

MARZANO DISTRICT LEADER EVALUATION MODEL

Including Scales, Evidences and Learning Map

Prepared by Learning Sciences Marzano Center



Marzano District Leader Evaluation System

Prepared by Learning Sciences Marzano Center for Teacher and Leader Evaluation

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OUR MISSION

The Learning Sciences Marzano Center for Teacher and Leader Evaluation promotes excellence in public education by providing and developing next-generation teacher and leader evaluation tools and training. Built on a foundation of expert research into best practices under the direction of national researcher and author Dr. Robert J. Marzano, the Marzano Center identifies, develops, and disseminates cutting-edge resources in educational best practices. Our goal is to support teachers to be highly effective, life-long learners, and in doing so, to significantly impact student growth and achievement over time.

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Introduction

This report is a description of the Marzano District Leader Evaluation System designed by Dr. Robert J. Marzano in partnership with Learning Sciences International for the Marzano Center. The model is based on an extensive review of the extant literature about district leader/administrator leadership. While it can be used independently, the Marzano District Leader Evaluation System is designed to be used in close conjunction with the Marzano School Leader Evaluation Model and the Marzano Teacher Evaluation Model. The Marzano Teacher Evaluation Model is based on the comprehensive instructional model detailed in the *Art and Science of Teaching* (see Marzano, 2007; Marzano, Frontier, & Livingston, 2011).

The Marzano evaluation models are integrated, cascading evaluation systems designed with improved student learning as the ultimate goal. In *Teacher Evaluation that Makes a Difference* (in press), Marzano and Toth suggest

that the effectiveness of teacher evaluation is influenced by the effectiveness of school leader evaluation, which, in turn, is influenced by the effectiveness of district leader evaluation. . . . Student learning is not influenced by teacher effectiveness alone; rather, a chain of influences -- beginning with an effective district evaluation system, which influences the quality of district, school, and teacher leaders, which are themselves influenced by their respective evaluation systems -- combined to affect the quality of student learning. (p.136)

Based on research that indicates that the actions and behavior of district administrators do have an influence on student learning, the design of the district leader evaluation model began with a survey of the research on district administrator competence. From this review of the research literature, specific district leader actions and behaviors were identified that, historically, have had a relationship with student achievement.

The Review of Literature

Five primary documents were used in the review of literature: (1) the Wallace Foundation

Study, Investigating the Links to Improved Student Learning: Final Report of Research Findings (Louis,
Leithwood, Wahlstrom, & Anderson, 2010); (2) the study What Works in Oklahoma Schools (Marzano
Research Laboratory, 2011); (3) School Leadership that Works: From Research to Results, the Marzano,

Waters, and McNulty (2005) meta-analysis of school leadership; (4) What Works in Schools: Translating Research into Action, the Marzano (2003) study of school effectiveness; and (5) District Leadership that Works: Striking the Right Balance, Marzano and Waters (2009).

The Wallace Study

The most current and comprehensive study on the relationship between school administrator behaviors and actions and student academic achievement is the report funded by the Wallace Foundation and cooperatively conducted by the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota and the Ontario Institute for Studies in Education at The University of Toronto (Louis et al., 2010). This multiyear study, titled *Investigating the Links to Improved Student Learning*, involved survey data from 8,391 teachers and 471 school administrators; interview data from 581 teachers and administrators, 304 district level educators, and 124 state personnel; and observational data from 312 classrooms. Student achievement data for literacy and mathematics in elementary and secondary schools were also obtained using scores on state tests designed to measure Adequate Yearly Progress as mandated by the No Child Left Behind Act of 2002. To date, this study stands as the seminal examination of the relationship between school leader actions and behaviors and student academic achievement.

Marzano and Toth (in press) write, "to a great extent, the Wallace Foundation study corroborated the findings of previous research showing that both school and district leadership can influence student achievement (albeit indirectly)."

At the district level, the authors [Louis, et al., (2010)] found that district leaders "should consider school leaders' collective sense of efficacy for school improvement to be among the most important resources available to them for increasing student achievement" (p. 147). The study found that district leadership, school leadership, teacher actions, and student achievement represent a complex system of interacting influences. When all elements within this system are operating in concert, the effectiveness of K–12 schooling is maximized (p.140).

The Wallace study identified necessary leadership factors that impact student learning and offered recommendations which included:

- Empowering principals regarding their efforts and abilities to improve their schools
- Focusing on instruction
- Using data to guide decisions
- Assigning emphasis to the improvement of student achievement
- Emphasizing teamwork and professionalism
- Ensuring that teachers and school administrators have access to resources that strengthen their professional skills (Louis, Leithwood, Wahlstrom, & Anderson, 2010)

What Works in Oklahoma Schools

The study of what works in Oklahoma schools was conducted by Marzano Research Laboratory for the Oklahoma State Department of Education (OSDE) over the 2009/2010 school year and the 2010/2011 school year. This study was conducted to determine those elements that are related to being classified as an *improvement school* (i.e., a school that needs improvement) as opposed to a school that is not classified as needing improvement (i.e., schools not on improvement status). Fiftynine matched elementary, middle, and high schools were involved in the study. Of those 59 schools, 32 were classified as needing improvement and 27 were not. Survey data from teachers, administrators, students, and parents were used in the study along with on-site observations of teachers, interviews with administrators, and videotapes of classroom activities. State test data in mathematics and English language arts were the primary dependent variable when examining the effects of specific elements. From the 59 matched schools, 1,117 teachers, 13,373 students, and 516 parents were involved. General results indicated that specific actions on the part of administrators are statistically related to student academic achievement.

