

# Learning Sciences International

## The Marzano School Leader Evaluation Model

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## 1. The Research Base for the Marzano School Leader Evaluation

### Model

*(For an in-depth examination of the research base of the Marzano School Leader Evaluation Model, please see: Carbaugh, Marzano, Toth, School Leadership for Results: Shifting the Focus of Leader Evaluation, LSI: 2015.*

### Research Background

The school leader evaluation model was developed based on four primary documents related to school leadership: (1) the Wallace study (Louis, Leithwood, Wahlstrom, & Anderson, 2010); (2) What Works in Oklahoma Schools (Marzano Research Laboratory, 2010); (3) the Marzano, Waters & McNulty (2005) meta-analysis of school leadership; and (4) the Marzano (2003) study of school effectiveness.

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

This meta-analysis of school leadership research was published in the book *School Leadership that Works* (Marzano et al., 2005). The purpose of the study was to

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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.

## 2. About Robert Marzano and Learning Sciences International

**Robert J. Marzano, PhD**, is a nationally recognized researcher in education, speaker, trainer, and author of more than 30 books and 150 articles on topics such as instruction, assessment, writing and implementing standards, cognition, effective leadership, and school intervention. His books include *District Leadership That Works*, *School Leadership that Works*, *Making Standards Useful in the Classroom*, *The Art and Science of Teaching*, and *Effective Supervision*.

His practical translations of the most current research and theory into classroom strategies are internationally known and widely practiced by both teachers and administrators. He received a bachelor's degree from Iona College in New York, a master's degree from Seattle University, and a doctorate from the University of Washington. He is also Executive Director of the Learning Sciences Marzano Center located in West Palm Beach, Florida, and of Marzano Research in Colorado.

Dr. Marzano believes that great teachers make great students: His Marzano Teacher Evaluation Model has been adopted by school districts in all 50 states because it doesn't just measure teacher ability, it helps teachers get better, improving their instruction over time. Dr. Marzano has partnered with Learning Sciences International to develop and implement the Marzano Teacher Evaluation Model, the School Leader and District Leader Evaluation Models, and the Non-Classroom Instructional Personnel Evaluation model, four complimentary evaluation systems that may be used with the iObservation technology platform.

Founded in 2002, **Learning Sciences International** partners with schools and districts to develop custom solutions for school improvement and professional development. With Robert Marzano, Learning Sciences co-developed the Marzano Evaluation Models and was selected as the statewide technical assistance provider for teacher evaluation implementation throughout the state of Florida. Learning Sciences was selected by the Michigan Department of Education's School Reform Office to provide monitoring and technical assistance to Priority Schools. Learning Sciences offers innovative technology, data analysis, research, consultation, and the tools and training to help schools meet their challenges and reach their greatest potential in today's high-stakes educational environment. For further information, visit [www.LearningSciences.com](http://www.LearningSciences.com).

### 3. Evidence of reliability, validity, and efficacy of the Marzano School Leader Evaluation Model

#### Recent Research Validating the Marzano School Leader Evaluation Model

Four primary research efforts formed the basis for the Marzano School Leader Evaluation Model:

##### The Marzano Study of School Effectiveness

The original basis of the Marzano School Leader Evaluation Model was a synthesis of the research on effective schooling published in the book *What Works in Schools* (Marzano, 2003). Although this study was reported as a review of the literature on school reform, it did so with an eye toward school leadership. The study was a synthesis of a number of previous syntheses of the research (Bosker, 1992; Bosker & Witziers, 1995, 1996; Edmonds, 1979a, 1979b, 1979c, 1981a, 1981b; Levine & Lezotte, 1990; Marzano, 2000; Sammons, 1999; Sammons, Hillman, & Mortimore, 1995; Scheerens, 1992; Scheerens & Bosker, 1997). The study identified five school-level factors (as well as six other teacher- and student-level factors) that were well-established correlates of effective schools. Those five school-level correlates formed the basis of early versions of the Marzano School Leader Model. In order of their

correlation with student achievement at the school level, these elements were: a guaranteed and viable curriculum, challenging goals and effective feedback, parent and community involvement, a safe and orderly environment, and collegiality and professionalism.

A sixty-eight-item survey was constructed for the model and ASCD distributed it. An initial reliability and validity study was conducted in 2004 (Marzano, 2004). Using a sample of more than 2,400 teachers who were asked to rate their principals' behaviors relative to the elements of the model, alpha coefficients were computed that ranged from .56 to .75, along with a split-half reliability of .91 for the entire instrument. To establish construct validity, a factor analysis was conducted indicating support for the various factors in the model.

In 2007, the Marzano School Leader Model was adapted specifically for the Michigan Coalition of Educational Leadership to give feedback to principals (Shen et al., 2007). This effort might be considered the first third-party application and study of the model as a tool for feedback to school leaders and was a joint effort of the Michigan Department of Education, Western Michigan University, the Michigan Association of School Administrators, the Michigan Association of School Boards, the Michigan Association of Secondary School Principals, and the Michigan Elementary and Middle School Principals Association. The effort was funded in part by the Wallace Foundation. Based on a sample of 258 principals, the researchers concluded that "data indicate the instrument has a high level of reliability for all the subscales as well as for the whole instrument" (p. 2). The researchers also concluded that "confirmatory factor analyses through structural equation modeling indicate that the instrument has a high level of validity" (p. 2).

Since that study, the original sixty-eight-item survey has been administered to more than 66,000 teachers and administrators.

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

To add perspective to the evaluation model, the original Marzano framework was cross-referenced with the research on general characteristics of effective school leaders. Specifically, a meta-analysis of school leadership research was published in the book *School Leadership That Works* (Marzano, Waters, & McNulty, 2005). The purpose of the study was to examine the research literature from 1978 to 2001 on those general school leadership factors that have a statistically significant relationship with student achievement. More than 300 studies were examined and sixty-nine met the criteria for inclusion, one of which was that student achievement data were correlated with school administrator characteristics, or correlations

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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 1.4 million students. The overall finding was that the characteristics of school leaders have a statistically significant relationship with student achievement. Additionally, twenty-one specific types of school leader characteristics (referred to as “responsibilities”) were found to correlate with student achievement.

The twenty-four elements of the Marzano School Leader Evaluation Model integrate quite well with the twenty-one responsibilities from the school leader research articulated in the literature between 1978 and 2001, and the elements of the model add detail to many of the twenty-one responsibilities.

Based on the cross-referencing with the twenty-one responsibilities from the Marzano et al. (2005) study, adaptations were made to the Marzano School Leader Evaluation Model to better incorporate the research on general school leadership characteristics.

### The Wallace Study

A final cross-referencing was conducted on the Marzano School Leader Evaluation Model using the findings from a study The Wallace Foundation funded and was 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, Leithwood, Wahlstrom, & Anderson, 2010). This multiyear study, *Investigating the Links to Improved Student Learning*, is perhaps the most current and comprehensive study on the relationship between school administrator behaviors and actions and student academic achievement. The study 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 2001. The findings of this study as they relate specifically to school leadership were summarized in the report *The School Principal as Leader: Guiding Schools to Better Teaching and Learning (The Wallace Foundation, 2012)*. The report identified five key functions of school leaders: shaping a vision of academic success for all students; creating a climate hospitable to education; cultivating leadership in others; improving instruction; and managing people, data, and processes to foster school improvement.

As with the twenty-one responsibilities from the Marzano et al. (2005) study, the Marzano School Leader Evaluation Model was cross-referenced with the findings of the Wallace study. Table 1 provides a very general cross-referencing of the Wallace 2012 report and Marzano School Leader Evaluation Model.

Based on a more specific analysis of the findings in an earlier, 2010 technical report from The Wallace Foundation (Louis et al., 2010), minor adaptations were made to the Marzano School Leader Evaluation Model in an attempt to keep the model as current as possible.

