

# School District of Pinellas County

## School Administrator Evaluation System



## Purpose

The purpose of this document is to provide the district with a template for its school administrator evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form AEST-2017, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2018.

## Instructions

Each of the sections within the evaluation system template provides specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. Where documentation or evidence is required, copies of the source documents (e.g., rubrics, policies and procedures, observation instruments) shall be provided at the end of the document as appendices in accordance with the Table of Contents.

Before submitting, ensure the document is titled and paginated.

## Submission

Upon completion, the district shall email this form and any required supporting documentation as a Microsoft Word document for submission to [DistrictEvalSysEQ@fldoe.org](mailto:DistrictEvalSysEQ@fldoe.org).

Modifications to an approved evaluation system may be made by the district at any time. Substantial revisions 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.

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## Part I: Evaluation System Overview

*In Part I, the district shall describe the purpose and provide a high-level summary of the school administrator evaluation system.*

Pinellas County Schools will transition from using the comprehensive Marzano School & District Leader Evaluation Model to the Marzano Focused School & District Leader Evaluation Model. The Focused School & District Leader Evaluation Model is not a new model; instead, it is a revised version of the research-validated Marzano School & District Leader Evaluation Model created by a partnership between Robert J. Marzano and Learning Sciences International in 2013. The Marzano Focused School & District Leader Evaluation Model has been updated to make the connections between instructional and operational leadership explicit and to balance these interconnected responsibilities. The model's protocols have been revised to include a specific desired effect for each element and an increased number of sample evidences. The Marzano Focused School Leader Evaluation Model consist six domains and 21 elements and the District Leader Evaluation Model consists of six domains and 20 elements.

The updated Marzano Focused School & District Leader Evaluation Model is designed to break down large categories of behavior into individual elements, in order for leaders to self-assess and guide professional practice and growth. As part of the process, the leader is evaluated on how effectively he or she is getting the desired results of implementing these elements. This conceptual framework supports improved performance and professional growth; thus, evaluation becomes the measurement of the leader's progress toward specific elements or standards within the framework. If a leader wants to grow his or her practice, the Focused School & District Leader Evaluation Model serves as a roadmap.

The Marzano Focused School & Leader Evaluation Model evaluates the leader on how effectively he or she is getting the desired results of implementing these elements. It maximizes the accuracy and effectiveness of school or district leaders by focusing on the six domains below:

- A Data-Driven Focus on School Improvement
- Instruction of a Viable and Guaranteed Curriculum
- Continuous Development of Teachers and Staff
- Community of Care and Collaboration
- Core Values
- Resource Management

## Part II: Evaluation System Requirements

*In Part II, the district shall provide assurance that its school administrator evaluation system meets each requirement established in section 1012.34, F.S., below by checking the respective box. School districts should be prepared to provide evidence of these assurances upon request.*

### System Framework

- The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.

## School Administrator Evaluation System

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- The observation instrument(s) to be used for school administrators include indicators based on each of the Florida Principal Leadership Standards (FPLSs) adopted by the State Board of Education.

### Training

- The district provides training programs and has processes that ensure:
  - Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
  - Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

### Data Inclusion and Reporting

- The district may provide opportunities for parents and instructional personnel to provide input into performance evaluations, when the district determines such input is appropriate.

### Evaluation Procedures

- The district's system ensures all school administrators are evaluated at least once a year.
- The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.:
  - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
  - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
  - The evaluator must submit a 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 employee 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 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 may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

### Use of Results

- The district has procedures for how evaluation results will be used to inform the
  - Planning of professional development; and
  - Development of school and district improvement plans.
- The district's system ensures school administrators who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

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### Notifications

- ☒ The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in Section 1012.34(4), F.S.
- ☒ The district school superintendent shall annually notify the Department of Education of any school administrators who
  - Receive two consecutive unsatisfactory evaluation ratings; or
  - Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

### District Self-Monitoring

- ☒ The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:
  - Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
  - Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
  - Evaluators provide necessary and timely feedback to employees being evaluated;
  - Evaluators follow district policies and procedures in the implementation of evaluation system(s);
  - Use of evaluation data to identify individual professional development; and,
  - Use of evaluation data to inform school and district improvement plans.

### Part III: Evaluation Procedures

*In Part III, the district shall provide the following information regarding the observation and evaluation of school administrators. The following tables are provided for convenience and may be customized to accommodate local evaluation procedures.*

1. Pursuant to section 1012.34(3)(b), F.S., all personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place. In the table below, describe when and how school administrators are informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process.

Personnel Group	When Personnel are Informed	Method(s) of Informing
School Administrators	Summer 2023	<ul style="list-style-type: none"> <li>• Evaluation Overview Training</li> <li>• Video: Evaluation Process Overview</li> <li>• Professional Development throughout the year (face-to-face, online)</li> <li>• Website that includes information and resources</li> <li>• Mentor Support</li> </ul>
District Leaders	Summer 2023	<ul style="list-style-type: none"> <li>• Evaluation Overview Training</li> <li>• Video: Evaluation Process Overview</li> <li>• Professional Development throughout the year (face-to-face, online)</li> <li>• Website that includes information and resources</li> </ul>

2. Pursuant to section 1012.34(3)(a)3., F.S., evaluation criteria for instructional leadership must include indicators based upon each of the FPLSs adopted by the State Board of Education. In the table below, describe when and how evidence of demonstration of the FPLSs is collected.

Personnel Group	When Evidence is Collected	Method(s) of Collection
School Administrators	Ongoing throughout the school year	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Artifacts</li> <li>• Conferences</li> </ul>
District Leaders	Ongoing throughout the school year	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Artifacts</li> <li>• Conferences</li> </ul>

3. Pursuant to section 1012.34(3)(a), F.S., a performance evaluation must be conducted for each employee at least once a year. In the table below, describe when and how many summative evaluations are conducted for school administrators.

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Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
School Administrators	1	Spring 2024	Spring 2024
District Leaders	1	Spring 2024	Spring 2024

### Part IV: Evaluation Criteria

#### A. Instructional Leadership

*In this section, the district shall provide the following information regarding the instructional leadership data that will be included for school administrator evaluations.*

1. Pursuant to section 1012.34(3)(a)3., F.S., at least one-third of the evaluation must be based upon instructional leadership. In Pinellas County, instructional leadership accounts for 56.7% of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the instructional leadership rating for school administrators, including performance standards for differentiating performance.

#### **Calculating the Principal/Leadership Practice Score**

The Principal/Leadership Practice Score represents 56.7% of the final score for School and District Leaders. The Principal Practice calculation is completed using Competency-Based Scoring, which increases competency by requiring the scoring of all of the elements.

##### **School Leader Principal Practice Score Calculation**

1. Take the highest rating for each element.
2. In each Domain, add the ratings and divide by the number of rated elements. (Domain Score)
3. Weigh each Domain score. (Table 1.1)
4. Add all of the weighted Domain scores to receive a Principal Practice Score.
5. The Principal Practice score is applied to the scale. (Table 2)

##### **District Leader Leadership Practice Score Calculation**

1. Take the highest rating for each element.
2. In each Domain, add the ratings and divide by the number of rated elements. (Domain Score)
3. Weigh each Domain score. (Table 1.2)
4. Add all of the weighted Domain scores to receive a Leadership Practice Score.
5. The Leadership Practice score is applied to the scale. (Table 2)



## School Administrator Evaluation System

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### Weights of Each Area of Expertise

<b>Table 1.1: School Leader Framework</b>	
A Data-Driven Focus on School Improvement	20%
Instruction of a Viable and Guaranteed Curriculum Instruction	20%
Continuous Development of Teachers and Staff	15%
Community of Care and Collaboration	15%
Core Values	15%
Resource Management	15%

<b>Table 1.2: District Leader Framework</b>	
A Data-Driven Focus to Support Student Achievement	20%
Continuous Support for Improvement of Instruction	20%
Continuous Support for a Guaranteed and Viable Curriculum	15%
Community of Care and Collaboration	15%
District Core Values	15%
Resource Allocation Management	15%

<b>Table 2: Proficiency Scale</b>	
Highly Effective	3.45-4.0
Effective	2.45-3.44
Developing/Needs Improvement:	1.45-2.44
Unsatisfactory	1.0-1.44

## **B. Other Indicators of Performance**

*In this section, the district shall provide the following information regarding any other indicators of performance that will be included for school administrator evaluations.*

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Pinellas County, other indicators of performance account for 10% of the school administrator performance evaluation.
2. Description of additional performance indicators, if applicable.

Deliberate Practice is intentional work by a School or District Leader on specific improvements in mastery of educational practice. Utilizing data collected in the climate survey, school and district goals, and collaboration with the evaluator, the School or District Leader identifies 1-2 specific elements on the School or District Leader Marzano Framework. The School or District Leader identifies action steps to make discernible progress, monitors progress, and uses the monitoring data to make adjustments to practice. The School or District Leader provides evidence of growth in the targeted element(s). The evaluator monitors progress and provides feedback.

The Deliberate Practice Plan contains the following sections:

- Self-Assessment
- Select Target Element
- Identify Action Steps
- Submit Plan for Evaluator Approval

3. Description of the step-by-step calculation for determining the other indicators of performance rating for school administrators, including performance standards for differentiating performance.

Deliberate Practice Plans will be discussed at the beginning, middle and end of each school year. School or District Leaders may document amendments and comments in the reflection log and/or comment section. Both the School/District Leader and Evaluator may contribute input and notes to the DPP. The rating will be based on the score of the target element based on the formal observation. Below is how the School or District Leaders are rated on their Deliberate Practice.

### **Scoring of the Deliberate Practice**

<b>Deliberate Practice Points</b>	<b>Target Element Rating</b>
10	Innovating level
7	Applying level
3	Developing level
0	Beginning or Not Using level

### **C. Performance of Students**

*In this section, the district shall provide the following information regarding the student performance data that will be included for school administrator evaluations.*

1. Pursuant to section 1012.34(3)(a)1., F.S., at least one-third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the administrator's school(s) over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by administrative responsibilities.

In Pinellas County, performance of students accounts for 33.3% of the school administrator performance evaluation.

2. Description of the step-by-step calculation for determining the student performance rating for school administrators, including performance standards for differentiating performance.

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 school-wide Reading Value-Added score and will include three years of school data. For all personnel, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. In the future, as additional assessments are developed, the student growth measures will be revised.

<b>Score Received from FLDOE</b>	<b>Score used in PCS</b>
4	4
3	3
2	2
1	1

### D. Summative Rating Calculation

*In this section, the district shall provide the following information regarding the calculation of summative evaluation ratings for school administrators.*

1. Description of the step-by-step calculation for determining the summative rating for school administrators, including performance standards for differentiating performance.

The final summative calculation for School and District Leaders:

- The Principal/Leadership Practice Score weighted at 56.7%
- Student Performance Data weighted at 33.3%
- Deliberate Practice Score weighted at 10%.

A 4.0 scale is implemented for all instructional final evaluations. This scale is aligned to the four evaluation categories: Highly Effective, Effective, Developing/Needs Improvement, and Unsatisfactory.

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

1. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for school administrators must differentiate across four levels of performance. Using the district's calculation methods and cut scores described above in sections A – C, illustrate how an elementary principal and a high school principal can earn a highly effective and an unsatisfactory summative performance rating respectively.

