



Alignment of TESS and The New Art and Science of Teaching by Marzano

Design Area	Element	Strategies	TESS Component(s)
Providing and Communicating Clear Goals	Providing Scales and Rubrics	<ul style="list-style-type: none"> • Clearly articulating learning goals • Creating scales or rubrics for learning goals • Implementing routines for using targets and scales • Using teacher-created targets and scales • Creating student-friendly scales • Identifying individual student learning goals 	3d: Using Assessment in Instruction
	Tracking Student Progress	<ul style="list-style-type: none"> • Using formative scores • Designing assessments that generate formative scores • Using individual score-level assessments • Using different types of assessments • Generating summative scores • Charting student progress • Charting class progress 	3d: Using Assessment in Instruction <i>Could this also include 1b: Demonstrating Knowledge of Students?</i>
	Celebrating Success	<ul style="list-style-type: none"> • Status celebration • Knowledge gain celebration • Verbal feedback 	3d: Using Assessment in Instruction

Using Assessments	Using Informal Assessments of the Whole Class	<ul style="list-style-type: none"> • Confidence rating techniques • Voting techniques • Response boards • Unrecorded assessments 	3b: Using Questioning and Discussion Techniques 3d: Using Assessment in Instruction
	Using Formal Assessments of Individual Students	<ul style="list-style-type: none"> • Common assessments designed using proficiency scales • Assessments involving selected-response or short constructed-response items • Student demonstrations • Student interviews • Observations of students • Student-generated assessments • Response patterns 	1e: Designing Student Assessments 3b: Using Questioning and Discussion Techniques 3d: Using Assessment in Instruction

Conducting Direct Instruction Lessons	Chunking Content	<ul style="list-style-type: none"> • Using preassessment data to plan for chunks • Presenting content in small, sequentially related sets • Allowing for processing time between chunks 	1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1e: Designing Student Assessments
	Processing Content	<ul style="list-style-type: none"> • Perspective analysis • Thinking hats • Collaborative processing • Jigsaw cooperative learning • Reciprocal teaching • Concept attainment • Think-pair-share • Scripted cooperative dyads 	2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3a: Communicating with Students 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness
	Recording and Representing Content	<ul style="list-style-type: none"> • Informal outlines • Summaries • Pictorial notes and pictographs • Combination notes, pictures, and summaries • Graphic organizers • Free-flowing webs • Academic notebooks • Dramatic enactments • Mnemonic devices • Rhyming pegwords • Link strategies 	2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3a: Communicating with Students 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness

Conducting Practicing and Deepening Lessons	Using Structured Practice Sessions	<ul style="list-style-type: none"> • Modeling • Guided practice • Close monitoring • Frequent structured practice • Varied practice • Fluency practice • Work examples • Practice sessions prior to teaching 	<p>2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3a Communicating with Students 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness</p>
	Examining Similarities and Differences	<ul style="list-style-type: none"> • Sentence-stem comparisons • Summaries • Constructed-response comparisons • Venn diagrams • T-charts • Double-bubble diagrams • Comparison matrices • Classification charts • Dichotomous keys • Sorting, matching, and categorizing • Similes • Metaphors • Sentence-stem analogies • Visual analogies 	<p>2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3a Communicating with Students 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness</p>
	Examining Errors in Reasoning	<ul style="list-style-type: none"> • 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 • Judging reasoning for evidence in an author's work • Identifying statistical limitations • Using student-friendly prompts • Anticipating student errors • Avoiding unproductive habits of mind 	<p>2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3a Communicating with Students 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness</p>
Conducting Knowledge Application Lessons	Engaging Students in Cognitively Complex Tasks	<ul style="list-style-type: none"> • Experimental-inquiry tasks • Problem-solving tasks • Tasks to examine the efficiencies of multiple methods of problem solving • Decision-making tasks • Investigation tasks • Invention tasks • Student-designed tasks 	<p>2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3a Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness</p>
	Providing Resources and Guidance	<ul style="list-style-type: none"> • Using proficiency or scoring scales • Providing resources • Providing informational handouts 	<p>2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3a Communicating with Students</p>