Marzano, Waters, and McNulty Meta-Analysis of School Leadership

Published in *School Leadership that Works* (Marzano et al., 2005), the purpose of the meta-analysis was to examine the research literature from 1978 to 2001 on those school leadership factors that have a statistically significant relationship with student achievement. More than 300 studies were examined, and 69 met the criteria for inclusion, one of which was that student achievement data were correlated with school administrator actions, or that correlations could be computed from the data available. In all, 2,802 K–12 schools were involved in the studies synthesized, with an estimated 14,000 teachers and 1,400,000 students. The overall finding was that school leadership has a statistically significant relationship with student achievement. Such leadership can be explained as 21 specific types of actions and behaviors enacted by school leaders.

The Marzano Study of School Effectiveness

The Marzano study of effective schools was published in *What Works in Schools* (Marzano, 2003). Although it did not focus specifically on school leadership, the study did specify 11 factors that schools must attend to if they are to enhance student achievement and the school leadership implications regarding those 11 factors:

- School-level Factors
- A Guaranteed and Viable Curriculum
- Challenging Goals and Effective Feedback
- Parent and Community Involvement
- Safe and Orderly Environment
- Teacher-Level Factors
- Instructional Strategies
- Classroom Management
- Classroom Curriculum Design

While these eleven factors have been identified as influential for student achievement, leadership for these factors is also a necessary condition for effective reform relative to the school-level, the teacher-level, and the student-level factors. In *What Works in Schools*, Marzano writes that "leadership could be considered the single most important aspect of effective school reform" (2003, p. 172).

District Leadership that Works: Striking the Right Balance

In their meta-analysis of 27 studies completed or reported between 1970 and 2003, Marzano and Waters (2009) conclude that district leadership has a measurable and definable relationship with student achievement. The authors note that their findings stand "in sharp contrast to the notion that district administration is a part of an amorphous blob that soaks up valuable resources without adding value to a district's effectiveness. To the contrary, these findings suggest that when district leaders are carrying out their leadership responsibilities effectively, student achievement across the district is positively affected" (p. 5).

Marzano and Toth (in press) cite further district research findings in Teacher Evaluation that Makes a Difference (p. 139):

- Problem-solving orientations and actions at the district level are associated with higher degrees of program implementation and continuation at the school level (Louis, Rosenblum, & Molitor, 1981)
- Effective schools are often located in districts where improving teaching and learning is a high priority (Berman et al., 1981; Rosenholtz, 1989)
- District leadership can be a positive force for change in schools (Elmore & Burney, 1997)
- Districts can play a positive role in leveraging policies and resources to support local reforms Fuhrman & Elmore, 1990; Spillane, 1996; Togneri & Anderson, 2003)

The Model

Based on the review of the research literature briefly outlined above, 21 categories of district leader actions and behaviors were identified. These 21 categories were organized into six domains: (1) a data-driven focus to support student achievement, (2) continuous support for improvement of instruction, (3) continuous support for a guaranteed and viable curriculum, (4) cooperation and collaboration, (5) district climate, and (6) resource allocation.

I. A Data-Driven Focus to Support Student Achievement

- (1) The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level.
- (2) The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.
- (3) The district leader ensures each district goal receives appropriate district, school-level, and classroom-level support to help all students meet individual achievement goals when data indicate interventions are needed.

II. Continuous Support for Improvement of Instruction

- (1) The district leader provides a clear vision regarding the district instructional model and how to guide personnel and schools in operationalizing the model.
- (2) The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth plans.
- (3) The district leader ensures that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.
- (4) The district leader ensures that personnel are provided with job-embedded professional development that is directly related to their growth plans.

III. Continuous Support for a Guaranteed and Viable Curriculum

- (1) The district leader ensures that curriculum and assessment initiatives, and supporting operational practices, at the district and school levels adhere to federal, state, and district standards.
- (2) The district leader ensures that district level programs, curricular, and operational initiatives are focused enough that they can be adequately addressed in the time available to the district and schools.
- (3) The district leader ensures that students are provided with the opportunity to access educational programs and learn critical content.

IV. Cooperation and Collaboration

(1) The district leader establishes clear guidelines regarding the areas for which schools are expected to follow explicit district guidance and the areas for which schools have autonomy of decision making.

- (2) The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as a collaborative and cooperative workplace.
- (3) The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) have effective ways to provide input to the district.
- (4) The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

V. District Climate

- (1) The district leader is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice.
- (2) The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that his or her actions are guided by what is best for all student populations and the district.
- (3) The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and orderly.
- (4) The district leader acknowledges the success of the whole district, as well as individual schools and employees within the district.

VI. Resource Allocation

- (1) The district leader manages the fiscal resources of the district in a way that focuses on effective instruction and achievement of all students and optimal district operations.
- 2) The district leader manages the technological resources of the district in such a way that focuses on effective instruction and the achievement of all students and optimal efficiency throughout the district.
- (3) The district leader manages the organization, operations, instructional programs and initiatives in ways to maximize the use of resources to promote effective instruction and achievement of all students.

Scales

For each of the 21 elements within the six domains, scales have been developed along with example evidences of success. To illustrate, consider element 1 ("The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school,

and individual student level") of Domain I (A Data-Driven Focus to Support Student Achievement). Figure 1 provides the scale for this element.

I: A Data-Driven Focus to Support Student Achievement

(1) The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level.

