

Domain 1: Classroom Strategies and Behaviors

Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

1. [Providing Rigorous Learning Goals and Scales \(Rubrics\)](#)
2. [Tracking Student Progress](#)
3. [Celebrating Success](#)

DQ6: Establishing Rules and Procedures

4. [Establishing Classroom Routines](#)
5. [Organizing the Physical Layout of the Classroom](#)

Addressing Content

DQ2: Helping Students Interact with New Knowledge

6. [Identifying Critical Information](#)
7. [Organizing Students to Interact with New Knowledge](#)
8. [Previewing New Content](#)
9. [Chunking Content into “Digestible Bites”](#)
10. [Processing of New Information](#)
11. [Elaborating on New Information](#)
12. [Recording and Representing Knowledge](#)
13. [Reflecting on Learning](#)

DQ3: Helping Students Practice and Deepen New Knowledge

14. [Reviewing Content](#)
15. [Organizing Students to Practice and Deepen Knowledge](#)
16. [Using Homework](#)
17. [Examining Similarities and Differences](#)
18. [Examining Errors in Reasoning](#)
19. [Practicing Skills, Strategies, and Processes](#)
20. [Revising Knowledge](#)

DQ4: Helping Students Generate and Test Hypotheses

21. [Organizing Students for Cognitively Complex Tasks](#)
22. [Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing](#)
23. [Providing Resources and Guidance](#)

Enacted on the Spot

DQ5: Engaging Students

24. [Noticing When Students are Not Engaged](#)
25. [Using Academic Games](#)
26. [Managing Response Rates](#)
27. [Using Physical Movement](#)
28. [Maintaining a Lively Pace](#)
29. [Demonstrating Intensity and Enthusiasm](#)
30. [Using Friendly Controversy](#)
31. [Providing Opportunities for Students to Talk about Themselves](#)
32. [Presenting Unusual or Intriguing Information](#)

DQ7: Recognizing Adherence to Rules and Procedures

33. [Demonstrating “Withitness”](#)
34. [Applying Consequences for Lack of Adherence to Rules and Procedures](#)
35. [Acknowledging Adherence to Rules and Procedures](#)

DQ8: Establishing and Maintaining Effective Relationships with Students

36. [Understanding Students’ Interests and Background](#)
37. [Using Verbal and Nonverbal Behaviors that Indicate Affection for Students](#)
38. [Displaying Objectivity and Control](#)

DQ9: Communicating High Expectations for All Students

39. [Demonstrating Value and Respect for Low Expectancy Students](#)
40. [Asking Questions of Low Expectancy Students](#)
41. [Probing Incorrect Answers with Low Expectancy Students](#)

Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units

- 42. Effective Scaffolding of Information within Lessons
- 43. Lessons within Units
- 44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology

- 45. Use of Available Traditional Resources
- 46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners

- 47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education

- 48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling

- 49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance

- 50. Identifying Areas of Pedagogical Strength and Weakness
- 51. Evaluating the Effectiveness of Individual Lessons and Units
- 52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan

- 53. Developing a Written Growth and Development Plan
- 54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment

- 55. Promoting Positive Interactions with Colleagues
- 56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies

- 57. Seeking Mentorship for Areas of Need or Interest
- 58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development

- 59. Adhering to District and School Rules and Procedures
- 60. Participating in District and School Initiatives

Strategies for the Elements

Element 1: Providing Rigorous Learning Goals and Scales (Rubrics)

- Clearly articulating learning goals, being careful not to confuse them with activities or assignments
- Creating scales or rubrics for learning goals
- Student-friendly scales
- Individual student learning goals

[Back to Domain 1](#)

Element 2: Tracking Student Progress

- Formative assignments
- Response patterns
- Individual score-level assignments
- Different types of assignments
- Formative grading
- Charting student progress
- Charting class progress

[Back to Domain 1](#)

Element 3: Celebrating Success

- Final status celebration
- Knowledge gain celebration
- Verbal feedback

[Back to Domain 1](#)

Element 4: Establishing and maintaining classroom rules and procedures

- Using a small set of rules and procedures
- Explaining rules and procedures to students
- Modifying rules and procedures with students
- Generating rules and procedures with students
- Language of responsibility and statements of school beliefs
- Posting rules around the room
- Class pledge or classroom constitution
- Posters and graphics
- Gestures and symbols
- Vignettes and role-playing
- Reviewing rules and procedures with students
- Classroom meetings
- Student self-assessment

[Back to Domain 1](#)

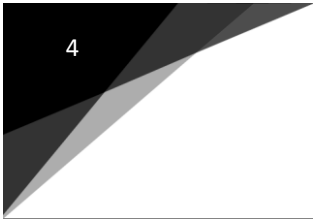
Element 5: Organizing the physical layout of the classroom