# School Administrator Evaluation System

## Leader Senario 1 - Highly Effective Elementary Principal

Final Score: 3.57 - Highly Effective		
<b>Principal Practice Score</b> 3.52 Highly Effective	<b>Student Growth Score</b> 3.50 Highly Effective	<b>Deliberate Practice Score</b> 4.0 Highly Effective

Principal Practice Score: 3.52 Highly Effective				
Domain	Element	Formal	Domain Score	Weighted Score
1	1	3	3.33	0.67
	2	3		
	3	4		
2	1	3	3.40	0.68
	2	3		
	3	4		
	4	4		
	5	3		
3	1	4	4.00	0.60
	2	4		
	3	4		
4	1	3	3.50	0.53
	2	3		
	3	4		
	4	4		
5	1	3	3.33	0.50
	2	3		
	3	4		
6	1	4	3.67	0.55
	2	4		
	3	3		
			IP Score	3.52
			IP Score Text	Highly Effective

### Student Growth Score: 3.5 Highly Effective

Student Performance for student growth score calculation.

### Deliberate Practice Score: 4.0 Highly Effective

Deliberate Practice score calculated using the rated Deliberate Practice Plan based on the rubric.

# School Administrator Evaluation System

## Leader Senario 2 - Unsatisfactory Elementary Principal

Final Score: 1.08 Unsatisfactory		
Principal Practice Score 1.17 Unsatisfactory	Student Growth Score 1.25 Unsatisfactory	Deliberate Practice Score 0.0 Unsatisfactory

Principal Practice Score: 1.17 Unsatisfactory				
Domain	Element	Formal	Domain Score	Weighted Score
1	1	1	1.33	0.27
	2	1		
	3	2		
2	1	1	1.00	0.20
	2	2		
	3	1		
	4	1		
	5	0		
3	1	2	1.33	0.20
	2	1		
	3	1		
4	1	2	1.00	0.15
	2	1		
	3	1		
	4	0		
5	1	1	1.33	0.20
	2	1		
	3	2		
6	1	1	1.00	0.15
	2	1		
	3	1		
			IP Score	1.17
			IP Score Text	Unsatisfactory

### Student Growth Score: 1.25 Unsatisfactory

Student Performance for student growth score calculation.

### Deliberate Practice Score: 0.0 Unsatisfactory

Deliberate Practice score calculated using the rated Deliberate Practice Plan based on the rubric.

# School Administrator Evaluation System

## Leader Senario 3 - Highly Effective High School Principal

Final Score: 3.57 - Highly Effective		
Principal Practice Score 3.52 Highly Effective	Student Growth Score 3.50 Highly Effective	Deliberate Practice Score 4.0 Highly Effective

Principal Practice Score: 3.52 Highly Effective				
Domain	Element	Formal	Domain Score	Weighted Score
1	1	3	3.33	0.67
	2	3		
	3	4		
2	1	3	3.40	0.68
	2	3		
	3	4		
	4	4		
	5	3		
3	1	4	4.00	0.60
	2	4		
	3	4		
4	1	3	3.50	0.53
	2	3		
	3	4		
	4	4		
5	1	3	3.33	0.50
	2	3		
	3	4		
6	1	4	3.67	0.55
	2	4		
	3	3		
			IP Score	3.52
			IP Score Text	Highly Effective

Student Growth Score: 3.5 Highly Effective
Student Performance for student growth score calculation.

Deliberate Practice Score: 4.0 Highly Effective
Deliberate Practice score calculated using the rated Deliberate Practice Plan based on the rubric.

## School Administrator Evaluation System

### Leader Senario 4 - Unsatisfactory High School Principal

Final Score: 1.08 Unsatisfactory		
Principal Practice Score <b>1.17</b> Unsatisfactory	Student Growth Score <b>1.25</b> Unsatisfactory	Deliberate Practice Score <b>0.0</b> Unsatisfactory

Principal Practice Score: 1.17 Unsatisfactory				
Domain	Element	Formal	Domain Score	Weighted Score
1	1	1	1.33	0.27
	2	1		
	3	2		
2	1	1	1.00	0.20
	2	2		
	3	1		
	4	1		
	5	0		
3	1	2	1.33	0.20
	2	1		
	3	1		
4	1	2	1.00	0.15
	2	1		
	3	1		
	4	0		
5	1	1	1.33	0.20
	2	1		
	3	2		
6	1	1	1.00	0.15
	2	1		
	3	1		
IP Score			<b>1.17</b>	
IP Score Text			<b>Unsatisfactory</b>	

#### Student Growth Score: 1.25 Unsatisfactory

Student Performance for student growth score calculation.

#### Deliberate Practice Score: 0.0 Unsatisfactory

Deliberate Practice score calculated using the rated Deliberate Practice Plan based on the rubric.



# School Administrator Evaluation System

## District Leader Scenario 1 - Highly Effective District Leader

Final Score: 3.54 - Highly Effective		
Leadership Practice Score <b>3.47</b> Highly Effective	Student Growth Score <b>3.50</b> Highly Effective	Deliberate Practice Score <b>4.0</b> Highly Effective

Leadership Practice Score: 3.47 Highly Effective				
Domain	Element	Formal	Domain Score	Weighted Score
1	1	4	3.67	0.73
	2	3		
	3	4		
2	1	3	2.80	0.56
	2	3		
	3	4		
	4	4		
3	1	4	4.00	0.60
	2	4		
	3	4		
4	1	3	3.50	0.53
	2	3		
	3	4		
	4	4		
5	1	3	3.33	0.50
	2	3		
	3	4		
6	1	4	3.67	0.55
	2	4		
	3	3		
			IP Score	3.47
			IP Score Text	Highly Effective

### Student Growth Score: 3.5 Highly Effective

Student Performance for student growth score calculation.

### Deliberate Practice Score: 4.0 Highly Effective

Deliberate Practice score calculated using the rated Deliberate Practice Plan based on the rubric.

# School Administrator Evaluation System

## District Leader Senario 2 - Unsatisfactory District Leader

Final Score: 1.23 - Unsatisfactory		
<b>Leadership Practice Score</b> 1.42 Unsatisfactory	<b>Student Growth Score</b> 1.25 Unsatisfactory	<b>Deliberate Practice Score</b> 0.0 Unsatisfactory

Leadership Practice Score: 1.42 Unsatisfactory				
Domain	Element	Formal	Domain Score	Weighted Score
1	1	2	1.67	0.33
	2	2		
	3	1		
2	1	1	1.00	0.20
	2	1		
	3	1		
	4	2		
3	1	1	1.67	0.25
	2	2		
	3	2		
4	1	1	1.25	0.19
	2	1		
	3	1		
	4	2		
5	1	2	1.67	0.25
	2	1		
	3	2		
6	1	1	1.33	0.20
	2	1		
	3	2		
			IP Score	1.42
			IP Score Text	Highly Effective

**Student Growth Score: 1.25 Unsatisfactory**

Student Performance for student growth score calculation.

**Deliberate Practice Score: 0.0 Unsatisfactory**

Deliberate Practice score calculated using the rated Deliberate Practice Plan based on the rubric.

## Appendix A – Evaluation Framework Crosswalk

*In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each of the Florida Principal Leadership Standards (FPLSs).*

### Alignment: Marzano Focused School Leader Evaluation Model and the 2015 Professional Educator Leadership Standards

Professional Standards for Educational Leaders October 2015 2015 National Policy Board for Educational Administration	Marzano D=Domain E=Element
<b>Standard 1. Mission, Vision, and Core Values</b> Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of <i>each</i> student.	D1- E1,2,3  D2- E1
<b>Standard 2. Ethics and Professional Norms</b> Effective educational leaders act ethically and according to professional norms to promote <i>each</i> student's academic success and well-being.	D5- E1
<b>Standard 3. Equity and Cultural Responsiveness</b> Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote <i>each</i> student's academic success and well-being.	D1- E3 D4- E3 D5- E2
<b>Standard 4. Curriculum, Instruction, and Assessment</b> Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote <i>each</i> student's academic success and well-being.	D2- E3,4,5
<b>Standard 5. Community of Care and Support for Students</b> Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of <i>each</i> student.	D4- E3,4 D5- E3
<b>Standard 6. Professional Capacity of School Personnel</b> Effective educational leaders develop the professional capacity and practice of school personnel to promote <i>each</i> student's academic success and well-being.	D3- E1,2,3
<b>Standard 7. Professional Community for Teachers and Staff</b> Effective educational leaders foster a professional community of teachers and other professional staff to promote <i>each</i> student's academic success and well-being.	D4- E1,2
<b>Standard 8. Meaningful Engagement of Families and Community</b> Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote <i>each</i> student's academic success and well-being.	D4- E3,4
<b>Standard 9. Operations and Management</b> Effective educational leaders manage school operations and resources to promote <i>each</i> student's academic success and well-being.	D6- E1,2,3
<b>Standard 10. School Improvement</b> Effective educational leaders act as agents of continuous improvement to promote <i>each</i> student's academic success and well-being.	D1- E1,2 D2- E2

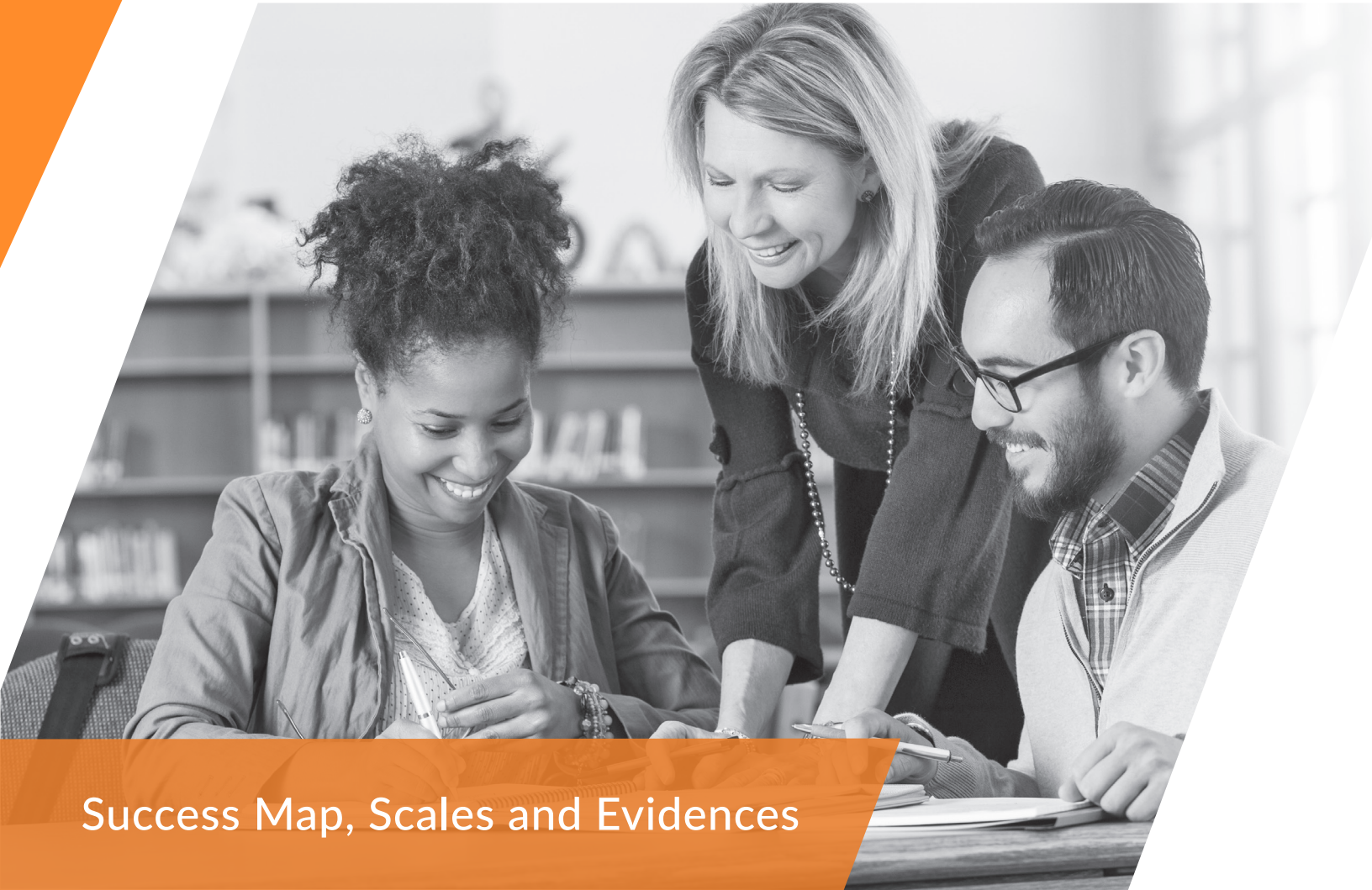
**Appendix B – Observation Instruments for School Administrators**

