



2015-2016

# Administrative Evaluation System Template



Rule 6A-5.030  
Form AEST-2015  
Effective Date: \_\_\_\_\_ 2015

Pinellas County  
Michael Grego, Ed.D., Superintendent

Lou Cerreta, Director,  
Professional Development

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**\*\*Modifications to an approved evaluation system may be made by the district at any time. A revised evaluation system shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.**

## 1. Performance of Students

Value-Added school data: The Value-Added score reflects the portion of student growth attributed to the individual leader's school. The student performance data represents one-third of the school leader's final score. The student growth measure is the schoolwide Reading Value-Added score and will include three years of school data. In the future, as additional assessments are developed, the student growth measures will be revised.

The final summative calculation is the combination of:

- The leadership practice score valued at 56.7%
- Student Performance Data valued at 33.3%
- Deliberate Practice Score valued at 10%.

A 4.0 scale is being implemented for all instructional final evaluations. This scale is aligned to the four evaluation categories (Highly Effective, Effective, Needs Improvement (Developing for teachers in their first three years) and Unsatisfactory). Using the 4.0 scale allows for a process to develop like scales for the instructional practice and the student performance portions of the final evaluation. It also provides a standard method for scaling student performance data across the various student data use categories.

Each category will be defined as follows:

Highly Effective: 3.45-4.0

Effective: 2.45-3.44

Developing/Needs Improvement: 1.45-2.44

Unsatisfactory: 1.0-1.44

The final evaluation document is pictured on the following pages

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## 2. Instructional Leadership

### **Leadership Practice:**

**A Multi-Dimensional Framework:** This evaluation system is based on contemporary research and meta-analyses by Dr. Robert Marzano, The Marzano Center, Learning Sciences International and other research findings that identify school leadership strategies or behaviors that, done correctly and in appropriate circumstances, have a positive probability of improving student learning and faculty proficiency on instructional strategies that positively impact student learning.

The Marzano School Leader Evaluation domains and elements will compose the Leadership Practice metric. The model includes five domains and 24 elements. The Leadership Practice metric is measured by the protocols and scales of the Marzano School Leader Evaluation, with a leader being measured on each element as Innovating, Applying, Developing, Beginning, or Not Using. The ratings on the 24 elements will compose 56.7% of the total evaluation score.

### **Marzano School Leader Standards**

Purpose: The Marzano School Leader standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge sets needed in effective schools. The Standards form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements.

Structure: There are 24 Leadership Standards, referred to as Elements, grouped into categories, which can be considered Domains of effective leadership. Each Element has a title and includes, as necessary, descriptors that further clarify or define the Element. As a result, the Elements may be developed further into leadership curricula and proficiency assessments in fulfillment of their purposes.

### **Marzano School Leader Standards:**

#### **Domain 1: Data-Driven Focus on Student Achievement**

This domain is comprised of five categories (elements) of school leader actions and behavior that help the school as a whole, as well as individual teachers, have a focus on student achievement that is supported by data.

#### **Domain 2: Continuous Improvement of Instruction**

This domain is comprised of five categories (elements) of school leader actions and behavior that ensure that all teachers, and the school as a whole, are committed to enhancing pedagogical skills on a continuous basis.

**Domain 3: A Guaranteed and Viable Curriculum**

This domain is comprised of three categories (elements) of school leader actions and behavior that ensure that all teachers provide and all students receive curriculum for optimal learning.

**Domain 4: Cooperation and Collaboration**

This domain is comprised of five categories (elements) of school leader actions and behavior that teachers and staff have and engage in opportunities to collaborate about issues critical for successful and effective school functioning.

**Domain 5: School Climate**

This domain is comprised of six categories (elements) of school leader actions and behavior that ensure that all stakeholders perceive the school as positive and well-functioning.

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**CROSSWALK: Evaluation Indicators and State Requirements**  
**Marzano School Leadership Evaluation Model**

**School Leader Evaluation and Requirements in Florida statutes and State Board of Education Rules**

This form may be used to reveal the alignment of district evaluation system indicators with requirements of 1012.34, F.S. and State Board of Education Rules

**Organization:** SBE rule 6A-5.030 requires that instructional and school administrator evaluation systems include indicators organized into domains. Describe how this evaluation system is organized:

**The Marzano School Leadership Evaluation Model** is organized in 5 Domains with 26 Elements of school leader behavior that links contemporary research-based strategies to student achievement.

A summary of the domains and elements are as follows: Domain 1 – A Data-Driven Focus on Student Achievement (5 elements); Domain 2 – Continuous Improvement of Instruction (6 elements); Domain 3 – Guaranteed and Viable Curriculum (4 elements); Domain 4 – Communication, Cooperation and Collaboration (5 elements); and Domain 5 – School Climate (6 elements). Elements in the Marzano Model are parallel to Indicators in the Florida School Leader Assessment (FSLA). Domains are identified by 1, 2, 3, 4, 5, and the supporting Elements are identified in parentheses, e. (1). The attached crosswalk (Appendix A) demonstrates alignment of elements in the Marzano Leadership Evaluation Model to indicators in the FSLA.

In addition to the Domains and Elements (indicators), Evidences of specific, actionable leadership behaviors are identified for each element. The Evidences for each Element are used to assign a scale value on a rubric for each Element. Applying is considered the proficient target on each scale (see attached Appendix B). The Domains, Elements, and Evidences support the evaluation criteria required by State Statutes and SBE rules. **Evidences identified with an \* are required evidences for the related element.**

The Marzano School Leadership Model aligns with the Florida Principal Leadership Standards. The Marzano School Leadership Model also aligns with the State adopted teacher evaluation system using the common language of instruction and research based strategies linking school leadership with student achievement.

Although the language in the Marzano model is unique to the model, it is a developmental model that supports professional growth and deliberate practice of school leader.

**(\*) Denotes required evidence**

**EVALUATION INDICATOR ALIGNMENTS**

State statutes and SBE Rules	Evaluation System Indicators
<p><b>Section A. 1012.34 (3) (a) (3) F.S.</b> For school administrators, evaluation criteria must include indicators on the following as specified in statute</p>	<p><b>The Marzano Leadership Evaluation Model for School Leader has elements/indicators and evidences which demonstrate evaluation criteria as referenced in each section meets the requirements of state statutes.</b></p>
<p>1. The effectiveness of classroom teachers in the school.</p>	<p><b>**Marzano uses the terminology pedagogical strengths and weaknesses to equate with effectiveness of classroom teachers which is then measured by student achievement data. Marzano's teacher evaluation model that is used by the school leader is designed to continually evaluate the effectiveness of classroom teachers.</b></p> <p><b>Domain 2 - Element 3</b> - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.</p>

	<p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model *</li> <li>• The school leader can describe effective practices and problems of practice of the teachers in the school*</li> <li>• The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning*</li> <li>• The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE</li> <li>• Walk-through or other informal observation data are aggregated in such a way as to disclose predominate instructional practices in the school</li> </ul> <p><b>Domain 2 - Element 4</b> - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader can link teacher evaluation data with student achievement data*</li> <li>• Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses*</li> <li>• School leader provides frequent and meaningful feedback to teachers utilizing virtual and face-to-face conferencing</li> </ul>
<p>2. The administrator's appropriate use of evaluation criteria procedures.</p>	<p><b>Domain 2 - Element 4</b> - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses*</li> <li>• Teacher feedback and evaluation data on the use of high effect size strategies are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers*</li> <li>• Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data</li> <li>• School leader provides frequent observations and meaningful feedback regarding the use of high effect size strategies to teachers utilizing virtual and face-to-face conferencing</li> </ul> <p><b>Domain 2 - Element 3</b> - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model*</li> <li>• Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school *</li> <li>• The school leader can describe effective practices and problems of practice using standards based content and the school instructional model</li> <li>• The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE</li> </ul>
<p>3. Recruitment and retention of effective and highly effective classroom teachers.</p>	<p><b>Domain 2 - Element 2</b> - The school leader effectively employs, supports, and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population.</p> <p><b>Evidences:</b></p>

	<ul style="list-style-type: none"> <li>• The school leader has demonstrated a track record of hiring effective and highly effective teachers</li> <li>• The school leader has a system in place to effectively evaluate the selection process for hiring new teachers</li> <li>• The school leader has a track record of retaining effective teachers</li> <li>• The school leader has a system in place to effectively evaluate and revise the new teacher induction program</li> </ul>
<p>4. Improvement in the percentage of instructional personnel evaluated at the highly effective or effective level.</p>	<p><b>Domain 2 - Element 4</b> - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader monitors improvement in teacher practice to increase the percentage of instructional personnel evaluated at the innovative and applying levels *</li> <li>• Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses</li> </ul>
<p>5. Other leadership practices that result in student learning growth.</p>	<p><b>Deliberate Practice Additional Metric – See Appendix</b></p> <p><b>Domain 1 - Element 4</b> - The school leader achieves desired results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader analyzes achievement data for student subgroups within the school</li> <li>• Individual student achievement is examined from the perspective of value-added results</li> <li>• Individual student results from multiple types of assessments are regularly reported and used (e.g. benchmark, common assessments)</li> <li>• Individual student report graphs, assessments are regularly updated to track growth in student achievement</li> <li>• Teachers regularly analyze student growth data for individual students</li> <li>• School leadership teams regularly analyze individual student performance data</li> </ul> <p><b>Domain 1 - Element 1</b> - The school leader ensures high expectations with clear and measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.</p> <ul style="list-style-type: none"> <li>• Learning goals are established for eliminating the achievement gap for all students</li> <li>• Scales are in place to chart student and school progress towards meeting the curricular standards</li> </ul> <p><b>Domain 1 - Element 2</b> - The school leader ensures high expectations with measureable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments</li> <li>• Learning goals accompanied by proficiency scales are established for each student in terms of their knowledge gain</li> </ul> <p><b>*** Another leadership practice that ensures student growth is the focus on instructional practice as research clearly links instructional practice with student achievement.</b></p> <p><b>Domain 2 - Element 1</b> - The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.</p> <p><b>Evidences:</b></p>



	<ul style="list-style-type: none"> <li>• The schoolwide language of instruction is used regularly by faculty in their professional learning communities</li> </ul> <p><b>Domain 2 - Element 3</b> - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE</li> </ul> <p><b>Domain 3 - Element 3</b> - The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Tracking systems are in place that examine each student's access to the essential elements of the curriculum</li> </ul> <p><b>Domain 4 - Element 3</b> - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Professional learning communities (PLCs) are in place</li> <li>• Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning</li> </ul> <p><b>Domain 5 - Element 2</b> - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader actively promotes practices and policies acknowledging the diversity in the school</li> </ul>
<p>6. Indicators based upon each of the leadership standards adopted by the State Board of Education. (Note: Indicators related to leadership standards in the Florida Principal Leadership Standards, SBE rule 6A-5.080) are in section B below. Indicators in proposed SBE rule 6A-5.030 as listed section C below:</p>	
<p><b>Section B</b> <b>Indicators aligned to Florida Principal Leadership Standards (FPLS) SBE rule 6A-5.080</b></p>	<p><b>Elements/indicators and evidences aligned to Florida Principal Leadership standards are cross walked as follows:</b></p>

