# Administrative Evaluation System

School District of Palm Beach County

Dr. Robert Avossa, Superintendent

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

# 1. **Performance of Students**

**Directions:**

The district shall provide:

- For all school administrators, the percentage of the evaluation that is based on the performance of students criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(a)1., F.A.C.].
- For all school administrators, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].
- For school administrators, the district-determined student performance measure(s) used for personnel evaluations [Rule 6A-5.030(2)(a)7., F.A.C.].

There are three components of the School-Based Administrator Evaluation System; 57% of the School District of Palm Beach County (SDPBC) administrator evaluation will be derived from a Leadership Practice Score, 10% from the Deliberate Practice Score, and 33% of the SDPBC administrator evaluation will be based upon Student Performance data.

| Component | Weighting |
|---|---|
| Leadership Practice | 57% |
| Deliberate Practice | 10% |
| Student Performance | 33% |

All SDPBC School-Based Administrators will receive their School VAM Score as provided by the State for the portion designated as Student Performance. Data for at least three years, including the current year and the two years immediately preceding the current year will be used, when available. If less than the three most recent years are available, those years for which the data are available will be used. If more than the three years are available, the SDPBC will use the current year and the two years immediately preceding the current year. The evaluation rating for the Student Performance component will include Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory.

The Administrator Evaluation System is made up of three scoring components, Leadership Practice (LP), Student Performance (SP) and Professional Practice (PP), the weighting system, along with the rating scale are depicted in the charts and information found on page 15 of this document which also indicates the final evaluation ratings possibilities.

## 2. <u>Instructional Leadership</u>

**<u>Directions</u>**

The district shall provide:

- For all school administrators, the percentage of the evaluation system that is based on the instructional leadership criterion as outlined in s. 1012.34(3)(a)3., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(c)1., F.A.C.].
- Description of the district evaluation framework for school administrators and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(c)2., F.A.C.].
- For all school administrators, a crosswalk from the district's evaluation framework to the Principal Leadership Standards [Rule 6A-5.030(2)(c)3., F.A.C.].
- Observation or other data collection instrument(s) that include indicators, organized by domains, based on each of the Principal Leadership Standards, and additional elements provided in s. 1012.34(3)(a)3., F.S. [Rule 6A-5.030(2)(c)4., F.A.C.].
- Procedures for observing and collecting data and other evidence of instructional leadership [Rule 6A-5.030(2)(c)5., F.A.C.].

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There are three components of the School-Based Administrator Evaluation System; 57% of the School District of Palm Beach County (SDPBC) administrator evaluation will be derived from a Leadership Practice Score, 10% from the Deliberate Practice Score, and 33% of the SDPBC teacher evaluation will be based upon Student Performance data.

| Component | Weighting |
|---|---|
| Leadership Practice | 57% |
| Deliberate Practice | 10% |
| Student Performance | 33% |

SDPBC School-Based Leaders Evaluation is based on the research of Dr. Robert Marzano. The Marzano School Leadership Evaluation Model is organized in 5 Domains with 24 Elements of school administrator behavior that links contemporary research based strategies to student achievement.
- o A summary of the domains and elements are as follows:
  - Domain 1 – A Data-Driven Focus on Student Achievement (5 elements)
  - Domain 2 – Continuous Improvement of Instruction (6 elements)
  - Domain 3 – A guaranteed and Viable Curriculum (4 elements)
  - Domain 4 – Communication, Cooperation and Collaboration (5 elements)
  - Domain 5 – School Climate (6 elements)

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

In addition to the Domains and Elements, evidences of specific actionable leadership behaviors are identified for each element. The Evidences for each Element are used to assign a scale value on a rubric for each Element – Innovating, Applying, Developing, Beginning and Not Using. Applying is considered the proficient target on each scale and the administrator is monitoring to determine if the element is having the desired effect. Innovating is exceeding the expectation by using other strategies to ensure the element is having the desired effect with everyone for whom it is intended. Developing is showing that the administrator is using the strategy, however, is not monitoring to see if it is working; while Beginning shows that the administrator is trying to use the strategy but has parts missing. Not Using means that the administrator should be using the strategy but is not.

The Leadership Practice observation tool for all 5 Domains is attached as Appendix B at the end of this document.

The following chart is provided to display the crosswalk of the Marzano School-Based Leadership Evaluation System to the Principal Leadership Standards.

| Alignment to the Florida Principal Leadership Standards (FPLS) | |
|---|---|
| Domain/Standard | Evaluation Indicators |
| **Domain 1: Student Achievement** | |
| 1. **Student Learning Results:**<br>Effective school leaders achieve results on the school's student learning goals. | |
| a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and, | *D1:E1, D1:E2, D3:E1 |
| b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state. | D1:E3, D1:E4. D1:E5, D3:E1 |
| 2. **Student Learning As a Priority:**<br>Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. | |
| a. Enables faculty and staff to work as a system focused on student learning; | D4:E1, D4:E2, D4:E3 |
| b. Maintains a school climate that supports student engagement in learning; | D4:E5, D5:E4 |
| c. Generates high expectations for learning growth by all students; and, | D1:E1, D1:E2, D2:E4, D3:E2, D3:E3, D5:E6 |
| d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school. | D1:E3, D1:E4, D1:E5 |
| **Domain 2: Instructional Leadership** | |
| 3. **Instructional Plan Implementation:**<br>Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments. | |
| a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction; | D2:E1, D2:E3 |
| b. Engages in data analysis for instructional planning and improvement; | D1:E3, D1:E4, D2:E3, D4:E3 |
| c. Communicates the relationships among academic standards, effective instruction, and student performance; | D1:E3, D2:E1, D4:E3 |
| d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and, | D3:E1, D3:E2, D3:E3 |
| e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula. | D3:E1 |
| 4. **Faculty Development:**<br>Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. | |

| | |
|---|---|
| a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan; | D1:E1, D2:E1 |
| b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction; | D2:E4, D2:E5, D2:E2 |
| c. Employs a faculty with the instructional proficiencies needed for the school population served; | D2:E3, D2:E5 |
| d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology; | D2:E2, D2:E5 |
| e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and, | D2:E5, D3:E3, D4:E3 |
| f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year. | D2:E5, D4:E1, D4:E3 |

| 5. Learning Environment: |
|---|
| Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. |