- Learning centers
- Computers and technology equipment
- Lab equipment and supplies
- Bookshelves
- Wall space
- Displaying student work
- Classroom décor
- Classroom materials
- Teacher's desk
- Student desks
- Areas for whole-group instruction
- Areas for group work

[Back to Domain 1](#)

Element 6: Identifying critical information

- Identifying critical-input experiences
- Visual activities
- Narrative activities
- Tone of voice, gestures, and body position
- Pause time



JPS Teacher Elements & Strategies

2017-2018

[Back to Domain 1](#)

Element 7: Organizing students to interact with new knowledge

- Grouping for active processing
- Group norms
- Fishbowl demonstration
- Job cards
- Predetermined “buddies” to help form ad hoc groups
- Contingency plan for ungrouped students
- Grouping students using pre-assessment information

[Back to Domain 1](#)

Element 8: Previewing new content

- What do you think you know?
- Overt linkages
- Preview questions
- Brief teacher summary
- Skimming
- Teacher-prepared notes
- K-W-L strategy (Ogle, 1986)
- Advance organizers
- Anticipation guides
- Word splash activity
- Pre-assessment

[Back to Domain 1](#)

Element 9: Chunking content into digestible bites

- Presenting content in small chunks
- Using pre-assessment data to vary the size of each chunk
- Chunk processing

[Back to Domain 1](#)

Element 10: Helping students process new information

- Perspective analysis (Marzano, 1992)
- Thinking hats (de Bono, 1999)
- Collaborative processing
- Jigsaw cooperative learning
- Reciprocal teaching
- Concept attainment

[Back to Domain 1](#)

Element 11: Helping students elaborate on new information

- General inferential questions
- Elaborative interrogation

[Back to Domain 1](#)

Element 12: Helping students record and represent knowledge

- Informal outline
- Combination notes, pictures, and summary
- Graphic organizers
- Free-flowing web
- Academic notebooks
- Dramatic enactments
- Rhyming peg words
- Link strategy

[Back to Domain 1](#)

Element 13: Helping students reflect on their learning

- Reflective journals
- Think logs
- Exit slips
- Knowledge comparison
- Two-column notes

[Back to Domain 1](#)

Element 14: Reviewing content

- Cloze activities
- Summaries
- Presented problems
- Demonstration
- Brief practice test or exercise
- Questioning

[Back to Domain 1](#)

Element 15: Organizing students to practice and deepen knowledge

- Perspective analysis (Marzano, 1992)
- Thinking hats (de Bono, 1999)
- Cooperative learning
- Cooperative comparisons
- Pair-check (Kagan & Kagan, 2009)
- Think-pair-share and think-pair-square (Kagan & Kagan, 2009)
- Student tournaments
- Error analysis and peer feedback
- Performances and peer critiques
- Inside-outside circle

[Back to Domain 1](#)

Element 16: Using homework

- Preview homework
- Homework to deepen knowledge
- Homework to practice a process or skill
- Parent-assisted homework

[Back to Domain 1](#)

Element 17: Helping students examine similarities and differences

- Sentence stem comparisons
- Venn diagrams
- Double-bubble diagram
- Comparison matrix
- Classification chart
- Student-generated classification patterns
- Similes
- Metaphors
- Sentence stem analogies
- Visual analogies

[Back to Domain 1](#)

Element 18: Helping students examine errors in reasoning

- Identifying errors of faulty logic
- Identifying errors of attack
- Identifying errors of weak reference
- Identifying errors of misinformation
- Practicing identifying errors in logic
- Finding errors in the media
- Examining support for claims
- Statistical limitations

[Back to Domain 1](#)

Element 19: Helping students practice skills, strategies, and processes

- Close monitoring
- Frequent structured practice
- Varied practice
- Fluency practice
- Worked examples
- Practice sessions prior to testing

[Back to Domain 1](#)

Element 20: Helping students revise knowledge

- Academic notebook entries
- Academic notebook review
- Peer feedback
- Assignment revision

[Back to Domain 1](#)

Element 21: Organizing students for cognitively complex tasks

- Student-designed tasks
- Cooperative learning
- Academic notebook charts, graphs, and tables
- Think logs
- Journals
- Peer response groups
- Self-evaluations
- Peer tutoring

[Back to Domain 1](#)

Element 22: Engaging students in cognitively complex tasks involving hypothesis generation and testing

- Experimental-inquiry tasks
- Problem-solving tasks
- Decision-making tasks
- Investigation tasks

[Back to Domain 1](#)

Element 23: Providing resources and guidance

- Providing support for claims
- Examining claims for errors
- Scoring scales
- Interviews
- Circulating around the room
- Expressions and gestures
- Collecting assessment information
- Feedback

