



# MARZANO DISTRICT LEADER EVALUATION MODEL

Including Scales, Evidences and Learning Map

**Prepared by**  
**Learning Sciences Marzano Center**

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## **Marzano District Leader Evaluation System**

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**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). Fifty-nine 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.*

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
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	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 and monitors the extent to which personnel know and attend to these goals	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	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	The district leader does not attempt to ensure clear and measurable goals for all relevant areas of responsibility

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.

**For a comprehensive overview of the professional development and implementation services offered by Learning Sciences Marzano Center, visit [www.MarzanoCenter.com](http://www.MarzanoCenter.com), or call 1.877.411.7114.**

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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.*

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
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	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 and monitors the extent to which personnel know and attend to these goals	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	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	The district leader does not attempt to ensure clear and measurable goals for all relevant areas of responsibility

<b>Sample District Leader Evidences for Element 1 of Domain I</b>
<ul style="list-style-type: none"> <li>• Goals are posted ... i.e., on-line, bulletin boards, meeting rooms</li> <li>• Goals are aligned with district and/or school goals</li> <li>• Goals are communicated at meetings</li> <li>• Operational support is clearly aligned to support improving student achievement</li> <li>• Operational goals are designed and prioritized to support student achievement</li> <li>• When asked, personnel know the goals in their area of responsibility</li> <li>• When asked, personnel can explain how operations focus on supporting student achievement</li> </ul>

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

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

<b>Sample District Leader Evidences for Element 2 of Domain I</b>
<ul style="list-style-type: none"> <li>• Accurate and timely data are available</li> <li>• Data meetings are scheduled and held</li> <li>• Data discussions are routinely part of meeting agendas ... i.e. cabinet level, department/division, principal meetings</li> <li>• Data tracking systems are in place and data are available to track progress</li> <li>• When asked, personnel report data is used routinely to monitor progress towards goals</li> <li>• When asked, personnel report understanding of how data in their area of responsibility supports progress toward goals</li> </ul>

**(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.**

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

<b>Sample District Leader Evidences for Element 3 of Domain I</b>
<ul style="list-style-type: none"> <li>• Programs are aligned to support needed interventions</li> <li>• Professional development is aligned to support needed interventions</li> <li>• Intervention programs are in place and appropriately supported</li> <li>• Data systems show specific support provided</li> <li>• When asked, personnel have data to show the interventions are working</li> <li>• When asked, personnel report how they support needed interventions</li> </ul>

## 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.***

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

<b>Sample District Leader Evidences for Element 1 of Domain II</b>
<ul style="list-style-type: none"> <li>• Articulates the vision of the instructional model within their area of responsibility</li> <li>• Articulates a clear vision of how to support the district instructional model</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> <li>• Evidence/artifacts are available to document support provided for the instructional model</li> <li>• When asked, personnel can explain how their actions support the instructional model</li> </ul>

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

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

<b>Sample District Leader Evidences for Element 2 of Domain II</b>
<ul style="list-style-type: none"> <li>• Hires and employees personnel who continue to grow and enhance their skills</li> <li>• Meets regularly with personnel regarding their performance and/or growth plans</li> <li>• Hires and retains effective personnel</li> <li>• Supports and assists personnel who do not continue to develop expertise</li> <li>• Uses appropriate procedures to release personnel who do not continue to develop expertise</li> <li>• When asked, personnel report the district leader supports development of expertise</li> </ul>

***(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.***

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

<b>Sample District Leader Evidences for Element 3 of Domain II</b>
<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>• Operational data are routinely used as part of the evaluation process</li> <li>• Evaluation data are available to show consistency with student achievement data and/or operational data</li> <li>• When asked, personnel report their evaluations accurately reflect their strengths and weakness</li> </ul>

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

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

**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.***

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

#### **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.**

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

<b>Sample District Leader Evidences for Element 2 of Domain III</b>
<ul style="list-style-type: none"> <li>• An audit that delineates how much time it would take to adequately address essential initiatives</li> <li>• Teams regularly meet to discuss and review the progression and viability of programs, curriculum and operational initiatives</li> <li>• A plan is in place to monitor that the curriculum is taught in the time available.</li> <li>• When asked, personnel report they have time and resources to implement programs, curriculum and supporting operational initiatives</li> </ul>

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

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

<b>Sample District Leader Evidences for Element 3 of Domain III</b>
<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 are aware of their child’s current access to the essential elements of the curriculum</li> <li>• All students have access to appropriate educational choices... i.e., the arts, career and technical, advanced placement or other rigorous courses</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>• When asked, students report they have access to rigorous courses</li> <li>• When asked, all stakeholders report students have equal opportunities to learn</li> </ul>

