overt action.

Desired Effect: Students modify their level of engagement as a result of teacher action.

Evidences:

Example Teacher Evidence:

- Teacher notices when specific students or groups of students are not paying attention or not cognitively engaged
- Teacher notices when the energy level in the room is low or students are not participating
- Teacher takes action or uses specific strategies to re-engage students

Example Student Evidence:

- Students appear aware of the fact that the teacher is noticing their level of engagement
- Students increase their level of engagement when the teacher uses engagement strategies
- Students explain that the teacher expects high levels of engagement
- Students report that the teacher notices when students are not engaged

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Not Applicable Not Using Beginning Developing Applying **Innovating**

Overall Comments and Notifications

Notifications:



Signatures

Observer Signature:

Date:

Learner Signature:

Date:
