



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

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

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

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

<b>Conducting Practicing and Deepening Lessons</b>	Using Structured Practice Sessions	<ul style="list-style-type: none"> <li>• Modeling</li> <li>• Guided practice</li> <li>• Close monitoring</li> <li>• Frequent structured practice</li> <li>• Varied practice</li> <li>• Fluency practice</li> <li>• Work examples</li> <li>• Practice sessions prior to teaching</li> </ul>	<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"> <li>• Sentence-stem comparisons</li> <li>• Summaries</li> <li>• Constructed-response comparisons</li> <li>• Venn diagrams</li> <li>• T-charts</li> <li>• Double-bubble diagrams</li> <li>• Comparison matrices</li> <li>• Classification charts</li> <li>• Dichotomous keys</li> <li>• Sorting, matching, and categorizing</li> <li>• Similes</li> <li>• Metaphors</li> <li>• Sentence-stem analogies</li> <li>• Visual analogies</li> </ul>	<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"> <li>• Identifying errors of faulty logic</li> <li>• Identifying errors of attack</li> <li>• Identifying errors of weak reference</li> <li>• Identifying errors of misinformation</li> <li>• Practicing identifying errors in logic</li> <li>• Finding errors in the media</li> <li>• Examining support for claims</li> <li>• Judging reasoning for evidence in an author's work</li> <li>• Identifying statistical limitations</li> <li>• Using student-friendly prompts</li> <li>• Anticipating student errors</li> <li>• Avoiding unproductive habits of mind</li> </ul>	<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>
<b>Conducting Knowledge Application Lessons</b>	Engaging Students in Cognitively Complex Tasks	<ul style="list-style-type: none"> <li>• Experimental-inquiry tasks</li> <li>• Problem-solving tasks</li> <li>• Tasks to examine the efficiencies of multiple methods of problem solving</li> <li>• Decision-making tasks</li> <li>• Investigation tasks</li> <li>• Invention tasks</li> <li>• Student-designed tasks</li> </ul>	<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"> <li>• Using proficiency or scoring scales</li> <li>• Providing resources</li> <li>• Providing informational handouts</li> </ul>	<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"> <li>• Teaching research skills</li> <li>• Conducting interviews</li> <li>• Circulating around the room</li> <li>• Collecting informal assessment information</li> <li>• Offering feedback</li> <li>• Creating cognitive dissonance</li> </ul>	<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"> <li>• Introducing the concept of claims and support</li> <li>• Presenting the formal structure of claims and support</li> <li>• Generating claims</li> <li>• Providing grounds</li> <li>• Providing backing</li> <li>• Generating qualifiers</li> <li>• Formally presenting claims</li> </ul>	<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>
<b>Using Strategies that appear in all types of Lessons</b>	Previewing Strategies	<ul style="list-style-type: none"> <li>• Informational hooks</li> <li>• Bell ringers</li> <li>• What do you think you know?</li> <li>• Overt linkages</li> <li>• Preview questions</li> <li>• Brief teacher summaries</li> <li>• Skimming</li> <li>• Teacher-prepared notes</li> <li>• K-W-L Strategies</li> <li>• Advance organizers</li> <li>• Anticipation guides</li> <li>• Word splashes</li> <li>• Preassessments</li> </ul>	<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"> <li>• Repeating the most important content</li> <li>• Asking questions that focus on critical information</li> <li>• Using visual activities</li> <li>• Using narrative activities</li> <li>• Using tone of voice, gestures, and body position</li> <li>• Using pause time</li> <li>• Identifying critical-input experiences</li> <li>• Using explicit instruction to convey critical content</li> <li>• Using dramatic instruction to convey critical content</li> <li>• Providing advance organizers to cue critical content</li> <li>• Using what students already know to cue critical content</li> </ul>	<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"> <li>• Cumulative review</li> <li>• Cloze activity</li> <li>• Summary</li> </ul>	<p>1a: Demonstrating Knowledge of Content and Pedagogy  1b: Demonstrating Knowledge of Students</p>