| | |
|---|---|
| a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy; | D5:E2, D3:E3, D5:E4 |
| b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning; | D4:E5, D5:E4, D5:E6 |
| c. Promotes school and classroom practices that validate and value similarities and differences among students; | D5:E2, D5:E6 |
| d. Provides recurring monitoring and feedback on the quality of the learning environment; | D5:E3, D5:E4 |
| e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and, | D4:E3, D5:E2, D5:E6 |
| f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps. | D1:E2, D1:E4, D1:E5, D4:E5 |

| Domain 3: Organizational Leadership |
|---|

| 6. Decision Making: |
|---|
| Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. |

| | |
|---|---|
| a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency; | D1:E1, D2:E1 |
| b. Uses critical thinking and problem solving techniques to define problems and identify solutions; | D4:E2, D4:E4, D4:E5 |
| c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed; | D4:E2, D5:E5 |
| d. Empowers others and distributes leadership when appropriate; and, | D4:E2, D4:E4, D4:E5 |

| | |
|---|---|
| e. Uses effective technology integration to enhance decision-making and efficiency throughout the school. | D5:E5 |

| **7. Leadership Development:** Effective school leaders actively cultivate, support, and develop other leaders within the organization. | |
|---|---|
| a. Identifies and cultivates potential and emerging leaders; | D4:E2, D4:E4 |
| b. Provides evidence of delegation and trust in subordinate leaders; | D4:E2, D4:E4 |
| c. Plans for succession management in key positions; | D4:E4 |
| d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and, | D4:E1, D4:E2, D4:E3 |
| e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders. | D4:E5, D5:E4 |

| **8. School Management:** Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. | |
|---|---|
| a. Organizes time, tasks and projects effectively with clear objectives and coherent plans; | D1:E1, D2:E1, D3:E1, D5:E1, D5:E5 |
| b. Establishes appropriate deadlines for him/herself and the entire organization; | D5:E5 |
| c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and, | D4:E2, D4:E4, D5:E5 |
| d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities. | D5:E5 |

| **9. Communication:** Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. | |
|---|---|
| a. Actively listens to and learns from students, staff, parents, and community stakeholders; | D4:E5 |
| b. Recognizes individuals for effective performance; | D5:E6 |
| c. Communicates student expectations and performance information to students, parents, and community; | D1:E1, D2:E2, D5:E4 |
| d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school; | D5:E1, D5:E2 |
| e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues. | D4:E5, D5:E4 |
| f. Utilizes appropriate technologies for communication and collaboration; and, | D5:E5 |
| g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions. | D3:E1 |

| **Domain 4: Professional and Ethical Behavior** |
|---|
| **10. Professional and Ethical Behaviors:** Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. |

| | |
|---|---|
| a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.; | D5:E1, D5:E2, D5:E5 |
| b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership; | D5:E1, D5:E2 |
| c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community; | D5:E2, D5:E6 |
| d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; | D5:E1 |
| e. Demonstrates willingness to admit error and learn from it; and, | D5:E1 |
| f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback. | D5:E1 |

*D=Domain    E=Element (within the domain)

The SDPBC has utilizes a software system called "iObservation" developed by Learning Science International (LSI) in conjunction with Dr. Marzano. In order to consistently apply a common language of instruction and leverage programs already in place, the District intends to utilize the Marzano School-Based Leadership Model for our evaluation of site based leadership personnel (principals, assistant principals). Those being evaluated will use these documents to guide self-reflection on practices that improve their work. Evaluators provide both recurring feedback to guide growth in proficiency in the District priorities and provide summative performance ratings.

Throughout the year the administrator will collect evidences for each of the elements. This documentation will be done through a variety of ways, i.e. electronically, site visits, data dialogues, use of iObservation. The administrator and evaluator will meet at least 3 times a year (first quarter, mid-year, and end of the year) plus there will be school visits by the evaluators. Ongoing feedback through iObservation will be provided by the evaluators.

SDPBC will use the following weighting system for this year's Leadership Practice Score:
- o Domain 1 A Data-Driven Focus on Student Achievement - 20%
- o Domain 2 Continuous Improvement of Instruction - 30%
- o Domain 3 A Guaranteed and Viable Curriculum - 10%
- o Domain 4 Communication, Cooperation and Collaboration - 20%
- o Domain 5 School Climate - 20%

Each element will be scored at least one time throughout the year, but the Last Score is the only score that counts in each element. All elements need to be scored by the end of the year, but not during each observation. Scoring will take place in iObservation (each time). Please note, 0.0 Not Using is present in the scoring platform, but is not used in the scoring process.

The weighted scoring is applied to the rubric below to determine the Leadership Practice Score.

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3.2-4.0 | 2.1-3.1 | 1.2-2.0 | 1.0-1.1 |

Procedures for Administrator Leadership Practice Observations are as follows:

- The administrators will be observed a minimum of three times during the year, these observations will be recorded in iObservation.
- All 24 Elements must be marked at least one time during the year, but can be marked multiple times. Please note, that if marked multiple times, only the last score will count towards the evaluation score.
- Administrators will sign off on the Leadership Practice portion of their evaluation by the last working day in June.
- Administrators will sign off on the Deliberate Practice portion of their evaluations by the last working day of June.

- Administrators in the job title of Assistant Principal on Assignment or Principal Assignment will be evaluated as follows:
    - If the assignment is school-based, the employee will follow all school-based admninstrator guideleins outlined in this plan.
    - If the assignment is district based, the employee will folllow the evaluation process of current district administrators.

# 3. **Other Indicators of Performance**

**Directions**:

The district shall provide:

- The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;
- The percentage of the final evaluation that is based upon the additional indicators; and
- The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].

