Marzano Domain 2-4

Monroe Township
Grades 3-5 Training
September 2013
Learning Goals

1) Identify the key components, including protocols and examples of evidence, of the elements in Domains 2-4.

2) Understand how domains 2-4 support the Formal Observation Cycle.

3) Continue to develop common language.
Links to Student Achievement

Causal Links to Student Achievement

1. Domain One
   - Classroom Strategies and Behaviors
2. Domain Two
   - Planning and Preparing
3. Domain Three
   - Reflecting on Teaching
4. Domain Four
   - Collegiality & Professionalism

Common Language of Instruction

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## Observations

<table>
<thead>
<tr>
<th>Teacher Categories</th>
<th>Minimum # of Observations Required</th>
<th>Multiple Observers (NOT Dual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nontenured Years 1–2</td>
<td>3 (2 long, 1 short)</td>
<td>Required</td>
</tr>
<tr>
<td>Nontenured Years 3–4</td>
<td>3 (1 long, 2 short)</td>
<td></td>
</tr>
<tr>
<td>Tenured Effective</td>
<td>3 (0 long, 3 short)</td>
<td>Not Required</td>
</tr>
<tr>
<td>Tenured Highly Effective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrective Action Plan</td>
<td>+1 (length at district discretion)</td>
<td>Required</td>
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</table>
Formerly known as EE4NJ; implements the new TEACHNJ law

Stipulates the new Observation Cycle

http://www.state.nj.us/education/AchieveNJ/
Domains 2-4
Supporting Teacher Growth Through Planning, Reflection, and Collegiality

The Marzano Art and Science of Teaching Framework: Domains 2-4

Domain 2: Planning and Preparing
- Planning and Preparing for Lessons and Units
- Planning and Preparing for Use of Resources and Technology
- Planning and Preparing for the Needs of English Language Learners
- Planning and Preparing for the Needs of Students Receiving Special Education
- Planning and Preparing for the Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching
- Evaluating Personal Performance
- Developing and Implementing a Professional Growth Plan

Domain 4: Collegiality and Professionalism
- Promoting a Positive Environment
- Promoting Exchange of Ideas and Strategies
- Promoting District and School Development
## Domains 2-4
### Levels of Performance

**Generic Scale**

<table>
<thead>
<tr>
<th>Not Using (0)</th>
<th>Beginning (1)</th>
<th>Developing (2)</th>
<th>Applying (3)</th>
<th>Innovating (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher makes no attempt to perform this activity.</td>
<td>The teacher attempts to perform this activity but does not actually complete or follow through.</td>
<td>The teacher takes the appropriate action to perform this activity, but does not follow through.</td>
<td>The teacher performs this activity satisfactorily, and follow-through is evident.</td>
<td>The teacher is a recognized leader in helping others with this activity.</td>
</tr>
</tbody>
</table>
Domain 2
Planning and Preparation

- Planning and preparing for lessons and units (Elements 42-44)
- Planning and preparing for use of resources/technology (Elements 45-46)
- Planning and preparing for the needs of English language learners (Element 47)
- Planning and preparing for the needs of Special Education students (Element 48)
- Planning and preparing for the needs of students who lack support for schooling (Element 49)
Domain 2

Planning and Preparing

Planning and Preparing for Lessons and Units
42. Effective Scaffolding of Information with 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 2
Examples/Sources of Evidence

* Planning – evidence that lessons are sequenced to progress to a deep understanding of content and adequately address all the salient components of a specific standard from the CCSS, supplemented by a discussion with the teacher (pre-conference); pacing guides, curriculum maps

* Classroom observation – effective scaffolding of information within the lesson, observation of material use during lesson, technology integrated during lesson, teacher and/or student artifacts

* Post-conference – written analysis of the lesson by the teacher, common assessments
Domain 3
Reflecting on Teaching

* Evaluating Personal Performance (Elements 50-52) – Reflect on your performance: pedagogical strengths and weaknesses, strategies and behaviors
* Developing and Implementing a Professional Growth Plan (in writing) and continue to monitor progress (Elements 53-54)
Domain 3

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 3
Examples/Sources of Evidence

* Self-reflection
* Reflection conference
* Professional growth plan
* iObservation documentation of conferences/discussions
* Student data folder
* Data assessment/analysis
Domain 4  
Collegiality/Professionalism

* Promoting a Positive Environment (Elements 55-56) through positive interactions with colleagues, students, and parents
* Promoting Exchange of Ideas and Strategies (Elements 57-58) – Seeking mentorship for areas of need or interest and/or mentoring other teachers and sharing ideas and strategies
* Promoting District and School Development (Elements 59-60) – Adhering to district and school rules and procedures; participating in district and school initiatives
Domain 4

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 Rule and Procedures
60. Participating in District and School Initiatives
Domain 4
Examples/Sources of Evidence

- Conferences/discussions
- iObservation
- Agendas from school/district committees
- Lesson study
- Book study
- RTI meetings
- Staff/team presentations
- PLC meetings
- Log of parent calls
- Tutoring
- Mentoring
- Parent/teacher conferences
- PTA / PTO
- School concerts
- Documenting participation in professional development
So how do your score on these elements?

* Read and discuss your assigned pages.
  * Grade 3: Domain 2: Planning and Preparing (pp. 77-81)
  * Grade 4: Domain 3: Reflecting on Teaching (pp. 81-85)
  * Grade 5: Domain 4: Collegiality and Professionalism (pp. 85-87)
  * (Multi-grade teachers can choose a grade level)

* In your groups, list several examples of how a teacher can score Innovating (4) and Applying (3) for each element in your Domain. You can use the general scale on p. 87 or the specific scales in the handouts on your tables.

* Choose a reporter to report your examples to your whole school.
Lesson Planning

Planning – set context for lesson collaboration
Observer Role: Clarify the role of the observer and expectations, dialogue about teaching and learning, Gain information prior to observation, identify elements to focus on
Teacher role: Brief administration on classroom make-up, goals, strategies, and assessments. Discuss the impact of relationships on planning and teaching. Revise lesson as needed.

Reflection

Reflection – Reflect on observed lesson, plan for future practice.
Observer role: clarify expectations, probe, clarify, question and affirm.
Teacher role: Summarize lessons (strengths and weaknesses, discuss impact of lesson on student learning, cite evidence of student learning, provide new insights and potential adjustments.

Formal lesson observation

PLANNING Aligned to Domain 2

LESSON OBSERVATION Aligned to Domain 1

REFLECTION Aligned to Domains 3 and 4
Resources

* This PPT and all handouts will be available on the teacher shared file.
* District committee to determine how the data points will be determined throughout the year.
* See additional resources on the NJ DOE website for Achieve NJ
* http://www.state.nj.us/education/AchieveNJ/