**Table 1. Cross-Referencing of the Marzano School Leader Evaluation Model with the Wallace Study**

<b>The Wallace Perspective: The five key functions that effective principals perform well</b>	<b>The Marzano School Leader Evaluation Model: Domains and Elements</b>
1. Shaping a vision of academic success for all students	1(1), 1(2), 1(3), 1(4), 3(3), 4(3), 5(1), 5(2)
2. Creating a climate hospitable to education	2(1), 4(1), 5(3), 5(4)
3. Cultivating leadership in others	4(1), 4(2), 4(3), 4(4), 4(5)
4. Improving instruction	1(5), 2(2), 2(3), 2(4), 2(5), 4(3)
5. Managing people, data, and processes to foster school improvement	1(5), 2(4), 5(5)

### What Works in Oklahoma Schools

The final research effort (to date) that underpins the Marzano School Leader Evaluation Model was a study of what works in Oklahoma schools that was conducted by Marzano Research Laboratory for the Oklahoma State Department of Education (OSDE) over the 2009–2010 and 2010–2011 school years (Marzano Research Laboratory, 2011). 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 fifty-nine schools, thirty-two were classified as needing improvement and twenty-seven 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 the English language arts were the primary dependent measures when examining the effects of specific elements. From the fifty-nine matched schools, 1,117 teachers, 13,373 students, and 516 parents were involved.

The first phase of the study (see Marzano Research Laboratory, 2011) examined the relationship between nine general factors (referred to as the nine essential elements by the Oklahoma State Department of Education) and average student achievement in schools:

1. Curriculum
2. Classroom Evaluation/Assessment
3. Instruction
4. School Culture
5. Student, Family, and Community Support
6. Professional Growth, Development, and Evaluation
7. Leadership
8. Organizational Structure and Resources
9. Comprehensive and Effective Planning

For each of these nine elements, surveys were constructed of teachers and administrators using the twenty-four elements of the Marzano School Leader Evaluation Model to provide specificity. In effect, while the nine categories the Oklahoma State Department of Education specified were not derived from the evaluation model, the items used in the surveys pertaining to those categories were either directly taken or adapted from the evaluation model. Survey results were then analyzed in terms of how well they discriminated between schools that were classified as needing improvement or not.

For the teacher surveys, average scores for schools that were not classified as needing improvement were higher than average for schools needing improvement. All differences were statistically significant. For the administrator surveys, average scores for schools that were not classified as needing improvement were again higher than average for schools needing improvement, and six out of nine differences were statistically significant.

Average scores for each school were also correlated with average student achievement on the state's mathematics and reading tests. For the teacher survey,

all correlations were positive and ranged from .08 to .39 in mathematics and .12 to .53 in reading. For the administrator survey, all correlations were positive and ranged from .28 to .58 in mathematics and .16 to .54 in reading.

### Conclusion

The Marzano School Leader Evaluation Model has a rather long developmental history that began using Robert Marzano's meta-analytic syntheses of research as far back as 2000. Since then the model has been continually updated and cross-referenced with the most current research to keep it as current as possible a tool for school leader feedback. A third-party developer has also been adapted and examined it in terms of its reliability and validity. Research and development on the model continues to date, and adaptations will be made as new research dictates.

## 4. Overview of the Marzano School Leader Evaluation Model and Rubrics

While teachers are arguably the most powerful alterable variable in student achievement, research shows that they are certainly not the only variable. School leaders, too, have a measurable effect on student achievement, primarily because they are closer to teachers and classrooms, but only if they are managing learning, not buildings. "This view of the principalship — that it should center on instruction, not building management or other administrative matters — is one that has gained currency in recent years," notes Pamela Mendels (2012) in *The Effective Principal*. "So has the idea that if instruction is the heart of their job, principals have a vital role to play in school improvement" (p. 54).

Effective school leaders support teachers with meaningful feedback and goals geared toward student achievement. School leaders must **lead** toward improved student achievement; to do so, leaders need a deep understanding of instruction. School leaders must function as instructional leaders capable of helping teachers develop.

Like the Marzano Teacher Evaluation Model, the Marzano School Leader Evaluation Model is also built on a foundation of evidences and criteria; each element has clearly defined evidences of the desired effect, and each outcome is rated on the

extent to which the desired effect was achieved. As with the Teacher Evaluation model, in the School Leader Evaluation Model, all actions and decisions are based on best practices to improve student learning.

## The Five Domains

### I. A Data-Driven Focus on Student Achievement

Actions and behaviors within this domain help ensure that the school as a unified whole as well as individual teachers have a clear focus on student achievement that is guided by relevant and timely data. Five specific categories of school administrator actions and behaviors constitute this domain:

- (1) The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.
- (2) The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.
- (3) The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.
- (4) The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals for individual students.
- (5) The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

### II. Continuous Improvement of Instruction

The actions and behaviors in this domain help ensure that the school as a whole as well as individual teachers perceive teacher pedagogical skill as one of the most powerful instruments in enhancing student learning, and that both school and teachers are committed to enhancing those pedagogical skills on a continuous basis.

Five specific categories of school administrator actions and behaviors constitute this domain:

- (1) The school leader provides a clear vision as to how instruction should be addressed in the school.
- (2) The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.
- (3) The school leader is aware of predominant instructional practices throughout the school.
- (4) The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
- (5) The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

### **III. A Guaranteed and Viable Curriculum**

The actions and behaviors in this domain help ensure that the school curriculum is designed to optimize learning for all students and that all teachers follow the curriculum. Three specific categories of school administrator actions and behaviors constitute this domain:

- (1) The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.
- (2) The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.
- (3) The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

### **IV. Cooperation and Collaboration**

The actions and behaviors in this domain help ensure that teachers and staff have and engage in opportunities to address issues critical to the optimal functioning of

the school and operate as a cohesive team. Five specific categories of school administrator actions and behaviors constitute this domain:

- (1) The school leader ensures that teachers have opportunities to observe and discuss effective teaching.
- (2) The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.
- (3) The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
- (4) The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.
- (5) The school leader ensures that students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

#### V. School Climate

The actions and behaviors in this domain help ensure that all constituents perceive the school as positive and well-functioning. Six specific categories of school administrator actions and behaviors constitute this domain:

- (1) The school leader is recognized as the leader of the school who continually improves his or her professional practice.
- (2) The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.
- (3) The school leader ensures that faculty and staff perceive the school environment as safe and orderly.
- (4) The school leader ensures that students, parents, and the community perceive the school environment as safe and orderly.
- (5) The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

(6) The school leader acknowledges the success of the whole school, as well as individuals within the school.

**Scales**

For each of the 24 elements within the six domains, scales have been developed along with example evidences of success. To illustrate, consider element 1 (“The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.”) of Domain I (A Data-Driven Focus on Student Achievement). Figure 1 provides the scale for this element.

**Domain I: A Data-Driven Focus on Student Achievement I(1): The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.**

Scale Value	Description
Innovating (4)	The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals.
Applying (3)	The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level AND regularly monitors that everyone has understanding of the goals.
Developing (2)	The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.
Beginning (1)	The school leader attempts to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.

<b>Sample Evidences for Element 1 of Domain I</b>
<ul style="list-style-type: none"> <li>• Written goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments</li> <li>• School-wide achievement goals are posted and discussed regularly at faculty and staff gatherings</li> <li>• Written goals are established for eliminating the achievement gap for all students</li> <li>• Written goals address the most critical and severe achievement deficiencies</li> <li>• Written timelines contain specific benchmarks for each goal including individual(s) responsible for the goal</li> <li>• Scales are in place to chart student and school progress toward meeting the standards</li> <li>• When asked, faculty and staff can explain how goals eliminate differences in achievement for students of differing ethnicities</li> <li>• When asked, faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels, English language learners, and students with disabilities</li> <li>• When asked, faculty and staff can describe the school-wide achievement goals</li> <li>• When asked, faculty and staff can identify the school's most critical needs goals</li> </ul>

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 school ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level AND regularly monitors that everyone has understanding of the goals.

In short, the school leader ensures goals have been set for critical needs and regarding 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 school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals.

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 school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level. 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 school leader attempts to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level but does not complete the task or does so 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. The school leader does not attempt to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level. This level is also considered unsatisfactory.

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*For full scales and evidences in the Marzano School Leader Evaluation Model, see Carbaugh, Marzano, Toth: School Leadership for Results, LSI: 2015.*

## 5. Process for Observations

(Note: The process outlined below summarizes LSI recommendations for implementation and are reprinted from Carbaugh, Marzano, Toth, *School Leadership for Results: Shifting the Focus of Leader Evaluation*, LSI: 2015. Please see additional district attachments)

Schools planning implementation of the school leader evaluation model have to take one important preliminary step: achieve consensus on the need to move to an evaluation system focused on growth rather than merely compliance. Districts that have previously implemented growth-based *teacher* evaluation systems will often perceive the clear need to move their leader evaluation system toward a growth-based model. But the focus on continuous leader professional growth must be clearly communicated and understood throughout the district.