Innovating	Applying	Developing	Beginning	Not Using
Innovating The district leader ensures adjustments are made or new strategies are created so that all personnel know and attend to the achievement and operational goals	Applying The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed	Developing The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed	Beginning The district leader attempts to ensure clear and measurable goals for all relevant areas of responsibility but does not complete the task or does so partially	Not Using The district leader does not attempt to ensure clear and measurable goals for all relevant areas of responsibility
	operational support at the district, school, and individual student level and monitors the extent to which personnel know and attend to these goals	operational support at the district, school, and individual student level		

To understand the logic of this scale and all others in the system, it is best to begin with "Applying," which has a score value of 3. A score of "Applying" can be considered the level of performance that indicates proficiency regarding the element. In this case, the district leader ensures that clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs regarding improving student achievement and the needed operational support at the district, school, and individual student level.

In short, the district leader ensures goals have been set for critical needs and that the necessary operations to support student achievement are in place and monitored. Above this level is "Innovating," which has a score value of 4. Here, in addition to score 3 actions and behaviors, the district leader ensures adjustments are made or new strategies are created. This level is usually associated with exceptional or excellent performance regarding the element. "Developing" is a step below the target of "Applying." It has a score value of 2 and indicates that the district leader ensures clear and measurable goals for all relevant areas of responsibility are established but does not monitor to ensure goals are understood. This level of performance is usually associated with needing improvement regarding the element. Below this level is "Beginning," which has a score value of 1. Here the district leader attempts to district leader ensures clear and measurable goals for all relevant areas of responsibility are established but does not complete the task or does so only partially. This level of performance is usually considered unsatisfactory. The lowest level on the scale is "Not Using," which has a score value of 0. Here the district leader does not even attempt to ensure clear and measurable goals for all relevant areas of responsibility. This level is also considered unsatisfactory.

Conclusion

The system described here is offered as a comprehensive, cascading approach to district leader evaluation that is coordinated and compatible with the Marzano School Leader Evaluation Model, the Marzano Teacher Evaluation Model, and the Marzano Center Non-Instructional Support Personnel Evaluation Form. Learning Sciences Marzano Center for Teacher and Leader Evaluation can assist

districts in further development and implementation of the model in collaboration with district and school leaders.

It is important to note that the model presented in this report employs scales and parts of scales developed by Robert J. Marzano and Learning Sciences Marzano Center for Teacher and Leader Evaluation. The copyright to these previously developed scales is held exclusively by Dr. Robert J. Marzano. This document in no way signals that Dr. Robert J. Marzano or Learning Sciences International is relinquishing this copyright.

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Appendix A: Full Scales for the Marzano District Leader Evaluation Model

Marzano District Leadership Evaluation Model

I. A Data-Driven Focus to Support Student Achievement

(1) The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level.

Innovating	Applying	Developing	Beginning	Not Using
The district leader				
ensures	ensures clear and	ensures clear and	attempts to	does not attempt
adjustments are	measurable goals	measurable goals	ensure clear and	to ensure clear
made or new	are established for	are established for	measurable goals	and measurable
strategies are	all relevant areas	all relevant areas	for all relevant	goals for all
created so that all	of responsibility	of responsibility	areas of	relevant areas of
personnel know	that are focused	that are focused	responsibility but	responsibility
and attend to the	on critical needs	on critical needs	does not complete	
achievement and	for improving	for improving	the task or does so	
operational goals	student	student	partially	
	achievement and	achievement and		
	the needed	the needed		
	operational	operational		
	support at the	support at the		
	district, school,	district, school,		
	and individual	and individual		
	student level and	student level		
	monitors the			
	extent to which			
	personnel know			
	and attend to			
	these goals			

Sample District Leader Evidences for Element 1 of Domain I

- Goals are posted ... i.e., on-line, bulletin boards, meeting rooms
- Goals are aligned with district and/or school goals
- Goals are communicated at meetings
- Operational support is clearly aligned to support improving student achievement
- Operational goals are designed and prioritized to support student achievement
- When asked, personnel know the goals in their area of responsibility
- When asked, personnel can explain how operations focus on supporting student achievement

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

Innovating	Applying	Developing	Beginning	Not Using
The district leader	The district leader	The district leader	The district leader	The district leader
ensures	ensures data are	ensures data are	attempts to	does not attempt
adjustments are	analyzed,	analyzed,	ensure data are	to ensure data are
made or new	interpreted, and	interpreted, and	analyzed,	analyzed,
strategies are	used to regularly	used to regularly	interpreted, or	interpreted, or
created so all data	monitor the	monitor the	used but does not	used
show progress	progress toward	progress toward	complete the task	
toward the goals	district, school,	district, school,	or does so partially	
	and individual	and individual		
	student goals <u>and</u>	student goals		
	monitors the			
	extent to which			
	the data show			
	progress toward			
	the goals			

Sample District Leader Evidences for Element 2 of Domain I

- Accurate and timely data are available
- Data meetings are scheduled and held
- Data discussions are routinely part of meeting agendas ... i.e. cabinet level, department/division, principal meetings
- Data tracking systems are in place and data are available to track progress
- When asked, personnel report data is used routinely to monitor progress towards goals
- When asked, personnel report understanding of how data in their area of responsibility supports progress toward goals

(3) The district leader ensures each district goal receives appropriate district, school-level, and classroom-level support to help all students meet individual achievement goals when data indicate interventions are needed.