<p><b>Standard 1: <u>Student Learning Results:</u></b> Effective school leaders achieve results on the school's student learning goals.</p>	<p><b>Domain 1 - Element 4</b> - The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader achieves results on the school's learning goals *</li> <li>• Data are analyzed for instructional planning, interpreted, and used to regularly monitor progress toward achievement goals for individual students *</li> <li>• Individual student reports, graphs, and charts are regularly updated to track growth in student achievement</li> </ul>
<p>a. The school's learning goals are based on the state's adopted student academic standards and the districts adopted curricula.</p>	<p><b>Domain 1 - Element 1</b> - The school leader ensures high expectations with clear and measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Learning goals are established based on state and district curriculum and academic standards *</li> </ul> <p><b>Domain 1 - Element 2</b> - The school leader ensures high expectations with measureable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments *</li> <li>• Learning goals accompanied by proficiency scales are established for each student in terms of their knowledge gain</li> </ul>
<p>b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.</p>	<p><b>Domain 1 - Element 4</b> - The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Student learning results are evidenced by the results of student growth and progress on state and district assessments*</li> <li>• Individual student results from multiple types of assessments are regularly reported and used (e.g. benchmark, common assessments)*</li> </ul> <p><b>Domain 1 - Element 2</b> - The school leader ensures high expectations with measureable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments*</li> <li>• Learning goals accompanied by proficiency scales are established for each student in terms of their knowledge gain</li> </ul> <p><b>Domain 1 - Element 1</b> - The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Rubrics or proficiency scales are in place that clearly delineate student levels of growth and performance on essential elements of state and district standards</li> </ul>
<p><b>Standard 2: <u>Student Learning as a Priority:</u></b> Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.</p>	<p><b>Student Learning As a Priority is evidenced and cross walked in multiple elements/indicators and evidences in the Marzano Leadership Evaluation model to demonstrate effective school leaders make student learning their top priority and builds and supports a learning organization focused on student success.</b></p>

<p>a. Enables faculty and staff to work as a system focused on student learning.</p>	<p><b>The Marzano Leadership Model has multiple elements (indicators that clearly enable faculty and staff to work as a system focused on student learning):</b></p> <p><b>Domain 1 - Element 2</b> - The school leader ensures high expectations with measurable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school.  <b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Faculty and staff work as a system focused on student learning*</li> <li>• Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments</li> </ul> <p><b>Domain 4 - Element 3</b> - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.  <b>Evidences:</b>  Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning</p> <ul style="list-style-type: none"> <li>• The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement</li> </ul> <p><b>Domain 1 - Element 1</b> - The school leader ensures high expectations with clear and measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.  <b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Schoolwide achievement goals are discussed regularly at faculty and professional learning meetings</li> <li>• Scales are in place to chart student and school progress towards meeting the curricular standards</li> </ul> <p><b>Domain 1 - Element 4</b> - The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.  <b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Teachers regularly analyze school growth data for individual students</li> </ul>
<p>b. Maintains a school climate that supports student engagement in learning.</p>	<p><b>Domain 5 - Element 3</b> - The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment.  <b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Instructional and behavioral routines and procedures are in place to support student engagement in learning*</li> <li>• The school leader maintains a school climate to support student engagement in learning*</li> <li>• Highly engaged classroom practices are routine at the school*</li> </ul> <p><b>Domain 5 - Element 4</b> - The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.  <b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Instructional strategies for highly engaged classrooms are part of the school learning environment*</li> </ul>
<p>c. Generates high expectations for learning growth by all students.</p>	<p><b>Domain 1 - Element 1</b> - The school leader ensures high expectations with clear and measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.  <b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader establishes high expectations for all students to show learning growth*</li> <li>• Learning goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments</li> <li>• Learning goals are established for eliminating differences in achievement for all subgroups</li> </ul>

	<p>in the school</p> <ul style="list-style-type: none"> <li>• Learning goals are established for eliminating the differences in achievement for English language learners</li> <li>• Learning goals are established for eliminating the differences in achievement for students with disabilities</li> </ul>
<p>d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school</p>	<p><b>Domain 1 - Element 1</b> - The school leader ensures high expectations with clear and measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Learning goals are established for eliminating the achievement gap for all students*</li> <li>• Learning goals address the most critical and severe achievement deficiencies and guide planning for instruction</li> <li>• Faculty and staff can explain how efforts to close the learning gap for all school subpopulations is eliminating the achievement gap*</li> </ul> <p><b>Domain 1 - Element 4</b> - The school leader achieves results of the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader analyzes achievement data for student subgroups within the school</li> <li>• When asked, faculty and staff can analyze data of their individual students including all subgroups</li> </ul> <p><b>Domain 4 - Element 3</b> - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning*</li> <li>• When asked, teachers can explain how PLC's analyze data to identify appropriate instructional practices for all students</li> </ul>
<p><b>Standard 3: Instructional Plan Implementation</b> Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments</p>	<p><b>The Marzano Leadership Evaluation Model is designed to evaluate the Instructional Plan Implementation with evidence indicators and evidences that demonstrate an effective leader works collaboratively to develop and implement an instructional frame that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments</b></p>
<p>a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction</p>	<p><b>The Marzano Teacher Evaluation Model is cross walked with the Florida Educator Accomplished Practices and adopted as the State's model.</b></p> <p><b>Domain 2 - Element 1</b> - The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader demonstrates understanding of the Florida Educator Accomplished Practices and uses them as a priority instructional improvement model*</li> <li>• The schoolwide common language of instruction is used regularly by faculty in their professional learning communities</li> </ul>

	<ul style="list-style-type: none"> <li>• The schoolwide common language of instruction is used regularly in faculty and department meetings</li> <li>• Professional development opportunities are provided for new teachers regarding the schoolwide model of instruction</li> <li>• Professional development opportunities are provided for all teachers regarding the schoolwide model of instruction</li> <li>• New initiatives are prioritized and limited in number to support the instructional model</li> <li>• The schoolwide common language of instruction is used regularly by faculty in their informal conversations</li> <li>• When asked, teachers can describe the major components of the schoolwide model of instruction</li> <li>• When asked, teachers can explain how strategies in the instructional framework promote learning for the school's diverse population</li> </ul>
<p>b. Engages in data analysis for instructional planning and improvement.</p>	<p><b>Domain 1 - Element 3</b> - The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Reports, graphs, and charts are available for analysis of overall student achievement and planning instruction</li> <li>• Student achievement is examined from the perspective of state-added results</li> <li>• Results from multiple types of assessments are regularly reported and used for planning instruction (e.g. benchmark, common assessments)</li> <li>• Reports, graphs, and charts are regularly updated to track growth in student achievement</li> <li>• School leadership teams regularly analyze school growth data for instructional planning</li> <li>• Data briefings are conducted at faculty meetings</li> </ul> <p><b>Domain 1 - Element 1</b> - The school leader ensures that expectations with clear and measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Schoolwide achievement goals are discussed regularly at faculty, and Professional Learning meetings</li> <li>• School improvement plans and timelines contain specific benchmarks for each goal including individual(s) responsible for the learning goal</li> </ul> <p><b>Domain 2 - Element 3</b> - The school leader is aware of predominant instructional practices occurring at the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school</li> </ul> <p><b>Domain 2 - Element 4</b> - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data</li> </ul> <p><b>Domain 2 - Element 5</b> - District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data.</p>

	<p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Data are collected linking the effectiveness of professional development to the improvement of teacher practices</li> <li>• Data are available supporting deliberate practice is improving teacher performance</li> </ul>
<p>c. Communicates the relationships among academic standards, effective instruction, and student performance.</p>	<p><b>Domain 4 - Element 3</b> - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader uses PLC's to communicate the relationships among academic standards, effective instruction and student performance*</li> </ul> <p><b>Domain 2 - Element 4</b> - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Teacher feedback and evaluation data on the use of high effect size strategies are based on multiple sources of information including but not limited to: direct observation, teacher self-report, analysis of teacher performance captured on video, student reports on teacher effectiveness, and peer feedback to teachers</li> <li>• Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data</li> <li>• The school leader can link teacher evaluation data with student achievement data</li> <li>• When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement</li> </ul> <p><b>Domain 3 - Element 1</b> - The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader ensures the alignment of the curriculum and assessment measures in a manner that promotes rigor</li> <li>• When asked, teachers can describe understanding of how the curriculum and assessments are aligned to improve student achievement</li> </ul>
<p>d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school</p>	<p><b>Domain 2 - Element 4</b> - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement</li> </ul> <p><b>Domain 3 - Element 1</b> - The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Curriculum documents are in place that correlate the written curriculum to state and district standards</li> <li>• School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments and for rigor and cultural relevance</li> </ul> <p><b>Domain 3 - Element 3</b> - The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• All students have access to advanced placement or other rigorous courses</li> <li>• Data are available to verify the diversity of students enrolled in advanced placement or other rigorous courses</li> </ul>

	<ul style="list-style-type: none"> <li>• All students have a prescribed program of study that documents access to courses</li> <li>• Data are available to verify student achievement and growth in critical content and standards</li> </ul>
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula	<p><b>Domain 3 - Element 1</b> - The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Rubrics or proficiency scales are in place that clearly delineate student levels of growth and performance on essential elements of state and district standards</li> <li>• Information is available examining the extent to which assessments accurately measure the written and taught curriculums</li> <li>• School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments and for rigor and cultural relevance</li> <li>• The school leader ensures the alignment of the curriculum and assessment measures in a manner that promotes rigor</li> </ul>
<b>Standard 4: Faculty Development: Effective school leaders recruit, retain and develop an effective and diverse faculty and staff</b>	<p><b>Faculty Development is a priority in the Marzano Leadership Evaluation model and has multiple elements/indicators and evidences to support the effective school leaders recruit, retain and develop an effective and diverse faculty and staff.</b></p>
a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;	<p><b>Domain 1 - Element 1</b> - The school leader ensures high expectations with clear and measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school improvement goals are focused on student learning and achievement</li> <li>• School improvement plans with timelines contain specific benchmarks for each learning goal</li> <li>• Schoolwide achievement goals are discussed regularly at faculty and professional learning meetings</li> </ul> <p><b>Domain 2 - Element 4</b> - The school leader ensures the use of high effect size strategies and instructional personnel receive regular feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data</li> </ul> <p><b>Domain 2 - Element 5</b> - District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Data are collected linking the effectiveness of professional development to the improvement of teacher practice</li> <li>• Teacher-led professional development is available to teachers regarding their instructional growth goals</li> <li>• When asked, teachers can describe how professional development supports their attainment of professional learning and instructional growth goals</li> </ul> <p><b>Domain 4 - Element 3</b> - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• PLCs have written goals for improving instructional practices and student learning</li> <li>• The school leader regularly examines each data team's progress toward goals</li> </ul>