Schools may choose to implement all twenty-four elements in their first year, or the implementation team may identify specific domains to focus on in Year 1 and Year 2. We often recommend that schools use a phase-in process, where they identify one or two domains in which school leaders will be evaluated in Year 1. Based on our experience, if a district uses the phase-in approach, we recommend phasing in Domain 1 and 2 in Year 1, and Domains 3 through 5 in Year 2. After Year 2, as we have noted, all twenty-four elements should be rated every year.

A second, equally effective option is that the committee selects a few elements from each of the five domains to focus on in Year 1 and adds in the remaining elements in Year 2.

With this evaluation model, the objective is for the school leader's supervisor to collect formative pieces of evidence so that by year's end, the supervisor can compile formative evidence and data for an end-of-year summative evaluation score. We believe the great benefit of this system is that school leaders are empowered to make adjustments and refine their actions throughout the course of the year, effectively taking control of their professional development as they increase their expertise.

### Planning Support for Implementation

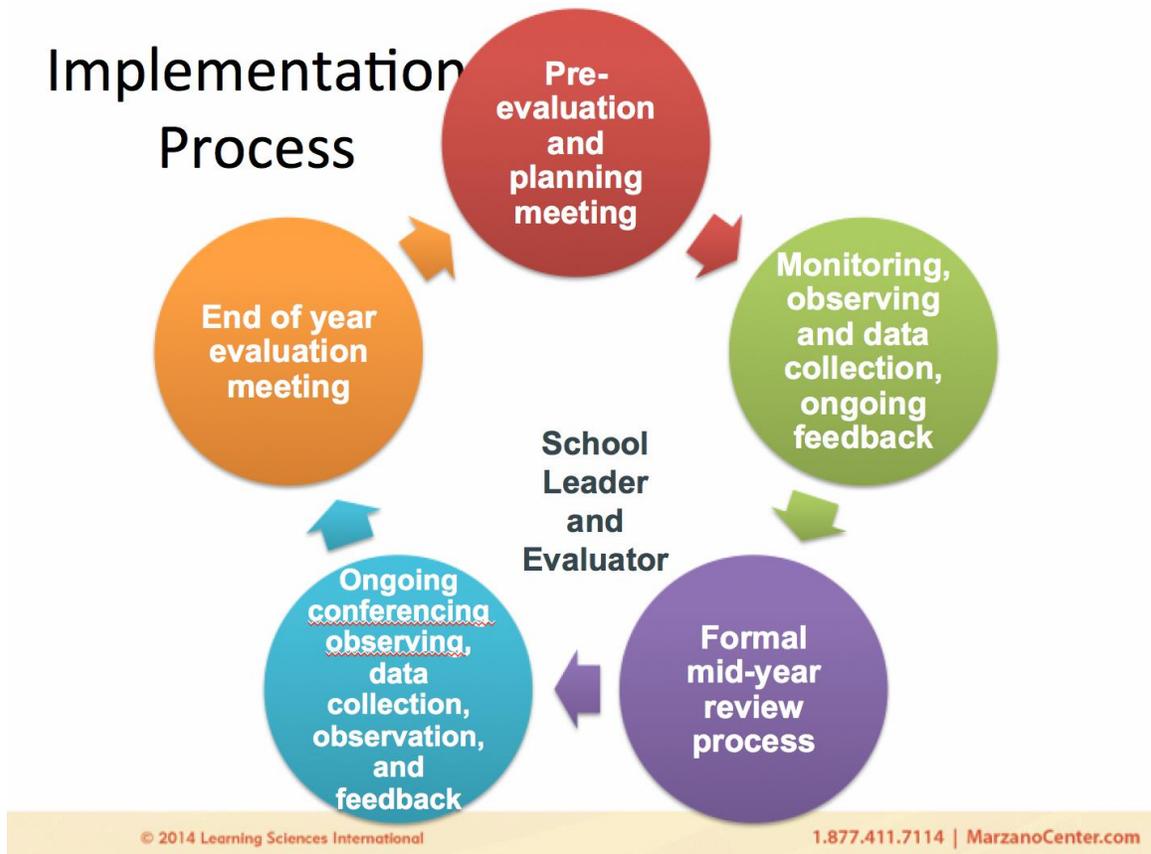
In planning for implementation, it is critical that both supervisors and school leaders understand that each element in the model has a desired result. During implementation, the district implementation team will begin the work of constituting the body of evidence to demonstrate that the school leader is achieving desired results for each element. Creating this body of evidence is a developmental process, requiring a concerted effort from the implementation team and clear communication to school leaders. The sample evidences provided in the Marzano School Leader Evaluation Model are written in generic terms and can be customized to meet the expectations of individual districts.

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In the absence of agreed-upon bodies of evidence, the implementation will most likely remain at the compliance level. However, when the team, with the buy-in of school leaders, moves into identifying specific evidence of desired effects, the model becomes a true growth model for development of expertise.

### The Five Steps of the Evaluation Cycle

Supervisors should plan to meet with each school leader during at least five designated points within the evaluation cycle. Before the initial meeting, it is recommended that school leaders conduct self-assessments on each element in the model.



**Graphic: The evaluation cycle for the Marzano School Leader Model**

Step 1 in the evaluation cycle is the pre-evaluation and planning meeting between the supervisor and school leader or between the school leader and his assistant principal. This meeting provides an opportunity for the leader who is being evaluated to share his goals and vision for the year and identify potential growth areas. This meeting is also a good time for the supervisor to outline his own potential goals for the school leader. We recommend that one result of this meeting is the school leader not only formulates goals but also develops a growth plan for the year.

Step 2 of the cycle is a focus on ongoing monitoring and data collection so that the supervisor can provide feedback regarding the leader's growth plan. Such monitoring typically includes face-to-face visits with the school leader in the school building to discuss performance data, test data, surveys, and so on, and should be a dynamic, ongoing process. These regular meetings, which provide a space for

mentoring, collaboration, and feedback, are an important component of a growth model.

By midyear, in Step 3, the supervisor will want to conduct the first formal review to ensure that the leader is on track for obtaining desired results. We stress that supervisors and school leaders can and will prioritize certain elements to work on and discuss during each meeting in Year 1 and Year 2 of implementation. It is not necessary to cover all twenty-four elements of the model in every meeting, or even all elements during the entire first year. The elements under discussion at the beginning of the year will likely differ from the elements focused on at the end. How the school leader and supervisor choose to prioritize the elements will depend on many factors: the specific needs of the school during different times of year, the growth areas of most concern to the leader and supervisor, and so on.

The evaluation cycle continues to Step 4, which is about ongoing conferencing, monitoring, and feedback. Typically, observations of principal behavior include not only formal and informal school visits but other opportunities where the supervisor can witness the principal in action—town hall meetings and community forums, conference presentations, school board meetings, school celebrations, and so on. The final step in the cycle is for the supervisor to conduct an end-of-year evaluation meeting to take all the formative pieces collected throughout the year and aggregate them to produce the summative school leadership score. (For a guide to scoring, see: Carbaugh, Marzano, Toth: *School Leadership for Results*, LSI: 2015.)

### Deliberate practice as an added measure

Many districts provide a deliberate practice score as an optional measure. Deliberate practice is a mindful, systematic, highly structured effort to continuously seek solutions to clearly defined problems. School leaders use deliberate practice to grow expertise in clearly identified areas through a series of planned activities, reflection, and collaboration. A leader including a deliberate practice growth plan will be scored and given feedback as she deliberately practices to improve. Growth from the beginning of the school year in selected elements is credited toward the final evaluation. The purpose is to align and incentivize growth, professional development, and evaluation into a single initiative.