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There are three components of the School-Based Administrator Evaluation System; 57% of the School District of Palm Beach County (SDPBC) administrator evaluation will be derived from a Leadership Practice Score, 10% from Deliberate Practice Score, and 33% of the SDPBC teacher evaluation will be based upon Student Performance data. The evaluation rating for the Deliberate Practice component will include Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory.

| Component | Weighting |
|---|---|
| Leadership Practice | 57% |
| Deliberate Practice | 10% |
| Student Performance | 33% |

Deliberate Practice is a way for principals and assistant principals to grow their own expertise through a series of planned action steps, reflections, and collaboration. Involved in the Deliberate Practice Plan are: setting goals, focused practice, observing and discussing teaching, and monitoring progress. In Deliberate Practice you are looking at "thin slices" of behaviors-not broad overviews or long term goals that take years to accomplish.

o **Step 1: Self-Assessment** School Leaders will have one Deliberate Practice goal, focused on instructional goals established at the SDPBC Leadership Academies based on school or administrator needs assessment. In iObservation School Leaders conduct a self-assessment and review previous year's final evaluation. Deliberate Practice plans are established by principals and assistant principals and sent to the supervisors for review and approval.
o **Step 2: Identify Focus Strategies** School Leaders work collaboratively with supervisors, using identified self-assessment, the last year's final evaluation data and their Leadership Academy School Improvement Plan goals. School leaders identify one school leader action and behavior upon which to focus and demonstrate school leadership growth for the year. Baseline scores will be recorded for each selected school leader action and behavior and indicate the level expected to attain, along with dates for achieving growth goals. The baseline scores will be reflected using the following categories: 4.0 Innovating, 3.0 Applying. 2.0 Developing and 1.0 Beginning. The administrator will select their current level and the goal level for the year end. See chart on page 14 for final corresponding rating score.
o **Step 3: Write Measurable Goals** School leaders state growth goals in SMART (Specific, Measurable, Attainable, Relevant and Time-bound) language.
o **Step 4: Identify Specific Action Steps and Resources** School leaders will take or perform differently within their school to improve the use of the identified school leadership actions and behaviors, and the resources and materials needed to accomplish these action steps.
o **Step 5: Reflection** School leaders will use their school data, the previous year's final evaluation and self-assessment as points of reflection. Supervisors will discuss reflections on an on-going basis with the school leaders during school visits, professional development and on to one meetings.
o **Step 6: Tracking Progress** Deliberate practice action steps will be recorded and monitored through the use of iObservation. Both the School Leader and the Supervisor can monitor progress throughout the year.

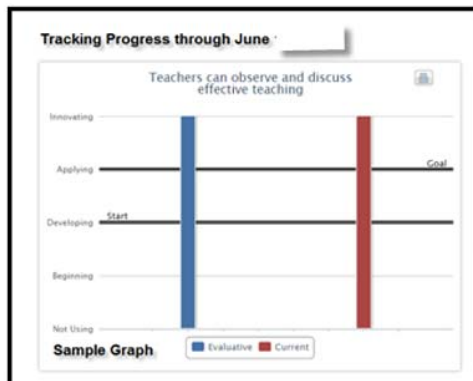Complete directions on this process can be found in Appendix C.

The screenshot below demonstrates the format that the Deliberate Practice Plan is monitored throughout the school year. The administrator will be able to monitor the plan in iObservation for the selected element and update the action steps throughout the year.



The administrator's final evaluation rating will include the new Professional Growth component, which will be 10% of the total final rating. The process will be completed by all school-based administrators through iObservation by means of the Professional Growth Plan (PGP) and will be a measurement of growth from the beginning to the end of the observation period.

The final rating for Deliberate Practice will be based on the growth and final rating of the selected element of focus, the element selected has a scoring rubric within the system used for the final score criteria, it will be reflected as one of the following rating levels: 4.0 Highly Effective, 3.0 Effective, 2.0 Needs Improvement or 1.0 Unsatisfactory. For example, if an

administrator has a 4.0 Innovating on the selected element as the final score, they will receive a 4.0 Highly Effective for the Deliberate Practice portion of the evaluation. See graphic below for all possible corresponding Annual Evaluation scores.

| Final Score for Selected Deliberate Practice Element as measured in iObservation | Annual Evaluation corresponding score for Deliberate Practice portion of Final Evaluation |
|---|---|
| **4.0 Innovating** | 4.0 Highly Effective |
| **3.0 Applying** | 3.0 Effective |
| **2.0 Developing** | 2.0 Needs Improvement |
| **1.0 Beginning** | 1.0 Unsatisfactory |

Refer to pages 41-64 within Appendix B for all element scoring rubrics. **Please note, 0.0, Not Using is present in the scoring platform, but is not used in the scoring process.**

# 4. Summative Evaluation Score

**Directions:**

The district shall provide:

- The summative evaluation form(s); and
- The scoring method, including how it is calculated and combined; and
- The performance standards used to determine the summative evaluation rating. Districts shall use the four performance levels provided in s. 1012.34(2)(e), F.S., [Rule 6A-5.030(2)(e), F.A.C.].

••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••••

The SDPBC will record the evaluations for all teachers in the Human Capital Management System, PeopleSoft. The summative evaluation form is in the screenshot below:



THE SCHOOL DISTRICT OF PALM BEACH COUNTY
## Leadership Performance Appraisal System for Principals/Asst. Principals

This form is to serve as a permanent record of an administrator's evaluation of a Principal or Assistant Principal's performance during a specific period.

Employee ID # _____     First Name: _____     Last Name: _____
School/Fiscal Yr: _____     Job Title: _____
School/Dept: _____

**PERFORMANCE LEVELS**

**A summative performance level is based 50% on a Leadership Practice Score and 50% on Student Growth Measures (SGM) that conform to the requirements of s. 1012.34, F.S.**

| Leadership Practice (57%) | Professional/Job Responsibilities (10%) | Student Growth (33%) | Student Growth Score Type | Evaluation Level |
|---|---|---|---|---|
|  |  |  | SCHL |  |

Provide your electronic signature by clicking on the employee signature below. Your signature merely demonstrates receipt of the document and does not necessarily indicate agreement with the contents.

This evaluation has been reviewed by me.     ☐  I agree with the contents     ☐  I disagree with the contents

_____          _____
Employee Signature          Date

_____          _____
Supervisor Signature          Date

The Administrator Evaluation System is made up of three scoring components, Leadership Practice (LP), Student Performance (SP) and Professional Practice (PP), the weighting system and along with the rating scale are depicted in the chart below which indicates the final evaluation ratings possibilities.