*In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional leadership data for school administrators.*



MARZANO  
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# Marzano District Leader Evaluation Model - 2018 Update



Success Map, Scales and Evidences

**Prepared by**

**Learning Sciences Marzano Center**

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**LEARNING  
SCIENCES  
INTERNATIONAL**



DOMAIN  
1

## A Data-Driven Focus to Support Student Achievement

**Element 1:**

The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.

**Element 2:**

The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.

**Element 3:**

The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.

DOMAIN  
2

## Continuous Support for Improvement of Instruction

**Element 1:**

The district leader provides a clear vision regarding the district instructional model and how to implement the model.

**Element 2:**

The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth.

**Element 3:**

The district leader provides ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.

**Element 4:**

The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals.

DOMAIN  
3

## Continuous Support for a Guaranteed and Viable Curriculum

**Element 1:**

The district leader ensures that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards.

**Element 2:**

The district leader ensures that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.

**Element 3:**

The district leader ensures that each student has equal opportunity to access and learn the critical content of the curriculum.

- 2018 Update -

DOMAIN  
4

## Community of Care and Collaboration

**Element 1:**

The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative.

**Element 2:**

The district leader ensures equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents).

**Element 3:**

The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

**Element 4:**

The district leader establishes clear guidelines regarding adherence to district policies and for autonomous school decision making.

DOMAIN  
5

## District Core Values

**Element 1:**

The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth.

**Element 2:**

The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.

**Element 3:**

The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive.

DOMAIN  
6

## Resource Allocation Management

**Element 1:**

The district leader uses systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student.

**Element 2:**

The district leader manages technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student.

**Element 3:**

The district leader manages the organization, operations, instructional programs, and initiatives to maximize the use of resources that promote effective instruction and student achievement.



## Marzano District Leader Evaluation Model – 2018 Update

### Domain I: A Data-Driven Focus to Support School Achievement

**I(1): The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.**

**Desired Effect: Personnel know and provide support for the most critical goals for improving student achievement.**

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies created so that all personnel know the critical goals for improving student achievement.
Applying (3)	The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement AND monitors the extent to which personnel know and provide support for the most critical goals for improving student achievement.
Developing (2)	The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.
Beginning (1)	The district leader attempts to ensure clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.

#### Sample Evidences for Element 1 of Domain I

- Goals are posted (e.g. websites, bulletin boards, marquees, meeting rooms)
- Goals are aligned with district and/or school goals
- A strategic plan delineates the most critical goals
- Goals focus on eliminating the achievement gap
- Multiple sources of data are used to identify the most critical needs for improving student achievement
- Goals for improving student achievement are communicated
- Operational support is clearly aligned to show support for improving student achievement
- Goals are S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, Time-bound)
- Goals are incorporated in daily work plans/schedules
- Personnel know the goals for their area of responsibility
- Personnel communicate goals (e.g. at staff meetings, community forums, via social media)
- Personnel can explain how operations focus on supporting student achievement
- Information/data indicates personnel know the most critical goals for improving student achievement (e.g. surveys, conferences, virtual media)
- Adaptations or adjustments are created when data indicate personnel do not know or attend to the most critical goals

**I(2): The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.**

**Desired Effect: Data reveal progress toward goals.**

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so data show progress toward the goals.
Applying (3)	The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals AND monitors the extent to which data reveal progress toward goals.
Developing (2)	The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.
Beginning (1)	The district leader attempts to ensure data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.

Sample Evidences for Element 2 of Domain I
<ul style="list-style-type: none"> <li>• Accurate and timely data are identified and available</li> <li>• Appropriate sources of data are used for monitoring progress</li> <li>• Benchmark data are established and used to analyze and monitor progress</li> <li>• Ongoing data monitoring meetings track progress towards goals</li> <li>• Data discussions are routinely part of meeting agendas (e.g. cabinet level, department/division, principal meetings)</li> <li>• Data tracking systems are in place and used to track progress</li> <li>• Personnel report data are used routinely to monitor progress towards goals</li> <li>• When goals are not being met interventions are implemented</li> <li>• Adaptations or adjustments are created when data indicate progress is not advancing toward the goals</li> </ul>

**I(3): The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.**

**Desired Effect: Interventions improve student achievement.**

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so results show all intervention programs are achieving results.
Applying (3)	The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement AND monitors the extent to which interventions improve student achievement.
Developing (2)	The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.
Beginning (1)	The district leader attempts to ensure appropriate support is provided to schools when data indicate interventions are needed to improve student achievement, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.

Sample Evidences for Element 3 of Domain I
<ul style="list-style-type: none"> <li>• Programs and other resources are aligned to support needed interventions</li> <li>• Professional development is aligned to support needed interventions</li> <li>• Intervention programs are in place and needed support is provided</li> <li>• Personnel have data to show the interventions are improving student achievement</li> <li>• Personnel communicate how support is provided for needed interventions</li> <li>• District-wide interventions are implemented when data indicate a need</li> <li>• Monitoring of interventions is ongoing and analyzed for results</li> <li>• Adjustments or adaptations are made when interventions are not working</li> </ul>

## Domain II: Continuous Support for Improvement of Instruction

**II(1): The district leader provides a clear vision regarding the district instructional model and how to implement the model.**

**Desired Effect: Personnel provide support for implementing the instructional model.**

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all personnel know and implement the instructional model.
Applying (3)	The district leader provides a clear vision regarding the district instructional model and how to implement the model AND monitors the extent to which personnel provide support for implementing the instructional model.
Developing (2)	The district leader provides a clear vision regarding the district instructional model and how to implement the model.
Beginning (1)	The district leader attempts to provide a clear vision regarding the district instructional model and how to implement the model, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to provide a clear vision regarding the district instructional model and how to implement the model.

Sample Evidences for Element 1 of Domain II
<p>The District Leader:</p> <ul style="list-style-type: none"> <li>• Establishes a clear vision within their area of responsibility of how to support the district instructional model</li> <li>• Articulates the vision of the instructional model within their area of responsibility</li> <li>• Monitors the actions of personnel to determine if they provide support for the instructional model</li> <li>• Holds personnel accountable for supporting the instructional model</li> </ul> <ul style="list-style-type: none"> <li>• Implementation of the instructional model is evident district-wide</li> <li>• Personnel can explain how their actions support the instructional model</li> <li>• Adaptations or adjustments are created when data indicate the instructional model is not implemented/supported</li> </ul>

**II(2): The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth.**

**Desired Effect: Personnel continue to demonstrate professional growth.**

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all personnel continue to grow and develop expertise.
Applying (3)	The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth AND monitors the extent to which personnel continue to demonstrate professional growth.
Developing (2)	The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth.
Beginning (1)	The district leader attempts to effectively support and retain school and department leaders who continually enhance their leadership skills through reflection and professional growth, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to effectively support and retain school and department leaders who continually enhance their leadership skills through reflection and professional growth.

Sample Evidences for Element 2 of Domain II
<p>The District Leader:</p> <ul style="list-style-type: none"> <li>• Hires and retains effective personnel</li> <li>• Hires personnel with a proven track record of continued professional growth</li> <li>• Meets regularly with personnel regarding their performance and/or growth plans</li> <li>• Supports and assists personnel who do not continue to develop expertise</li> <li>• Documents reflective practices as related to professional growth</li> <li>• Uses appropriate procedures to release personnel who do not continue to develop expertise</li> </ul> <ul style="list-style-type: none"> <li>• Personnel report that the district leader supports development of expertise</li> <li>• Adaptations or adjustments are created when data indicate personnel need to continue to grow and develop expertise</li> </ul>

**II(3): The district leader provides ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.\***

**Desired Effect: Evaluation data are consistent with student achievement and operational data.**

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all performance evaluations are consistent with student achievement and operational data.
Applying (3)	The district leader provides ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data AND monitors the extent to which evaluation data are consistent with student achievement and operational data.
Developing (2)	The district leader provides ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.
Beginning (1)	The district leader attempts to provide ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to provide ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.

Sample Evidences for Element 3 of Domain II
<ul style="list-style-type: none"> <li>• Evaluations accurately reflect strengths and weaknesses of performance as indicated by data</li> <li>• Achievement data are routinely used as part of the evaluation process</li> <li>• Student achievement data is consistent with evaluation data</li> <li>• Operational data are routinely used as part of the evaluation process</li> <li>• Personnel report that their evaluations accurately reflect their strengths and weaknesses</li> <li>• Adaptations or adjustments are created when data indicate evaluations are not consistent with student achievement and operational data</li> </ul>

\*This element is not applicable if the leader does not evaluate other personnel and would not be scored as part of the evaluation.

**II(4): The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals.**

**Desired Effect: Personnel continue to grow professionally and meet professional growth goals.**

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so professional development results in all personnel meeting their professional growth goals.
Applying (3)	The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals AND monitors the extent to which personnel continue to grow professionally and meet professional growth goals.
Developing (2)	The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals.
Beginning (1)	The district leader attempts to ensure that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals.