## 6. Training Plan for Evaluators and Observers

(Please see district attachment)

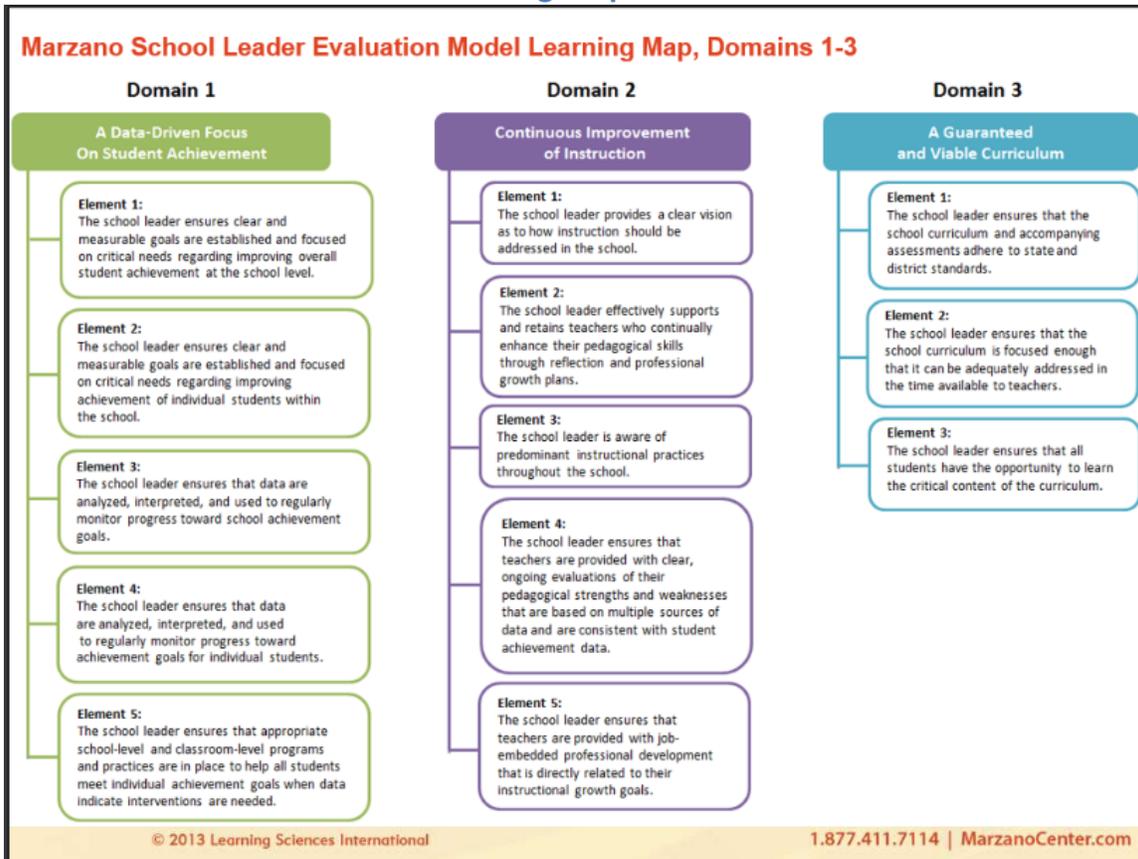
## 7. Appendix

We highly recommend Carbaugh, Marzano, Toth, *School Leadership for Results: Shifting the Focus of Leader Evaluation*, LSI: 2015, for districts implementing the Marzano School Leader Evaluation Model.

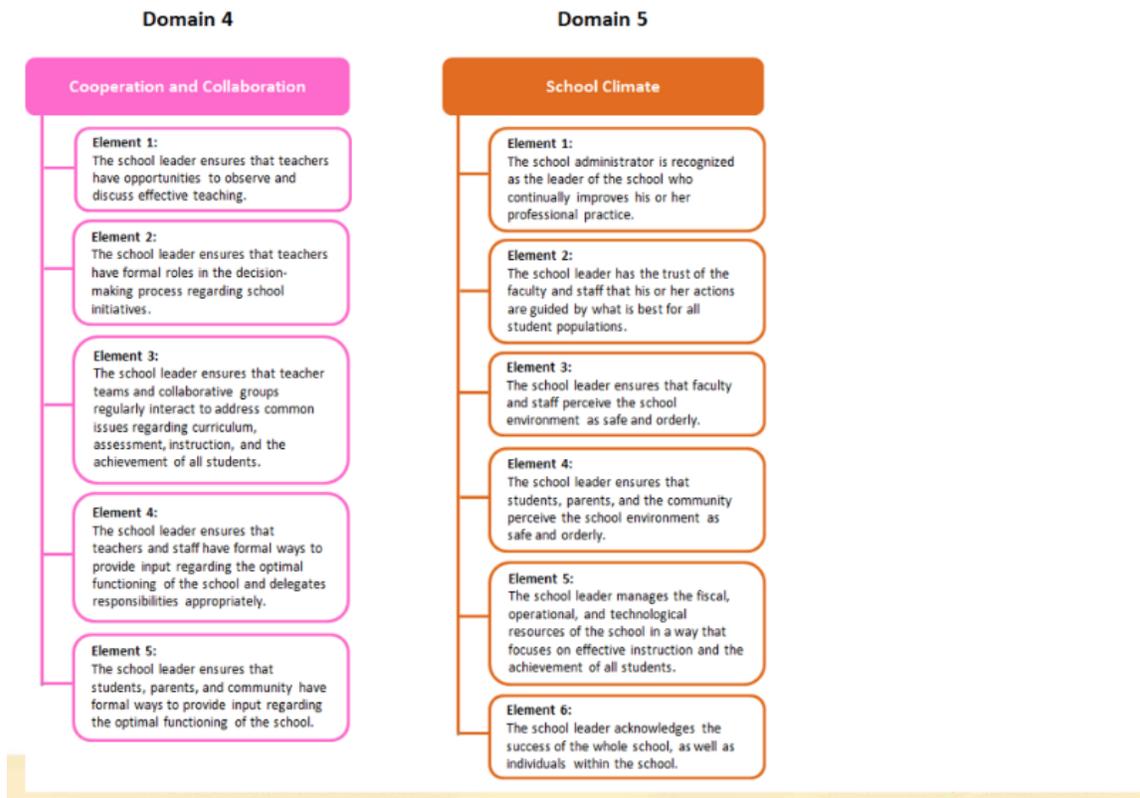
Paper: Carbaugh, Marzano, Toth, “Common Language Common Goals: How an Aligned Evaluation and Growth System for District Leaders, School Leaders, Teachers, and Support Personnel Drives Student Achievement.”

<http://www.marzano-center.com/files/MarzanoCenter-Hierarchical-Evaluation-20130529.pdf>

The School Leader Evaluation Learning Map



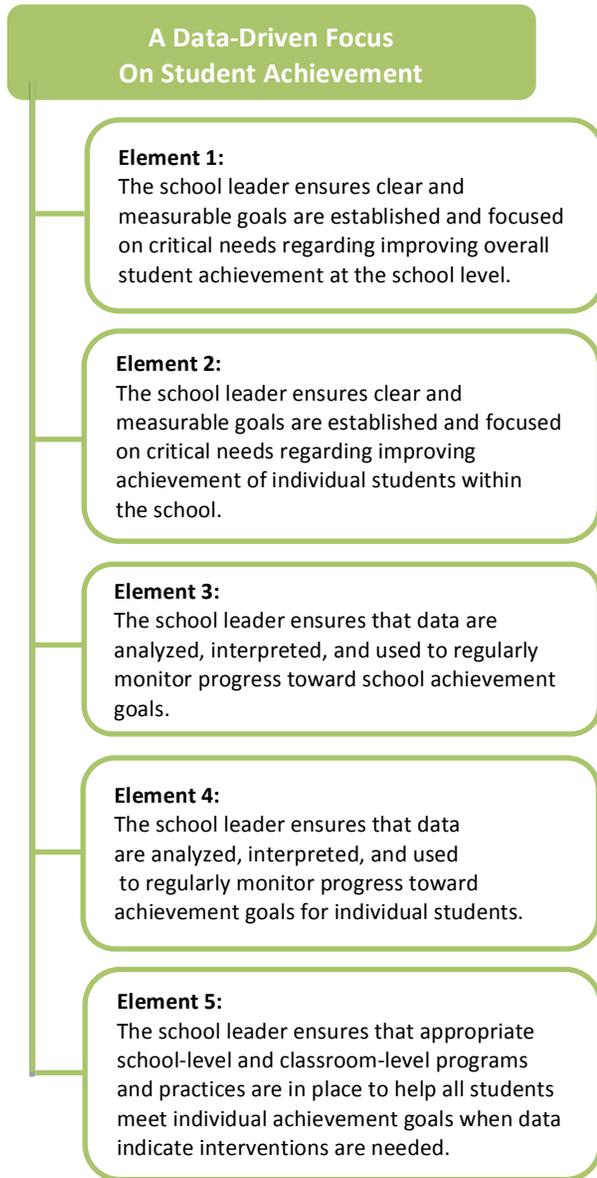
**Marzano School Leader Evaluation Model Learning Map, Domains 4-5**