### School-Based Administrators Evaluations

| Component | Weighting |
|---|---|
| Leadership Practice | 57% |
| Deliberate Practice | 10% |
| Student Performance | 33% |

| Highly Effective | Effective | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| 3.2-4.0 | 2.1-3.1 | 1.2-2.0 | 1.0-1.1 |

The table below displays all possible Final Ratings based off of the combination of the three components that make up the School-Based Leader Evaluation.

| IP (55%) | SP (35%) | PP (10%) | Final Rating |
|---|---|---|---|
| 4 | 4 | 4 | 4.0 |
| 4 | 4 | 3 | 3.9 |
| 4 | 4 | 2 | 3.8 |
| 4 | 4 | 1 | 3.7 |
| 4 | 3 | 4 | 3.7 |
| 4 | 3 | 3 | 3.6 |
| 4 | 3 | 2 | 3.5 |
| 4 | 3 | 1 | 3.4 |
| 4 | 2 | 4 | 3.3 |
| 4 | 2 | 3 | 3.2 |
| 4 | 2 | 2 | 3.1 |
| 4 | 2 | 1 | 3.0 |
| 4 | 1 | 4 | 3.0 |
| 4 | 1 | 3 | 2.9 |
| 4 | 1 | 2 | 2.8 |
| 4 | 1 | 1 | 2.7 |
| 3 | 4 | 4 | 3.5 |
| 3 | 4 | 3 | 3.4 |
| 3 | 4 | 2 | 3.3 |
| 3 | 4 | 1 | 3.2 |
| 3 | 3 | 4 | 3.1 |
| 3 | 3 | 3 | 3.0 |
| 3 | 3 | 2 | 2.9 |
| 3 | 3 | 1 | 2.8 |
| 3 | 2 | 4 | 2.8 |
| 3 | 2 | 3 | 2.7 |
| 3 | 2 | 2 | 2.6 |
| 3 | 2 | 1 | 2.5 |
| 3 | 1 | 4 | 2.4 |
| 3 | 1 | 3 | 2.3 |
| 3 | 1 | 2 | 2.2 |
| 3 | 1 | 1 | 2.1 |

| IP (55%) | SP (35%) | PP (10%) | Final Rating |
|---|---|---|---|
| 2 | 4 | 4 | 2.9 |
| 2 | 4 | 3 | 2.8 |
| 2 | 4 | 2 | 2.7 |
| 2 | 4 | 1 | 2.6 |
| 2 | 3 | 4 | 2.6 |
| 2 | 3 | 3 | 2.5 |
| 2 | 3 | 2 | 2.4 |
| 2 | 3 | 1 | 2.3 |
| 2 | 2 | 4 | 2.2 |
| 2 | 2 | 3 | 2.1 |
| 2 | 2 | 2 | 2.0 |
| 2 | 2 | 1 | 1.9 |
| 2 | 1 | 4 | 1.9 |
| 2 | 1 | 3 | 1.8 |
| 2 | 1 | 2 | 1.7 |
| 2 | 1 | 1 | 1.6 |
| 1 | 4 | 4 | 2.4 |
| 1 | 4 | 3 | 2.3 |
| 1 | 4 | 2 | 2.2 |
| 1 | 4 | 1 | 2.1 |
| 1 | 3 | 4 | 2.0 |
| 1 | 3 | 3 | 1.9 |
| 1 | 3 | 2 | 1.8 |
| 1 | 3 | 1 | 1.7 |
| 1 | 2 | 4 | 1.7 |
| 1 | 2 | 3 | 1.6 |
| 1 | 2 | 2 | 1.5 |
| 1 | 2 | 1 | 1.4 |
| 1 | 1 | 4 | 1.3 |
| 1 | 1 | 3 | 1.2 |
| 1 | 1 | 2 | 1.1 |
| 1 | 1 | 1 | 1.0 |

# 5. Additional Requirements

**Directions:**

The district shall provide:

- Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].
- Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].
- Description of the processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].
- Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].
- Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].
- Documentation that all school administrators must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].
- Documentation that the evaluation system for school administrators includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].
- Description of the district's peer assistance process, if any, for school administrators. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance [Rule 6A-5.030(2)(f)11., F.A.C.].
- If included by a district, a description of the opportunity for instructional personnel to provide input into a school administrator's performance evaluation [Rule 6A-5.030(2)(f)12., F.A.C.].

All school based assistant principals will be evaluated by the school principal. The principal will evaluated by the area superintendent. All Area Superintendents received training from Learning Sciences International and Individualized support from the Professional Growth and Development Department. All principals will be trained on the evaluation instrument through our Instructional Leaders monthly meetings, the Assistant Principals will receive training on the instrument through their principals and through the monthly Assistant Principals association meetings. In addition, each area office will support their schools in the process as needed, along with support staff from the Department of Professional Growth.

What evaluators observe does not promote improvement unless it is conveyed to employees as specific, actionable and timely. Training on how to do so is essential. iObservation will be used to ensure proper feedback. The Marzano Observation Evaluation System is designed to support the professional growth of administrator's daily leadership practices.

The SDPBC will utilize the iObservation System and Resource Library as well as student growth measures to provide timely and relevant feedback and professional learning opportunities to employees. Other professional learning opportunities will be developed and provided to support instructional practices for any administrator who has less than Effective on their Annual Evaluation or as needs assessments dictate. School-Based Leadership performance will be observed multiple times by trained supervisors that provide timely feedback. The observation tool (iObservation) allows for efficient feedback that encourages dialogue between supervisors and leaders as well as relevant professional development targeted to individual needs.

Evaluation results will be reviewed yearly by the Department of Professional Growth to determine professional development needs.  The SDPBC will require participation in professional development based on individual need for those who receive less than Effective on their Annual Evaluation.

SDPBC will evaluate all School-Based Leaders once each year, to be conducted after the release of the School VAM (Value Added Model) data. At this time, the SDPBC does not include parental input for school-based leaders' evaluations. SDPBC does include a climate survey for all schools available to parents and the Marzano Demo schools conduct student surveys, but neither of these methods of parental/student input are evaluative. At this time no additional positions or persons provide input towards the administrator evaluation. At this time, the SDPBC does not include a peer assistance process for school-based leaders' evaluations.

## 6. **District Evaluation Procedures**

**Directions:**

The district shall provide evidence that its evaluation policies and procedures comply with the following statutory requirements:

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
    - submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.].
    - submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
    - discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3.,F.A.C.].
    - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].
- Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and shall notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

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All SDPBC evaluations are completed in our Human Capital Management System, PeopleSoft. This system maintains records for individual contract status. All contracts are signed by both the district school superintendent and the chairman of the school board. This system provides 24 hour access to all evaluations and contracts status electronically, this system also automatically send an email to the employee once the evaluation has been released by the supervisor.