Innovating	Applying	Developing	Beginning	Not Using
The district leader				
ensures	ensures each	ensures each	attempts to	does not attempt
adjustments are	district goal	district goal	ensure each	to ensure each
made or new	receives	receives	district goal	district goal
strategies are	appropriate	appropriate	receives	receives
created so results	district, school-	district, school-	appropriate	appropriate
show all	level, and	level, and	district, school-	district, school-
intervention	classroom-level	classroom-level	level, and	level, and
programs are	support and	support to help all	classroom-level	classroom-level
working	practices to help	students meet	support but does	support
	all students meet	individual	not complete the	
	individual	achievement goals	task or does so	
	achievement goals	when data	partially	
	when data	indicate		
	indicate	interventions are		
	interventions are	needed		
	needed <u>and</u>			
	monitors the			
	extent to which			
	results show			
	intervention			
	programs are			
	working			

Sample District Leader Evidences for Element 3 of Domain I

- Programs are aligned to support needed interventions
- Professional development is aligned to support needed interventions
- Intervention programs are in place and appropriately supported
- Data systems show specific support provided
- When asked, personnel have data to show the interventions are working
- When asked, personnel report how they support needed interventions

II. Continuous Support for Improvement of Instruction

(1) The district leader provides a clear vision regarding the district instructional model and how to guide personnel and schools in operationalizing the model.

Innovating	Applying	Developing	Beginning	Not Using
The district leader	The district leader	The district leader	The district leader	The district leader
ensures	provides a clear	provides a clear	attempts to	does not attempt
adjustments are	vision regarding	vision regarding	provide a clear	to provide a clear
made or new	the district	the district	vision regarding	vision regarding
strategies are	instructional	instructional	the district	the district
created so all	model and how to	model and how to	instructional	instructional
personnel know	guide personnel	guide personnel	model but does	model
and support the	and schools in	and schools in	not complete the	
instructional	operationalizing	operationalizing	task or does so	
model	the model <u>and</u>	the model	partially	
	monitors the			
	extent to which			
	personnel know			
	and support the			
	instructional			
	model			

Sample District Leader Evidences for Element 1 of Domain II

- Articulates the vision of the instructional model within their area of responsibility
- Articulates a clear vision of how to support the district instructional model
- Monitors the actions of personnel to determine if they provide support for the instructional model
- Holds personnel accountable for supporting the instructional model
- Evidence/artifacts are available to document support provided for the instructional model
- When asked, personnel can explain how their actions support the instructional model

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

Innovating	Applying	Developing	Beginning	Not Using
The district leader	The district leader	The district leader	The district leader	The district leader
ensures	effectively	effectively	attempts to	does not attempt
adjustments are	supports and	supports and	effectively support	to effectively
made or new	retains school and	retains school and	and retain school	support or retain
strategies are	department	department	and department	school and
created so all	leaders who	leaders who	leaders but does	department
personnel	continually	continually	not complete the	leaders
continue to grow	enhance their	enhance their	task or does so	
and develop	leadership skills	leadership skills	partially	
expertise	through reflection	through reflection		
	and professional	and professional		
	growth plans <u>and</u>	growth plans		
	monitors the			
	extent to which			
	personnel			
	continue to grow			
	and develop			
	expertise			

Sample District Leader Evidences for Element 2 of Domain II

- Hires and employees personnel who continue to grow and enhance their skills
- Meets regularly with personnel regarding their performance and/or growth plans
- Hires and retains effective personnel
- Supports and assists personnel who do not continue to develop expertise
- Uses appropriate procedures to release personnel who do not continue to develop expertise
- When asked, personnel report the district leader supports development of expertise

(3) The district leader ensures that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.

Innovating	Applying	Developing	Beginning	Not Using
The district leader				
ensures	ensures that	ensures that	attempts to	does not attempt
adjustments are	district and school	district and school	ensure that	to ensure that
made or new	leaders provide	leaders provide	district and school	district and school
strategies are	clear ongoing	clear ongoing	leaders provide	leaders provide
created so all	evaluations of	evaluations of	clear ongoing	clear ongoing
performance	performance	performance	evaluations of	evaluations of
evaluations are	strengths and	strengths and	performance	performance
consistent with	weaknesses for	weaknesses for	strengths and	strengths and
student	personnel in their	personnel in their	weaknesses but	weaknesses
achievement and	area of	area of	does not complete	
operational data	responsibility that	responsibility	the task or does so	
	are consistent		partially	
	with student			
	achievement and			
	operational data			
	and monitors the			
	extent to which			
	performance			
	evaluations are			
	consistent with			
	student			
	achievement and			
	operational data			

Sample District Leader Evidences for Element 3 of Domain II

- Evaluations accurately reflect strengths and weaknesses of performance as indicated by data
- Achievement data are routinely used as part of the evaluation process
- Operational data are routinely used as part of the evaluation process
- Evaluation data are available to show consistency with student achievement data and/or operational data
- When asked, personnel report their evaluations accurately reflect their strengths and weakness

(4) The district leader ensures that personnel are provided with job-embedded professional development that is directly related to their growth plans.