	<ul style="list-style-type: none"> <li>• The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement</li> <li>• When asked, teachers can explain how PLC's analyze data to identify appropriate instructional practices for all students</li> </ul>
<p>b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction</p>	<p><b>Domain 2 - Element 3</b> - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school</li> <li>• The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model</li> <li>• The school leader can describe effective practices and problems of practice using standards based content and the school instructional model</li> <li>• The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including SOL and ESE</li> <li>• The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning</li> <li>• The school leader ensures instructional practices are appropriate for the level of text complexity</li> </ul> <p><b>Domain 2 - Element 4</b> - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and take action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• School leader provides frequent observations and meaningful feedback regarding the use of high effect strategies to teachers utilizing virtual and face-to-face conferencing</li> <li>• Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data</li> <li>• Teacher evaluation data regularly used as the subject of conversation between school leaders and teachers</li> <li>• Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses</li> <li>• The school leader can link teacher evaluation data with student achievement data</li> </ul>
<p>c. Employs a faculty with the instructional proficiencies needed for the school population served</p>	<p><b>Domain 2 - Element 2</b> - The school leader effectively employs, supports, and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader has demonstrated a track record of employing effective teachers</li> <li>• The school leader employs teachers with instructional skills to serve the school population</li> <li>• The school leader has a track record of retaining effective teachers</li> </ul>
<p>d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology.</p>	<p><b>Domain 1 - Element 3</b> - The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Reports, graphs, and charts are available for analyzing overall student achievement and planning instruction</li> <li>• Results from multiple types of assessments are regularly reported and used for instructional planning (e.g. benchmark, common assessments)</li> <li>• School leadership teams regularly analyze school growth data for instructional planning</li> <li>• When asked, faculty and staff can explain how data are used to track growth in student achievement and plan for instruction</li> </ul> <p><b>Domain 5 - Element 5</b> - The school leader maximizes the impact of school personnel, fiscal and</p>



	<p>facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning</li> <li>• The school leader provides adequate training for the instructional technology teachers are expected to use.</li> </ul> <p><b>Domain 2 - Element 3</b> - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school</li> <li>• The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model</li> <li>• The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning</li> <li>• The school leader provides teachers feedback on instruction of standards based curriculum</li> <li>• The school leader ensures instructional practices are appropriate for the level of text complexity</li> </ul> <p><b>Domain 2 - Element 4</b> - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and take action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses</li> <li>• Teacher feedback and evaluation data on the use of high effect size strategies are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers</li> <li>• Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data</li> <li>• The school leader can link teacher evaluation data with student achievement data</li> </ul> <p><b>Domain 4 - Element 3</b> - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader regularly examines the PLC's progress toward goals</li> <li>• Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning</li> </ul>
<p>e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction.</p>	<p><b>Domain 2 - Element 5</b> - District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction *</li> </ul>

	<ul style="list-style-type: none"> <li>Professional development courses and resources are available to teachers regarding their professional learning and instructional growth goals</li> <li>Data are available supporting deliberate practice is improving teacher performance</li> </ul> <p><b>Domain 1 - Element 5</b> - The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions schoolwide, grade-wide, class-wide, and specific to student sub-groups to help all students meet individual achievement goals.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>The school leader ensures differentiated instruction is a predominant instructional practice *</li> <li>When asked, students report their teachers provide culturally relevant instruction *</li> </ul>
<p>f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.</p>	<p><b>Domain 4 - Element 1</b> - The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>Teachers have opportunities to engage in instructional rounds</li> <li>Teachers have opportunities to view and discuss video-taped examples of exemplary teaching</li> <li>Teachers have regular times to meet collectively and discuss effective instructional practices (e.g. lesson study, professional learning communities)</li> <li>Teachers have opportunities to interact about effective teaching via technology</li> <li>Instructional practices are regularly discussed at faculty and department meetings</li> <li>Video segments of instructional practices are regularly viewed and discussed at faculty and department meetings</li> <li>Information is available regarding participation of teachers in opportunities to observe and discuss effective teaching</li> <li>Information is available regarding teacher participation in virtual discussions regarding effective teaching</li> </ul> <p><b>Domain 4 - Element 3</b> - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>Teachers have written goals for improving instructional practices and student learning</li> <li>The school leader regularly examines each data team's progress toward goals</li> <li>The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement</li> <li>When asked, teachers can explain how PLC's analyze data to identify appropriate instructional practices for all students</li> </ul> <p><b>Domain 5 - Element 5</b> - The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>The school leader appropriately directs the use of technology to improve teaching and learning</li> <li>When asked, faculty and staff report projects, with plans and objectives, are organized in such a way that keeps the focus on instruction</li> </ul>
<p><b>Standard 5: <u>Learning Environment</u>: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's</b></p>	<p><b>The Marzano Leadership Evaluation Model has multiple elements/indicators and evidences to support the importance of the Learning Environment and effective school leaders who monitor a school learning environment that improves learning for the school's diverse student population .</b></p>

diverse student population	
<p>a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy.</p>	<p><b>Domain 5 - Element 4</b> - The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader ensures that skills necessary to be contributing members of society and participate in a global community are listed among the essential elements*</li> <li>• The school leader ensures students are ready to be contributing members of society and participate in a global community *</li> <li>• (When asked) students, parents and community describe the school as safe, respectful and student centered *</li> </ul>
<p>b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.</p>	<p><b>Domain 5 - Element 2</b> - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader actively promotes practices and policies acknowledging the diversity in the school *</li> </ul> <p><b>Domain 5 - Element 6</b> - The school leader acknowledges the success of the whole school, as well as individuals within the school.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader plans and celebrates the successes of the diverse populations in the school *</li> </ul> <p><b>Domain 2 - Element 3</b> - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader has systems in place to monitor the effect of the predominant instructional practices for all groups in the school including ESOL and ESE</li> </ul> <p><b>Domain 4 - Element 3</b> - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning</li> </ul> <p><b>Domain 4 - Element 5</b> - The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader can explain how the use of input from the school community has resulted in improved functioning of the school</li> <li>• The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning and procedures</li> </ul>
<p>c. Promotes school and classroom practices that validate and value similarities and differences among students.</p>	<p><b>Domain 4 - Element 3</b> - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader promotes practices that validate and value similarities and differences among all students *</li> </ul>

	<ul style="list-style-type: none"> <li>• PLCs have written goals for improving instructional practices and student learning</li> <li>• The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement</li> </ul> <p><b>Domain 5 - Element 2</b> - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader actively promotes practices and policies acknowledging the diversity in the school *</li> </ul> <p><b>Domain 5 - Element 6</b> - The school leader acknowledges the success of the whole school, as well as individuals within the school.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader plans for and celebrates the success of the diverse populations in the school *</li> </ul>
d. Provides recurring monitoring and feedback on the quality of the learning environment.	<p><b>Domain 5 - Element 3</b> - The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provide feedback on the quality of the learning environment.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• School leader provides ongoing feedback to teachers regarding the learning environment *</li> <li>• Continuous feedback is provided to teachers regarding the learning environment in the classrooms and the school *</li> </ul>
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.	<p><b>Domain 4 - Element 3</b> - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader implements the Florida Continuous Improvement Model (FCIM) *</li> <li>• The school leader promotes practices that validate and value similarities and differences among students and focuses on their successes and well-being*</li> </ul> <p><b>Domain 5 - Element 5</b> - The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions schoolwide, grade-wide, class-wide, and specific to student sub-groups to help all students meet individual achievement goals.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader is focused on opportunities for students to continuously improve and be successful</li> <li>• The school schedule is designed so that students can receive academic help while in school</li> <li>• Individual student completion of programs designed to enhance their academic achievement is monitored (i.e. gifted and talented, advanced placement, STEM, etc.)</li> <li>• Response to intervention measures are in place</li> <li>• Remedial and enrichment programs are in place when data support the need for these interventions</li> <li>• Data are collected and available to monitor student participation in intervention or enrichment programs</li> </ul> <p><b>Domain 5 - Element 2</b> - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success</li> <li>• The school leader actively promotes practices and policies acknowledging the diversity in the school</li> </ul>
f. Engages faculty in recognizing and understanding cultural	<p><b>Domain 1 - Element 4</b> - The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.</p>

<p>and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.</p>	<p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader analyzes achievement data for student subgroups within the school *</li> <li>• Teachers regularly analyze school growth data for individual students</li> </ul> <p><b>Domain 3 - Element 3</b> - The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader ensures teachers have completed appropriate training for content specific strategies to minimize or eliminate achievement gaps *</li> <li>• All students have access to advanced placement or other rigorous courses</li> <li>• All students have a prescribed program of study that documents access to courses</li> <li>• The school leader ensures teachers have completed appropriate content area training in their subject area courses</li> </ul> <p><b>Domain 1 - Element 3</b> - The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Student achievement is examined from the perspective of value-added results</li> <li>• School leadership teams regularly analyze school growth data for instructional planning</li> </ul> <p><b>Domain 1 - Element 1</b> - The school leader ensures high expectations where clear and measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Learning goals are established for eliminating differences in achievement for students at different socioeconomic levels</li> <li>• Learning goals are established for eliminating differences in achievement for all subgroups in the school</li> <li>• Learning goals are established for eliminating the differences in achievement for English language learners</li> <li>• Learning goals are established for eliminating the differences in achievement for students with disabilities</li> <li>• Learning goals are established for eliminating the achievement gap for all students</li> <li>• Learning goals address the most critical and severe achievement deficiencies and guide planning of instruction</li> </ul>
<p><b>Standard 6: Decision Making:</b> Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.</p>	<p>Standard 6: Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.</p>
<p>a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency.</p>	<p><b>Domain 5 - Element 1</b> - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader uses facts and data in decision making and prioritizes decisions that impact the priority goals of the school*</li> <li>• The school leader has a track record of using facts and data when making tough decision to keep learning and teacher effectiveness as priorities *</li> <li>• The school leader is uncompromising in regards to raising student achievement</li> <li>• The school leader effectively communicates those non-negotiable factors that have an impact on student achievement</li> </ul>
<p>b. Uses critical thinking and problem solving techniques to define</p>	<p><b>Domain 5 - Element 1</b> - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.</p> <p><b>Evidences:</b></p>