		<ul style="list-style-type: none"> • Teaching research skills • Conducting interviews • Circulating around the room • Collecting informal assessment information • Offering feedback • Creating cognitive dissonance 	<p>3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness</p>
	Generating and Defending Claims	<ul style="list-style-type: none"> • Introducing the concept of claims and support • Presenting the formal structure of claims and support • Generating claims • Providing grounds • Providing backing • Generating qualifiers • Formally presenting claims 	<p>2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3a Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness</p>
Using Strategies that appear in all types of Lessons	Previewing Strategies	<ul style="list-style-type: none"> • Informational hooks • Bell ringers • What do you think you know? • Overt linkages • Preview questions • Brief teacher summaries • Skimming • Teacher-prepared notes • K-W-L Strategies • Advance organizers • Anticipation guides • Word splashes • Preassessments 	<p>1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Student Assessments 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3a Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction</p>
	Highlighting Critical Information	<ul style="list-style-type: none"> • Repeating the most important content • Asking questions that focus on critical information • Using visual activities • Using narrative activities • Using tone of voice, gestures, and body position • Using pause time • Identifying critical-input experiences • Using explicit instruction to convey critical content • Using dramatic instruction to convey critical content • Providing advance organizers to cue critical content • Using what students already know to cue critical content 	<p>1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Student Assessments 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3a Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction</p>
	Reviewing Content	<ul style="list-style-type: none"> • Cumulative review • Cloze activity • Summary 	<p>1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students</p>

		<ul style="list-style-type: none"> Presented problem Demonstration Brief practice test or exercise Questioning Give one, get one 	<p>1e: Designing Student Assessments 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction</p>
	Revising Knowledge	<ul style="list-style-type: none"> Academic notebook entries Academic notebook review Peer feedback Assignment revision The five basic processes Visual symbols Writing tools 	<p>1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 1e: Designing Student Assessments 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction</p>
	Reflecting on Learning	<ul style="list-style-type: none"> Reflective journals Think logs Exit slips Knowledge comparisons Two-column notes 	<p>1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 1e: Designing Student Assessments 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction</p>
	Assigning Purposeful Homework	<ul style="list-style-type: none"> Homework preview Homework to deepen knowledge Homework to practice a process or skill Parent-assessed homework 	<p>1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3a: Communicating with Students 4c: Communicating with Families</p>
	Elaborating on Information	<ul style="list-style-type: none"> General inferential questions Elaborative interrogation Questioning sequences 	<p>1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1e: Designing Student Assessments 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3a: Communicating with Students</p>

			<p>3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction</p>
	Organizing Students to Interact	<ul style="list-style-type: none"> • Group for active processing • Group norms creation • Fishbowl demonstration • Job cards • Predetermined buddies to help form ad hoc groups • Contingency plan for ungrouped students • Group using preassessment information • Pair-check • Think-pair-share and think-pair square • Student tournaments • Inside-outside circle • Cooperative learning • Peer-response groups • Peer tutoring • Structured grouping • Group reflecting on learning 	<p>1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction</p>

Using Engagement Strategies	Noticing and Reacting when Students are not Engaged	<ul style="list-style-type: none"> • Monitoring individual student engagement • Monitoring overall class engagement • Using self-reported student engagement data • Re-engaging individual students • Boosting overall class energy levels 	<p>1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction</p>
	Increasing Response Rates	<ul style="list-style-type: none"> • Random names • Hand signals • Response cards • Response chaining • Paired response • Choral response • Wait time • Elaborative interrogation • Multiple types of questions 	<p>1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction</p>

	Using Physical Movement	<ul style="list-style-type: none"> • Stand up and stretch • Vote with your feet • Corners activity • Stand and be counted • Body representations • Drama-related activities 	<p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>1b: Demonstrating Knowledge of Students</p> <p>2a: Creating an Environment of Respect and Rapport</p> <p>2b: Establishing a Culture for Learning</p> <p>2c: Managing Classroom Procedures</p> <p>2d: Managing Student Behavior</p> <p>3a: Communicating with Students</p> <p>3b: Using Questioning and Discussion Techniques</p> <p>3c: Engaging Students in Learning</p> <p>3d: Using Assessment in Instruction</p>
	Maintaining a Lively Pace	<ul style="list-style-type: none"> • Instructional segments • Pace modulation • Parking lot • Motivational hooks 	<p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>2b: Establishing a Culture for Learning</p> <p>2c: Managing Classroom Procedures</p> <p>3a: Communicating with Students</p> <p>3b: Using Questioning and Discussion Techniques</p> <p>3c: Engaging Students in Learning</p>
	Demonstrating Intensity and Enthusiasm	<ul style="list-style-type: none"> • Direct statements about the importance of content • Explicit connections • Nonlinguistic representations • Personal stories • Verbal and nonverbal signals • Humor • Quotations • Movie and film clips 	<p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>1b: Demonstrating Knowledge of Students</p> <p>2b: Establishing a Culture for Learning</p> <p>3a: Communicating with Students</p> <p>3c: Engaging Students in Learning</p> <p>3e: Demonstrating Flexibility and Responsiveness</p>
	Presenting Unusual Information	<ul style="list-style-type: none"> • Teacher-presented information • Webquests • Fast facts • Believe it or not • History files • Guest speakers and first-hand consultants 	<p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>1b: Demonstrating Knowledge of Students</p> <p>2b: Establishing a Culture for Learning</p> <p>3a: Communicating with Students</p> <p>3c: Engaging Students in Learning</p> <p>3e: Demonstrating Flexibility and Responsiveness</p>
	Using Friendly Controversy	<ul style="list-style-type: none"> • Friendly controversy • Class vote • Seminars • Expert opinions • Opposite point of view • Diagrams comparing perspectives • Lincoln-Douglas debate • Town-hall meeting • Legal model 	<p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>1b: Demonstrating Knowledge of Students</p> <p>2a: Creating an Environment of Respect and Rapport</p> <p>2b: Establishing a Culture for Learning</p> <p>2c: Managing Classroom Procedures</p> <p>2d: Managing Student Behavior</p> <p>2e: Organizing Physical Space</p> <p>3a: Communicating with Students</p> <p>3b: Using Questioning and Discussion Techniques</p> <p>3c: Engaging Students in Learning</p> <p>3d: Using Assessment in Instruction</p>