#### 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.***

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

<b>Sample District Leader Evidences for Element 1 of Domain IV</b>
<ul style="list-style-type: none"> <li>• Operational, curricular and procedural documents clearly delineate district roles and responsibilities</li> <li>• Operational, curricular and procedural documents clearly delineate school roles and responsibilities</li> <li>• Adherence to federal and state regulations</li> <li>• When asked, personnel know the difference between the areas of responsibility for decision making at the district versus school levels</li> </ul>

**(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.**

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

**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.**

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

<b>Sample District Leader Evidences for Element 3 of Domain IV</b>
<ul style="list-style-type: none"> <li>• Data are available to support that constituents' have opportunities to be engaged in constructive conversations about important issues</li> <li>• Appropriate technologies and website 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>• Reports document appearances at community and/or business events</li> <li>• Data gathered from subpopulations at the district are incorporated in district planning and procedures</li> <li>• When asked, constituents report their input is valued and used by the district leader</li> </ul>

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

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

<b>Sample District Leader Evidences for Element 4 of Domain IV</b>
<ul style="list-style-type: none"> <li>• Identifies and mentors potential leaders to develop a succession plan 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>• Models effective leadership practices and mentors emerging leaders</li> <li>• Effectively identifies potential leaders and guides them in career development</li> <li>• When asked, emerging leaders explain opportunities for leadership development</li> <li>• When asked, emerging leaders report responsibilities are effectively delegated and shared</li> </ul>

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

### 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.***

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

<b>Sample District Leader Evidences for Element 2 of Domain V</b>
<ul style="list-style-type: none"> <li>• Recognized as one who is willing to “take on tough issues”</li> <li>• Acknowledges when goals have not been met or initiatives have failed and revises the plan for success</li> <li>• When asked, personnel describe the district leader as an individual whose actions are guided by a desire to help all students learn</li> <li>• When asked, personnel describe the district leader as an individual who will follow through with his/her initiatives</li> <li>• When asked, personnel describe the district leader as one whose actions support his/her talk and expectations</li> <li>• When asked, personnel describe the district leader as one who speaks with candor and “takes on tough issues”</li> </ul>

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

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

<b>Sample District Leader Evidences for Element 3 of Domain V</b>
<ul style="list-style-type: none"> <li>• Constituents are provided the means to communicate about the safety of the district</li> <li>• Personnel know emergency management procedures and how to implement them for specific incidents</li> <li>• Practices emergency management procedures for specific incidents</li> <li>• Updates to the emergency management plans, and communication of those plans</li> <li>• Constituents are engaged in opportunities to give input regarding issues of district safety</li> <li>• When asked, constituents describe the district as a safe and orderly place</li> <li>• When asked, the constituents describe the district leader as highly visible and accessible</li> <li>• When asked, constituents describe the district as focused on learning</li> </ul>

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

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

<b>Sample District Leader Evidences for Element 4 of Domain V</b>
<ul style="list-style-type: none"> <li>• 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)</li> <li>• The incremental successes of personnel and/or schools is routinely recognized</li> <li>• The successes of the diverse district community are celebrated</li> <li>• When asked, personnel report that accomplishments have been adequately acknowledged and celebrated</li> <li>• When asked, constituents report their accomplishments are adequately acknowledged and celebrated</li> <li>• When asked, personnel can explain how acknowledging their success enhances the functioning of their department and/or the district</li> </ul>

## 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 ensures adjustments are made or new strategies are created so that all fiscal resources support effective instruction and student achievement	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 <i>and</i> monitors the extent to which fiscal resources support effective instruction and student achievement	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	The district leader attempts to manage the fiscal resources of the district but does not complete the task or does so partially	The district leader does not attempt to manage the fiscal resources of the district

### 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.***

<b>Innovating</b>	<b>Applying</b>	<b>Developing</b>	<b>Beginning</b>	<b>Not Using</b>
The district leader ensures adjustments are made or new strategies are created so all technical resources support effective instruction and student achievement	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 <i>and</i> monitors the extent to which technical resources support effective instruction and student achievement	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	The district leader attempts to manage the technological resources of the district operations but does not complete the task or does so partially	The district leader does not attempt to manage the technological resources of the district

<b>Sample District Leader Evidences for Element 2 of Domain VI</b>
<ul style="list-style-type: none"> <li>• Appropriately plans, budgets and directs the use of technology to improve teaching and learning</li> <li>• Supports and provides adequate training for the technology teachers and other personnel are expected to use</li> <li>• Data shows the extent that technical resources support instruction and student achievement</li> <li>• When asked, personnel report technological resources support instructional</li> <li>• When asked, personnel report technology facilitates the district operating at optimal efficiency</li> </ul>