		<ul style="list-style-type: none"> <li>Presented problem</li> <li>Demonstration</li> <li>Brief practice test or exercise</li> <li>Questioning</li> <li>Give one, get one</li> </ul>	<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"> <li>Academic notebook entries</li> <li>Academic notebook review</li> <li>Peer feedback</li> <li>Assignment revision</li> <li>The five basic processes</li> <li>Visual symbols</li> <li>Writing tools</li> </ul>	<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"> <li>Reflective journals</li> <li>Think logs</li> <li>Exit slips</li> <li>Knowledge comparisons</li> <li>Two-column notes</li> </ul>	<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"> <li>Homework preview</li> <li>Homework to deepen knowledge</li> <li>Homework to practice a process or skill</li> <li>Parent-assessed homework</li> </ul>	<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"> <li>General inferential questions</li> <li>Elaborative interrogation</li> <li>Questioning sequences</li> </ul>	<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"> <li>• Group for active processing</li> <li>• Group norms creation</li> <li>• Fishbowl demonstration</li> <li>• Job cards</li> <li>• Predetermined buddies to help form ad hoc groups</li> <li>• Contingency plan for ungrouped students</li> <li>• Group using preassessment information</li> <li>• Pair-check</li> <li>• Think-pair-share and think-pair square</li> <li>• Student tournaments</li> <li>• Inside-outside circle</li> <li>• Cooperative learning</li> <li>• Peer-response groups</li> <li>• Peer tutoring</li> <li>• Structured grouping</li> <li>• Group reflecting on learning</li> </ul>	<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"> <li>• Monitoring individual student engagement</li> <li>• Monitoring overall class engagement</li> <li>• Using self-reported student engagement data</li> <li>• Re-engaging individual students</li> <li>• Boosting overall class energy levels</li> </ul>	<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"> <li>• Random names</li> <li>• Hand signals</li> <li>• Response cards</li> <li>• Response chaining</li> <li>• Paired response</li> <li>• Choral response</li> <li>• Wait time</li> <li>• Elaborative interrogation</li> <li>• Multiple types of questions</li> </ul>	<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"> <li>• Stand up and stretch</li> <li>• Vote with your feet</li> <li>• Corners activity</li> <li>• Stand and be counted</li> <li>• Body representations</li> <li>• Drama-related activities</li> </ul>	<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"> <li>• Instructional segments</li> <li>• Pace modulation</li> <li>• Parking lot</li> <li>• Motivational hooks</li> </ul>	<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"> <li>• Direct statements about the importance of content</li> <li>• Explicit connections</li> <li>• Nonlinguistic representations</li> <li>• Personal stories</li> <li>• Verbal and nonverbal signals</li> <li>• Humor</li> <li>• Quotations</li> <li>• Movie and film clips</li> </ul>	<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"> <li>• Teacher-presented information</li> <li>• Webquests</li> <li>• Fast facts</li> <li>• Believe it or not</li> <li>• History files</li> <li>• Guest speakers and first-hand consultants</li> </ul>	<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"> <li>• Friendly controversy</li> <li>• Class vote</li> <li>• Seminars</li> <li>• Expert opinions</li> <li>• Opposite point of view</li> <li>• Diagrams comparing perspectives</li> <li>• Lincoln-Douglas debate</li> <li>• Town-hall meeting</li> <li>• Legal model</li> </ul>	<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"> <li>• What is the question?</li> <li>• Name that category</li> <li>• Talk a mile a minute</li> <li>• Classroom feud</li> <li>• Which one doesn't belong?</li> <li>• Inconsequential competition</li> <li>• Questions into games</li> <li>• Vocabulary review games</li> </ul>	<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"> <li>• Interest surveys</li> <li>• Student learning profiles</li> <li>• Life connections</li> <li>• Informal linkages during class discussion</li> </ul>	<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"> <li>• Academic goal setting</li> <li>• Growth mindset cultivation</li> <li>• Possible selves activities</li> <li>• Personal projects</li> <li>• Altruism projects</li> <li>• Gratitude journals</li> <li>• Mindfulness projects</li> <li>• Inspirational media</li> </ul>	<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"> <li>• Using a small set of rules and procedures</li> <li>• Explaining rules and procedures to students</li> <li>• Generating rules and procedures with students</li> <li>• Modifying rules and procedures with students</li> <li>• Reviewing rules and procedures with students</li> <li>• Using the language of responsibility and statements of school beliefs</li> <li>• Posting rules around the room</li> <li>• Writing a class pledge or classroom constitution</li> <li>• Using posters and graphics</li> <li>• Establishing gestures and symbols</li> <li>• Modeling with vignettes and role playing</li> <li>• Holding classroom meetings</li> <li>• Implementing student self-assessment</li> </ul>	<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"> <li>• Designing classroom decor</li> <li>• Displaying student work</li> <li>• Considering classroom materials</li> <li>• Placing the teacher's desk</li> <li>• Placing student desks</li> <li>• Planning areas for whole-group instruction</li> </ul>	<p>2d: Managing Student Behavior</p> <p>2e: Organizing Physical Space</p>



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

	Understanding Students' Backgrounds and Interests	<ul style="list-style-type: none"> <li>• Student background survey</li> <li>• Opinion questionnaires</li> <li>• Individual teacher-student conferences</li> <li>• Parent-teacher conferences</li> <li>• School newspaper, newsletter, or bulletin</li> <li>• Informal class interviews</li> <li>• Familiarity with student culture</li> <li>• Autobiographical metaphors and analogies</li> <li>• Six-word autobiographies</li> <li>• Independent investigations</li> <li>• Quotes</li> <li>• Comments about student achievement or areas of importance</li> <li>• Lineups</li> <li>• Individual student learning goals</li> </ul>	<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"> <li>• Emotional triggers</li> <li>• Self-care</li> <li>• Assertiveness</li> <li>• A cool exterior</li> <li>• Active listening and speaking</li> <li>• Communication styles</li> <li>• Unique student needs</li> </ul>	<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>
<b>Communicating High Expectations</b>	Demonstrating Value and Respect for Reluctant Learners	<ul style="list-style-type: none"> <li>• Identifying expectation levels for all students</li> <li>• Identifying differential treatment of reluctant learners</li> <li>• Using nonverbal and verbal indicators of respect</li> </ul>	<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"> <li>• Question levels</li> <li>• Response opportunities</li> <li>• Follow-up questioning</li> <li>• Evidence and support for student answers</li> <li>• Encouragement</li> <li>• Wait time</li> <li>• Response tracking</li> <li>• Inappropriate reactions</li> </ul>	<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"> <li>• Using an appropriate response process</li> </ul>	<p>1a: Demonstrating Knowledge of Content and</p>

	Answers with Reluctant Learners	<ul style="list-style-type: none"><li>• Letting students off the hook temporarily</li><li>• Using answer revision</li><li>• Using think-pair-share</li></ul>	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