<p>problems and identify solutions.</p>	<ul style="list-style-type: none"> <li>• The school leader has demonstrated his or her ability to use thinking and problem solving skills to define problems and identify solutions *</li> <li>• The school leader uses fact and data in decision making and when prioritizing decisions that impact the priority goals of the school*</li> </ul>
<p>c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed</p>	<p><b>Domain 5 - Element 1</b> - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader constantly evaluates decisions for their effectiveness, equity, intended and actual outcomes and revises plans as needed *</li> </ul> <p><b>Domain 5 - Element 2</b> - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success *</li> </ul>
<p>d. Empowers others and distributes leadership when appropriate.</p>	<p><b>Domain 4 - Element 2</b> - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school</li> <li>• The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects</li> <li>• The school leadership team has critical roles in facilitating school initiatives</li> </ul> <p><b>Domain 4 - Element 4</b> - The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader effectively identifies potential leaders and guides them in career development</li> <li>• The school leader can cite examples of where teacher input has resulted in effective change at the school</li> <li>• The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities</li> <li>• The school leader encourages faculty to continue their education and assists them with career planning</li> </ul>
<p>e. Uses effective technology integration to enhance decision making and efficiency throughout the school.</p>	<p><b>Domain 4 - Element 3</b> - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader utilizes electronic tools to collect teacher input data which are used in the school's decision making process for efficiency throughout the school (e.g. online surveys)*</li> </ul> <p><b>Domain 4 - Element 5</b> - The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment and uses the input for decision making and efficiency throughout the school *</li> <li>• The school leader can explain how the use of (virtual) input from the school community has resulted in improved functioning of the school *</li> <li>• The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community</li> <li>• The school leader engages in virtual town hall meetings</li> </ul> <p><b>Domain 2 - Element 4</b> - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing</p>

	<p>evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• School leader provides frequent observations and meaningful feedback regarding the use of high effect strategies to teachers utilizing virtual and face to face conferencing.</li> </ul> <p><b>Domain 5 - Element 5</b> - The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning *</li> <li>• The school leader provides adequate training for the instructional technology teachers are expected to use</li> </ul>
<b>Standard 7: Leadership Development; Effective school leaders actively cultivate, support, and develop other leaders within the organization</b>	<b>The Marzano Leadership Evaluation Model demonstrates through elements/indicators and evidences that Leadership Development is the responsibility of an effective school leader who must actively cultivate, support, and develop other leaders.</b>
a. Identifies and cultivates potential and emerging leaders.	<p><b>Domain 4 - Element 4</b> - The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities *</li> <li>• The school leader effectively identifies potential leaders and guides them in career development *</li> <li>• The school leader encourages faculty to continue their education and assists them with career planning</li> <li>• The school leader models effective leadership practices and mentors emerging leaders *</li> <li>• The school leader has a record of inspiring others in their practice</li> </ul>
b. Provides evidence of delegation and trust in subordinate leaders.	<p><b>Domain 2 - Element 2</b> - The school leader actively listens and communicates to ensure that teachers have roles in the decision making process regarding school initiatives.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school</li> <li>• The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects</li> <li>• The school leadership team has critical roles in facilitating school initiatives</li> </ul> <p><b>Domain 4 - Element 4</b> - The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Teacher leaders and other faculty are empowered to share in the leadership of the school*</li> <li>• The school leader encourages faculty to continue their education and assists them with career planning</li> <li>• The school leader can cite examples of where teacher input has resulted in effective change at the school</li> <li>• When asked, teachers explain formal ways they have to give input regarding optimal functioning of the school</li> <li>• When asked, teachers can identify examples of when their input has resulted in effective change at the school</li> </ul>
c. Plans for succession management in key positions.	<p><b>Domain 4 - Element 4</b> - The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Delegates responsibilities to emerging leaders in preparation for career advancement</li> </ul>

	<p>opportunities*</p> <ul style="list-style-type: none"> <li>• The school leader effectively identifies potential leaders and guides them in career development</li> <li>• The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities *</li> <li>• The school leader demonstrate ongoing mentoring of teacher leaders</li> <li>• Teacher leaders and other faculty are empowered to share in the leadership of the school</li> </ul> <p><b>Domain 4 - Element 2</b> - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects</li> <li>• The school leadership team has critical roles in facilitating school initiatives</li> </ul>
<p>d. Promotes teacher– leadership functions focused on instructional proficiency and student learning.</p>	<p><b>Domain 4 - Element 2</b> - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Teacher leaders are accountable for maintaining a focus on instructional proficiency and student learning *</li> <li>• The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects *</li> <li>• The school leadership team has critical roles in facilitating school initiatives *</li> </ul> <p><b>Domain 4 - Element 4</b> - The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school improvement team provides input to the school leader regarding the school improvement plan and its impact on the functioning of the school*</li> <li>• The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities</li> </ul>
<p>e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders</p>	<p><b>Domain 4 - Element 5</b> - The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment</li> <li>• The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community</li> <li>• The school leader engages in virtual town hall meetings</li> <li>• The school leader conducts focus group meetings with students and parents</li> <li>• The school leader hosts or speaks at community/business luncheons</li> <li>• The school leader can explain how the use of input from the school community has resulted in improved functioning of the school</li> <li>• The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning and procedures</li> </ul> <p><b>Domain 5 - Element 4</b> - The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader has a means of communicating to parents about issues regarding school safety (e.g. call out system, virtual media)</li> <li>• The school leader engages parents and community regarding issues of school safety to ensure an environment focused on learning</li> </ul>



<p><b>Standard 8: <u>School Management</u>: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</b></p>	<p><b>The Marzano Leadership Evaluation Model has elements/indicators and evidences to support School Management as the effective leader demonstrates the managements of the organization, operations and facilities in ways that maximize the use of resources to promote a safe, efficient, legal and effective learning environment.</b></p>
<p>a. Organizes time, tasks and projects effectively with clear objectives and coherent plans.</p>	<p><b>Domain 5 - Element 5</b> - The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader manages time effectively in order to maximize focus on instruction *</li> <li>• The school leader successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds) *</li> <li>• The school leader appropriately plans, directs the use of technology to improve teaching and learning *</li> <li>• The school leader effectively manages materials, time, and resources for specific classes and courses meet the state or district specifications for those classes and courses</li> </ul>
<p>b. Establishes appropriate deadlines for him/herself and the entire organization.</p>	<p><b>Domain 5 - Element 5</b> - The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader manages and imposes deadlines on self and the organization that effect the operation of the school</li> <li>• The school leader manages time effectively in order to maximize focus on instruction</li> <li>• The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning</li> </ul>
<p>c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development.</p>	<p><b>Domain 4 - Element 3</b> - The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader can describe the school's procedures for scheduling teachers to observe and discuss effective instructional practices*</li> <li>• Teachers have regular times to meet collegially and discuss effective instructional practices (e.g. lesson study, professional learning communities) *</li> <li>• Teachers have opportunities to view and discuss video-based examples of exemplary teaching</li> <li>• Teachers have opportunities to interact about effective teaching via technology</li> <li>• Video segments of instructional practices are regularly viewed and discussed at faculty and department meetings</li> <li>• Information is available regarding participation of teachers in opportunities to observe and discuss effective teaching</li> <li>• Information is available regarding teacher participation in virtual discussions regarding effective teaching</li> <li>• Teachers have opportunities to engage in instructional rounds</li> </ul> <p><b>Domain 4 - Element 3</b> - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.</p>

	<p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• PLCs have written goals for improving instructional practices and student learning</li> <li>• The school leader regularly examines the PLC’s progress toward goals</li> </ul> <p><b>Domain 4 - Element 2</b> - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school</li> <li>• The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects</li> <li>• The school leadership team has critical roles in facilitating school initiatives</li> </ul> <p><b>Domain 4 - Element 4</b> - The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school improvement team provides input to the school leader regarding the school improvement plan</li> <li>• The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities</li> <li>• The school leader encourages faculty to continue their education and assists them with career planning</li> <li>• The school leader effectively identifies potential leaders and guides them in career development</li> <li>• The school leader can cite examples of where teacher input has resulted in effective change at the school</li> <li>• The school leader demonstrates ongoing mentorship of teacher leaders</li> <li>• Teacher leaders and other faculty are empowered to share in the leadership of the school</li> </ul>
<p>d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.</p>	<p><b>Domain 5 - Element 5</b> - The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning</li> <li>• The school leader successfully accesses and leverages a variety of resources (e.g. grants, local, state and federal funds)</li> <li>• The school leader imposes deadlines on self and the organization that effect the operation of the school</li> </ul>
<p><b>Standard 9:</b> <b>Communication:</b> Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.</p>	<p><b>The Marzano Leadership Evaluation Model has elements/indicators and evidences that focus on communication for effective school leaders to communicate via oral, written and electronically means to accomplish the school and system goals and build relationships with the students, faculty, parents and community.</b></p>
<p>a. Actively listens to and learns from students, staff, parents, and</p>	<p><b>Domain 4 - Element 2</b> - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.</p> <p><b>Evidences:</b></p>

<p>community stakeholders.</p>	<ul style="list-style-type: none"> <li>• The school leader provides evidence of actively listening and learning from faculty and staff*</li> <li>• Data-gathering techniques are in place to collect information from teachers</li> <li>• The school leader utilizes electronic tools to collect teacher input data which are used in the school's decision making process for efficiency throughout the school (e.g. online surveys)</li> <li>• Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school</li> <li>• Notes and reports are in place that describe how teacher input was used when making specific decisions</li> </ul> <p><b>Domain 4 - Element 5</b> - The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader provides evidence of actively listening and learning from students, parents and community members *</li> <li>• When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning of the school *</li> <li>• Data collection systems are in place to collect input data from students, parents, and community regarding the optimal functioning of the school</li> <li>• The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment</li> <li>• The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community</li> <li>• The school leader engages in virtual teacher meetings</li> <li>• The school leader conducts focus group meetings with students and parents</li> <li>• The school leader hosts breakfasts at community/business events</li> <li>• The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning and structures</li> </ul>
<p>b. Recognizes individuals for effective performance.</p>	<p><b>Domain 5 - Element 6</b> - The school leader acknowledges the success of the whole school, as well as individuals within the school.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader recognizes the accomplishments of individual teachers, teams of teachers, and the whole school in a variety of ways (e.g. faculty celebrations, newsletters to parents, announcements, websites, social media)</li> <li>• The school leader recognizes incremental success of students and teachers</li> <li>• The school leader recognizes the success of individual departments</li> <li>• The school leader regularly celebrates the success of a variety of types of individuals (e.g. teacher of the year, support staff employee of the year)</li> <li>• The school leader plans for and celebrates the success of the diverse populations in the school</li> </ul>
<p>c. Communicates student expectations and performance information to students, parents, and community.</p>	<p><b>Domain 1 - Element 2</b> - The school leader ensures high expectations with measureable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Student performance data and expectations for learning are communicated to all stakeholders *</li> <li>• Students keep data notebooks regarding their individual goals</li> <li>• Student led conferences focus on individual student's goals</li> <li>• Parent teacher conferences focus on the individual student's goals</li> <li>• Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments or common assessments</li> <li>• When asked, students are aware of their status on the achievement goals specific to them</li> <li>• When asked, parents are aware of their child's achievement goals</li> </ul> <p><b>Domain 1 - Element 5</b> - The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions schoolwide, grade-wide, class-wide, and specific to student sub-groups to help all students meet individual achievement goals.</p>