Innovating	Applying	Developing	Beginning	Not Using
The district leader				
ensures	ensures that	ensures that	attempts to	does not attempt
adjustments are	employees are	employees are	ensure that	to ensure that
made or new	provided with job-	provided with job-	employees are	employees are
strategies are	embedded	embedded	provided with job-	provided with job-
created so	professional	professional	embedded	embedded
professional	development that	development that	professional	professional
development	is directly related	is directly related	development but	development
results in all	to their growth	to their growth	does not complete	
personnel meeting	plans <u>and</u>	plans	the task or does so	
their growth goals	monitors the		partially	
	extent to which			
	professional			
	development			
	results in			
	personnel meeting			
	their growth goals			

Sample District Leader Evidences for Element 4 of Domain II

- Professional development courses and resources are available to personnel regarding their growth goals
- Tracks personnel participation in professional development activities
- Coaching and support are available to personnel regarding their growth goals
- Data are collected linking the effectiveness of professional development to the improvement of appropriate practices
- Online professional learning courses are available as appropriate
- When asked, personnel can describe how professional development supports their attainment of growth goals

III. Continuous Support for a Guaranteed and Viable Curriculum

(1) The district leader ensures that curriculum and assessment initiatives, and supporting operational practices, at the district and school levels adhere to federal, state, and district standards.

Innovating	Applying	Developing	Beginning	Not Using
The district leader				
ensures	ensures that	ensures that	attempts to	does not attempt
adjustments are	curriculum and	curriculum and	ensure that	to ensure that
made or new	assessment	assessment	curriculum and	curriculum and
strategies are	initiatives, and	initiatives, and	assessment	assessment
created so all	supporting	supporting	initiatives, and	initiatives, and
operational and	operational	operational	supporting	supporting
curriculum	practices, at the	practices, at the	operational	operational
initiatives adhere	district and school	district and school	practices, adhere	practices, adhere
to required	levels adhere to	levels adhere to	to federal, state,	to federal, state,
standards and are	federal, state, and	federal, state, and	and district	and district
executed in a	district standards	district standards	standards but	standards
manner that	and monitors the		does not complete	
enhances student	extent to which		the task or does so	
achievement	operational and		partially	
	curriculum			
	initiatives are			
	executed in a			
	manner that			
	enhances student			
	achievement			

Sample District Leader Evidences for Element 1 of Domain III

- Documents are in place reflecting that of support of curriculum and assessment initiatives adhere to district, state and federal standards
- Information is available examining the extent to which assessments accurately measure the written and taught curriculums
- Regularly analyze the relationship between the written curriculum, taught curriculum, and assessments and for rigor and cultural relevance
- Aware of district, state and federal standards that impact their operational practices
- Uses appropriate district, state and federal standards when making decisions to support curriculum and assessment initiatives
- When asked, personnel can describe how they support the essential content and standards in their area of responsibility
- When asked, personnel can explain how curriculum and assessments are aligned to improve student achievement
- When asked, personnel report they receive information in a timely manner regarding updates about state and federal standards about state and federal standards

(2) The district leader ensures that district-level program, curricular, and operational initiatives are focused enough that they can be adequately addressed in the time available to the district and schools.

Innovating	Applying	Developing	Beginning	Not Using
The district leader	The district leader	The district leader	The district leader	The district leader
ensures	ensures that	ensures that	attempts to	does not attempt
adjustments are	district level	district level	ensure that	to ensure that
made or new	program,	program,	district level	district level
strategies are	curricular, and	curricular, and	program,	program,
created so all	operational	operational	curricular, and	curricular, and
personnel have	initiatives are	initiatives are	operational	operational
time to implement	focused enough	focused enough	initiatives are	initiatives are
curriculum and	that they can be	that they can be	focused enough	focused enough
supporting	adequately	adequately	but does not	
operational	addressed in the	addressed in the	complete the task	
initiatives and	time available to	time available to	or does so partially	
execute programs,	the district and	the district and		
curriculums, and	schools <u>and</u>	schools		
initiatives as	monitors the			
planned	extent to which			
	programs,			
	curriculums, and			
	initiatives are			
	executed as			
	planned			

Sample District Leader Evidences for Element 2 of Domain III

- An audit that delineates how much time it would take to adequately address essential initiatives
- Teams regularly meet to discuss and review the progression and viability of programs, curriculum and operational initiatives
- A plan is in place to monitor that the curriculum is taught in the time available.
- When asked, personnel report they have time and resources to implement programs, curriculum and supporting operational initiatives

(3) The district leader ensures that students are provided with the opportunity to access educational programs and learn critical content.

Innovating	Applying	Developing	Beginning	Not Using
The district leader				
ensures	ensures that	ensures that	attempts to	does not attempt
adjustments are	students are	students are	ensure that	to ensure that
made or new	provided with the	provided with the	students are	students are
strategies are	opportunity to	opportunity to	provided with the	provided with the
created so all	access educational	access educational	opportunity to	opportunity to
students have	programs and	programs and	access	access educational
equal	learn critical	learn critical	educational	programs and
opportunities to	content <u>and</u>	content	programs and	learn critical
learn and take	monitors the		learn critical	content
advantage of	extent to which		content but does	
those	students take		not complete the	
opportunities	advantage of		task or does so	
	those		partially	
	opportunities			

Sample District Leader Evidences for Element 3 of Domain III

- Tracking systems are in place that examine each student's access to the essential elements of the curriculum
- Parents are aware of their child's current access to the essential elements of the curriculum
- All students have access to appropriate educational choices... i.e., the arts, career and technical, advanced placement or other rigorous courses
- Teachers have access to and complete appropriate content area training in their subject area courses
- Data are available to verify the diversity of students enrolled in advanced placement or other rigorous courses
- When asked, students report they have access to rigorous courses
- When asked, all stakeholders report students have equal opportunities to learn

IV. Cooperation and Collaboration

(1) The district leader establishes clear guidelines regarding the areas for which schools are expected to follow explicit district guidance and the areas for which schools have autonomy of decision making.