Sample Evidences for Element 4 of Domain II
<ul style="list-style-type: none"> <li>Professional development courses and resources are available to personnel to support their growth goals</li> <li>Personnel participation is tracked to document professional development activities</li> <li>Coaching and support are available to personnel regarding their growth goals</li> <li>Data are collected linking the effectiveness of professional development to the improvement of appropriate practices</li> <li>Online professional learning courses are available as appropriate</li> <li>Personnel can describe how professional development supports attainment of growth goals</li> <li>Instructional coaching is available to help personnel achieve professional growth goals</li> <li>Interventions are documented for personnel who do not utilize professional development opportunities</li> <li>Opportunities are available for personnel to provide input regarding their professional development needs</li> <li>Interventions are in place to support personnel who do not grow in their area of responsibility</li> <li>Adaptations or adjustments are created when data indicate personnel are not meeting growth goals</li> </ul>

## Domain III: Continuous Support for a Guaranteed and Viable Curriculum

**III(1): The district leader ensures that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards.**

**Desired Effect: Curriculum and assessments align with established standards.**

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so curriculum and assessment initiatives align with established standards.
Applying (3)	The district leader ensures that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards AND monitors the extent to which curriculum and assessments align with established standards.
Developing (2)	The district leader ensures that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards.
Beginning (1)	The district leader attempts to ensure that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards.

Sample Evidences for Element 1 of Domain III
<ul style="list-style-type: none"> <li>• Documents are in place reflecting that support for curriculum and assessment initiatives adhere to federal, state, and district standards</li> <li>• Information is available examining the extent to which assessments accurately measure the written and taught curriculums</li> <li>• Analyzes the relationship between the written curriculum, taught curriculum, and assessments, for rigor and cultural relevance</li> <li>• Demonstrates awareness of how implementation of federal, state, and district standards are impacted by operational practices</li> <li>• Uses appropriate federal, state, and district standards when making decisions to support curriculum and assessment initiatives</li> <li>• Personnel can describe how they support the essential content and standards in their area of responsibility</li> <li>• Personnel can explain how curriculum and assessments are aligned to improve student achievement</li> <li>• Personnel report they receive information in a timely manner regarding updates to state and federal standards</li> <li>• Adaptations or adjustments are created when data indicate curriculum and assessments do not align with established standards</li> </ul>



**III(2): The district leader ensures that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.**

**Desired Effect: Adequate time is available for implementation of initiatives.**

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so personnel have time to implement district-level programs, curricula, and other initiatives as in the time allocated.
Applying (3)	The district leader ensures that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools AND monitors the extent to which adequate time is available for implementation of initiatives.
Developing (2)	The district leader ensures that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.
Beginning (1)	The district leader attempts to ensure that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.

Sample Evidences for Element 2 of Domain III
<ul style="list-style-type: none"> <li>• Audits indicate there is time to adequately address district and school initiatives</li> <li>• Plans for implementation of programs, curricula, and other initiatives are clearly communicated</li> <li>• Teams regularly meet to discuss and review the progression and viability of programs, curriculum, and operational initiatives</li> <li>• Communication is ongoing with personnel to focus on prioritization of initiatives</li> <li>• A plan is in place to monitor that the curriculum is taught in the time available</li> <li>• Personnel report they have time and resources to implement programs, curricula, and supporting operational initiatives</li> <li>• Adaptations or adjustments are created when data initiatives cannot be implemented in the time allocated</li> </ul>

**III(3): The district leader ensures that each student has equal opportunity to access and learn the critical content of the curriculum.**

**Desired Effect: Each student has equal opportunity to learn the critical content of the curriculum.**

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so each student has equal opportunity to access and learn the critical content of the curriculum.
Applying (3)	The district leader ensures that each student has equal opportunity to access and learn the critical content of the curriculum AND monitors the extent to which each student has equal opportunity to learn the critical content of the curriculum.
Developing (2)	The district leader ensures that each student has equal opportunity to access and learn the critical content of the curriculum.
Beginning (1)	The district leader attempts to ensure that each student has equal opportunity to access and learn the critical content of the curriculum, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure that each student has equal opportunity to access and learn the critical content of the curriculum.

Sample Evidences for Element 3 of Domain III
<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> <li>• Parents have access to their child’s education programs and placement</li> <li>• All students have access to appropriate educational choices (e.g. the arts, career and technical, advanced placement, or other rigorous courses)</li> <li>• Personalized learning opportunities are available</li> <li>• Teachers have access to and complete appropriate content area training in their subject-area courses</li> <li>• Data are available to verify the diversity of students enrolled in advanced placement or other rigorous courses</li> <li>• Student data reveal each student has equal access to rigorous courses</li> <li>• Data collection systems are in place to collect feedback data regarding equity for each student</li> <li>• Examples of how equal access to learn the critical content are available</li> <li>• All stakeholders report that each student has equal opportunities to learn from highly qualified teachers</li> <li>• Adaptations or adjustments are created so each student has equal access to the curriculum</li> </ul>

## Domain IV: Community of Care and Collaboration

**IV(1): The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative.**

**Desired Effect: Constituents feel valued and desire to be part of the district.**

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so constituents perceive the district as caring, collaborative, and cooperative.
Applying (3)	The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative AND monitors the extent to which constituents feel valued and desire to be part of the district.
Developing (2)	The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative.
Beginning (1)	The district leader attempts to ensure that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative.

Sample Evidences for Element 1 of Domain IV
<ul style="list-style-type: none"> <li>• Provides evidence of actively listening and learning from constituents</li> <li>• Successes of individuals, teachers, departments, schools, and the district are celebrated in multiple events (e.g. district-level celebrations, school-level celebrations, newsletters, public announcements, social media)</li> <li>• Incremental success is routinely recognized and celebrated</li> <li>• Feedback from constituents supports that the district leader is collaborative and cooperative</li> <li>• Examples of communication reveal collaboration and cooperation is the norm within the workplace</li> <li>• Successes of the diverse district community are celebrated</li> <li>• Personnel report that accomplishments have been adequately acknowledged and celebrated</li> <li>• Diversity is recognized and celebrated</li> <li>• Policies, supported by training, are established for how to work collaboratively with district constituents</li> <li>• Data reveal that the district leader is perceived as creating a collaborative and cooperative workplace</li> <li>• Data indicate constituents perceive the district is a good place for staff and students</li> <li>• Adaptations or adjustments are created when data indicate the district is not perceived as caring, collaborative, and cooperative</li> </ul>

**IV(2): The district leader ensures equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents).**

**Desired Effect: Input is used to create a student-centered district.**

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all input is used to create a student-centered district.
Applying (3)	The district leader ensures equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents) AND monitors the extent to which input is used to create a student-centered district.
Developing (2)	The district leader ensures equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents).
Beginning (1)	The district leader attempts to ensure equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents), but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents).

Sample Evidences for Element 2 of Domain IV
<ul style="list-style-type: none"> <li>• Data are available to support that constituents have opportunities for constructive conversations about important student issues</li> <li>• Each student has equal access to all district programs and services</li> <li>• Enrollment in the district reflects stability and/or growth</li> <li>• Appropriate technologies and websites are available for constituents to provide input regarding the district and/or schools</li> <li>• Data collection systems are in place to collect opinion and other data from constituents and the manner in which these data are used is made transparent</li> <li>• Student success is the district’s priority (e.g. in budgeting, extra-curricular activities, elective classes, class size, teacher quality)</li> <li>• Inclusive practices are evident in sports, academics, and extra-curricular activities</li> <li>• Participates in district, community, and/or business events</li> <li>• Data gathered from subpopulations are incorporated in district planning and procedures</li> <li>• Decisions are made in the best interest of each student (e.g. access to courses, extra-curricular activities, new initiatives)</li> <li>• Use of input data is made transparent</li> <li>• Examples of how equity is ensured are available</li> <li>• Focus group meetings with constituents are routinely scheduled</li> <li>• Constituents report that their input is valued and used by the district leader</li> <li>• Adaptations or adjustments are created when data indicate a need for a more student-centered focus</li> </ul>

**IV(3): The district leader ensures leadership development and responsibilities are appropriately delegated and shared.**

**Desired Effect: Leadership development enhances the functioning of the district.**

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all potential leaders have opportunities for leadership development.
Applying (3)	The district leader ensures leadership development and responsibilities are appropriately delegated and shared AND monitors the extent to which leadership development enhances the functioning of the district.
Developing (2)	The district leader ensures leadership development and responsibilities are appropriately delegated and shared.
Beginning (1)	The district leader attempts to ensure leadership development and responsibilities are appropriately delegated and shared, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure leadership development and responsibilities are appropriately delegated and shared.

Sample Evidences for Element 3 of Domain IV
<p>The District Leader:</p> <ul style="list-style-type: none"> <li>• Identifies and mentors potential leaders</li> <li>• Makes succession planning transparent and provides appropriate growth opportunities</li> <li>• Empowers others to share in leadership</li> <li>• Delegates responsibilities to emerging leaders in preparation for career advancement opportunities</li> <li>• Provides examples of how delegating and sharing responsibilities improves department/district performance (e.g. providing services to students and schools)</li> <li>• Models effective leadership practices and mentors emerging leaders</li> <li>• Effectively identifies potential leaders and guides them in career development</li> <li>• Identifies how leadership development leads to advancement opportunities</li> <li>• Makes hiring practices and advancement opportunities transparent</li> </ul> <ul style="list-style-type: none"> <li>• Emerging leaders report opportunities for leadership development</li> <li>• Emerging leaders report responsibilities are effectively delegated and shared</li> <li>• Adaptations or adjustments are created when data indicate potential leaders need opportunities for leadership development</li> </ul>

**IV(4): The district leader establishes clear guidelines regarding adherence to district policies and for autonomous school decision making.**

**Desired Effect: Schools follow district guidelines for autonomous decision making.**

Scale Value	Description
Innovating (4)	The district leader ensure adjustments are made or new strategies are created so all schools follow district guidelines in decision making.
Applying (3)	The district leader establishes clear guidelines regarding adherence to district policies and for autonomous school decision making AND monitors the extent to which schools follow district guidelines for autonomous decision making
Developing (2)	The district leader establishes clear guidelines regarding adherence to district policies and for autonomous school decision making.
Beginning (1)	The district leader attempts to set clear guidelines regarding adherence to district policies and for autonomous school decision making, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to set clear guidelines regarding adherence to district policies and for autonomous school decision making.

Sample Evidences for Element 4 of Domain IV
<ul style="list-style-type: none"> <li>• Standard operating procedures are available for all schools and personnel</li> <li>• Operational, curricular, and procedural documents clearly delineate district roles and responsibilities</li> <li>• Audits confirm adherence to federal and state regulations</li> <li>• Clear guidelines regarding adherence to district policy and procedures are communicated by each district leader as they relate to their area of responsibility</li> <li>• Personnel know the decisions made at the district level versus at the school level</li> <li>• Adaptations or adjustments are created when data indicate schools need to follow district guidelines in decision making</li> </ul>

## Domain V: District Core Values

**V(1): The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth.**

**Desired Effect: The district leader enhances the functioning of the district.**

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so his or her leadership enhances the functioning of the district.
Applying (3)	The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth AND monitors the extent to which his or her leadership enhances the functioning of the district.
Developing (2)	The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth.
Beginning (1)	The district leader attempts to be transparent, communicate effectively, be recognized as a leader, and continue to demonstrate professional growth, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to be transparent, communicate effectively, be recognized as a leader, and continue to demonstrate professional growth.