	<p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• When asked, student and/or parents can identify interventions in place to meet their goals</li> <li>• When asked, students report their school has programs in place to help them meet their achievement goals</li> </ul>
<p>d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school.</p>	<p><b>Domain 5 - Element 1</b> - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader is recognized as highly visible by the faculty, students and community and engages them in the work of the school *</li> </ul> <p><b>Domain 4 - Element 5</b> - The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment</li> <li>• The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community</li> <li>• The school leader engages in virtual town hall meetings</li> <li>• The school leader conducts focus group meetings with students and parents</li> <li>• The school leader hosts or speaks at community/business luncheons</li> <li>• The school leader can explain how the use of input from the school community has resulted in improved functioning of the school</li> <li>• The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning and procedures</li> <li>• When asked, students, parents, and community members report their input is valued and used by the school leader to improve the functioning of the school</li> </ul>
<p>e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.</p>	<p><b>Domain 4 - Element 2</b> - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader engages faculty in constructive conversations on important school issues *</li> <li>• Data gathering techniques are in place to collect information from teachers</li> <li>• Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school</li> </ul> <p><b>Domain 5 - Element 5</b> - The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader engages students, parents, and the community in constructive conversation about important school issues *</li> <li>• The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment</li> <li>• The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community</li> <li>• The school leader engages in virtual town hall meetings</li> <li>• The school leader conducts focus group meetings with students and parents</li> <li>• The school leader hosts or speaks at community/business luncheons</li> </ul>
<p>f. Utilizes appropriate technologies for communication and collaboration</p>	<p><b>Domain 4 - Element 2</b> - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader utilizes electronic tools to collect teacher input data which are used in the school's decision making process for efficiency throughout the school (e.g. online surveys) *</li> <li>• Data gathering techniques are in place to collect information from teachers *</li> </ul> <p><b>Domain 4 - Element 5</b> - The school leader actively communicates with students, parents, and the</p>

	<p>community to obtain their input for systematic improvement of the optimal functioning of the school.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment *</li> <li>• The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community *</li> <li>• The school leader engages in virtual town hall meetings *</li> </ul>
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions	<p><b>Domain 3 - Element 1</b> - The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader provides faculty timely information regarding changes in state and district curriculum standards and their impact on student learning requirements *</li> <li>• When asked, teachers report they receive information in a timely manner regarding updates to learning and academic requirements and decisions from state and federal departments *</li> </ul>
<b>Standard 10: Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader</b>	<b>The Marzano School Leadership Evaluation Model has elements, indicators and evidences regarding Professional and Ethical Behaviors that must be demonstrated by effective school leaders.</b>
a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.	<p><b>Domain 5 - Element 1</b> - The school leader is the recognized leader of the school and continually assesses progress and deliberate positive priorities.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader adheres to the Florida Code of Ethics and the principals of Professional Conduct</li> <li>• The school model of leadership for self and has the same expectation for faculty and staff</li> </ul>
b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership	<p><b>Domain 5 - Element 2</b> - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader demonstrates resiliency by staying focused on the school vision and reacting constructively to barriers*</li> <li>• The school leader reacts constructively and overcomes barriers to success that could include disagreement and dissent with leadership *</li> </ul>
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community	<p><b>Domain 5 - Element 2</b> - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local communities *</li> <li>• Faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn</li> <li>• The school leader demonstrates his or her ability to follow through with initiatives</li> <li>• The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success</li> <li>• The school leader actively promotes practices and policies acknowledging the diversity in the school</li> </ul>

<p>d. Engages in professional learning that improves professional practice in alignment with the needs of the school system</p>	<p><b>Domain 5 - Element 1</b> - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader has a written annual growth plan with deliberate practice goals</li> <li>• The school leader uses evaluative feedback to identify professional development activities consistent with his or her deliberate practice plan</li> <li>• The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses</li> </ul> <p><b>Domain 5 - Element 2</b> - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Faculty and staff describe the school leader as uncompromising in regards to raising student achievement</li> <li>• Faculty and staff describe the school leader as effective in communicating those non-negotiable factors that have an impact on student achievement</li> </ul>
<p>e. Demonstrates willingness to admit error and learn from it</p>	<p><b>Domain 5 - Element 1</b> - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses*</li> <li>• The school leader has demonstrated his or her ability to be a problem solver*</li> </ul> <p><b>Domain 5 - Element 2</b> - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader can identify how learning from adversity has enabled him/her to be a focused leader*</li> </ul>
<p>f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback</p>	<p><b>Domain 5 - Element 1</b> - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader uses evaluative feedback to identify professional development activities consistent with his or her deliberate practice plan *</li> <li>• The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses*</li> </ul>

<p><b>Section C. Proposed SBE rule 6A-5.030</b> As per 1012.34 (4) F.S. – indicators for instructional and school administrators other professional and job responsibilities as adopted by the State Board of Education must be included. Indicators included in proposed SBE Rule 6A-5.030 are as follows:</p>	
<p>From Review and Approval Checklist II B (3):</p>	
<p>Indicators will be included</p>	

that are based on each of the Florida Principal Leadership Standards (See Crosswalk Section B above)	
Indicators that assess progress on deliberate practice priorities	<p><b>Domain 5 - Element 1</b> - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader has a deliberate practice plan with indicators to assess progress on goals and priorities*</li> <li>• The school leader has identified professional development activities consistent with his or her growth plan</li> <li>• The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses</li> </ul>
Indicators specified in Section 1012.34 FS (See Crosswalk Section A above)	
From Review and Approval Checklist II B (4): each district shall also include the following indicators on leadership practice ...	
<p>a. Feedback Practices: The principal monitors, evaluates proficiency, and provides timely feedback to faculty on the effectiveness of instruction on priority instructional goals and the cause and effect relationships between professional practice and student achievement on those goals.</p>	<p><b>Domain 2 - Element 3</b> - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate, and provide timely, accurate feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school</li> <li>• The school leader provides forthright feedback to teachers regarding their instructional practices using standards and content and the school instructional model</li> <li>• The school leader can describe the predominant instructional practices in the school and the effect of those practices on student learning</li> <li>• When asked, teachers can describe the predominant instructional practices used in the school</li> <li>• When asked, teachers can explain the relationship between professional practice and student achievement</li> <li>• When asked, students can explain why they learn from their teacher</li> </ul>
<p>b. High effect size strategies: Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies.</p>	<p><b>Domain 2 - Element 4</b> - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Teacher feedback and evaluation data on the use of high effect size strategies are on the use of high effect size strategies are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers</li> <li>• Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses</li> <li>• The school leader monitors improvement in the percentage of instructional personnel evaluated at the innovative and applying levels.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers</li> <li>• School leader provides frequent observations and meaningful feedback regarding the use of high effect strategies to teachers utilizing virtual and face-to-face conferencing</li> <li>• Ongoing data are available to support that teacher evaluations are consistent with student achievement data</li> <li>• The school leader can link teacher evaluation data with student achievement data</li> <li>• When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement</li> </ul>
<p>c. Facilitating Professional Learning: The principal manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.</p>	<p><b>Domain 4 - Element 1</b> - The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader manages the organization, operations and facilities to provide teachers time and resources for professional learning to reach their goals</li> <li>• Teachers have regular times to meet collegially and discuss effective instructional practices (e.g. lesson study, professional learning communities)</li> <li>• Teachers have opportunities to engage in instructional rounds</li> <li>• Information is available regarding participation of teachers in opportunities to observe and discuss effective teaching</li> <li>• When asked, teachers can explain how cooperation of the school ensures time and resources for professional learning</li> </ul>
<p>d. Clear Goals: The principal communicates goals and expectations clearly and concisely using Florida's common language of instruction.</p>	<p><b>Domain 2 - Element 1</b> - The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida's common language of instruction. The school leader, using appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The common language of instruction is used to communicate expectations for teacher and student performance</li> <li>• The school leader utilizes multiple media sources to communicate local, state and federal learning standards to teachers, students and parents</li> <li>• A written document articulating the schoolwide model of instruction is in place</li> <li>• The schoolwide common language of instruction is used regularly by faculty in their professional learning communities</li> <li>• The schoolwide model of instruction utilizes strategies to promote learning for the subgroups within the school</li> <li>• When asked, teachers can describe the major components of the schoolwide model of instruction</li> </ul>
<p>From Review and Approval Checklist III C: Indicators shall be included on:</p>	
<p>Monitoring and timely feedback to instructional personnel on their proficiency in the indicators in the instructional evaluation system.</p>	<p><b>Domain 2 - Element 3</b> - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate, and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.</p> <p><b>Evidences: Compiled from Domain 2 Elements 3 and 4</b></p> <ul style="list-style-type: none"> <li>• Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school</li> <li>• The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model</li> </ul>



	<ul style="list-style-type: none"> <li>• The school leader ensures instructional practices are appropriate for the level of text complexity</li> <li>• The school leader can describe effective practices and problems of practice of the teachers in the school</li> <li>• The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE</li> <li>• The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning</li> <li>• When asked, teachers can describe the predominant instructional practices used in the school</li> <li>• When asked, teachers can explain the relationship between professional practice and student achievement</li> <li>• Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses</li> <li>• Teacher feedback and evaluation data on the use of high effect size strategies are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers</li> <li>• Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers</li> <li>• School leader provides frequent observations and meaningful feedback regarding the use of high effect strategies to teachers utilizing virtual and face-to-face conferencing</li> </ul>
<p>The administrator’s resilience in pursuit of continuous school improvement.</p>	<p><b>Domain 5 - Element 2</b> - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader can identify how learning from adversity has enabled him/her to be a focused leader</li> <li>• The school leader has a track record of making tough decisions to keep learning and teacher effectiveness as priorities</li> <li>• Faculty and staff describe the school leader as uncompromising in regards to raising student achievement</li> <li>• Faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn</li> <li>• Faculty and staff describe the school leader as one who “walks the walk and talks the talk”</li> <li>• The school leader demonstrate his or her ability to follow through with initiatives</li> <li>• Faculty and staff describe the school leader as one who speaks with candor</li> <li>• Faculty and staff describe the school leader as one who is willing to “take on tough issues”</li> <li>• The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success</li> <li>• The school leader actively promotes practices and policies acknowledging the diversity in the school</li> </ul>
<p>Review and Approval Checklist II B 1: The Department’s set of indicators on high effect size leadership strategies as posted at <a href="http://www.fldoe.org/pr/ofdev/pdf/HighEffectSize.pdf">http://www.fldoe.org/pr/ofdev/pdf/HighEffectSize.pdf</a></p> <p>These indicators are listed below:</p>	
<p><b>Feedback Practices:</b> The school leader monitors, evaluates proficiency, and provides timely</p>	<p><b>Domain 2 - Element 3</b> - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between</p>