Innovating	Applying	Developing	Beginning	Not Using
The district leader				
ensures	establishes clear	establishes clear	attempts to	does not attempt
adjustments are	guidelines	guidelines	establish clear	to establish clear
made or new	regarding the	regarding the	guidelines	guidelines
strategies are	areas for which	areas for which	regarding the	regarding the
created so all	schools are	schools are	areas for which	areas for which
schools follow	expected to follow	expected to follow	schools are	schools are
district guidelines	explicit district	explicit district	expected to follow	expected to follow
in decision making	guidance and the	guidance and the	explicit district	explicit district
	areas for which	areas for which	guidance but does	guidance
	schools have	schools have	not complete the	
	autonomy of	autonomy of	task or does so	
	decision making	decision making	partially	
	and monitors the			
	extent to which			
	schools follow			
	district guidelines			
	in decision making			

Sample District Leader Evidences for Element 1 of Domain IV

- Operational, curricular and procedural documents clearly delineate district roles and responsibilities
- Operational, curricular and procedural documents clearly delineate school roles and responsibilities
- Adherence to federal and state regulations
- When asked, personnel know the difference between the areas of responsibility for decision making at the district versus school levels

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

Innovating	Applying	Developing	Beginning	Not Using
The district leader	The district leader	The district leader	The district leader	The district leader
ensures	ensures that	ensures that	attempts to	does not attempt
adjustments are	constituents	constituents	ensure that	to ensure that
made or new	perceive the	perceive the	constituents	constituents
strategies are	district as a	district as a	perceive the	perceive the
created so	collaborative and	collaborative and	district as a	district as a
perception by all	cooperative	cooperative	collaborative and	collaborative and
constituents in the	workplace <u>and</u>	workplace	cooperative	cooperative
district is	monitors the		workplace but	workplace
collaborative and	extent to which		does not complete	
cooperative and	collaboration and		the task or does so	
that collaboration	cooperation		partially	
and cooperation	enhance the			
enhance the	functioning of the			
functioning of the	district			
district				

Sample District Leader Evidences for Element 2 of Domain IV

- Examples of actively listening and learning from constituents
- Examples of feedback from district constituents supports that the district leader is collaborative and cooperative
- Examples of communication reveal collaboration and cooperation is the norm within the workplace
- Training and policies are established for working collaboratively with district constituents
- Documentation of the use of social media as a tool to enhance collaboration between district leader and constituents
- When asked, district constituents report the district leader establishes a collaborative and cooperative workplace

(3) The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) have effective ways to provide input to the district.

Innovating	Applying	Developing	Beginning	Not Using
The district leader	The district leader	The district leader	The district leader	The district leader
ensures	ensures that	ensures that	attempts to	does not attempt
adjustments are	constituents have	constituents have	ensure that	to ensure that
made or new	effective ways to	effective ways to	constituents have	constituents have
strategies are	provide input to	provide input to	effective ways to	effective ways to
created so all	the district <u>and</u>	the district	provide input to	provide input to
constituents' input	monitors the		the district but	the district
is being	extent to which		does not complete	
recognized or used	constituents' input		the task or does so	
	is being		partially	
	recognized or used			

Sample District Leader Evidences for Element 3 of Domain IV

- Data are available to support that constituents' have opportunities to be engaged in constructive conversations about important issues
- Appropriate technologies and website are available for constituents to provide input regarding the district and/or schools
- 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
- Reports document appearances at community and/or business events
- Data gathered from subpopulations at the district are incorporated in district planning and procedures
- When asked, constituents report their input is valued and used by the district leader

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

Innovating	Applying	Developing	Beginning	Not Using
The district leader	The district leader	The district leader	The district leader	The district leader
ensures	ensures leadership	ensures leadership	attempts to	does not attempt
adjustments are	development and	development and	ensure leadership	to ensure
made or new	responsibilities are	responsibilities are	development and	leadership
strategies are	appropriately	appropriately	responsibilities	development and
created so all	delegated and	delegated and	are appropriately	responsibilities are
potential leaders	shared <u>and</u>	shared	delegated and	appropriately
are being	monitors the		shared but does	delegated or
developed and	extent to which		not complete the	shared
leadership is	these activities		task or does so	
shared	enhance the		partially	
appropriately in a	functioning of the			
way that enhances	district			
the functioning of				
the district				

Sample District Leader Evidences for Element 4 of Domain IV

- Identifies and mentors potential leaders to develop a succession plan and provides appropriate growth opportunities
- Empowers others to share in leadership
- Delegates responsibilities to emerging leaders in preparation for career advancement opportunities
- Models effective leadership practices and mentors emerging leaders
- Effectively identifies potential leaders and guides them in career development
- When asked, emerging leaders explain opportunities for leadership development
- When asked, emerging leaders report responsibilities are effectively delegated and shared

V. District Climate

(1) The district leader is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice.