	Using Academic Games	<ul style="list-style-type: none"> • What is the question? • Name that category • Talk a mile a minute • Classroom feud • Which one doesn't belong? • Inconsequential competition • Questions into games • Vocabulary review games 	<p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>1b: Demonstrating Knowledge of Students</p> <p>2a: Creating an Environment of Respect and Rapport</p> <p>2b: Establishing a Culture for Learning</p> <p>2c: Managing Classroom Procedures</p> <p>2d: Managing Student Behavior</p> <p>2e: Organizing Physical Space</p> <p>3a: Communicating with Students</p> <p>3b: Using Questioning and Discussion Techniques</p> <p>3c: Engaging Students in Learning</p> <p>3d: Using Assessment in Instruction</p>
	Providing Opportunities for Students to Talk about Themselves	<ul style="list-style-type: none"> • Interest surveys • Student learning profiles • Life connections • Informal linkages during class discussion 	<p>1b: Demonstrating Knowledge of Students</p> <p>2a: Creating an Environment of Respect and Rapport</p> <p>2b: Establishing a Culture for Learning</p> <p>3a: Communicating with Students</p> <p>3b: Using Questioning and Discussion Techniques</p> <p>3c: Engaging Students in Learning</p>
	Motivating and Inspiring Students	<ul style="list-style-type: none"> • Academic goal setting • Growth mindset cultivation • Possible selves activities • Personal projects • Altruism projects • Gratitude journals • Mindfulness projects • Inspirational media 	<p>1b: Demonstrating Knowledge of Students</p> <p>2a: Creating an Environment of Respect and Rapport</p> <p>2b: Establishing a Culture for Learning</p> <p>3a: Communicating with Students</p> <p>3b: Using Questioning and Discussion Techniques</p> <p>3c: Engaging Students in Learning</p>
Implementing Rules and Procedures	Establishing Rules and Procedures	<ul style="list-style-type: none"> • Using a small set of rules and procedures • Explaining rules and procedures to students • Generating rules and procedures with students • Modifying rules and procedures with students • Reviewing rules and procedures with students • Using the language of responsibility and statements of school beliefs • Posting rules around the room • Writing a class pledge or classroom constitution • Using posters and graphics • Establishing gestures and symbols • Modeling with vignettes and role playing • Holding classroom meetings • Implementing student self-assessment 	<p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>1b: Demonstrating Knowledge of Students</p> <p>1d: Demonstrating Knowledge of Resources</p> <p>2a: Creating an Environment of Respect and Rapport</p> <p>2b: Establishing a Culture for Learning</p> <p>2c: Managing Classroom Procedures</p> <p>2d: Managing Student Behavior</p> <p>2e: Organizing Physical Space</p> <p>3a: Communicating with Students</p>
	Organizing the Physical Layout of the Classroom	<ul style="list-style-type: none"> • Designing classroom decor • Displaying student work • Considering classroom materials • Placing the teacher's desk • Placing student desks • Planning areas for whole-group instruction 	<p>2d: Managing Student Behavior</p> <p>2e: Organizing Physical Space</p>