Sample Evidences for Element 1 of Domain V
<p>The District Leader:</p> <ul style="list-style-type: none"> <li>• Models the core values of the district</li> <li>• Clearly communicates the vision and mission of the district</li> <li>• Provides a written annual growth plan with deliberate practice goals and priorities</li> <li>• Is recognized as highly visible</li> <li>• Uses multiple data sources when decision making and when prioritizing decisions that impact district goals</li> <li>• Communicates in a clear and accurate manner</li> <li>• Uses multiple media sources to communicate with the community</li> <li>• Demonstrates the ability to use critical thinking skills to solve problems and identify solutions</li> <li>• Constantly evaluates decisions for effectiveness, equity, intended and actual outcomes and revises plans as needed</li> <li>• Can describe leadership strengths and weaknesses and how to address the weaknesses</li> <li>• Models and expects ethical leadership for self and others</li> </ul> <ul style="list-style-type: none"> <li>• Personnel report the leader demonstrates ongoing professional growth</li> <li>• Personnel report the leader is a recognized leader in his or her area of responsibility</li> <li>• Adaptations or adjustments are created when data indicate the leader should continue to demonstrate professional growth</li> </ul>

**V(2): The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.**

**Desired Effect: The decisions of the leader enhance the functioning of the district.**

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all constituents trust the actions of the district leader.
Applying (3)	The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district AND monitors the extent to which decisions enhance the functioning of the district.
Developing (2)	The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.
Beginning (1)	The district leader attempts to have the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to have the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.

Sample Evidences for Element 2 of Domain V
<ul style="list-style-type: none"> <li>• Ethical decision-making practices are evident in all aspects of the work of the leader</li> <li>• Personnel describe the district leader as an individual whose actions are guided by a desire to help all students learn</li> <li>• Personnel describe the district leader as an individual who will follow through with his/her initiatives</li> <li>• Personnel describe the district leader as one whose actions support his/her talk and expectations</li> <li>• Personnel describe the district leader as one who speaks with candor and “takes on tough issues”</li> <li>• Acknowledges when goals have not been met or initiatives have failed and revises the plan for success</li> <li>• Perception data reveal constituents trust the district leader (e.g. surveys, community forums, social media)</li> <li>• Adaptations or adjustments are created when data indicate initiatives have failed and revises the plan to ensure trust of constituents</li> </ul>



**V(3): The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive.**

**Desired Effect: The district is safe and culturally responsive.**

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all constituents perceive the district as safe and culturally responsive.
Applying (3)	The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive AND monitors the extent to which the district is safe and culturally responsive.
Developing (2)	The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive.
Beginning (1)	The district leader attempts to ensure constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive.

Sample Evidences for Element 3 of Domain V
<ul style="list-style-type: none"> <li>• Input from constituents about safety in the district is actively collected, analyzed and used for decision making as appropriate</li> <li>• Personnel know emergency management procedures and how to implement them for specific incidents</li> <li>• Practicing of emergency management procedures for specific incidents is recorded and available</li> <li>• Updates to emergency management plans are communicated as appropriate</li> <li>• Culturally responsive practices are evident throughout the school (e.g. lesson plans, events, artifacts, etc.)</li> <li>• Constituents describe the district (e.g. through surveys, social media, news media) as a safe and orderly place</li> <li>• Constituents describe the district leader as highly visible and accessible</li> <li>• Constituents describe the district as focused on learning</li> <li>• Decision making reflects cultural responsiveness and considerations</li> <li>• Adaptations or adjustments are created when data indicate constituents do not perceive the district as safe and culturally responsive</li> </ul>

## Domain VI: Resource Allocation Management

**VI(1): The district leader uses systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student.**

**Desired Effect: Fiscal resources and support enhance effective instruction and student achievement.**

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all fiscal resources and supports enhance effective instruction and student achievement.
Applying (3)	The district leader uses systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student AND monitors the extent to which fiscal resources and support enhance effective instruction and student achievement.
Developing (2)	The district leader uses systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student.
Beginning (1)	The district leader attempts to use systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to use systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student.

Sample Evidences for Element 1 of Domain VI
<ul style="list-style-type: none"> <li>• Budgets are clearly aligned and prioritized to support instruction and achievement</li> <li>• Audits reveal systems processes are used to manage fiscal resources</li> <li>• Accesses and leverages a variety of fiscal resources (e.g. grants, local, state, and federal funds)</li> <li>• Effectively manages human resources to provide support for instruction and student achievement</li> <li>• Faculty and staff report that they have adequate materials to teach effectively</li> <li>• Faculty and staff report that systems processes (e.g. computer grading and planning systems, blended learning, etc.) facilitate more time to teach</li> <li>• Adaptations or adjustments are created when data indicate systems processes do not provide maximum support for schools, teachers, and each student</li> </ul>

**VI(2): The district leader manages technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student.**

**Desired Effect: Technological resources enhance effective instruction and student achievement.**

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all technical resources support effective instruction and student achievement.
Applying (3)	The district leader manages technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student AND monitors the extent to which technological resources enhance effective instruction and student achievement.
Developing (2)	The district leader manages technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student.
Beginning (1)	The district leader attempts to manage technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to manage technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student.

Sample Evidences for Element 2 of Domain VI
<ul style="list-style-type: none"> <li>• Budgets, plans for, and directs the use of technology to improve teaching and learning</li> <li>• Supports and provides adequate training for the technology that teachers and other personnel are expected to use</li> <li>• Reports confirm technology improves quality and efficiency within the district/department</li> <li>• Audits reveal appropriate use of technology resources to support instruction</li> <li>• Personnel report that technology facilitates optimal efficiency in district operations</li> <li>• Adaptations or adjustments are created when data indicate lack of improvement in student achievement</li> </ul>

**VI(3): The district leader manages the organization, operations, instructional programs, and initiatives to maximize the use of resources that promote effective instruction and student achievement.**

**Desired Effect: Management of resources enhances effective instruction and student achievement.**

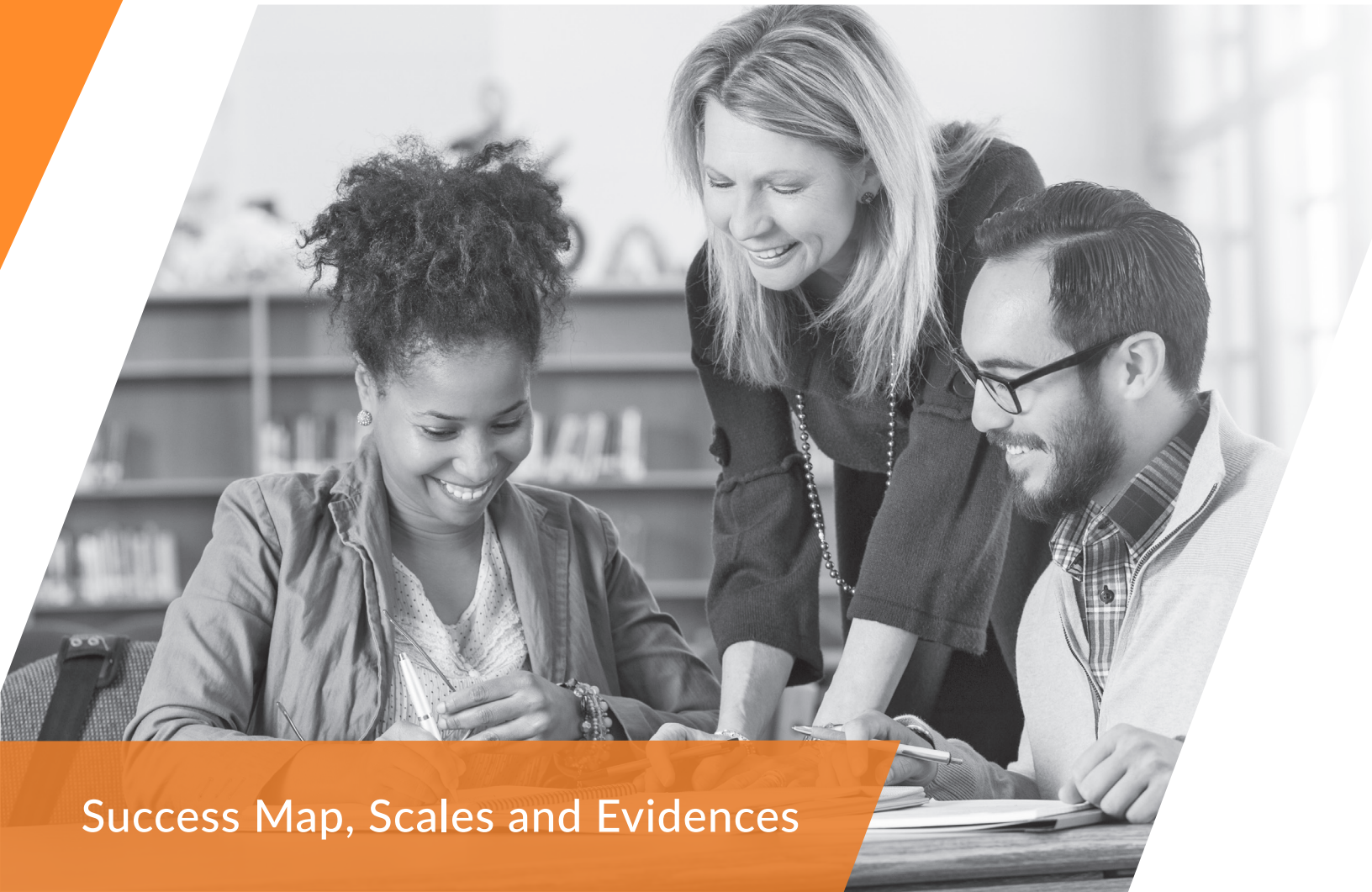
Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all management of resources promotes effective instruction and student achievement.
Applying (3)	The district leader manages the organization, operations, instructional programs, and other initiatives to maximize the use of resources that promote effective instruction and student achievement AND monitors the extent to which the management of resources enhances effective instruction and student achievement.
Developing (2)	The district leader manages the organization, operations, instructional programs, and other initiatives to maximize the use of resources that promote effective instruction and student achievement.
Beginning (1)	The district leader attempts to manages the organization, operations, instructional programs, and other initiatives to maximize the use of resources that promote effective instruction and student achievement, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to manage the organization, operations, instructional programs, and other initiatives to maximize the use of resources that promote effective instruction and student achievement.

Sample Evidences for Element 3 of Domain VI
<ul style="list-style-type: none"> <li>• Manages and imposes deadlines that effect the operation of district, department, or schools</li> <li>• Effectively manages materials, time, and resources to fulfill district, state, or federal specifications</li> <li>• Instructional materials and resources are available to support student achievement</li> <li>• Budgets and projects, with plans and objectives, are organized to keep the focus on instruction</li> <li>• Initiatives are evaluated for their effect on the district, departments, and/or schools</li> <li>• Instructional programs improve student achievement</li> <li>• Adaptations or adjustments are created when data indicate lack of improvement in student achievement</li> </ul>



MARZANO  
CENTER

# Marzano Focused School Leader Evaluation Model



Success Map, Scales and Evidences

**Prepared by**

**Learning Sciences Marzano Center**

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**LEARNING  
SCIENCES  
INTERNATIONAL**



DOMAIN  
1

## A Data-Driven Focus on School Improvement

**Element 1:**

The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.