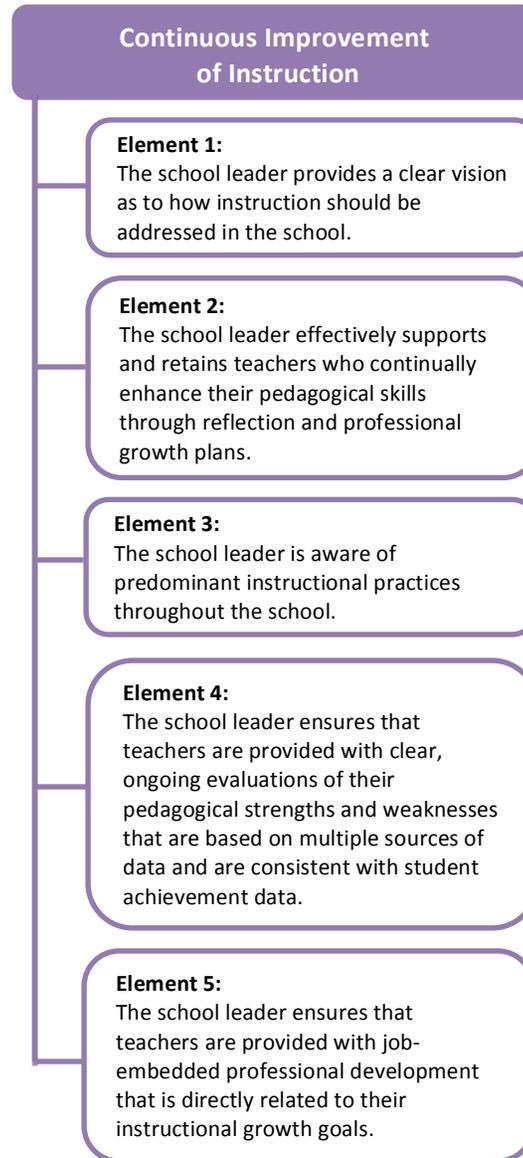
**For a comprehensive overview of the professional development and implementation services offered by Learning Sciences Marzano Center, visit [www.MarzanoCenter.com](http://www.MarzanoCenter.com), or call 1.877.411.7114.**



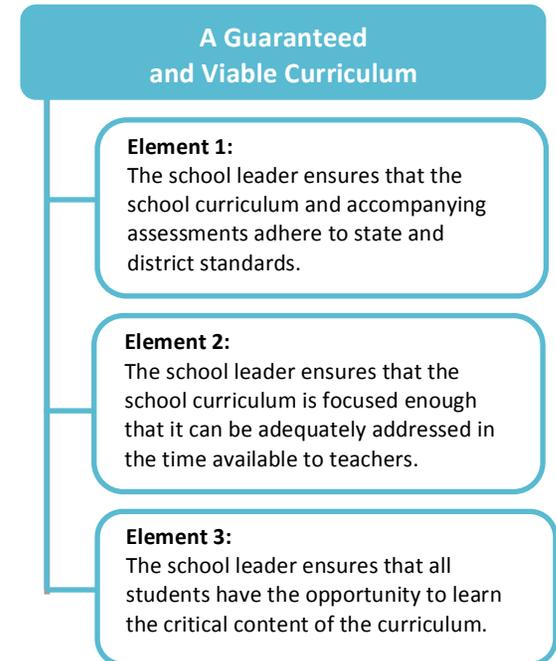
**Domain 1**



**Domain 2**



**Domain 3**



## Domain 4

### Cooperation and Collaboration

**Element 1:**

The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

**Element 2:**

The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.

**Element 3:**

The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

**Element 4:**

The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.

**Element 5:**

The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

## Domain 5

### School Climate

**Element 1:**

The school administrator is recognized as the leader of the school who continually improves his or her professional practice.

**Element 2:**

The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.

**Element 3:**

The school leader ensures that faculty and staff perceive the school environment as safe and orderly.

**Element 4:**

The school leader ensures that students, parents, and the community perceive the school environment as safe and orderly.

**Element 5:**

The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

**Element 6:**

The school leader acknowledges the success of the whole school, as well as individuals within the school.



## **School Leader Evaluation Model Marzano Scales and Evidences**

*Exclusive partners with Dr. Robert J. Marzano  
for the Teacher Evaluation Model  
and District Leader Evaluation Model*

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[learningsciences.com](http://learningsciences.com)

## Domain I: A Data-Driven Focus on Student Achievement

**I(1): The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.**

Scale Value	Description
Innovating (4)	The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals.
Applying (3)	The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level AND regularly monitors that everyone has understanding of the goals.
Developing (2)	The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.
Beginning (1)	The school leader attempts to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.

### Sample Evidences for Element 1 of Domain I

- Written goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments
- School-wide achievement goals are posted and discussed regularly at faculty and staff gatherings
- Written goals are established for eliminating the achievement gap for all students
- Written goals address the most critical and severe achievement deficiencies
- Written timelines contain specific benchmarks for each goal including individual(s) responsible for the goal
- Scales are in place to chart student and school progress toward meeting the standards
- When asked, faculty and staff can explain how goals eliminate differences in achievement for students of differing ethnicities
- When asked, faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels, English language learners, and students with disabilities
- When asked, faculty and staff can describe the school-wide achievement goals
- When asked, faculty and staff can identify the school's most critical needs goals

**I(2): The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.**

<b>Scale Value</b>	<b>Description</b>
Innovating (4)	The school leader ensures adjustments are made or new methods are utilized so that all faculty and students sufficiently understand the goals.
Applying (3)	The school leader ensures each student has written achievement goals that are clear, measurable, and focused on appropriate needs AND regularly monitors that teachers and students have understanding of individual student goals.
Developing (2)	The school leader ensures each student has written achievement goals that are clear, measurable, and focused on appropriate needs.
Beginning (1)	The school leader attempts to ensure that written achievement goals that are clear, measurable, and focused are established for each student but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that written achievement goals that are clear, measurable, and focused are established for each student.

<b>Sample Evidences for Element 2 of Domain I</b>
<ul style="list-style-type: none"> <li>• Written goals are established for each student in terms of his/her performance on state/district assessments, benchmark assessments, or common assessments</li> <li>• Written goals accompanied by proficiency scales are established for each student in terms of his/her knowledge gain</li> <li>• Students keep data notebooks regarding their individual goals</li> <li>• Student-led conferences focus on the individual student's goals</li> <li>• Parent-teacher conferences focus on the individual student's goals</li> <li>• When asked, teachers can explain the learning goals of their students</li> <li>• When asked, students perceive that their individual goals are academically challenging</li> <li>• When asked, students are aware of their status on the achievement goals specific to them</li> <li>• When asked, parents are aware of their child's achievement goals</li> </ul>

**I(3): The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.**

Scale Value	Description
Innovating (4)	The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines achievement goals or the tracking process as achievement data accrue.
Applying (3)	The school leader ensures that data are available for tracking overall student achievement AND monitors the extent to which student data are used to track progress toward goal.
Developing (2)	The school leader ensures that data are available for tracking overall student achievement.
Beginning (1)	The school leader attempts to ensure that data are available for tracking overall student achievement but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that data are available for tracking overall student achievement.

Sample Evidences for Element 3 of Domain I
<ul style="list-style-type: none"> <li>• Reports, graphs, and charts are available for overall student achievement</li> <li>• Student achievement is examined from the perspective of value-added results</li> <li>• Results from multiple types of assessments are regularly reported and used (e.g., benchmark, common assessments)</li> <li>• Reports, graphs, and charts are regularly updated to track growth in student achievement</li> <li>• Achievement data for student subgroups within the school are routinely analyzed</li> <li>• School leadership teams regularly analyze school growth data</li> <li>• Data briefings are conducted at faculty meetings</li> <li>• When asked, faculty and staff can describe the different types of reports available to them</li> <li>• When asked, faculty and staff can explain how data are used to track growth in student achievement</li> </ul>

**I(4): The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.**

Scale Value	Description
Innovating (4)	The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines individual achievement goals or the tracking process as achievement data accrue.
Applying (3)	The school leader ensures that data are available for individual student achievement AND monitors the extent to which data are used to track progress toward individual student goals.
Developing (2)	The school leader ensures that data are available for individual student achievement.
Beginning (1)	The school leader attempts to ensure that data are available for individual student achievement but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that data are available for individual student achievement.