Innovating	Applying	Developing	Beginning	Not Using
The district	The district	The district	The district	The district
leader	leader is	leader is	leader	leader does
ensures	recognized as a	recognized as a	attempts to be	not attempt to be
adjustments are	leader (in his or	leader (in his or	recognized as a	recognized as a
made or new	her area of	her area of	leader (in his or	leader (in his or
strategies are	responsibility)	responsibility)	her area of	her area of
created so his or	who continually	who continually	responsibility)	responsibility)
her professional	improves his or	improves his or	who continually	who continually
practice and	her professional	her professional	improves his or	improves his or
development	practice <u>and</u>	practice	her professional	her professional
improve and	monitors the		practice but does	practice
enhance the	extent to which		not complete the	
functioning of the	his or her		task or does so	
district	professional		partially	
	development			
	enhances the			
	functioning of the			
	district			

Sample District Leader Evidences for Element 1 of Domain V

- A written annual growth plan with deliberate practice goals and priorities
- Recognized as highly visible
- Uses facts and data in decision making and when prioritizing decisions that impact the priority district goals
- Demonstrates his or her ability to use critical thinking skills to solve problems and identify solutions
- Constantly evaluates decisions for their effectiveness, equity, intended and actual outcomes and revises plans as needed
- Can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses
- Models ethical leadership for self and has the same expectation for all
- When asked, personnel report the leader demonstrates ongoing professional growth
- When asked, personnel report the leader is a leader in their area of responsibility

(2) The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that his or her actions are guided by what is best for all student populations and the district.

Innovating	Applying	Developing	Beginning	Not Using
The district leader	The district leader	The district leader	The district leader	The district leader
ensures	has the trust of	has the trust of	attempts to have	does not attempt
adjustments are	constituents that	constituents that	the trust of	to have the trust
made or new	his or her actions	his or her actions	constituents that	of constituents
strategies are	are guided by	are guided by	his or her actions	that his or her
created so all	what is best for all	what is best for all	are guided by	actions are guided
constituents trust	student	student	what is best for all	by what is best for
the actions of the	populations and	populations and	student	all student
district leader and	the district <u>and</u>	the district	populations and	populations and
that trust	monitors the		the district but	the district
enhances the	extent to which		does not complete	
functioning of the	that trust		the task or does so	
district	enhances the		partially	
	functioning of the			
	district			

Sample District Leader Evidences for Element 2 of Domain V

- Recognized as one who is willing to "take on tough issues"
- Acknowledges when goals have not been met or initiatives have failed and revises the plan for success
- When asked, personnel describe the district leader as an individual whose actions are guided by a desire to help all students learn
- When asked, personnel describe the district leader as an individual who will follow through with his/her initiatives
- When asked, personnel describe the district leader as one whose actions support his/her talk and expectations
- When asked, personnel describe the district leader as one who speaks with candor and "takes on tough issues"

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

Innovating	Applying	Developing	Beginning	Not Using
The district leader	The district leader	The district leader	The district leader	The district leader
ensures	ensures	ensures	attempts to	does not attempt
adjustments are	constituents	constituents	ensure	to ensure
made or new	perceive the	perceive the	constituents	constituents
strategies are	district as safe and	district as safe and	perceive the	perceive the
created so all	orderly <u>and</u>	orderly	district as safe and	district as safe or
constituents	monitors the		orderly but does	orderly
perceive the	extent to which		not complete the	
district as safe and	those perceptions		task or does so	
orderly and that	enhance the		partially	
those perceptions	functioning of the			
enhance the	district			
functioning of the				
district				

Sample District Leader Evidences for Element 3 of Domain V

- Constituents are provided the means to communicate about the safety of the district
- Personnel know emergency management procedures and how to implement them for specific incidents
- Practices emergency management procedures for specific incidents
- Updates to the emergency management plans, and communication of those plans
- Constituents are engaged in opportunities to give input regarding issues of district safety
- When asked, constituents describe the district as a safe and orderly place
- When asked, the constituents describe the district leader as highly visible and accessible
- When asked, constituents describe the district as focused on learning

(4) The district leader acknowledges the success of the whole district, as well as individual schools and employees within the district.

Innovating	Applying	Developing	Beginning	Not Using
The district leader	The district leader	The district leader	The district leader	The district leader
ensures	acknowledges the	acknowledges the	attempts to	does not attempt
adjustments are	success of the	success of the	acknowledge the	to acknowledge
made or new	whole district, as	whole district, as	success of the	the success of the
strategies are	well as individual	well as individual	whole district, as	whole district,
created so all	schools and	schools and	well as individual	individual schools,
personnel are	employees within	employees within	schools and	or employees
acknowledged for	the district, <u>and</u>	the district	employees within	within the district
their successes and	monitors the		the district, but	
that those	extent to which		does not complete	
acknowledgements	those		the task or does so	
enhance the	acknowledgements		partially	
functioning of the	enhance the			
district	functioning of the			
	district			

Sample District Leader Evidences for Element 4 of Domain V

- The accomplishments of individuals, teachers, departments, schools and the district are celebrated in a variety of ways (e.g., district level celebrations, newsletters to constituents, public announcements, websites, social media)
- The incremental successes of personnel and/or schools is routinely recognized
- The successes of the diverse district community are celebrated
- When asked, personnel report that accomplishments have been adequately acknowledged and celebrated
- When asked, constituents report their accomplishments are adequately acknowledged and celebrated
- When asked, personnel can explain how acknowledging their success enhances the functioning of their department and/or the district

VI. Resource Allocation

(1) The district leader manages the fiscal resources of the district in a way that focuses on effective instruction and achievement of all students and optimal district operations.