**Element 2:**

The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.

**Element 3:**

The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.

DOMAIN  
2

## Instruction of a Viable and Guaranteed Curriculum

**Element 1:**

The school leader provides a clear vision for how instruction should be addressed in the school.

**Element 2:**

The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.

**Element 3:**

The school leader ensures that school curriculum and accompanying assessments align with state and district standards.

**Element 4:**

The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.

**Element 5:**

The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.

DOMAIN  
3

## Continuous Development of Teachers and Staff

**Element 1:**

The school leader effectively hires, supports and retains personnel who continually demonstrate growth through reflection and growth plans.

**Element 2:**

The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.

**Element 3:**

The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.

DOMAIN  
4

## Community of Care and Collaboration

**Element 1:**

The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.

**Element 2:**

The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

**Element 3:**

The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.

**Element 4:**

The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.

DOMAIN  
5

## Core Values

**Element 1:**

The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.

**Element 2:**

The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.

**Element 3:**

The school leader ensures that the school is perceived as safe and culturally responsive.

DOMAIN  
6

## Resource Management

**Element 1:**

The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.

**Element 2:**

The school leader utilizes systematic processes to engage district and external entities in support of school improvement.

**Element 3:**

The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.



## Marzano Focused School Leader Evaluation Model

### Domain I: A Data-Driven Focus on School Improvement

**I(1): The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.**

**Desired Effect: Everyone understands the school’s most critical goals for improving student achievement.**

Scale Value	Description
Innovating (4)	The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the critical goals.
Applying (3)	The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school AND regularly monitors that everyone understands the critical goals for improving student achievement.
Developing (2)	The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.
Beginning (1)	The school leader attempts to use appropriate data to develop critical goals focused on improving student achievement at the school, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to use appropriate data to develop critical goals focused on improving student achievement at the school.

Sample Evidences for Element 1 of Domain I
<ul style="list-style-type: none"> <li>• Published goals focus on a plan for eliminating the achievement gap for each student</li> <li>• Goals support the vision and mission of the school</li> <li>• School improvement 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>• Multiple sources of data are used to develop critical goals</li> <li>• School-wide achievement goals are posted and discussed regularly at faculty and staff gatherings</li> <li>• Written goals address the most critical and severe achievement deficiencies</li> <li>• Written timelines contain specific benchmarks for each goal including who provides support for achieving the goal</li> <li>• A school improvement or strategic plan delineates the critical goals</li> <li>• Faculty and staff can explain how goals support and eliminate differences in achievement for students at different socioeconomic levels, English learners, and students with disabilities</li> <li>• Faculty and staff can describe why the identified school-wide achievement goals are the most critical</li> <li>• Data are available to identify how the most critical achievement goals of the school are supported</li> </ul>

**I(2): The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.**

**Desired Effect: Data confirm students are making progress towards meeting their achievement goals.**

Scale Value	Description
Innovating (4)	The school leader ensures that multiple sources of data are analyzed to provide the most relevant information and readdresses achievement goals using accrued achievement data.
Applying (3)	The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals AND monitors the extent to which student data are used to track progress toward goal.
Developing (2)	The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.
Beginning (1)	The school leader attempts to ensure appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.

Sample Evidences for Element 2 of Domain I
<ul style="list-style-type: none"> <li>• Reports, charts, graphs, and other relevant data for each student are available for tracking status and growth</li> <li>• Data are routinely analyzed for learning gaps</li> <li>• Individual student results from multiple types of assessments are regularly reported and used (e.g. classroom formative, benchmark, summative/end of year)</li> <li>• Individual student reports, graphs, and charts are regularly updated to track the progress of each student</li> <li>• Teachers regularly meet to analyze school growth data for individual students</li> <li>• School leadership teams regularly meet to analyze individual student performance</li> <li>• Teachers utilize multiple sources of individual student data in planning to close achievement gaps</li> <li>• Teachers regularly analyze data of their individual students, including all subgroups</li> <li>• Students keep data logs regarding their individual goals and for tracking progress</li> <li>• Student-led conferences focus on the student’s achievement goals</li> <li>• Parents have access to student achievement data systems to track student progress</li> <li>• Parent-teacher conferences focus on individual student goals and progress</li> <li>• Teacher plans address the learning goals of their students</li> <li>• Each student has recorded achievement goals for classroom formative, benchmark, and summative assessments</li> </ul>

**I(3): The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.**

**Desired Effect: Data confirm interventions help each student meet achievement goals.**

Scale Value	Description
Innovating (4)	The school leader continually examines and expands the options for individual students to make adequate progress towards meeting their achievement goals.
Applying (3)	The school leader ensures that appropriate interventions and supportive practices are implemented to help each student meet achievement goals AND monitors whether interventions help each student meet achievement goals.
Developing (2)	The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.
Beginning (1)	The school leader attempts to ensure the appropriate implementation of interventions and supportive practices to help each student meet achievement goals, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.

Sample Evidences for Element 3 of Domain I
<ul style="list-style-type: none"> <li>• Processes are in place to identify students who need interventions</li> <li>• Interventions take place during the school day or in extended day programs (e.g. Saturday school, summer school)</li> <li>• Response to intervention measures and/or multi-tiered systems of support are in place and routinely measured for producing results</li> <li>• Enrichment programs are in place</li> <li>• Intervention, including enrichment, programs are constantly monitored to measure their effect on student achievement</li> <li>• Completion rates of programs designed to enhance academic achievement are monitored (e.g. gifted and talented, advanced placement, STEM, etc.)</li> <li>• Processes for ongoing progress monitoring are used to appropriately place students and, when appropriate, redirect students into intervention support groups</li> <li>• Push-in or other in-class interventions are utilized when appropriate</li> <li>• Interventionist and classroom teachers regularly work together to track student progress</li> <li>• Teachers can explain how implemented interventions help individual students meet their goals</li> <li>• Students and/or parents can identify how interventions helped close their achievement gap</li> </ul>

## Domain II: Instruction of a Viable and Guaranteed Curriculum

**II(1): The school leader provides a clear vision for how instruction should be addressed in the school.**

**Desired Effect: Teachers use the instructional model.**

Scale Value	Description
Innovating (4)	The school leader continually examines and provides updates so that all teachers use the instructional model.
Applying (3)	The school leader provides a clear vision for how instruction should be addressed in the school AND monitors the extent to which the teachers use the instructional model.
Developing (2)	The school leader provides a clear vision for how instruction should be addressed in the school.
Beginning (1)	The school leader attempts to provide a clear vision for how instruction should be addressed in the school, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to provide a clear vision for how instruction should be addressed in the school.

### Sample Evidences for Element 1 of Domain II

- A written document articulating the school-wide model of instruction is in place
- The school-wide language of instruction is used regularly by faculty in their professional learning communities and in faculty and/or department meetings
- The school-wide language of instruction is used regularly by faculty in their informal conversations
- Professional development opportunities are provided for new and experienced teachers regarding the school-wide model of instruction
- Implementation of the instructional model is evident in daily classroom instruction
- Intentional planning to use the instructional model is evident in teacher lesson plans
- New initiatives are prioritized and limited in number to support the instructional model
- Teachers can describe the major components of the school-wide model of instruction
- Teachers can explain how strategies in the instructional framework promote learning for the school's diverse population
- Data are available to support teacher implementation of the instructional model (e.g. lesson plans, observations, PLC notes)
- The vision for instruction is shared throughout the school and community

**II(2): The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.**

**Desired Effect: Teachers improve instructional practices when leader provides feedback regarding predominant instructional practices.**

Scale Value	Description
Innovating (4)	The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are implemented.
Applying (3)	The school leader uses knowledge of the predominant instructional practices in the school to improve teaching AND monitors the extent to which teachers improve their instructional practices.
Developing (2)	The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.
Beginning (1)	The school leader attempts to use knowledge of the predominant instructional practices in the school to improve teaching, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to use knowledge of the predominant instructional practices in the school to improve teaching.

Sample Evidences for Element 2 of Domain II
<ul style="list-style-type: none"> <li>• Walk-through or other observation data are aggregated to disclose predominant instructional practices in the school</li> <li>• Accurate feedback is provided to each teacher regarding instructional practices</li> <li>• Systems are in place to monitor the effect of predominant instructional practices for each subgroup</li> <li>• Feedback is provided to each teacher regarding instructional practices needed to address learning gaps and diverse student populations</li> <li>• Predominant instructional practices and trends are documented and regularly shared with teachers</li> <li>• Effective instructional practices and problems of practice are accurately described by the school leader</li> <li>• Data shows teachers implement new instructional strategies when provided feedback</li> <li>• Data regarding predominant instructional practices are used to inform professional development opportunities</li> <li>• Observation data confirm that teachers improve instructional practices</li> <li>• Student achievement data improves as teachers improve in the use of instructional strategies</li> <li>• Teachers can describe the predominant instructional practices used in the school and how they affect student achievement</li> </ul>

**II(3): The school leader ensures that the school curriculum and accompanying assessments align with state and district standards.**

**Desired Effect: Assessments accurately measure student progress towards achieving the adopted standards.**

Scale Value	Description
Innovating (4)	The school leader ensures that the assessment and reporting system focuses on state and district standards and intervenes with teachers who do not utilize adopted standards.
Applying (3)	The school leader ensures that the school curriculum and accompanying assessments align with state and district standards AND monitors the extent to which the assessments accurately measure student progress toward achieving the adopted standards.
Developing (2)	The school leader ensures that the school curriculum and accompanying assessments align with state and district standards.
Beginning (1)	The school leader attempts to ensure that the school curriculum and accompanying assessments align with state and district standards, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that the school curriculum and accompanying assessments align with state and district standards.

Sample Evidences for Element 3 of Domain II
<ul style="list-style-type: none"> <li>• An understanding of the alignment of curriculum and assessments is demonstrated by the school leader</li> <li>• Curriculum documents are in place that correlate the written curriculum to state and district standards</li> <li>• Resources to support curriculum align to standards</li> <li>• Rubrics or scales are in place that clearly delineate student levels of performance on essential standards</li> <li>• Classroom/formative, benchmark, and summative/end of year assessment data are consistently analyzed for alignment to standards</li> <li>• School teams regularly analyze the relationship between the written curriculum/standards, taught curriculum, and assessments, and makes adaptations when needed</li> <li>• Assessments accurately measure adopted standards</li> <li>• Interventions are in place when standards are required and not incorporated</li> <li>• Implemented assessments reflect knowledge of child development and learning theories</li> <li>• Teachers can describe the essential standards for their subject area and/or grade level</li> </ul>

**II(4): The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.**

**Desired Effect: Teachers have time to teach the core or essential standards.**

Scale Value	Description
Innovating (4)	The school leader ensures that essential standards are regularly examined and revised to ensure teachers have time to teach the essential standards.
Applying (3)	The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers AND monitors the extent to which the essential standards are few enough to allow adequate time for students to learn them.
Developing (2)	The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.
Beginning (1)	The school leader attempts to ensure that the school curriculum is focused on essential standards so it can be taught in the time available to teachers, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that the school curriculum is focused on essential standards so it can be taught in the time available to teachers.