Upon receipt of the student learning growth data, said data shall be combined with the Leadership Practice and Deliberate Practice portion of each employee's evaluation in PeopleSoft and the Supervisor shall notify the employee that his/her evaluation is ready for review and signature. A conference will be initiated to review the overall Final Evaluation.

Evaluators provide necessary and timely feedback to employees being evaluated, the following guidelines are adhered to regarding feedback:
   o Within ten (10) working days of completing an evaluation, the principal shall give the employee a copy of the form (copies may be provided in an electronic format) and discuss its contents with the employee.

All SDPBC employees shall have the right to initiate a written response to his/her Final Annual Evaluation that shall be made a part of the employee's official personnel file.

The SDPBC will comply with statute requirements concerning notification of two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.]. as outlined in s.1012.34(5), F.S.

# 7. **District Self-Monitoring**

## Directions:

The district shall provide a description of its process for annually monitoring its evaluation system. The district monitoring shall determine, at a minimum, the following:

- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]
- Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]
- Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]
- Use of evaluation data to identify individual professional development; and [Rule 6A-5.030(2)(j)4., F.A.C.]
- Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].

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Evaluators will be able to provide administrators feedback so that there is consistent use of the evaluation system across the district. This is promoted by ongoing training on the following:

- The "look fors" – what knowledge, skills, and impacts are identified as system priorities by inclusion of evidences in the evaluation system.
- The Rubrics/Scales – how to distinguish proficiency levels.
- Rater reliability checks. Processes for verifying raters meet expectations in using the rubrics.

What evaluators observe does not promote improvement unless it is conveyed to employees as specific, actionable and timely. Training on how to do so is essential. iObservation will be used to ensure proper feedback and will be available immediately after the observation is completed. The SDPBC monitors the implementation of the evaluation process in a multi-level process: specific guidelines are in place for compliance to observation schedules and support for all employees. The school based administrators monitor this process for their assistant principals. Each school belongs to a regional office that monitors the process for the school principals. In addition the Department of Professional Growth also utilizes report in iObservation, the electronic tool for recording observational data, to oversee fidelity of implementation.

All school-based administrators are required to develop a Professional Deliberate Practice Growth Plan each year. This plan is centered on one focus element and consists of a self-assessment, followed by an action plan that is monitored by the administrator and their supervisor. Each school-based administrator is provided training opportunities throughout the year that apply to their area of focus.

As a District, the administrator data is monitored to identify trends, those observational trends are addressed within the development of the District Improvement Plan, additional resources are provided on the Professional Growth and Development website for schools and individuals as needed to implement the District Improvement Plan. Principals receive training each month during the Principal Leadership Academy (PLA). The rotational training structure is set to alternate training options monthly, one month the training is set by Upper Leadership and the next month is conference style where the school-based administrator has a menu of training options based on their own needs assessment.

The Department of Professional Growth will review and monitor data yearly to determine that it is being used to direct professional development. Principal Supervisors, the Department of School Improvement, and the Department of Research and Evaluation will monitor data to ensure that evaluation data is connected and relevant to the school and District Improvement Plans.

## Appendix A – Checklist for Approval

**Performance of Students**

The district has provided and meets the following criteria:

For all school administrators:
- ✓ The percentage of the evaluation that is based on the performance of students criterion. Pg. 3
- ✓ An explanation of the scoring method, including how it is calculated and combined. Pg. 3
- ✓ At least one-third of the evaluation is based on performance of students. Pg. 3

For all school administrators confirmed the inclusion of student performance:
- ✓ Data for at least three years, including the current year and the two years immediately preceding the current year, when available. Pg. 3
- ✓ If less than the three most recent years of data are available, those years for which data are available must be used. Pg. 3
- ✓ If more than three years of student performance data are used, specified the years that will be used. Pg. 3

For all school administrators:
- ✓ The district-determined student performance measure(s) used for personnel evaluations. Pg. 3

**Instructional Leadership**

The district has provided and meets the following criteria:

For all school administrators:
- ✓ The percentage of the evaluation system that is based on the instructional leadership criterion. Pg. 6
- ✓ At least one-third of the evaluation is based on instructional leadership. Pg. 6
- ✓ An explanation of the scoring method, including how it is calculated and combined. Pg. 10
- ✓ The district evaluation framework for school administrators is based on contemporary research in effective educational practices. Pg. 6

For all school administrators:
- ✓ A crosswalk from the district's evaluation framework to the Principal Leadership Standards demonstrating that the district's evaluation contains indicators based upon each of the Principal Leadership Standards. Pg. 7-10

For all school administrators:
- ✓ Procedures for conducting observations and collecting data and other evidence of instructional leadership. Pg. 10

## Other Indicators of Performance

The district has provided and meets the following criteria:

- ✓ Described the additional performance indicators, if any. Pg. 11
- ✓ The percentage of the final evaluation that is based upon the additional indicators. Pg. 11
- ✓ The scoring method, including how it is calculated and combined. Pg. 12

## Summative Evaluation Score

The district has provided and meets the following criteria:

- ✓ Summative evaluation form(s). Pg. 15
- ✓ Scoring method, including how it is calculated and combined. Pg. 15-16
- ✓ The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory). Pg. 15-16

## Additional Requirements

The district has provided and meets the following criteria:

- ✓ Documented that the evaluator is the individual who is responsible for supervising the employee. Pg. 18
- ✓ Identified additional positions or persons who provide input toward the evaluation, if any. Pg. 18

Description of training programs:
- ✓ Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place. Pg. 18
- ✓ Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures. Pg. 18

Documented:
- ✓ Processes for providing timely feedback to the individual being evaluated. Pg. 18
- ✓ Description of how results from the evaluation system will be used for professional development. Pg. 18
- ✓ Requirement for participation in specific professional development programs by those who have been evaluated as less than effective. Pg. 18
- ✓ All school administrators must be evaluated at least once a year. Pg. 18

For school administrators:

- ✓ Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.  Pg. 18
- ✓ Description of the district's criteria for inclusion of parental input. Pg. 18
- ✓ Description of manner of inclusion of parental input. Pg. 18
- ✓ Description of the district's peer assistance process, if any. Pg. 18
- ✓ Description of an opportunity for instructional personnel to provide input into a school administrator's evaluation, if any.  Pg. 18

## District Evaluation Procedures

The district has provided and meets the following criteria:

- ✓ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
  - ➢ That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract. Pg. 19
  - ➢ That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place. Pg. 19
  - ➢ That the evaluator must discuss the written evaluation report with the employee. Pg. 19
  - ➢ That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file. Pg. 19
- ✓ That district evaluation procedures require the district school superintendent to annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and to notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S. Pg. 19

## District Self-Monitoring

The district self-monitoring includes processes to determine the following:

- ✓ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability. Pg. 22-23
- ✓ Evaluators provide necessary and timely feedback to employees being evaluated. Pg. 22-23
- ✓ Evaluators follow district policies and procedures in evaluation system(s). Pg. 22-23
- ✓ The use of evaluation data to identify individual professional development. Pg. 22-23
- ✓ The use of evaluation data to inform school and district improvement plans.

Pg.22-23
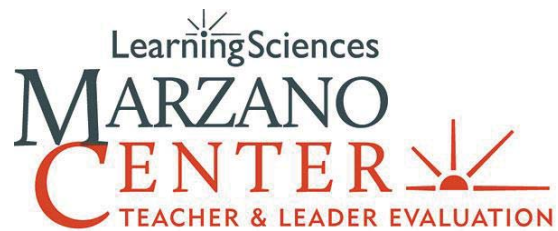
# Marzano School Leader Evaluation System

**Prepared by Learning Sciences Marzano Center for Teacher and Leader Evaluation**

Updated February 2013

**OUR MISSION**

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

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Robert J. Marzano, Executive Director
Michael Toth, Chief Executive Officer

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**Table of Figures**

# Introduction

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

The first phase in the design of the leader evaluation model was a survey of the research on school administrator competence. From this review of the research literature, specific school leader actions and behaviors were identified that, historically, have had a relationship with student achievement.

<center>**The Review of Literature**</center>

Four primary documents were used in the review of literature: (1) the Wallace study (Louis, Leithwood, Wahlstrom, & Anderson, 2010), (2) the study What Works in Oklahoma Schools (Marzano Research Laboratory, 2011), (3) the Marzano, Waters, and 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.

## What Works in Oklahoma Schools

The study of what works in Oklahoma schools was conducted by Marzano Research Laboratory for the Oklahoma State Department of Education (OSDE) over the 2009/2010 school year and the 2010/2011 school year. This study was conducted to determine those elements that are related to being classified as an *improvement school* (i.e., a school that needs improvement) as opposed to a school that is not classified as needing improvement (i.e., schools not on improvement status). Fifty-nine matched elementary, middle, and high schools were involved in the study. Of those 59 schools, 32 were classified

as needing improvement and 27 were not. Survey data from teachers, administrators, students, and parents were used in the study along with on-site observations of teachers, interviews with administrators, and videotapes of classroom activities. State test data in mathematics and English language arts were the primary dependent variable when examining the effects of specific elements. From the 59 matched schools, 1,117 teachers, 13,373 students, and 516 parents were involved. General results indicated that specific actions on the part of administrators are statistically related to student academic achievement.

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

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

## The Marzano Study of School Effectiveness

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

**The Model**

Based on the review of the research literature briefly outlined above, 24 categories of principal actions and behaviors were identified. These 24 categories were organized into five domains: (1) a data-driven focus on student achievement, (2) continuous improvement of instruction, (3) a guaranteed and viable curriculum, (4) cooperation and collaboration, and (5) school climate.

**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, has a clear focus on student achievement that is guided by relevant and timely data. Five specific categories of school leader 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 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, perceives teacher pedagogical skill as one of the most powerful instruments in enhancing student learning and is committed to enhancing those pedagogical skills on a continuous basis. Five specific categories of school leader 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 leader  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 leader  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 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 leader 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/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 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 and Evidences

Please note, 0.0 Not Using is present in the scoring platform, but is not used in the scoring process.

For each of the 24 elements within the five 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.

**Figure 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. |

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 leader not only 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 faculty and staff understand the goals.

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 but does not monitor to ensure faculty and staff understand the goals. 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. Here the school leader does not attempt to ensure clear, measurable goals with specific timelines focused on critical needs regarding student achievement are established at the school level. This level is also considered unsatisfactory.

Accompanying the scale for each of the 24 elements are evidences of successful performance. It is important to note that these are sample evidences only in that other evidences specific to a given school or district might also depict successful performance. Evidences for the first element in Domain I are depicted in Figure 2.

**Figure 2. Sample Evidences for Element 1 of Domain I**

| 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 |
| • |

Scales and evidences for each of the 24 elements are reported in Appendix A.

## Conclusion

The system described here is offered as a comprehensive approach to school leader evaluation that is coordinated and compatible with the Marzano Teacher Evaluation Model. Learning Sciences

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

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

**For a comprehensive overview of the professional development and implementation services offered by the Marzano Center, visit www.MarzanoCenter.com, or call 1.877.411.7114.**

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Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results.* Alexandria, VA: Association for Supervision and Curriculum Development.

Please note, 0.0 Not Using is present in the scoring platform, but is not used in the scoring process.

## 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.**

| Scale Value | Description |
|---|---|
| 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. |

| Sample Evidences for Element 2 of Domain I |
|---|
| • Written goals are established for each student in terms of his/her performance on state/district assessments, benchmark assessments, or common assessments |
| • Written goals accompanied by proficiency scales are established for each student in terms of his/her knowledge gain |
| • Students keep data notebooks regarding their individual goals |
| • Student-led conferences focus on the individual student's goals |
| • Parent-teacher conferences focus on the individual student's goals |
| • When asked, teachers can explain the learning goals of their students |
| • When asked, students perceive that their individual goals are academically challenging |
| • When asked, students are aware of their status on the achievement goals specific to them |
| • When asked, parents are aware of their child's achievement goals |