Sample Evidences for Element 4 of Domain I
<ul style="list-style-type: none"> <li>• Reports, charts, and graphs are available for individual students depicting their status and growth</li> <li>• Individual student achievement is examined from the perspective of value-added results</li> <li>• Individual student results from multiple types of assessments are regularly reported and used (e.g., benchmark, common assessments)</li> <li>• Individual student reports, graphs, and charts are regularly updated to track growth in student achievement</li> <li>• Teachers regularly analyze school growth data for individual students</li> <li>• School leadership teams regularly analyze individual student performance</li> <li>• When asked, individual students and their parents can describe the student’s achievement status and growth</li> <li>• When asked, faculty can describe the different types of individual student reports available to them</li> <li>• When asked, faculty and staff can analyze data of their individual students, including all subgroups</li> </ul>

**I(5): The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.**

Scale Value	Description
Innovating (4)	The school leader continually examines and expands the options for individual students to make adequate progress.
Applying (3)	The school leader ensures that programs and practices are in place for individual students who are not making adequate progress AND monitors whether interventions are helping students meet their achievement goals.
Developing (2)	The school leader ensures that programs and practices are in place for individual students who are not making adequate progress.
Beginning (1)	The school leader attempts to ensure that programs and practices are in place for individual students who are not making adequate progress but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that programs and practices are in place for individual students who are not making adequate progress.

**Sample Evidences for Element 5 of Domain I**

- Extended school day, week, or year programs are in place
- Tutorial programs are in place (during the school day and/or after school)
- Individual student completion of programs designed to enhance their academic achievement is monitored (e.g., gifted and talented, advanced placement, STEM, etc.)
- Response to intervention measures is in place
- Enrichment programs are in place
- Data are collected and available to monitor student progress and achievement as a result of enrollment in intervention or enrichment programs
- When asked, teachers can explain how interventions in place help individual students met their goals
- When asked, student and/or parents can identify interventions in place to meet the student’s goals
- When asked, students report their school has programs in place to help them meet their achievement goals

## Domain II: Continuous Improvement of Instruction

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

Scale Value	Description
Innovating (4)	The school leader continually examines and makes adjustments so that all faculty and staff understand the nuances of the instructional model and integrates new instructional initiatives into the school instructional model.
Applying (3)	The school leader ensures that a school-wide language or model of instruction is in place AND monitors the extent to which the faculty and staff understand the instructional model.
Developing (2)	The school leader ensures that a school-wide language or model of instruction is in place.
Beginning (1)	The school leader attempts to ensure that a school-wide language or model of instruction is in place but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that a school-wide language or model of instruction is in place.

Sample Evidences for Element 1 of Domain II
<ul style="list-style-type: none"> <li>• A written document articulating the school-wide model of instruction is in place</li> <li>• The school-wide language of instruction is used regularly by faculty in their professional learning communities and faculty and/or department meetings</li> <li>• Professional development opportunities are provided for new teachers regarding the school-wide model of instruction</li> <li>• Professional development opportunities are provided for all teachers regarding the school-wide model of instruction</li> <li>• New initiatives are prioritized and limited in number to support the instructional model</li> <li>• The school-wide language of instruction is used regularly by faculty in their informal conversations</li> <li>• When asked, teachers can describe the major components of the school-wide model of instruction</li> <li>• When asked, teachers can explain how strategies in the instructional framework promote learning for the school's diverse population</li> </ul>

**II(2): The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.**

Scale Value	Description
Innovating (4)	The school leader regularly intervenes with and supports teachers who are not meeting their growth goals or adequately enhancing the achievement of their students.
Applying (3)	The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress AND monitors the extent to which teachers achieve their growth goals.
Developing (2)	The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress.
Beginning (1)	The school leader attempts to ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress.

Sample Evidences for Element 2 of Domain II
<ul style="list-style-type: none"> <li>• Individual teachers have written pedagogical growth goals</li> <li>• Individual teachers keep track of their progress on their pedagogical growth goals</li> <li>• Evaluation results, growth plans, and interventions for struggling teachers are available</li> <li>• Meetings are regularly scheduled with teachers regarding their growth goals and tracking of their progress</li> <li>• A system is in place to effectively evaluate and revise the school’s new teacher induction program</li> <li>• The school leader has demonstrated a track record of hiring effective teachers</li> <li>• The school leader has a track record of retaining effective teachers</li> <li>• When asked, teachers can describe their progress on their pedagogical growth goals</li> <li>• When asked, teachers can share documented examples of how reflection has improved their instructional practice</li> </ul>

**II(3): The school leader is aware of predominant instructional practices throughout the school.**

<b>Scale Value</b>	<b>Description</b>
Innovating (4)	The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating.
Applying (3)	The school leader ensures that information about predominant instructional strategies in the school is collected, regularly interacts with teachers about the effectiveness of these strategies, AND monitors the extent to which the information is used to identify effective and ineffective practices.
Developing (2)	The school leader ensures that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies.
Beginning (1)	The school leader attempts to ensure that information about predominant instructional strategies in the school is collected and regularly interact with teachers about the effectiveness of these strategies but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that information about predominant instructional strategies in the school is collected.

<b>Sample Evidences for Element 3 of Domain II</b>
<ul style="list-style-type: none"> <li>• Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school</li> <li>• Forthright feedback is provided to teachers regarding their instructional practices</li> <li>• Systems are in place to monitor the effect of the predominant instructional practices for all subgroups in the school</li> <li>• Data are available to document the predominant instructional practices in the school</li> <li>• The school leader can describe effective practices and problems of practice</li> <li>• When asked, teachers can describe the predominant instructional practices used in the school</li> </ul>

**II(4): The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.**

Scale Value	Description
Innovating (4)	The school leader ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data.
Applying (3)	The school leader ensures that specific evaluation data are collected on each teacher regarding his/her pedagogical strengths and weaknesses and that these data are gathered from multiple sources AND monitors the extent to which teacher evaluations are consistent with student achievement data.
Developing (2)	The school leader ensures that specific evaluation data are collected on each teacher regarding his/her pedagogical strengths and weaknesses and that these data are gathered from multiple sources.
Beginning (1)	The school leader attempts to ensure that specific evaluation data are collected on each teacher regarding his/her pedagogical strengths and weaknesses and that these data are gathered from multiple sources, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that specific evaluation data are collected on each teacher regarding his/her pedagogical strengths and weaknesses and that these data are gathered from multiple sources.

Sample Evidences for Element 4 of Domain II
<ul style="list-style-type: none"> <li>• Highly specific scales are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses</li> <li>• Teacher feedback and evaluation data are based on multiple sources of information including but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers</li> <li>• Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers</li> <li>• Data show the school leader provides frequent observations and meaningful feedback to teachers</li> <li>• Ongoing data are available to support that teacher evaluations are consistent with student achievement data</li> <li>• When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement</li> </ul>

**II(5): The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.**

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

Sample Evidences for Element 5 of Domain II
<ul style="list-style-type: none"> <li>• Online professional development courses and resources are available to teachers regarding their instructional growth goals</li> <li>• The school leader tracks teacher participation in professional development activities</li> <li>• Teacher-led professional development is available to teachers regarding their instructional growth goals</li> <li>• Instructional coaching is available to teachers regarding their instructional growth goals</li> <li>• Data are collected linking the effectiveness of professional development to the improvement of teacher practices</li> <li>• Data are available supporting deliberate practice in improving teacher performance</li> <li>• When asked, teachers can describe how the professional development supports their attainment of instructional growth goals</li> </ul>

## Domain III: A Guaranteed and Viable Curriculum

**III(1): The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.**

Scale Value	Description
Innovating (4)	The school leader ensures that the assessment and reporting system focuses on state and district standards and intervenes with teachers who do not follow state and district standards.
Applying (3)	The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards AND monitors the extent to which the curriculum is delivered and the assessments measure the curriculum.
Developing (2)	The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards.
Beginning (1)	The school leader attempts to ensure that both the written curriculum and accompanying assessments adhere to state and district standards but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that both the written curriculum and accompanying assessments adhere to state and district standards.