Sample Evidences for Element 4 of Domain II
<ul style="list-style-type: none"> <li>• A written list of essential standards is in place and available to each teacher</li> <li>• Written curriculum has been unpacked in such a manner that essential elements/standards have been identified</li> <li>• A curriculum audit has been conducted that delineates how much time it would take to adequately address the essential standards</li> <li>• Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps)</li> <li>• Time available for specific classes and courses meets the state or district specifications for those classes and courses</li> <li>• Schedules are protected to allow teachers time to teach the essential curriculum/standards</li> <li>• A plan is in place to monitor that the essential curriculum is taught in the time available to teachers</li> <li>• Teachers can describe which elements are essential and can be taught in the scheduled time</li> <li>• Students report they have time to learn the essential curriculum/standards</li> <li>• Processes are implemented at the school to ensure teachers teach the essential curriculum/standards</li> <li>• Data are available to show that teachers teach the essential curriculum/standards</li> <li>• Technology systems support essential standards</li> </ul>

**II(5): The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.**

**Desired Effect: Each teacher teaches the essential standards so every student has the opportunity to learn the essential standards**

Scale Value	Description
Innovating (4)	The school leader intervenes with teachers who do not teach essential standards that guarantee students have equal access to learning the critical content of the curriculum.
Applying (3)	The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum AND monitors the extent to which each teacher teaches the essential standards to each student.
Developing (2)	The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.
Beginning (1)	The school leader attempts to ensure that each student has equal opportunity to learn the critical content of the curriculum, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that each student has equal opportunity to learn the critical content of the curriculum.

Sample Evidences for Element 5 of Domain II
<ul style="list-style-type: none"> <li>• Tracking systems are in place that examine each student’s access to the essential elements/standards of the curriculum</li> <li>• Parents are aware of their child’s current access to the essential/standards elements of the curriculum</li> <li>• Each student has equal access to advanced placement or other rigorous courses</li> <li>• Each student has a prescribed program of study that documents access to appropriate courses</li> <li>• Data are available to show teachers have completed appropriate content area training in their subject area courses</li> <li>• Each student has equal access to courses that directly address the essential elements/standards of the required curriculum</li> <li>• Data are available to verify student achievement in critical content and standards</li> <li>• Teachers can describe the content strategies that result in the highest student learning for specific courses and topics</li> <li>• Student data/feedback reveal that they are given the opportunity to learn the critical content of the curriculum</li> <li>• Data are available to show that students are ready to be contributing members of society and participate in a global community (e.g. graduation rates, CTE certifications, post-graduation enrollment)</li> <li>• Data are available to show that students are college and career ready</li> <li>• Appropriate technology is in place to support and enhance instruction and curriculum</li> <li>• The process in place to ensure that each student has an equal opportunity to learn the critical content/standards can be explained by the school leader</li> </ul>



## Domain III: Continuous Development of Teachers and Staff

**III(1): The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans.**

**Desired Effect: Teachers and staff continue to grow as they meet their growth goals.**

Scale Value	Description
Innovating (4)	The school leader provides interventions and support for teachers and staff who are not meeting their growth goals.
Applying (3)	The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans AND monitors the extent to which teachers and staff achieve their growth goals and continue to grow.
Developing (2)	The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans.
Beginning (1)	The school leader attempts to effectively hire, support, and retain personnel who continually demonstrate growth through reflection and growth plans, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to effectively hire, support, and retain personnel who continually demonstrate growth through reflection and growth plans.

Sample Evidences for Element 1 of Domain III
<ul style="list-style-type: none"> <li>● Each teacher provides written pedagogical growth goals</li> <li>● Teachers regularly track their progress towards meeting pedagogical growth goals</li> <li>● Evaluation results, growth plans, and interventions for struggling personnel are available</li> <li>● Meetings are regularly scheduled with personnel regarding their growth goals and tracking progress</li> <li>● A teacher induction program is in place to support new teachers</li> <li>● Teacher leaders are identified, supported, and provided opportunities to develop</li> <li>● Personnel records reveal the leader hires and retains effective personnel</li> <li>● Standardized interview processes and/or protocols are utilized</li> <li>● Nondiscriminatory hiring practices are evident</li> <li>● Personnel records document that support system(s) are utilized to ensure personnel meet their goals</li> <li>● Teachers can describe their progress on their pedagogical growth goals</li> <li>● Staff members demonstrate continuous growth in their area of responsibility</li> <li>● Personnel can share documented examples of how reflection has improved their craft</li> </ul>

**III(2): The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.**

**Desired Effect: Teacher observation/evaluation data are consistent with student achievement data.**

Scale Value	Description
Innovating (4)	The school leader ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data.
Applying (3)	The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data AND monitors the extent to which teacher evaluations are consistent with student achievement data.
Developing (2)	The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.
Beginning (1)	The school leader attempts to use multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to use multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.

#### Sample Evidences for Element 2 of Domain III

- Specific evaluation scales are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses
- Teacher feedback and evaluation data 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
- A schedule of teacher observations is in place to ensure all observations are completed in the designated timeframe
- Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers
- Data show the school leader provides frequent observations and meaningful feedback to teachers
- Data are available to support that teacher evaluations are consistent with student achievement data
- Achievement data from classroom formative, benchmark and/or summative/end of year assessments are consistent with teacher evaluation feedback
- Teachers can describe how implementation of specific instructional strategies affects student achievement
- When observation data are not consistent with student achievement data, the leader works to update accuracy in assigning observational feedback
- When observation data reveal inconsistencies with student achievement data, the leader provides teachers with appropriate support and interventions

**III(3): The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.**

**Desired Effect: Teachers and staff improve their skills as a result of attending professional development.**

Scale Value	Description
Innovating (4)	The school leader continually re-evaluates the professional development program to ensure that it remains job-embedded and focused on instructional growth goals and intervenes with personnel who are not making sufficient progress toward achieving growth goals.
Applying (3)	The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals AND monitors the extent to which teachers and staff improve their skills.
Developing (2)	The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.
Beginning (1)	The school leader attempts to ensure that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.

Sample Evidences for Element 3 of Domain III
<ul style="list-style-type: none"> <li>• Teachers and staff have ongoing opportunities to participate in job-embedded professional development or training</li> <li>• Online professional development courses and resources are available to teachers and staff regarding their growth goals</li> <li>• Teachers and staff participation in professional development activities is recorded and tracked</li> <li>• Teacher-led professional development is available to teachers regarding their instructional growth goals</li> <li>• Instructional coaching is available to teachers to help them achieve their instructional growth goals</li> <li>• Data are collected linking the effectiveness of professional development/training to the improvement of teacher and/or staff practices</li> <li>• Data are available documenting how deliberate practice is improving teacher performance</li> <li>• Teachers and staff can describe how professional development supports attainment of growth goals</li> <li>• Teachers and staff implement new strategies after attending professional development</li> <li>• Interventions are documented for staff who do not utilize professional development opportunities</li> <li>• Interventions are in place to support personnel who do not continue to grow in their area of responsibility</li> </ul>

## Domain IV: Community of Care and Collaboration

**IV(1): The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.**

**Desired Effect: Teachers working in collaborative groups enhance instruction and student achievement.**

Scale Value	Description
Innovating (4)	The school leader continually re-evaluates that teachers work in collaborative groups to enhance instruction and student achievement and intervenes with groups who are not enhancing instruction and student achievement.
Applying (3)	The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student AND monitors the extent to which working in collaborative groups enhances instruction and student achievement.
Developing (2)	The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.
Beginning (1)	The school leader attempts to ensure that teachers work in collaborative groups to discuss and plan effective instruction, curriculum, assessment, and the achievement of each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that teachers work in collaborative groups to discuss and plan effective instruction, curriculum, assessment, and the achievement of each student.

### Sample Evidences for Element 1 of Domain IV

- Professional Learning Communities (PLCs) are in place and meet regularly
- PLCs have written goals
- Progress of PLCs towards their goals is regularly examined by the school leader
- Classroom assessments are created by PLCs
- Formative student achievement and growth data are analyzed by PLCs
- Teachers have opportunities to observe other teachers
- Teachers work collaboratively to write standards-based unit plans and assessments
- Teachers unpack standards and write learning targets demonstrating a progression of knowledge
- Teachers routinely examine student work for alignment to standards
- Progress of each PLC team toward reaching its goals is regularly reviewed
- To maintain a focus on student achievement, the school leader collects and reviews minutes, notes, and goals from PLC meetings
- Teachers can explain how being a member of a PLC has helped them grow their pedagogy
- Teachers can explain the process the PLC uses to analyze data to identify appropriate instructional practices
- PLCs that are working effectively or ineffectively are identified by the school leader
- Ongoing interventions are in place for teams or teachers who do not work as a PLC
- Student data reveal that PLCs are enhancing student achievement

**IV(2): The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.**

**Desired Effect: Through shared decision-making the school continues to improve its overall effectiveness.**

Scale Value	Description
Innovating (4)	The school leader continually seeks new venues for teacher input regarding important decisions and the effectiveness of the school.
Applying (3)	The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school AND monitors the extent to which the decision making process improves the effectiveness of the school.
Developing (2)	The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.
Beginning (1)	The school leader attempts to ensure a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

Sample Evidences for Element 2 of Domain IV
<ul style="list-style-type: none"> <li>• Teachers are made aware of the specific types of decisions in which they will have direct input</li> <li>• Data-gathering techniques are in place to collect information from teachers</li> <li>• Notes and reports are in place that describe how teacher input was used when making specific decisions or changes</li> <li>• Virtual tools are utilized to collect and report teacher opinions regarding specific decisions (e.g. online surveys)</li> <li>• Groups of teachers are selected and utilized to provide input regarding specific decisions</li> <li>• Teacher leaders are enabled to proactively initiate, plan, implement, and monitor projects</li> <li>• The school leadership team has critical roles in facilitating school initiatives</li> <li>• Data are available to show how input is used by the school leader</li> <li>• Teachers report that their input is valued and taken into consideration by the school leader</li> <li>• Data are available to reveal the school improves its overall effectiveness through a shared decision-making process</li> <li>• School leader can describe the systematic processes in place to solicit teacher input</li> <li>• Initiatives are analyzed to evaluate their effect on teaching and learning</li> </ul>

**IV(3): The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.**

**Desired Effect: Equity is evident for each student.**

Scale Value	Description
Innovating (4)	The school leader intervenes and seeks assistance if the school does not provide equity for each student.
Applying (3)	The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community AND monitors the extent to which the input creates equity for each student.
Developing (2)	The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.
Beginning (1)	The school leader attempts to ensure equity in a child-centered school with input from staff, students, parents, and the community, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure equity in a child-centered school with input from staff, students, parents, and the community.