<p>feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.</p>	<p>professional practice and student achievement on those goals.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning</li> <li>• When asked, teachers can describe the predominant instructional practices used in the school</li> <li>• When asked, teachers can explain the relationship between professional practice and student achievement</li> <li>• When asked, students can explain why they learn from their teacher</li> <li>• Reports, graphs, and charts are available for analyzing overall student achievement and planning instruction</li> <li>• Results from multiple types of assessments are regularly reported and used for instructional planning (e.g. benchmark, common assessments)</li> <li>• School leadership teams regularly analyze school growth data for instructional planning</li> <li>• When asked, faculty and staff can explain how data are used to track growth in student achievement and plan for instruction</li> </ul>
<p><b>Facilitating Professional Learning:</b> The school leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.</p>	<p><b>Domain 4 - Element 1</b> - The school leader facilitates and manages professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader manages the organization, operations and facilities to provide teachers time and resources for professional learning to reach their goals</li> <li>• Teachers have regular times to meet collaboratively and discuss effective instructional practices (e.g. lesson study, professional learning communities)</li> <li>• The school leader manages time effectively in order to maximize focus on instruction</li> <li>• The school leader effectively manages materials, time, and resources for specific classes and courses meet the state or district specifications for those classes and courses</li> </ul>
<p><b>Clear Goals and Expectations:</b> The school leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.</p>	<p><b>Domain 2 - Element 1</b> - The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The common language of instruction is used to communicate expectations for teacher and student performance</li> <li>• A written document articulating the schoolwide model of instruction is in place</li> <li>• The schoolwide model of instruction utilizes strategies to promote learning for subgroups within the school</li> <li>• The schoolwide language of instruction is used regularly by faculty in their professional learning communities</li> <li>• The schoolwide language of instruction is used regularly in faculty and department meetings</li> <li>• Professional development opportunities are provided for new teachers regarding the schoolwide model of instruction</li> <li>• Professional development opportunities are provided for all teachers regarding the schoolwide model of instruction</li> <li>• New initiatives are prioritized and limited in number to support the instructional model</li> <li>• The schoolwide language of instruction is used regularly by faculty in their informal conversations</li> </ul>
<p><b>Instructional Resources:</b> The school leader maximizes the impact of school personnel and fiscal and facility</p>	<p><b>Domain 5 - Element 5</b> - The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students .</p> <p><b>Evidences:</b></p>

<p>resources to provide recurring systemic support for instructional priorities and a supportive learning environment.</p>	<ul style="list-style-type: none"> <li>• The school leader effectively manages human, fiscal, fiscal and facility resources to provide support for instruction</li> <li>• The school leader manages time effectively in order to maximize focus on instruction</li> <li>• The school leader effectively manages materials, time, and resources for specific classes and courses meet the state or district specifications for those classes and courses</li> <li>• The school leader successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds)</li> <li>• The school leader develops, submits, and implements detailed budgets</li> <li>• The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning</li> <li>• The school leader provides adequate training for the instructional technology teachers are expected to use</li> </ul>
<p><b>High Effect Size Strategies:</b> The school leader takes actions to ensure that instructional personnel receive recurring feedback on their proficiency in high effect size instructional strategies.</p>	<p><b>Domain 2 - Element 4</b> - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses</li> <li>• The school leader monitors improvement in teacher practice to increase the percentage of instructional personnel evaluated at the innovative and applying levels.</li> <li>• Teacher feedback and evaluation data on the use of high effect size strategies are on the use of high effect size strategies are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers</li> <li>• Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers</li> <li>• School leader provides frequent observation and meaningful feedback regarding the use of high effect size strategies regarding the use of high effect strategies to teachers utilizing virtual and face-to-face conferencing</li> <li>• The school leader can link teacher evaluation data with student achievement data</li> <li>• The school leader provides fortnight feedback to teachers regarding their instructional practices using standards and content and the school instructional model</li> <li>• The school leader can describe effective practices and problems of practice using standards and content and the school instructional model</li> <li>• The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE</li> </ul>
<p><b>Instructional Initiative</b> District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.</p>	<p><b>Domain 2 - Element 5</b> – District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Professional development courses and resources are available to teachers regarding their professional learning and instructional growth goals</li> <li>• The school leader tracks teacher participation in professional development activities</li> <li>• Teacher-led professional development is available to teachers regarding their instructional growth goals</li> <li>• Instructional coaching is available to teachers regarding their instructional growth goals</li> <li>• Data are collected linking the effectiveness of professional development to the improvement of teacher practices</li> <li>• Data are available supporting deliberate practice is improving teacher performance</li> <li>• Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction</li> </ul>

<p>The following indicators may be incorporated into a district system as separate indicators or included as specific issues on which feedback will be provided as an aspect of the <b>Instructional Initiatives</b> initiative (see above)</p>	
<ul style="list-style-type: none"> <li>• <b>Monitoring Text Complexity:</b> The school leader monitors teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event. (Reading)</li> </ul>	<p><b>Domain 3 - Element 4</b> - The school leader ensures monitoring of text complexity by monitoring teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• Tracking systems are in place that examine teacher use of reading strategies with cognitively challenging text</li> <li>• Data are available to ensure the use of close reading and reading of complex text are routinely used by teachers</li> <li>• School leader understands the research to support complex text and tasks as prescribed in the Common Core State Standards</li> <li>• Teachers are trained in the dimensions of text complexity</li> <li>• School leader is able to identify effective instructional practices when observing the use of complex text, complex tasks, and use of scaffolding strategies</li> <li>• Literacy actions plans are established schoolwide</li> <li>• School leader actively monitors the literacy action plan and participates in the school's Reading Leadership team meetings</li> <li>• School leader supports the role of the literacy coach and shares a common vision for the coach's role with the faculty</li> <li>• When asked, teachers can describe the instructional strategies that result in the highest student learning for cognitively complex text</li> <li>• When asked, students report they have access reading resources with cognitively complex text</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Interventions:</b> The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions schoolwide, grade-wide, class-wide, and specific to student sub-groups. (MTSS)</li> </ul>	<p><b>Domain 3 - Element 5</b> - The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions, schoolwide, grade-wide, class-wide, and specific to student sub-groups, to help all students meet individual achievement goals.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader is focused on opportunities for students to continuously improve and be successful</li> <li>• Student response data are utilized to determine effectiveness of instruction and school level interventions</li> <li>• The school leader routinely analyzes student response data to determine programs needed to extend the school day, week, and/or year</li> <li>• The school schedule is designed so that students can receive academic help while in school</li> <li>• Individual student completion of programs designed to enhance their academic achievement is monitored (i.e. gifted and talented, advanced placement, STEM, etc.)</li> <li>• Response to intervention measures are in place</li> <li>• Tutorial and enrichment programs are in place when data support the need for these interventions</li> <li>• Data are collected and available to monitor student participation in intervention or enrichment programs</li> <li>• When asked, students and/or parents can identify interventions in place to help them meet their goals</li> <li>• When asked, students report their school has programs in place to help them meet their achievement goals</li> <li>• When asked, students report the learning environment of the school is preparing them to contribute to society and be part of a global community</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Instructional Adaptations:</b> The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. (MTSS)</li> </ul>	<p><b>Domain 4 - Element 3</b> - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.</p> <p><b>Evidences: Compiled from Domain 4 (3) and Domain 1 (5)</b></p> <ul style="list-style-type: none"> <li>• The school leader regularly examines the PLC’s progress toward goals</li> <li>• The school schedule is designed so that students can receive academic help while in school</li> <li>• Individual student completion of programs designed to enhance their academic achievement is monitored (i.e. gifted and talented, advanced placement, STEM, etc.)</li> <li>• Response to intervention measures are in place</li> <li>• Tutorial and enrichment programs are in place when data support the need for these interventions</li> <li>• Data are collected and available to monitor student participation in intervention or enrichment programs</li> <li>• When asked, teachers can explain the interventions in place to help individual students meet their goals</li> <li>• When asked, student and/or parents can identify interventions in place to help them meet their goals</li> <li>• When asked, students report their school has programs in place to help them meet their achievement goals</li> <li>• When asked, students report their responses are analyzed and used by the school leader</li> <li>• The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement</li> <li>• When asked, teachers can explain how they analyze data to identify appropriate instructional practices for all students</li> </ul>
<ul style="list-style-type: none"> <li>• <b>ESOL Strategies:</b> The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class. (ESOL)</li> </ul>	<p><b>Domain 2 - Element 6</b> - The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class.</p> <p><b>Evidences:</b></p> <ul style="list-style-type: none"> <li>• The school leader can readily identify effective ESOL instructional strategies when conducting classroom visitations and provide meaningful feedback to teachers.</li> <li>• Professional development courses and resources are available for teachers to learn ESOL teaching strategies</li> <li>• Instructional coaching is available to teachers to provide feedback regarding the use of appropriate ESOL strategies</li> <li>• Resources are available supporting deliberate practice with ESOL strategies results in improved teacher and student performance</li> <li>• Online professional learning courses are available to teachers to support learning of ESOL instructional strategies</li> <li>• The school leader tracks teacher participation in professional learning activities related to learning ESOL strategies</li> <li>• When asked, teachers can describe how professional development supports their attainment of learning ESOL instructional strategies</li> <li>• When asked, ESOL students report their teacher uses strategies that help them learn.</li> <li>• When asked, ESOL student can identify specific strategies that help them learn.</li> <li>• The school leader tracks teacher participation in professional learning activities related to learning ESOL strategies</li> </ul>
<p>From review and Approval Checklist Section III D</p>	
<p>Weighting and Scoring of indicators on professional and job responsibilities are incorporated into the leadership practice elements of the evaluation system.</p>	<p><b>Scoring Guide for Marzano School Leadership Evaluation Model (See Attachment A)</b></p> <p>The Marzano School Leadership Evaluation score is comprised of a weighted Leadership practice, Deliberate Practice, and Student Growth Scores to generate the Final Leadership Effectiveness Score.</p>

## Other Indicators of Performance

### Deliberate Practice:

Deliberate Practice is intentional work by a leader on specific improvements in mastery of educational practice. It is ten percent of the overall evaluation score.