Innovating	Applying	Developing	Beginning	Not Using
The district leader	The district leader	The district leader	The district leader	The district leader
ensures	manages the fiscal	manages the fiscal	attempts to	does not attempt
adjustments are	resources of the	resources of the	manage the fiscal	to manage the
made or new	district in a way	district in a way	resources of the	fiscal resources of
strategies are	that focuses on	that focuses on	district but does	the district
created so that all	effective	effective	not complete the	
fiscal resources	instruction and	instruction and	task or does so	
support effective	achievement of all	achievement of all	partially	
instruction and	students and	students and		
student	optimal district	optimal district		
achievement	operations <u>and</u>	operations		
	monitors the			
	extent to which			
	fiscal resources			
	support effective			
	instruction and			
	student			
	achievement			

Sample District Leader Evidences for Element 1 of Domain VI

- Budgets clearly aligned and prioritized to support instruction and achievement
- Successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds)
- Effectively manages human, resources to provide support for instruction and achievement
- When asked, faculty and staff report that they have adequate materials to teach effectively
- When asked, faculty and staff report that they have adequate time to teach effectively

(2) The district leader manages the technological resources of the district in such a way that focuses on effective instruction and the achievement of all students and optimal efficiency throughout the district.

Innovating	Applying	Developing	Beginning	Not Using
The district leader	The district leader	The district leader	The district leader	The district leader
ensures	manages the	manages the	attempts to	does not attempt
adjustments are	technological	technological	manage the	to manage the
made or new	resources of the	resources of the	technological	technological
strategies are	district in such a	district in such a	resources of the	resources of the
created so all	way that focuses	way that focuses	district operations	district
technical	on effective	on effective	but does not	
resources support	instruction and	instruction and	complete the task	
effective	the achievement	the achievement	or does so partially	
instruction and	of all students and	of all students and		
student	optimal efficiency	optimal efficiency		
achievement	throughout the	throughout the		
	district <u>and</u>	district		
	monitors the			
	extent to which			
	technical			
	resources support			
	effective			
	instruction and			
	student			
	achievement			

Sample District Leader Evidences for Element 2 of Domain VI

- Appropriately plans, budgets and directs the use of technology to improve teaching and learning
- Supports and provides adequate training for the technology teachers and other personnel are expected to use
- Data shows the extent that technical resources support instruction and student achievement
- When asked, personnel report technological resources support instructional
- When asked, personnel report technology facilitates the district operating at optimal efficiency

(3) The district leader manages the organization, operations, instructional programs, and initiatives in ways to maximize the use of resources to promote effective instruction and achievement of all students.

Innovating	Applying	Developing	Beginning	Not Using
The district leader	The district leader	The district leader	The district leader	The district leader
ensures	manages the	manages the	attempts to	does not attempt
adjustments are	organization,	organization,	manage the	to manage the
made or new	operations,	operations,	organization,	organization,
strategies are	instructional	instructional	operations,	operations,
created so all	programs, and	programs, and	instructional	instructional
resources are	initiatives in ways	initiatives in ways	programs, and	programs, and
maximized to	to maximize the	to maximize the	initiatives but does	initiatives
support effective	use of resources	use of resources	not complete the	
instruction and	to promote	to promote	task or does so	
student	effective	effective	partially	
achievement and	instruction and	instruction and		
that these efforts	achievement of all	achievement of all		
support effective	students <u>and</u>	students		
instruction and	monitors the			
student	extent to which			
achievement	these efforts			
	support effective			
	instruction and			
	student			
	achievement			

Sample District Leader Evidences for Element 3 of Domain VI

- Manages and imposes deadlines on self and the organization that effect the operation that support effective instruction
- Effectively manages facility and operations resources to provide support for instruction and
- Effectively manages materials, time and resources for to meet district, state or federal specifications
- Data reveals how management of resources supports instruction and student achievement
- When asked, personnel report instructional materials and resources are available to support student achievement
- When asked, personnel report budgets and projects, with plans and objectives, are organized in such a way that keeps the focus on instruction

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 critical needs for improving student achievement and the needed operational support at the district, school, and individual student level.

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 each district goal receives appropriate district, school-level, and classroom-level support to help all students meet individual achievement goals when data indicate interventions are needed.

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 guide personnel and schools in operationalizing 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 plans.

Element 3:

The district leader ensures that district and school leaders provide clear 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 jobembedded professional development that is directly related to their growth plans.

Domain 3

Continuous Support for a Guaranteed and Viable Curriculum

Element 1:

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

Element 2:

The district leader ensures that district-level program, curricular, and operational initiatives are focused enough that they can be adequately addressed in the time available to the district and schools.

Element 3:

The district leader ensures that students are provided with the opportunity to access educational programs and learn critical content.

Domain 4

Cooperation and Collaboration

Element 1:

The district leader establishes clear guidelines regarding the areas for which schools are expected to follow explicit district guidance and the areas for which schools have autonomy of decision making.

Element 2:

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

Element 3:

The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) have effective ways to provide input to the district.

Element 4:

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

Domain 5

District Climate

Element 1:

The district leader is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice.

Element 2:

The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that his or her actions are guided by what is best for all student populations 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 orderly.

Element 4:

The district leader acknowledges the success of the whole district, as well as individual schools and employees within the district.

Domain 6

Resource Allocation

Element 1:

The district leader manages the fiscal resources of the district in a way that focuses on effective instruction and achievement of all students and optimal district operations.

Element 2:

The district leader manages the technological resources of the district in such a way that focuses on effective instruction and the achievement of all students and optimal efficiency throughout the district.

Element 3:

The district leader manages the organization, operations, instructional programs, and initiatives in ways to maximize the use of resources to promote effective instruction and achievement of all students.