[Back to Domain 1](#)

Element 24: Noticing when students are not engaged

- Scanning the room
- Monitoring levels of attention
- Measuring engagement

[Back to Domain 1](#)

Element 25: Using academic games

- What Is the Question?
- Name That Category
- Talk a Mile a Minute
- Classroom Feud
- Which One Doesn't Belong?
- Inconsequential competition
- Turning questions into games
- Vocabulary review games

[Back to Domain 1](#)

Element 26: Managing response rates

- Random names
- Hand signals
- Response cards
- Response chaining
- Paired response
- Choral response
- Wait time
- Elaborative interrogation
- Multiple types of questions

[Back to Domain 1](#)

Element 27: Using physical movement

- Stand up and stretch
- Give one, get one
- Vote with your feet
- Corners activities
- Stand and be counted
- Body representations
- Drama-related activities

[Back to Domain 1](#)

Element 28: Maintaining a lively pace

- Instructional segments
- Pace modulation
- The parking lot
- Motivational hook/launching activity

[Back to Domain 1](#)

Element 29: Demonstrating intensity and enthusiasm

- Direct statements about the importance of content
- Explicit connections
- Nonlinguistic representations
- Personal stories
- Verbal and nonverbal signals
- Humor
- Quotations
- Movie and film clips

[Back to Domain 1](#)

Element 30: Using friendly controversy

- Friendly controversy
- Class vote
- Seminars
- Expert opinions
- Opposite point of view
- Diagramming perspectives
- Lincoln-Douglas debate
- Town hall meeting (Hess, 2009)
- Legal model (Hess, 2009)

[Back to Domain 1](#)

Element 31: Providing opportunities for students to talk about themselves

- Interest surveys
- Student learning profiles
- Life connections
- Informal linkages during class discussion

[Back to Domain 1](#)

Element 32: Presenting unusual or intriguing information

- Teacher-presented information
- Web-quests
- One-minute headlines
- Believe it or not
- History files
- Guest speakers and firsthand consultants

[Back to Domain 1](#)

Element 33: Demonstrating “Withitness”

- Being proactive
- Occupying the whole room physically and visually
- Noticing potential problems
- Series of graduated actions

[Back to Domain 1](#)

Element 34: Applying consequences for lack of adherence to rules and procedures

- Verbal cues
- Pregnant pause
- Nonverbal cues
- Time-out
- Overcorrection
- Interdependent group contingency
- Home contingency
- Planning for high-intensity situations
- Overall disciplinary plan

[Back to Domain 1](#)

Element 35: Acknowledging adherence to rules and procedures

- Verbal affirmations
- Nonverbal affirmations
- Tangible recognition
- Token economies
- Daily recognition forms
- Color-coded behavior
- Certificates
- Phone calls, emails, and notes

[Back to Domain 1](#)

Element 36: Understanding students’ interests and backgrounds

- Student background surveys
- Opinion questionnaires
- Individual teacher-student conferences
- Parent-teacher conferences
- School newspaper, newsletter, or bulletin
- Informal class interviews
- Investigating student culture
- Autobiographical metaphors and analogies
- Six-word autobiographies
- Independent investigations
- Quotes
- Commenting on student achievements or areas of importance
- Lineups
- Individual student learning goals

[Back to Domain 1](#)

Element 37: Using verbal and nonverbal behaviors that indicate affection for students

- Greeting students at the classroom door
- Informal conferences
- Attending after-school functions
- Greeting students by name outside of school
- Giving students special responsibilities or leadership roles in the classroom
- Scheduled interaction
- Photo bulletin board
- Physical behaviors
- Humor

[Back to Domain 1](#)

Element 38: Displaying objectivity and control

- Self-reflection
- Self-monitoring
- Identifying emotional triggers
- Self-care
- Assertiveness
- Maintaining a cool exterior
- Active listening and speaking
- Communication styles
- Unique student needs

[Back to Domain 1](#)

Element 39: Demonstrating value and respect for low-expectancy students

- Identifying expectation levels for all students
- Identifying differential treatment of low-expectancy students
- Nonverbal and verbal indicators of respect and value

[Back to Domain 1](#)

Element 40: Asking questions of low-expectancy students

- Question levels
- Response opportunities.
- Follow-up questioning
- Evidence and support for student answers
- Encouragement
- Wait time
- Tracking responses
- Avoiding inappropriate reactions

[Back to Domain 1](#)

Element 41: Probing incorrect answers with low-expectancy students

- Using an appropriate response process
- Letting students “off the hook” temporarily
- Answer revision
- Think-pair-share

[Back to Domain 1](#)