### **Deliberate Practice Plan (DPP)**

#### **Proficiency Area(s) and Target(s) for School Leader Growth**

Deliberate Practice Priorities: The leader and the evaluator identify 1-2 specific and measurable priority learning goals related to teaching, learning, school leadership practices and the climate survey results that impact student learning growth.

- The target of a deliberate practice process describe an intended result and will include “scales” or progress points that guide the leader toward highly effective levels of personal mastery;
- The leader takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities.
- The evaluator monitors progress and provides feedback.
- The targets are “thin slices” of specific goals sought – not broad overviews or long term goals taking years to accomplish.

Relationship to other measures of professional learning: Whereas Marzano element II(2) and II(5) addresses the leader's involvement with professional learning focused on faculty needs and element II(1) addresses the leader's pursuit of learning aligned with a range of school needs, the Deliberate Practice targets are more specific and deeper learning related to teaching, learning, or school leadership practices that impact student learning. The DP learning processes establish career---long patterns of continuous improvement and lead to high quality instructional leadership.

Possible Growth Target Focus:

- An issue that addresses a school improvement need related to student learning and either selected by the district or approved by leader's supervisor. The focus should be on complex issues that take some time to master such as providing observation and feedback of high---effect size instructional practices.
- An issue related to a knowledge base or skill set relevant to instructional leadership selected by leader).
- Addresses a growth specific to school climate survey results

The description of a target should be modeled along the lines of learning goals.

- A concise description (rubric) of what the leader will know or be able to do
- Of sufficient substance to take at least 6 weeks to accomplish
- Includes scales or progressive levels of progress that mark progress toward mastery of the goal.

## Scoring the Deliberate Practice

The Deliberate Practice score is 10 % of the overall score.

<b>Deliberate Practice Points</b>	<b>Rating Description</b>
100% of possible points	Leader either grows three levels or grows to an Innovating level.
66% of possible points	Leader either grows two levels or grows to an Applying level.
33% of possible points	Leader either grows one level or grows to a Developing level.
Zero Points	Leader either shows no growth or scores at a Beginning or Not Using level.

### **Parent Input:**

The district provides parents a standard process and form to utilize for the purpose of input. Parents are advised that the input form is available in the front office and must be returned to an administrator's supervisor when it is completed. A copy is made available to the administrator. Input from the parent must be signed to be given consideration in the individual's evaluation.

The supervisor decides how much weight is given to the parent input form. Florida Statute does not dictate the weight but simply indicates a mechanism must be provided for parents to give input "when appropriate." Parent input forms need only be kept on file for one year and then may be discarded.

The parent and faculty input forms are shown on the next page.

### **Faculty Input:**

The district conducts an annual climate survey in each school building, giving personnel the opportunity to provide input about their administrator and their school. The results are used to evaluate administrators on Leadership Practice. The results are also used to develop a required target of Deliberate Practice.

Faculty also has the opportunity to complete an Input Form. The parent and faculty input form is shown on the next page.

## PARENT INPUT FORM AND PARENT/TEACHER INPUT FORM

Attached are two forms that are designed to meet state requirements of providing a mechanism for input into teacher and administrator performance evaluation. Schools are required to advertise this process and make forms available in the school office.

### Parent Input Form

(regarding teacher evaluation)

The **Parent Input Form** (or similar school-based form) may be used by parents regarding input into a teacher evaluation. The administrator decides how much weight is given to the parent input. Forms must be signed to be used for consideration. A copy must be given to the employee. Parent input forms need only be kept on file for one year and then they may be discarded. Forms should be available in the school office. The simplest way to communicate the availability of the form is through the school newsletter.

### Parent/Teacher Input Form

(regarding administrator evaluation)

**Parent/Teacher Input Form** (or a similar school-based form) may be used by parents and teachers to provide input regarding an administrator's evaluation. Forms should be available to parents and teachers in the school office. Forms must be signed and sent to the appropriate Area Superintendent via pony or US mail.

Please be sure to share the information regarding both forms with your parents and staff. Feel free to use the sample notice below as a communication piece for your newsletter.

#### SAMPLE NEWSLETTER ARTICLE

##### Parent Input

Pinellas County Schools welcomes input of parents regarding the job performance of district employees. A **Parent Input Form** is available for parents to give input regarding teacher performance. Also available is a **Parent/Teacher Input Form** for input regarding administrator performance. Each form requires a signature. A copy of the form will be shared with the employee. Forms are available in the school office.



## **4. Summative Evaluation Score**

### **How to Determine a Leadership Practice Score.**

#### **Rate each element:**

Start with judgments on the elements. Elements in each domain are rated as Innovating, Applying, Developing, Beginning, or Not Using based on accumulated evidence.

- The model supports this element proficiency rating process with scales for distinguishing between the levels that are specific to the element.
- To guide the rating decision, illustrative examples of leadership actions and illustrative examples of impacts of leadership actions are provided in the protocols.
- The scales for elements and the illustrative examples are found in Observation under the forms tab and in the resource library.
- Ratings can be recorded on the Marzano School Leader Evaluation form and supporting resources. All forms are available in Observation.

#### **Rating level of implementation:**

When assigning ratings to elements, the evaluator should begin by reviewing the element scales and evidences. These are “word-picture” descriptions of leadership behaviors in each of the five levels of leadership behavior – “Innovating”, “Applying”, “Developing”, “Beginning”, and “Not Using.” The evaluator finds the level that best describes implementation level of performance related to the element, based upon the evidence gathered.

The rating rubric provide criteria that distinguish among the proficiency levels on the element. The illustrative examples of Leadership Evidence and Impact Evidence for each element provide direction on the range of evidence to consider. The rating for each element is the lowest rating for which the “word-picture” descriptors are appropriate and representative descriptions of what was observed about the leader’s performance.

The Marzano School Leader Evaluation scales are designed to give principals a formative as well as a summative assessment of where they stand in all leadership performance areas and detailed guidance on how to improve. While they are not checklists for school visits by the principal’s supervisor, they do reflect the key behaviors about which supervisors and principals should be conversing frequently throughout the year. Moreover, these behavioral leadership descriptions will form the basis for principal and supervisor coaching and mentoring sessions.

### **Distinguishing between proficiency ratings:**

**Highly Effective:** The “Highly Effective” level is reserved for truly outstanding leadership as described by very demanding criteria. Performance at this level is dramatically superior to “Effective” in its impact on students, staff members, parents, and the school district. Highly effective leadership results from recurring engagement with “deliberate practice.” In brief, the “Highly Effective” leader helps every other element within the organization become as good as they are. In normal distributions, some leaders will be rated highly effective on some elements, but very few leaders will be rated highly effective as a summative performance level.

**Effective:** The “Effective” level describes leadership performance that has local impact (i.e., within the school) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the school. The majority of the leadership workforce will be in the effective area once they have a clear understanding of what the FPLS require and have made the adjustments and growth necessary to upgrade performance. Both school leaders and evaluators should reflect on performance based on the new FPLS and the rubrics of the FSLA.

**Needs Improvement:** The “Needs Improvement” level describes principals who understand what is required for success, are willing to work toward that goal, and, with coaching and support, can become proficient. Needs improvement rating will occur where expectations have been raised and standards made more focused and specific. Professional behavior and focused professional learning will guide school leaders toward increasingly effective performance.

**Unsatisfactory:** Performance at the “Unsatisfactory” level describe leaders who do not understand what is required for proficiency or who have demonstrated through their actions and/or inactions that they choose not to become proficient on the strategies, knowledge base, and skills so needed for student learning to improve and faculties to develop.

### Score the Deliberate Practice

The Deliberate Practice score is 10 % of the overall score.

<b>Deliberate Practice Points</b>	<b>Rating Description</b>
100% of possible points	Leader either grows three levels or grows to an Innovating level.
66% of possible points	Leader either grows two levels or grows to an Applying level.
33% of possible points	Leader either grows one level or grows to a Developing level.
Zero Points	Leader either shows no growth or scores at a Beginning/Not Using level.

### Calculate the Total Score and Annual Performance Level

**Step One:** Enter the Student Growth Measure score, using the 4 point scale.

**Step Two:** Enter the Leadership Practice score (total points earned from the element ratings).

**Step Three:** Enter the Deliberate Practice score.

**Step Four:** Add the Student Growth Measure score, Leadership Practice score, and the Deliberate Practice score.

**Step Five:** Determine the overall rating.

<b>Overall Rating</b>	<b>Performance Score Range</b>
Highly Effective	>3.45
Effective	2.45-3.44
Needs Improvement	1.45-2.44
Unsatisfactory	<1.44

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# Evaluation for Practice Principal In Progress

[Back to Evaluations](#)

Learner:  
Practice Principal

Evaluation Category:  
Leadership Category 1

Observation Period:  
Sep 2, 2014 to Sep 25, 2015  
America/New\_York

Learner UUID:  
ppms@pcsb.org

Buildings:  
Pinellas Park Middle School

[Sign and Finish](#)

**Final Score: N/A**

Principal Practice 50.0%  
**N/A**

Deliberate Practice 10.0%  
**N/A**

Student Growth 40.0%  
**N/A**

### Observations used in this Evaluation

No observations were scored for this evaluation.