**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 |
|---|
| • Reports, graphs, and charts are available for overall student achievement |
| • Student achievement is examined from the perspective of value-added results |
| • Results from multiple types of assessments are regularly reported and used (e.g., benchmark, common assessments) |
| • Reports, graphs, and charts are regularly updated to track growth in student achievement |
| • Achievement data for student subgroups within the school are routinely analyzed |
| • School leadership teams regularly analyze school growth data |
| • Data briefings are conducted at faculty meetings |
| • When asked, faculty and staff can describe the different types of reports available to them |
| • When asked, faculty and staff can explain how data are used to track growth in student achievement |

**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 |
|---|
| • Reports, charts, and graphs are available for individual students depicting their status and growth |
| • Individual student achievement is examined from the perspective of value-added results |
| • Individual student results from multiple types of assessments are regularly reported and used (e.g., benchmark, common assessments) |
| • Individual student reports, graphs, and charts are regularly updated to track growth in student achievement |
| • Teachers regularly analyze school growth data for individual students |
| • School leadership teams regularly analyze individual student performance |
| • When asked, individual students and their parents can describe the student's achievement status and growth |
| • When asked, faculty can describe the different types of individual student reports available to them |
| • When asked, faculty and staff can analyze data of their individual students, including all subgroups |

**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 |
|---|
| • A written document articulating the school-wide model of instruction is in place |
| • The school-wide language of instruction is used regularly by faculty in their professional learning communities and faculty and/or department meetings |
| • Professional development opportunities are provided for new teachers regarding the school-wide model of instruction |
| • Professional development opportunities are provided for all teachers regarding the school-wide model of instruction |
| • New initiatives are prioritized and limited in number to support the instructional model |
| • The school-wide language of instruction is used regularly by faculty in their informal conversations |
| • When asked, teachers can describe the major components of the school-wide model of instruction |
| • When asked, teachers can explain how strategies in the instructional framework promote learning for the school's diverse population |

**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 |
|---|
| • Individual teachers have written pedagogical growth goals |
| • Individual teachers keep track of their progress on their pedagogical growth goals |
| • Evaluation results, growth plans, and interventions for struggling teachers are available |
| • Meetings are regularly scheduled with teachers regarding their growth goals and tracking of their progress |
| • A system is in place to effectively evaluate and revise the school's new teacher induction program |
| • The school leader has demonstrated a track record of hiring effective teachers |
| • The school leader has a track record of retaining effective teachers |
| • When asked, teachers can describe their progress on their pedagogical growth goals |
| • When asked, teachers can share documented examples of how reflection has improved their instructional practice |

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

| Scale Value | Description |
|---|---|
| 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. |

| Sample Evidences for Element 3 of Domain II |
|---|
| • Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school |
| • Forthright feedback is provided to teachers regarding their instructional practices |
| • Systems are in place to monitor the effect of the predominant instructional practices for all subgroups in the school |
| • Data are available to document the predominant instructional practices in the school |
| • The school leader can describe effective practices and problems of practice |
| • When asked, teachers can describe the predominant instructional practices used in the school |

**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><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 |
|---|
| • Online professional development courses and resources are available to teachers regarding their instructional growth goals |
| • The school leader tracks teacher participation in professional development activities |
| • Teacher-led professional development is available to teachers regarding their instructional growth goals |
| • Instructional coaching is available to teachers regarding their instructional growth goals |
| • Data are collected linking the effectiveness of professional development to the improvement of teacher practices |
| • Data are available supporting deliberate practice in improving teacher performance |
| • When asked, teachers can describe how the professional development supports their attainment of instructional growth goals |

# 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 |
|---|
| • Curriculum documents are in place that correlate the written curriculum to state and district standards |
| • Rubrics or proficiency scales are in place that clearly delineate student levels of performance on essential elements of the state and district standards |
| • Information is available correlating what is taught in the classroom (i.e., the taught curriculum) and the written curriculum |
| • Information is available examining the extent to which assessments accurately measure the written and taught curriculums |
| • School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments |
| • Evidence is available demonstrating the assessments are accurately measuring the state and district standards |
| • When asked, teachers can describe the essential content and standards for their subject area(s) or grade level(s) |
| • When asked, teachers demonstrate understanding of how the curriculum and assessments are aligned |

**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 |
|---|
| • Tracking systems are in place that examine each student's access to the essential elements of the curriculum |
| • Parents are aware of their child's current access to the essential elements of the curriculum |
| • All students have access to advanced placement or other rigorous courses |
| • All students have a prescribed program of study that documents access to courses |
| • Data are available to show teachers have completed appropriate content area training in their subject area courses |
| • Data are available to verify student achievement in critical content and standards |
| • When asked, teachers can describe the content strategies that result in the highest student learning for specific courses and topics |
| • When asked, students report they have the opportunity to learn the critical content of the curriculum |

# 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 |
|---|
| • Teachers are advised of the specific types of decisions in which they will have direct input |
| • Data-gathering techniques are in place to collect information from teachers |
| • Notes and reports are in place that describe how teacher input was used when making specific decisions |
| • Electronic tools are utilized to collect and report teacher opinions regarding specific decisions (e.g., online surveys) |
| • Groups of teachers are selected and utilized to provide input regarding specific decisions |
| • Teacher leaders are enabled to proactively initiate, plan, implement, and monitor projects |
| • The school leadership team has critical roles in facilitating school initiatives |
| • Data are available to show input is used by the school leader |
| • When asked, teachers report they feel their input is valued and used by the school leader |

**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 |
|---|
| • Professional learning communities (PLCs) are in place and meet regularly |
| • PLCs have written goals |
| • The school leader regularly examines the PLC's progress toward goals |
| • Common assessments are created by PLCs |
| • Student achievement and growth are analyzed by PLCs |
| • Data teams are in place and have written goals |
| • The progress of each data team toward reaching its goals is regularly examined |
| • To maintain a focus on student achievement, the school leader collects and reviews minutes, notes, and goals from meetings |
| • When asked, teachers can explain how being a member of a PLC has helped them grow their pedagogy |
| • When asked, teachers can explain how PLCs analyze data to identify appropriate instructional practices |

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

**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 |
|---|
| • Data collection systems are in place to collect opinion data from students, parents, and community regarding the optimal functioning of the school |
| • Data are archived and reports regularly generated regarding these data |
| • The manner in which these data are used is made transparent |
| • Data are available to show that input from the school's diverse population is valued and used |
| • An interactive website is provided for students, parents, and community to provide input |
| • Appropriate social networking technologies (e.g., Twitter, Facebook) is utilized to involve students, parents, and community |
| • Focus group meetings with students and parents are routinely scheduled |
| • The school leader hosts or speaks at community/business luncheons |
| • The school leader can explain how the use of input from the school community has resulted in improved functioning of the school |
| • The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning |
| • 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 |