		<ul style="list-style-type: none"> • Planning areas for group work • Planning learning centers • Considering computers and technology equipment • Considering lab equipment and supplies • Planning classroom libraries • Involving students in the design process 	
	Demonstrating Withitness	<ul style="list-style-type: none"> • Being proactive • Occupying the whole room physically and visually • Noticing potential problems • Using a series of graduated actions 	1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space 3a: Communicating with Students 3c: Engaging Students in Learning
	Acknowledging Adherence to Rules and Procedures	<ul style="list-style-type: none"> • Verbal affirmation • Nonverbal affirmation • Tangible recognition • Token economies • Daily recognition form • Color-coded behavior • Certificates • Phone calls, emails, and notes 	1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space 3a: Communicating with Students 4b: Maintaining Accurate Records 4c: Communicating with Families 4f: Showing Professionalism
	Acknowledging Lack of Adherence to Rules and Procedures	<ul style="list-style-type: none"> • Verbal cues • Pregnant pause • Nonverbal cues • Time-out • Overcorrection • Interdependent group contingency • Home contingency • High-intensity situation plan • Overall disciplinary plan 	1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 3a: Communicating with Students 4b: Maintaining Accurate Records 4c: Communicating with Families 4f: Showing Professionalism
Building Relationships	Using Verbal and Nonverbal Behaviors that Indicate Affection for Students	<ul style="list-style-type: none"> • Greeting students at the classroom door • Holding informal conferences • Attending after-school functions • Greeting student by name outside of class • Giving students special responsibilities or leadership roles in the classroom • Scheduling interaction • Creating a photo bulletin board • Using physical behaviors • Using humor 	1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning

	Understanding Students' Backgrounds and Interests	<ul style="list-style-type: none"> • Student background survey • Opinion questionnaires • Individual teacher-student conferences • Parent-teacher conferences • School newspaper, newsletter, or bulletin • Informal class interviews • Familiarity with student culture • Autobiographical metaphors and analogies • Six-word autobiographies • Independent investigations • Quotes • Comments about student achievement or areas of importance • Lineups • Individual student learning goals 	<p>1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning</p>
	Displaying Objectivity and Control	<ul style="list-style-type: none"> • Emotional triggers • Self-care • Assertiveness • A cool exterior • Active listening and speaking • Communication styles • Unique student needs 	<p>1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 3a: Communicating with Students 4e: Growing and Developing Professionally 4f: Showing Professionalism</p>
Communicating High Expectations	Demonstrating Value and Respect for Reluctant Learners	<ul style="list-style-type: none"> • Identifying expectation levels for all students • Identifying differential treatment of reluctant learners • Using nonverbal and verbal indicators of respect 	<p>1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction</p>
	Asking In-Depth Questions of Reluctant Learners	<ul style="list-style-type: none"> • Question levels • Response opportunities • Follow-up questioning • Evidence and support for student answers • Encouragement • Wait time • Response tracking • Inappropriate reactions 	<p>1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction</p>
	Probing Incorrect	<ul style="list-style-type: none"> • Using an appropriate response process 	<p>1a: Demonstrating Knowledge of Content and</p>

	Answers with Reluctant Learners	<ul style="list-style-type: none">• Letting students off the hook temporarily• Using answer revision• Using think-pair-share	Pedagogy 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 3a Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction
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DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy**
 - Content knowledge • Prerequisite relationships • Content pedagogy
- 1b Demonstrating Knowledge of Students**
 - Child development • Learning process • Special needs
 - Student skills, knowledge, and proficiency
 - Interests and cultural heritage
- 1c Setting Instructional Outcomes**
 - Value, sequence, and alignment • Clarity • Balance
 - Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources**
 - For classroom • To extend content knowledge • For students
- 1e Designing Coherent Instruction**
 - Learning activities • Instructional materials and resources
 - Instructional groups • Lesson and unit structure
- 1f Designing Student Assessments**
 - Congruence with outcomes • Criteria and standards
 - Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport**
 - Teacher interaction with students • Student interaction with students
- 2b Establishing a Culture for Learning**
 - Importance of content • Expectations for learning and achievement
 - Student pride in work
- 2c Managing Classroom Procedures**
 - Instructional groups • Transitions
 - Materials and supplies • Non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior**
 - Expectations • Monitoring behavior • Response to misbehavior
- 2e Organizing Physical Space**
 - Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

- 4a Reflecting on Teaching**
 - Accuracy • Use in future teaching
- 4b Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning • Non-instructional records
- 4c Communicating with Families**
 - About instructional program • About individual students
 - Engagement of families in instructional program
- 4d Participating in a Professional Community**
 - Relationships with colleagues • Participation in school projects
 - Involvement in culture of professional inquiry • Service to school
- 4e Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Receptivity to feedback from colleagues • Service to the profession
- 4f Showing Professionalism**
 - Integrity/ethical conduct • Service to students • Advocacy
 - Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

- 3a Communicating With Students**
 - Expectations for learning • Directions and procedures
 - Explanations of content • Use of oral and written language
- 3b Using Questioning and Discussion Techniques**
 - Quality of questions • Discussion techniques • Student participation
- 3c Engaging Students in Learning**
 - Activities and assignments • Student groups
 - Instructional materials and resources • Structure and pacing
- 3d Using Assessment in Instruction**
 - Assessment criteria • Monitoring of student learning
 - Feedback to students • Student self-assessment and monitoring
- 3e Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment • Response to students • Persistence