Sample Evidences for Element 3 of Domain IV
<ul style="list-style-type: none"> <li>• Data collection systems are in place to collect opinion data from staff, students, parents, and community regarding equity for each student</li> <li>• Use of input data is made transparent</li> <li>• Examples of how equity is ensured are available</li> <li>• Data are available to show that input from the school’s diverse population is valued and used</li> <li>• Use of interactive or social media is provided for staff, students, parents, and community to provide input</li> <li>• An inclusive culture is evident (e.g. student engagement in school-sponsored activities, attendance, behavior data, enrollment patterns)</li> <li>• Focus group meetings with students and parents are routinely scheduled</li> <li>• School leader hosts and/or speaks at community/business events</li> <li>• Examples of how input from the school community results in change and improvements are available</li> <li>• Processes are made available for how data gathered from subpopulations at the school is incorporated in school planning</li> <li>• Survey data indicates that the school is perceived as a child-centered school where equity is evident</li> <li>• Staff, students, parents, and community members report that their input is valued and used by the school leader to improve the functioning of the school</li> </ul>

**IV(4): The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.**

**Desired Effect: Each member of the school feels valued and honored.**

Scale Value	Description
Innovating (4)	The school leader actively seeks a variety of methods for acknowledging individual and school-wide success that meet the unique needs of faculty and staff.
Applying (3)	The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student AND monitors the extent to which people feel honored for their contributions.
Developing (2)	The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.
Beginning (1)	The school leader attempts to acknowledge the successes of the school and celebrates the diversity and culture of each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to acknowledge the successes of the school or celebrate the diversity and culture of each student.

Sample Evidences for Element 4 of Domain IV
<ul style="list-style-type: none"> <li>• Accomplishments of individual teachers, teams of teachers, and the whole school are celebrated in a variety of ways (e.g. faculty celebrations, newsletters to parents, announcements, websites, social media)</li> <li>• Incremental successes of students and teachers are routinely recognized</li> <li>• Successes of the diverse school community are celebrated</li> <li>• Faculty and staff report that accomplishments of the school and their individual accomplishments have been adequately acknowledged and celebrated</li> <li>• Perception inventories and other feedback data document that each member of the school feels valued and honored</li> <li>• Adaptations to current practices are made after analysis of feedback data</li> <li>• Staff, students, parents, and community report that their accomplishments are adequately acknowledged and celebrated</li> <li>• Actions of the school leader demonstrate that the leader accepts responsibility for the success of each student</li> <li>• Celebrations demonstrate understanding of the cultures represented in the school</li> </ul>

## Domain V: Core Values

**V(1): The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.**

**Desired Effect: The school leader is recognized in the school community as a leader who continues to enhance his/her leadership skills.**

Scale Value	Description
Innovating (4)	The school leader actively seeks expertise/mentors for validation and feedback to enhance leadership skills.
Applying (3)	The school leader is transparent, communicates effectively, and continues to demonstrate professional growth AND monitors the extent to which the school community perceives that the leader continues to enhance his/her leadership skills.
Developing (2)	The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.
Beginning (1)	The school leader attempts to be transparent, communicate effectively, and continue to demonstrate professional growth, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to be transparent, communicate effectively, and continue to demonstrate professional growth.

### Sample Evidences for Element 1 of Domain V

- Core values of the school are modeled by the school leader
- Goals, mission, and vision of the school are clearly communicated
- A published annual growth plan is in place to address how the school leader will address strengths and weaknesses
- Professional development activities consistent with the leader's growth plan have been identified
- Evidence of leadership initiatives is available
- Problem-solving and decision-making skills are demonstrated
- Regular interactions with an identified mentor are documented
- Communication is clear and accurate
- Multiple media sources are utilized to communicate with staff and community
- Faculty and staff identify the school administrator as the leader of the school
- Faculty and staff describe the school leader as uncompromising regarding raising student achievement
- Data indicate that school and community members perceive the leader as visible, welcoming, and approachable
- Faculty and staff describe the school leader as an effective communicator of non-negotiable factors that have an impact on student achievement



**V(2): The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.**

**Desired Effect: All decisions are measured by how they impact students.**

Scale Value	Description
Innovating (4)	The school leader actively seeks for validation and feedback from multiple sources regarding perception in the school community.
Applying (3)	The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student AND monitors how decisions impact students.
Developing (2)	The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.
Beginning (1)	The school leader attempts to have the trust of the staff and school community that all decisions are guided by what is best for each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to have the trust of the staff and school community that all decisions are guided by what is best for each student.

Sample Evidences for Element 2 of Domain V
<ul style="list-style-type: none"> <li>• Perception inventories and/or other data indicate that the school leader is recognized by the school community as one who is willing to “take on tough issues”</li> <li>• Ethical decisions and practices are evident in all aspects of the work performed by the leader</li> <li>• Student policies and procedures are fair, unbiased, and culturally responsive</li> <li>• Perception inventories and/or other data show that the school leader performs with integrity and in the best interest of each student</li> <li>• Data reveal that the school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan to ensure success for each student</li> <li>• Faculty and staff describe the school leader as an individual whose actions are guided by a desire to ensure the well-being of each student and to help each student learn</li> <li>• Faculty and staff describe the school leader as an individual who will follow through with his/her initiatives</li> <li>• Faculty and staff describe the school leader as one whose actions support his/her talk and expectations</li> <li>• Positive relationships are developed with staff, faculty, students, parents, and community</li> </ul>

**V(3): The school leader ensures that the school is perceived as safe and culturally responsive.**

**Desired Effect: The school is safe and inclusive of each student.**

Scale Value	Description
Innovating (4)	The school leader ensures that rules and procedures are regularly reviewed and updated as necessary to ensure a safe and culturally responsive environment.
Applying (3)	The school leader ensures that the school is perceived as safe and culturally responsive AND monitors the extent to which the school is safe and inclusive of each student.
Developing (2)	The school leader ensures that the school is perceived as safe and culturally responsive.
Beginning (1)	The school leader attempts to ensure that the school is perceived as safe and culturally responsive, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that the school is perceived as safe and culturally responsive.

Sample Evidences for Element 3 of Domain V
<ul style="list-style-type: none"> <li>• Each student is treated respectfully</li> <li>• Institutional practices are regularly analyzed to safeguard against any bias relating to individuality, culture, and/or diversity</li> <li>• Decision-making reflects cultural considerations and responsiveness</li> <li>• Clear and specific rules and procedures are in place</li> <li>• Faculty and staff are provided the means to communicate about the safety of the school</li> <li>• Emergency management procedures for specific incidents are practiced</li> <li>• Updates and communication to the faculty and staff regarding emergency management plans are available</li> <li>• Faculty and school community describe the school as a safe and orderly place</li> <li>• Faculty and school community describe the school as inclusive and focused on supporting learning</li> <li>• Social media is utilized so that students may anonymously report potential incidents</li> <li>• Students have choice, work in groups, feel empowered, and demonstrate self-efficacy</li> <li>• Systems are in place for mass communication to parents (e.g. a call out system, mass texting)</li> <li>• Teachers foster positive relationships with students and the community</li> <li>• Coordination with local law enforcement agencies regarding school safety issues is a routine event</li> <li>• Students, parents, and community provide input regarding issues of school safety</li> </ul>

## Domain VI: Resource Management

**VI(1): The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.**

**Desired Effect: Management of fiscal, technological, and physical resources support instruction and student achievement.**

Scale Value	Description
Innovating (4)	The school leader ensures adjustments are made or new strategies are created so that all fiscal, technological, and physical resources support effective instruction and student achievement.
Applying (3)	The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student AND monitors the extent to which fiscal resources support effective instruction and student achievement.
Developing (2)	The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.
Beginning (1)	The school leader attempts to ensure that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.

### Sample Evidences for Element 1 of Domain VI

- Budgets are clearly aligned and prioritized to support instruction and achievement
- Resources and materials reflect the cultural assets and interests of students in the community
- Effective management of human resources that provide support for instruction and achievement (i.e. support staff) is documented by the school leader
- Faculty and staff report that they have adequate materials to teach effectively
- Faculty and staff report that they have adequate time to plan, teach, and incorporate appropriate resources
- Student achievement can be linked to effective use of resources
- Technology improves the quality and efficiency of operational management
- Analysis of utilized technology confirms how it supports effective teaching and improved learning

**VI(2): The school leader utilizes systematic processes to engage school district and external entities in support of school improvement.**

**Desired Effect: Data confirms that use of resources supports school improvement.**

Scale Value	Description
Innovating (4)	The school leader continually examines and expands options for utilizing systematic processes to engage school district and external entities in support of school improvement.
Applying (3)	The school leader utilizes systematic processes to engage school district and external entities in support of school improvement AND monitors data to determine if the resources support school improvement.
Developing (2)	The school leader utilizes systematic processes to engage school district and external entities in support of school improvement.
Beginning (1)	The school leader attempts to utilize systematic processes to engage school district and external entities in support of school improvement, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to utilize systematic processes to engage school district and external entities in support of school improvement.

Sample Evidences for Element 2 of Domain VI
<ul style="list-style-type: none"> <li>• Success with accessing and leveraging a variety of resources (e.g. grants, local, state, and federal funds) is evident</li> <li>• Budgets and projects, with plans and objectives, are organized in such a way that the focus on instruction is maintained</li> <li>• District resources are utilized to maximize improvement of the school (e.g. academic/curriculum support)</li> <li>• University partnerships are utilized to provide support for the school</li> <li>• Processes used by the leader to improve the school are evident and readily explained</li> <li>• Partnerships with external entities are actively pursued</li> <li>• Partnerships are monitored to determine how they impact the school</li> <li>• Documentation of how outside resources support school improvement is available</li> </ul>

**VI(3): The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.**

**Desired Effect: The compliance to rules and regulations supports effective instruction and student achievement.**

Scale Value	Description
Innovating (4)	The school leader continually examines for compliance to district, state, and federal rules and regulations and implements interventions when compliance is not working to support effective instruction and the achievement of each student.
Applying (3)	The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student AND monitors the extent to which compliance to rules and regulations supports effective instruction and student achievement.
Developing (2)	The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.
Beginning (1)	The school leader attempts to ensure compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

<b>Sample Evidences for Element 3 of Domain VI</b>
<ul style="list-style-type: none"> <li>• Deadlines are managed to enhance overall instructional effectiveness</li> <li>• Operations and facility resources are managed effectively to provide support for instruction</li> <li>• Curriculum materials and other resources meet district, state, or federal specifications</li> <li>• Data reveal how compliance to rules and regulations supports instruction and student achievement</li> <li>• Adherence to district and state policies and procedures is evident</li> <li>• Compliance documents are available for each auditable department (e.g. Title funds, grants, special education)</li> <li>• When compliance to rules and regulations is not evident, interventions are put in place</li> </ul>

## **Appendix C – Student Performance Measures**

*In Appendix C, the district shall provide the student performance measures to be used for calculating the performance of students for school administrators.*

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 school-wide Reading Value-Added score and will include three years of school data. For all personnel, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. In the future, as additional assessments are developed, the student growth measures will be revised.

<b>Score Received from FLDOE</b>	<b>Score used in PCS</b>
4	4
3	3
2	2
1	1

## Appendix D – Summative Evaluation Forms

*In Appendix D, the district shall include the summative evaluation form(s) to be used for school administrators.*

### Final Evaluation for

Finished

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Learner:	Evaluator:	Evaluation Category:	Observation Period:	Date Submitted:
		Leadership Category 1	America/New_York	
Learner UUID:	Buildings:			

**Final Score: 3.26 - Effective**

Principal Practice <b>3.13</b> Effective	Deliberate Practice <b>4.0</b>	Student Growth <b>3.25</b> Effective
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