**(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.**

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

<b>Sample District Leader Evidences for Element 3 of Domain VI</b>
<ul style="list-style-type: none"> <li>• Manages and imposes deadlines on self and the organization that effect the operation that support effective instruction</li> <li>• Effectively manages facility and operations resources to provide support for instruction and</li> <li>• Effectively manages materials, time and resources for to meet district, state or federal specifications</li> <li>• Data reveals how management of resources supports instruction and student achievement</li> <li>• When asked, personnel report instructional materials and resources are available to support student achievement</li> <li>• When asked, personnel report budgets and projects, with plans and objectives, are organized in such a way that keeps the focus on instruction</li> </ul>

## Appendix B: Marzano District Leader Evaluation Model Learning Map

### 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 job-embedded professional development that is directly related to their growth plans.

### Domain 3

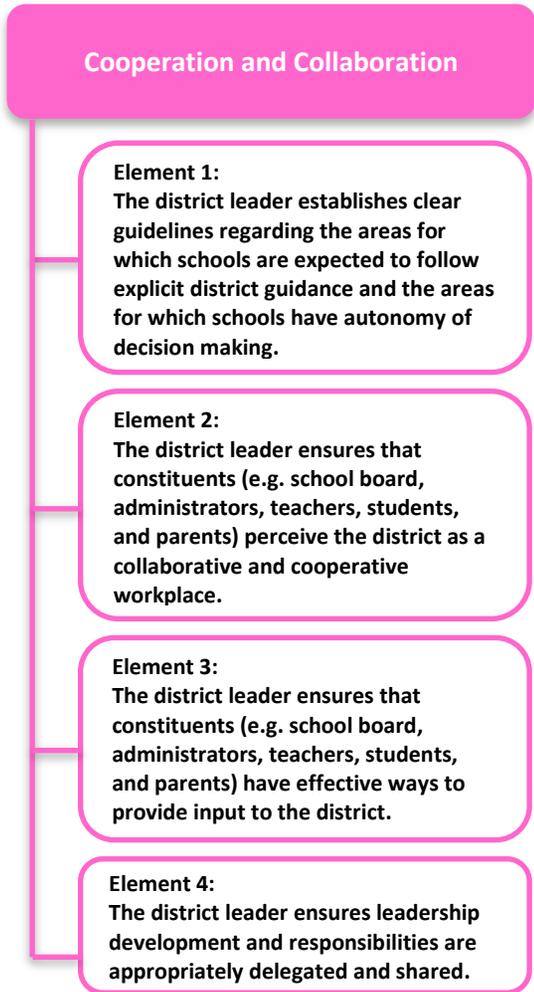
#### Continuous Support for a Guaranteed and Viable Curriculum

**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.

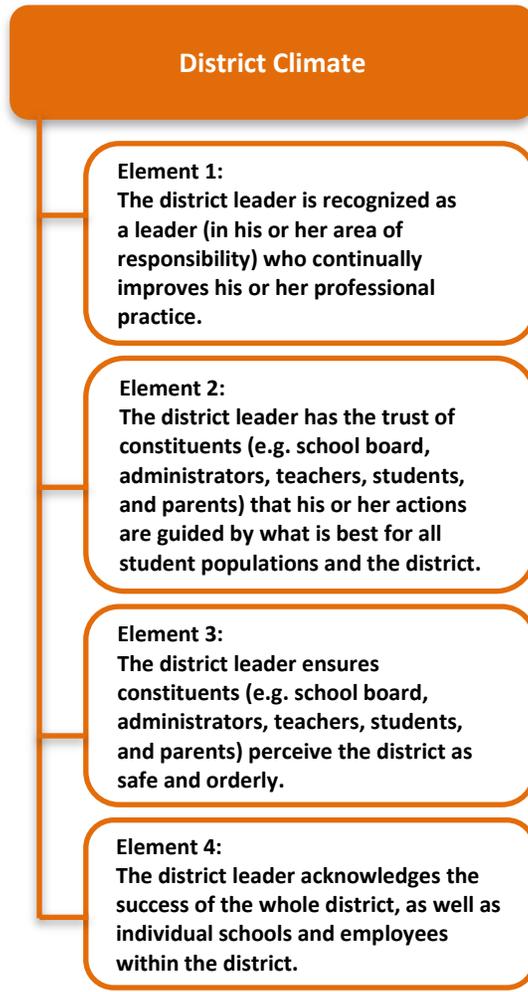
**Element 2:**  
The district leader ensures that district-level program, curricular, and operational initiatives are focused enough that they can be adequately addressed in the time available to the district and schools.

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

### Domain 4



### Domain 5



### Domain 6