[Add/Remove Observations](#)

### Final Score Scale

Range: 1.0 - 4.0

Label	Highly Effective	Effective	Developing/Needs Improvement	Ineffective
Details	3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	1.0 - 1.49

### Principal Practice: N/A

### Principal Practice Scale

Weight: 50.0% | Range: 1.0 - 4.0

Label	Highly Effective	Effective	Developing/Needs Improvement	Ineffective
Details	3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	1.0 - 1.49

Score: N/A

Weight: 50.0%

Look-for	Counts (Value)	Average Score	Weight	Weighted Score
Clear, measurable goals for overall student achievement	0	-	0.0% (adj. from 5.0%)	0.0
Clear, measurable goals for individual student achievement	0	-	0.0% (adj. from 4.0%)	0.0
Monitors progress on overall student achievement goals	0	-	0.0% (adj. from 3.0%)	0.0
Monitors progress on individual student achievement goals	0	-	0.0% (adj. from 3.0%)	0.0
Practices are in place to help all students meet achievement goals	0	-	0.0% (adj. from 5.0%)	0.0
Clear vision on instruction	0	-	0.0% (adj. from 11.0%)	0.0
Supports and retains teachers who enhance their skills	0	-	0.0% (adj. from 10.0%)	0.0
Awareness of predominant instructional practices	0	-	0.0% (adj. from 9.0%)	0.0
Ongoing evaluations with multiple data sources	0	-	0.0% (adj. from 5.0%)	0.0
Relevant job-embedded professional development	0	-	0.0% (adj. from 4.0%)	0.0
Adheres to state and district curriculum standards	0	-	0.0% (adj. from 10.0%)	0.0
Focused curriculum	0	-	0.0% (adj. from 5.0%)	0.0
Students have the opportunity to learn critical content	0	-	0.0% (adj. from 5.0%)	0.0
Teachers can observe and discuss effective teaching	0	-	0.0% (adj. from 3.0%)	0.0
Teachers have roles in decision-making	0	-	0.0% (adj. from 2.0%)	0.0
Teacher teams regularly address school issues	0	-	0.0% (adj. from 2.0%)	0.0
Staff can provide input on school functions	0	-	0.0% (adj. from 2.0%)	0.0
Students, parents, and community can provide input	0	-	0.0% (adj. from 1.0%)	0.0
Recognized leader of the school	0	-	0.0% (adj. from 2.0%)	0.0
Trust of faculty and staff	0	-	0.0% (adj. from 2.0%)	0.0
Faculty and staff perceive a safe environment	0	-	0.0% (adj. from 2.0%)	0.0
Students, parents, and community perceive a safe environment	0	-	0.0% (adj. from 2.0%)	0.0
Focus on effective instruction and student achievement	0	-	0.0% (adj. from 1.0%)	0.0
Acknowledges success	0	-	0.0% (adj. from 1.0%)	0.0
Total				-

Deliberate Practice: N/A

Deliberate Practice

Score: N/A Weight: 10.0%

Target Elements	Growth Score
A plan has not been finished.	

Student Growth: N/A

Student Growth Scale Weight: 40.0% | Range: 1.0 - 4.0

Label	Highly Effective	Effective	Developing/Needs Improvement	Ineffective
Details	3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	1.0 - 1.49

Student Growth Weight: 40.0%

N/A

[Edit Score](#)

Overall Evaluation Comments

Comments

Comment:

[Save Comment](#)

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## **5. Additional Requirements**

### **Who is responsible for evaluating?**

Area Superintendents are responsible for the evaluation of school principals. School principals are responsible for the evaluation of assistant principals. Evidence, artifacts and data are gathered from a variety of different sources.

### **Parent Input**

The district provides parents a standard process and form to utilize for the purpose of input. Parents are advised that the input form is available in the front office and must be returned to an administrator's supervisor when it is completed. A copy is made available to the administrator. Input from the parent must be signed to be given consideration in the individual's evaluation.

The supervisor decides how much weight is given to the parent input form. Florida Statute does not dictate the weight but simply indicates a mechanism must be provided for parents to give input "when appropriate." Parent Input forms need only be kept on file for one year and then may be discarded.

### **Faculty Input**

The district conducts an annual climate survey in each school building, giving personnel the opportunity to provide input about their administrator and their school. The results are used to evaluate administrators Leadership Practice. The results are also used to develop a required target of deliberate practices.

Faculty also have the opportunity to complete an Input Form.

### **Training**

#### **Training and Reflection**

The content of the district evaluation system informs those evaluated and those doing evaluations of the issues to address and the processes to use.

- Those being evaluated use these documents to guide self-reflection on practices that improve your work.
- Evaluators provide both recurring feedback to guide growth in proficiency in district priorities and provide summative performance ratings.
- Those who are both evaluated by this system and evaluate other with it will do both.

## **A description of the initial training process of evaluators**

All principals and Area Superintendents completed approximately 1.5 days of training between June 2014 and September 2014 on the new appraisal system. The initial training included an overview, as well as an in depth study of the five domains, overall framework and protocols. All administrators received an additional day of training during the summer of 2015. This training included a synopsis of the contemporary research, which is the framework of the new appraisal system.

Assistant Principals completed a six-hour training offered in August 2014. This training was an overview of the new administrator evaluation system. It included the components of the new evaluation system that describes the metrics of measurement, the process of the evaluation cycle, the contemporary research and the framework and protocols, as well as how the system links to their continuous professional improvement. All administrators received an additional day of training during the summer of 2015. Assistant Principals and Principals will continue to be exposed to information concerning the new evaluation process through electronic communication, the monthly Professional Development newsletter, and ongoing training opportunities.

These trainings were conducted by trained professionals from Learning Sciences International who have extensive knowledge of the evaluation system.

## **The process for ongoing training of evaluators**

An evaluator's training schedule will be developed that contains opportunities for learning consistent with the framework of the appraisal rubric. Administrators will receive ongoing training opportunities in order to understand the 24 elements within the framework and how to intentionally improve their leader practice.

## **The process for monitoring evaluator performance and consistency of results**

Evaluation results will be analyzed annually to ensure consistency and to design individual professional development as needed providing additional support regarding the evaluation framework, system and process.



## **The procedures for new administrators who join the workforce**

Administrators hired after the initial training will receive the training during the summer, prior to the start of the school year. A professional development calendar will offer regular training on the system throughout the year in order to train new administrators, as well as provide follow-up and support to administrators already in the district.

Training will include the following important “things to know”:

1. The Research Framework on which the evaluation system is based. The research framework is associated with particular approaches to instruction or leadership. The research aligned with the district framework is a useful source of deeper understanding of how to implement strategies correctly and in appropriate circumstances. Evaluators can provide better feedback to subordinates when they understand the research framework.
2. Inter-rater reliability: Evaluators in the district should be able to provide sub-ordinates similar feedback and rating so that there is consistent use of the evaluation system across the district. This is promoted by training on the following:
  - a. The Protocols– what knowledge, skills, and evidences are identified as system priorities by inclusion of elements in the evaluation system.
  - b. The Scales – how to distinguish proficiency levels.
  - c. Rater reliability checks. Processes for verifying raters meet district expectations in using the rubrics.
3. Specific, Actionable, and Timely Feedback Processes: What evaluators observe does not promote improvement unless it is conveyed to employees as specific, actionable and timely manner. The iObservation platform will be used to collect and relay observation data and corresponding feedback.
4. Conferencing protocols and use of forms: Know what is required regarding meetings, conference procedures, use of forms, and records.
5. Processes and procedures for implementing the evaluation system
  - a. Evidence gathering: What sources are to be used?
  - b. Timeframes, record keeping
  - c. Scoring rules
6. Student Growth Measures: What are the districts requirements regarding use of student growth measures in the district’s evaluation system?
7. Sources of information about the evaluation system: The evaluation system and all supporting documents and resources are available on iObservation.
8. Additional metrics: Training on any additional metrics use to supplement the practice portion of evaluation.

9. Evaluation results will be used in the development of school improvement plans, district improvement/strategic plans and professional development plans.
10. Parent input is included in the element ratings and provided through the Parent/Teacher Input form
11. An annual climate survey will be conducted to gain staff information regarding the school and district climate and to allow staff input into the administrator's evaluation.

### **Timely Feedback**

In accordance with s. 1012.34(3)(c), F.S., all evaluators are expected to provide the written report to the employee no later than 10 days after the evaluation takes place. The report will be provided through iObservation and will be accessible electronically as soon as the evaluator selects finish.

### **Use of Evaluation Data for Professional Development**

Each year, administrators complete a Deliberate Practice Plan (DPP). In this plan, action steps are proposed including what professional development will be taken to support their growth. These actions are taken as an intentional study of a portion of your practice related to growth of an evaluation element. This can include Professional Learning Network trainings, observing colleagues who are demonstrating best practices, side-by-side observing, and book study.

The Marzano School Leader Evaluation scales are designed to give principals a formative as well as a summative assessment of where they stand in all leadership performance areas and detailed guidance on how to improve. While they are not checklists for school visits by the principal's supervisor, they do reflect the key behaviors about which supervisors and principals should be conversing frequently throughout the year. Moreover, these behavioral leadership descriptions will form the basis for principal and supervisor coaching and mentoring sessions.

All professional development in the Professional Learning Network is searchable and recommendable by the aligned evaluation elements. This practice ensures meaningful and purposeful selection of professional development to foster targeted professional growth.

Any administrator rated less than effective are placed on a success plan. The success plan is a prescribed improvement plan documenting performance concerns. The administrator will be provided with ongoing support from the area office, assistance through professional development and in some cases, be assigned a mentor.

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## **6. District Evaluation Procedures**

In accordance with s. 1012.34(3)(c), F.S., The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract. The evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place. The evaluator must discuss the written evaluation report with the employee. The administrator shall have the right to initiate a written response to the evaluation, and the response shall become a permanent attachment to his or her personnel file.

The superintendent will annually notify the FLDOE of any instructional personnel or school administrators who receive two consecutive unsatisfactory evaluations.

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## **7. District Self-Monitoring**

### **Inter-rater Reliability Assessment for Evaluators**

In order to ensure consistency across the district, administrators take part in a Rater Reliability training to assess mastery of the formal observation process.

Annually, all school administrators will participate in evaluation training and assessment in which they will conduct observations, script what they see, and then rate their individual observations. The purpose of the session is to ensure that observers meet the minimum standards for identifying appropriate elements of classroom instruction as well as accuracy of rating and feedback.

The observation results are reviewed for consistency with a master score set in order to determine whether calibration criterion has been met. Each administrator is provided feedback of their performance. Calibration results are used to develop administrator training and support.

### **Timely Feedback**

In accordance with s. 1012.34(3)(c), F.S., all evaluators are expected to provide the written report to the employee no later than 10 days after the evaluation takes place. The report will be provided through iObservation and will be accessible electronically as soon as the evaluator selects finish.

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### **Use of Evaluation Data for Professional Development**

Each year, administrators complete a Deliberate Practice Plan (DPP). In this plan, action steps are proposed including what professional development will be taken to support their growth. These actions are taken as an intentional study of a portion of your practice related to growth of an evaluation element. This can include Professional Learning Network trainings, observing colleagues who are demonstrating best practices, side by side observing, and book study.

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All professional development in the Professional Learning Network is searchable and recommendable by the aligned evaluation elements. This practice ensures meaningful and purposeful selection of professional development to foster targeted professional growth.

Any administrator rated less than effective are placed on a success plan. The success plan is a prescribed improvement plan documenting performance concerns. The administrator will be provided with ongoing support from the area office, assistance through professional development and in some cases, be assigned a mentor.

### **Use of Evaluation Data for District Improvement**

Florida Statute 1012.34 (2)(a) requires evaluation systems for instructional personnel and school administrators to be designed to support effective instruction and student growth, and that performance evaluation results must be used to develop district and school improvement plans. Florida Statute 1012.34 (2)(b) requires districts to provide instruments, procedures, and criteria for continuous quality improvement of the professional skills of personnel and school administrators, and performance evaluation results must be used when identifying professional development. Pinellas County has developed a strategic plan with the primary goal being 100% student success. Area Superintendents are provided monthly updates on evaluation progress, observation data, and use this information to guide the development of district initiatives and leader development.

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