Sample Evidences for Element 1 of Domain III
<ul style="list-style-type: none"> <li>• Curriculum documents are in place that correlate the written curriculum to state and district standards</li> <li>• Rubrics or proficiency scales are in place that clearly delineate student levels of performance on essential elements of the state and district standards</li> <li>• Information is available correlating what is taught in the classroom (i.e., the taught curriculum) and the written curriculum</li> <li>• Information is available examining the extent to which assessments accurately measure the written and taught curriculums</li> <li>• School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments</li> <li>• Evidence is available demonstrating the assessments are accurately measuring the state and district standards</li> <li>• When asked, teachers can describe the essential content and standards for their subject area(s) or grade level(s)</li> <li>• When asked, teachers demonstrate understanding of how the curriculum and assessments are aligned</li> </ul>

**III(2): The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.**

Scale Value	Description
Innovating (4)	The school leader ensures that essential elements of the curriculum are regularly examined and revised with an eye toward making instruction more focused and efficient.
Applying (3)	The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified AND monitors the extent to which the essential elements are few enough to allow adequate time for students to learn them.
Developing (2)	The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified.
Beginning (1)	The school leader attempts to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified.

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

- A written list of essential elements is in place
- A curriculum audit has been conducted that delineates how much time it would take to adequately address the essential elements
- Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (e.g., pacing guides, curriculum maps)
- Time available for specific classes and courses meets the state or district specifications for those classes and courses
- Data are available to show that students are ready to be contributing members of society and participate in a global community
- Data are available to show that students are college and career ready
- A plan is in place to monitor that the curriculum is taught in the time available to teachers
- When asked, teachers can describe which elements are essential and can be taught in the scheduled time
- When asked, students report they have time to learn the essential curriculum

**III(3): The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.**

Scale Value	Description
Innovating (4)	The school leader intervenes with teachers whose students do not have adequate access to essential elements and instructional strategies that most strongly increase their chances of learning the essential elements.
Applying (3)	The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum AND monitors the extent to which those courses and classes utilize instructional strategies that most strongly increase their chances of learning the essential elements.
Developing (2)	The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum.
Beginning (1)	The school leader attempts to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum.

Sample Evidences for Element 3 of Domain III
<ul style="list-style-type: none"> <li>Tracking systems are in place that examine each student’s access to the essential elements of the curriculum</li> <li>Parents are aware of their child’s current access to the essential elements of the curriculum</li> <li>All students have access to advanced placement or other rigorous courses</li> <li>All students have a prescribed program of study that documents access to courses</li> <li>Data are available to show teachers have completed appropriate content area training in their subject area courses</li> <li>Data are available to verify student achievement in critical content and standards</li> <li>When asked, teachers can describe the content strategies that result in the highest student learning for specific courses and topics</li> <li>When asked, students report they have the opportunity to learn the critical content of the curriculum</li> </ul>

## Domain IV: Cooperation and Collaboration

**IV(1): The school leader ensures that teachers have opportunities to observe and discuss effective teaching.**

Scale Value	Description
Innovating (4)	The school leader intervenes and supports teachers who do not actively participate in opportunities to interact regarding effective instructional practices.
Applying (3)	The school leader ensures that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in person AND monitors the extent to which teachers who actively participate in these opportunities improve their pedagogy.
Developing (2)	The school leader ensures that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in person.
Beginning (1)	The school leader attempts to ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in person but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in person.

### Sample Evidences for Element 1 of Domain IV

- Teachers have opportunities to engage in instructional rounds
- Teachers have opportunities to view and discuss video-based examples of exemplary teaching
- Teachers have regular times to meet and discuss effective instructional practices (e.g., lesson study, professional learning communities)
- Teachers have opportunities to interact about effective teaching via technology
- Instructional practices are regularly discussed at faculty and department meetings
- Video segments of instructional practices are regularly viewed and discussed at faculty and department meetings
- Procedures are in place for scheduling teachers to observe and discuss effective instructional practices
- Data are available to document that teachers who participate in observational rounds improve their pedagogy
- When asked, teachers report their participation in observing other teachers results in individual self-reflection and pedagogical growth

**IV(2): The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.**

Scale Value	Description
Innovating (4)	The school leader continually seeks new venues for teacher input regarding important decisions.
Applying (3)	For specific types of decisions, the school leader ensures that formal processes are in place to collect data from all teachers regarding their preferences AND monitors the extent to which those data are used to make decisions and the transparency of those decisions.
Developing (2)	For specific types of decisions, the school leader ensures that formal processes are in place to collect data from all teachers regarding their preferences.
Beginning (1)	The school leader attempts to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions.

Sample Evidences for Element 2 of Domain IV
<ul style="list-style-type: none"> <li>• Teachers are advised of the specific types of decisions in which they will have direct input</li> <li>• Data-gathering techniques are in place to collect information from teachers</li> <li>• Notes and reports are in place that describe how teacher input was used when making specific decisions</li> <li>• Electronic tools are utilized to collect and report teacher opinions regarding specific decisions (e.g., online surveys)</li> <li>• Groups of teachers are selected and utilized to provide input regarding specific decisions</li> <li>• Teacher leaders are enabled to proactively initiate, plan, implement, and monitor projects</li> <li>• The school leadership team has critical roles in facilitating school initiatives</li> <li>• Data are available to show input is used by the school leader</li> <li>• When asked, teachers report they feel their input is valued and used by the school leader</li> </ul>

**IV(3): The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.**

Scale Value	Description
Innovating (4)	The school leader ensures that group goals relative to curriculum, assessment, and instruction are regularly revised to reflect the changes in student achievement data and intervenes and supports teacher teams whose goals do not adequately address the achievement of all students.
Applying (3)	The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction AND monitors the extent to which these goals are designed to enhance the achievement of all students.
Developing (2)	The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction.
Beginning (1)	The school leader attempts to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction.

Sample Evidences for Element 3 of Domain IV
<ul style="list-style-type: none"> <li>• Professional learning communities (PLCs) are in place and meet regularly</li> <li>• PLCs have written goals</li> <li>• The school leader regularly examines the PLC's progress toward goals</li> <li>• Common assessments are created by PLCs</li> <li>• Student achievement and growth are analyzed by PLCs</li> <li>• Data teams are in place and have written goals</li> <li>• The progress of each data team toward reaching its goals is regularly examined</li> <li>• To maintain a focus on student achievement, the school leader collects and reviews minutes, notes, and goals from meetings</li> <li>• When asked, teachers can explain how being a member of a PLC has helped them grow their pedagogy</li> <li>• When asked, teachers can explain how PLCs analyze data to identify appropriate instructional practices</li> </ul>

**IV(4): The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.**

Scale Value	Description
Innovating (4)	The school leader intervenes and provides support when delegation of authority and teacher input is not working to optimize the function of the school.
Applying (3)	The school leader ensures that input is regularly collected from teachers and staff, appropriately delegates responsibilities, AND monitors the extent to which the inputs and delegations are contributing to the optimal functioning of the school.
Developing (2)	The school leader ensures that input is regularly collected from teachers and staff and appropriately delegates responsibilities.
Beginning (1)	The school leader attempts to ensure that input is regularly collected from teachers and staff and appropriately delegate responsibilities but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that input is regularly collected from teachers and staff and does not appropriately delegate responsibilities.

**Sample Evidences for Element 4 of Domain IV**

- Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of the school
- Data are archived and reports regularly generated regarding these data
- The manner in which data are used is made transparent
- The school improvement team provides input to the leader regarding the school improvement plan
- Appropriate faculty and staff are identified and mentored for succession planning and provided appropriate growth opportunities
- Faculty and staff are assisted with career planning and continuing educational opportunities
- Teacher leaders and other faculty are empowered to share in the leadership of the school
- Potential leaders are identified and guided in career development
- The school leader can cite examples of where teacher input has resulted in effective change at the school
- The school leader demonstrates ongoing mentoring of teacher leaders
- When asked, teachers explain formal ways they have to give input regarding optimal functioning of the school
- When asked, teachers can identify examples of when their input has resulted in effective change at the school

**IV(5): The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.**

Scale Value	Description
Innovating (4)	The school leader intervenes and provides support when students, parents, and community input is not working to optimize the function of the school.
Applying (3)	The school leader ensures that input is regularly collected from students, parents, and community AND monitors the extent to which the inputs are contributing to the optimal functioning of the school.
Developing (2)	The school leader ensures that input is regularly collected from students, parents, and community.
Beginning (1)	The school leader attempts to ensure that input is regularly collected from students, parents, and community but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that input is regularly collected from students, parents, and community.

Evidences for Element 5 of Domain IV
<ul style="list-style-type: none"> <li>• Data collection systems are in place to collect opinion data from students, parents, and community regarding the optimal functioning of the school</li> <li>• Data are archived and reports regularly generated regarding these data</li> <li>• The manner in which these data are used is made transparent</li> <li>• Data are available to show that input from the school’s diverse population is valued and used</li> <li>• An interactive website is provided for students, parents, and community to provide input</li> <li>• Appropriate social networking technologies (e.g., Twitter, Facebook) is utilized to involve students, parents, and community</li> <li>• Focus group meetings with students and parents are routinely scheduled</li> <li>• The school leader hosts or speaks at community/business luncheons</li> <li>• The school leader can explain how the use of input from the school community has resulted in improved functioning of the school</li> <li>• The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning</li> <li>• When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning of the school</li> </ul>

## Domain V: School Climate

**V(1): The school administrator is recognized as the leader of the school who continually improves his or her professional practice.**

Scale Value	Description
Innovating (4)	The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve leadership skills.
Applying (3)	The school leader demonstrates leadership skills and continually engages in activities to improve his/her professional practices AND monitors the extent to which these activities enhance personal leadership skills and the staff's confidence about his/her ability to lead.
Developing (2)	The school leader demonstrates leadership skills and continually engages in activities to improve his/her professional practices.
Beginning (1)	The school leader attempts to demonstrate leadership skills and engage in activities to improve his/her professional practices but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to demonstrate leadership skills and does not engage in activities to improve his/her professional practices.

Sample Evidences for Element 1 of Domain V
<ul style="list-style-type: none"> <li>• A written annual growth plan is in place to address how the school leader will address strengths and weaknesses</li> <li>• Professional development activities consistent with the leader's growth plan have been identified</li> <li>• Evidence of leadership initiatives is available</li> <li>• Adherence to district and state policies and procedures is evident</li> <li>• The school leader has demonstrated the ability to be a problem solver</li> <li>• The school leader has identified mentors and regularly interacts with them</li> <li>• When asked, faculty and staff identify the school administrator as the leader of the school</li> <li>• When asked, faculty and staff describe the school leader as uncompromising in regard to raising student achievement</li> <li>• When asked, faculty and staff describe the school leader as effectively communicating those non-negotiable factors that have an impact on student achievement</li> <li>• When asked, faculty and staff generally agree as to the vision provided by the school leader</li> </ul>

**V(2): The school leader has the trust of the faculty and staff that his/her actions are guided by what is best for all student populations.**

Scale Value	Description
Innovating (4)	The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve how he/she performs or is perceived.
Applying (3)	The school leader performs with integrity and in the best interest of all students AND monitors the extent to which faculty and staff perceive him/her as an individual who will follow through with initiatives and whose actions are guided by the desire to help all students learn.
Developing (2)	The school leader performs with integrity and in the best interest of all students.
Beginning (1)	The school leader attempts to perform with integrity and in the best interest of all students but does so sporadically or inconsistently.
Not Using (0)	The school leader does not attempt to perform with integrity and in the best interest of all students.

**Sample Evidences for Element 2 of Domain V**

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

**V(3): The school leader ensures that faculty and staff perceive the school environment as safe and orderly.**

<b>Scale Value</b>	<b>Description</b>
Innovating (4)	The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by school faculty and staff.
Applying (3)	The school leader ensures that well-defined routines and procedures that lead to safe and orderly conduct are in place AND monitors the extent to which faculty and staff share the perception that the school environment is safe and orderly.
Developing (2)	The school leader ensures that well-defined routines and procedures that lead to orderly conduct are in place.
Beginning (1)	The school leader attempts to ensure that well-defined routines and procedures that lead to orderly conduct are in place but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that well-defined routines and procedures that lead to safe and orderly conduct are in place.

**Sample Evidences for Element 3 of Domain V**

- Clear and specific rules and procedures are in place for the running of the school
- Faculty and staff are provided the means to communicate about the safety of the school
- Faculty and staff know emergency management procedures and how to implement them for specific incidents
- Evidence of practicing emergency management procedures for specific incidents is available
- Evidence of updates to the emergency management plans, and communication of those plans, to the faculty and staff is available
- When asked, faculty and staff describe the school as a safe and orderly place
- When asked, the faculty and staff describe the school leader as highly visible and accessible
- When asked, faculty and staff describe the school as a place focused on learning

**V(4): The school leader ensures that students, parents, and community perceive the school environment as safe and orderly.**

Scale Value	Description
Innovating (4)	The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by students, parents, and community.
Applying (3)	The school leader ensures that well-defined routines and procedures that lead to orderly conduct are in place AND monitors the extent to which students, parents, and community share the perception that the school environment is safe and orderly.
Developing (2)	The school leader ensures that well-defined routines and procedures that lead to orderly conduct are in place.
Beginning (1)	The school leader attempts to ensure that well-defined routines and procedures that lead to orderly conduct are in place but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that well-defined routines and procedures that lead to orderly conduct are in place.

**Sample Evidences for Element 4 of Domain V**

- Clear and specific rules and procedures are in place for the running of the school
- Social media is utilized so that students may anonymously report potential incidents
- A system is in place for mass communicating to parents about issues regarding school safety (e.g., a call out system)
- Coordination with local law enforcement agencies regarding school safety issues is a routine event
- Parents and community are engaged to give input regarding issues of school safety
- When asked, parents and students describe the school as a safe place
- When asked, parents and students describe the school as an orderly place
- When asked, community members perceive the school as safe and orderly
- When asked, parents, students, and community members describe the school leader as highly visible and accessible

**V(5): The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.**

Scale Value	Description
Innovating (4)	The school leader actively seeks and procures extra resources to enhance instruction and the achievement of all students.
Applying (3)	The school leader manages the fiscal, operational, and technological resources necessary to support effective teaching AND monitors the extent to which the resources and efficiencies enhance instruction and the achievement of all students.
Developing (2)	The school leader manages the fiscal, operational, and technological resources necessary to support effective teaching.
Beginning (1)	The school leader attempts to manage the fiscal, operational, and technological resources necessary to support effective teaching but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to manage the fiscal, operational, and technological resources necessary to support effective teaching.

**Sample Evidences for Element 5 of Domain V**

- Materials and resources for specific classes and courses meet the state or district specifications for those classes and courses
- Detailed budgets are developed, submitted, and implemented
- The school leader successfully accesses and leverages a variety of resources (e.g., grants and local, state, and federal funds)
- Data are available to show that resources and expenditures produce results (i.e., curriculum programs improve student learning)
- The school leader manages time effectively to maximize focus on instruction
- The school leader appropriately directs the use of technology to improve teaching and learning
- Adequate training is provided for the instructional technology teachers are expected to use
- When asked, faculty and staff report they have adequate materials to teach effectively
- When asked, faculty and staff report they have adequate time to teach effectively

**V(6): The school leader acknowledges the success of the whole school, as well as individuals within the school.**

<b>Scale Value</b>	<b>Description</b>
Innovating (4)	The school leader actively seeks a variety of methods for acknowledging individual and school-wide success that meets the unique needs of faculty and staff.
Applying (3)	The school leader, at the appropriate time, acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school AND monitors the extent to which people feel honored for their contributions.
Developing (2)	The school leader, at the appropriate time, acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school.
Beginning (1)	The school leader attempts to acknowledge and celebrate the accomplishments of the school as a whole and the accomplishments of individuals within the school but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to acknowledge and celebrate the accomplishments of the school as a whole or the accomplishments of individuals within the school.

<b>Sample Evidences for Element 6 of Domain V</b>
<ul style="list-style-type: none"> <li>• The accomplishments of individual teachers, teams of teachers, and the whole school are celebrated in a variety of ways (e.g., faculty celebrations, newsletters to parents, announcements, websites, social media)</li> <li>• The incremental successes of students and teachers is routinely recognized</li> <li>• The successes of the diverse school community are celebrated</li> <li>• When asked, faculty and staff report that accomplishments of the school and their individual accomplishments have been adequately acknowledged and celebrated</li> <li>• When asked, students, parents, and community report their accomplishments are adequately acknowledged and celebrated</li> </ul>