# 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 |
|---|
| • A written annual growth plan is in place to address how the school leader will address strengths and weaknesses |
| • Professional development activities consistent with the leader's growth plan have been identified |
| • Evidence of leadership initiatives is available |
| • Adherence to district and state policies and procedures is evident |
| • The school leader has demonstrated the ability to be a problem solver |
| • The school leader has identified mentors and regularly interacts with them |
| • When asked, faculty and staff identify the school administrator as the leader of the school |
| • When asked, faculty and staff describe the school leader as uncompromising in regard to raising student achievement |
| • When asked, faculty and staff describe the school leader as effectively communicating those non-negotiable factors that have an impact on student achievement |
| • When asked, faculty and staff generally agree as to the vision provided by the school leader |

**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.**

| 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 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.**

| Scale Value | Description |
|---|---|
| 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. |

| Sample Evidences for Element 6 of Domain V |
|---|
| • 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) |
| • The incremental successes of students and teachers is routinely recognized |
| • The successes of the diverse school community are celebrated |
| • When asked, faculty and staff report that accomplishments of the school and their individual accomplishments have been adequately acknowledged and celebrated |
| • When asked, students, parents, and community report their accomplishments are adequately acknowledged and celebrated |

# Leadership Deliberate Practice Plan

## FY16 INSTRUCTIONS

**1.** Please log into iObservation and then hover your cursor over the "**Growth**" tab and select "**Plans**."
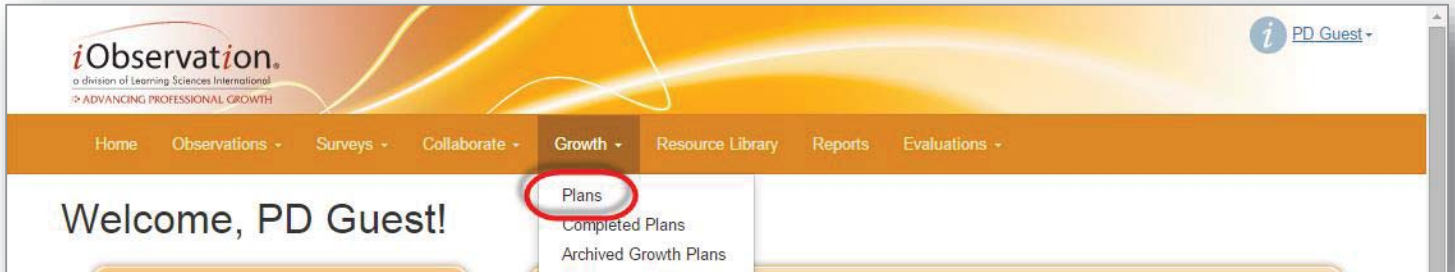


**2.** Click on the "**Create New Plan**" button to begin the Deliberate Practice process.
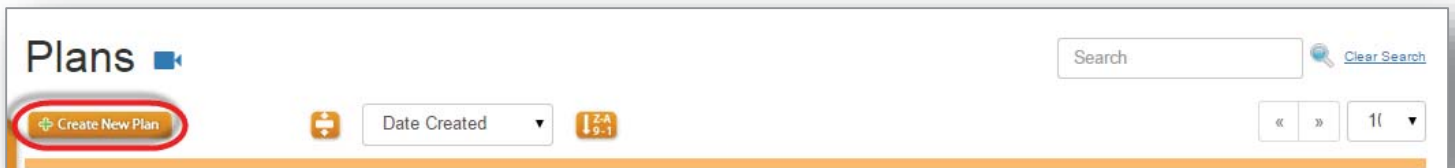


**3.** Start by completing the Step 1: Take Self-Assessment.  Click on the link to the right of the plus sign labelled, "**Marzano School Leader Evaluation Model - LCI**".
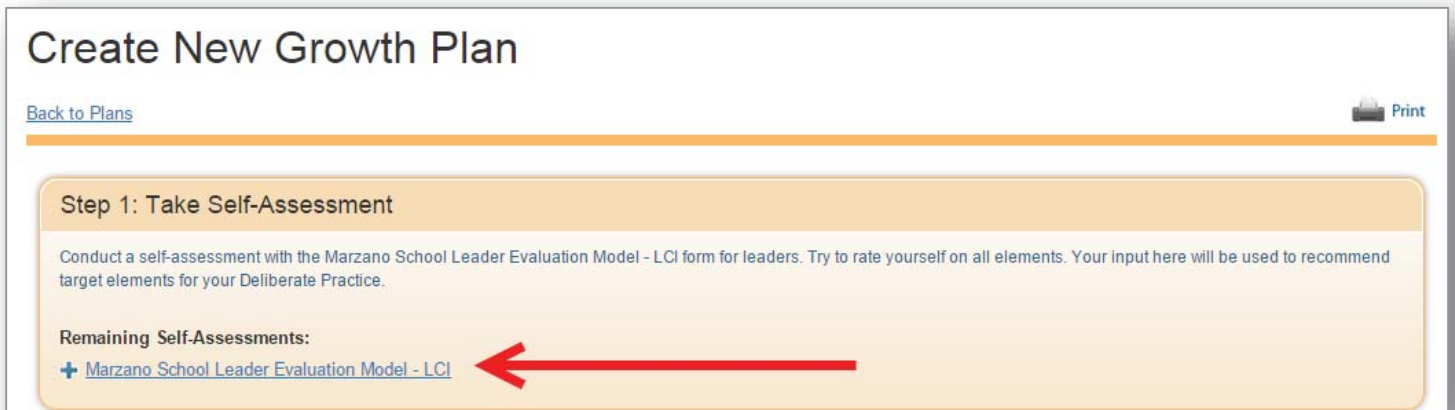
**4.** Rate yourself (Not Using, Beginning, etc.) on each of the Elements in the 5 Domains. Please make sure that after complete the Self-Assessment that you click the "**Finish**" button at the top right to proceed to the next part of the process. Please note, 0.0 Not Using is present in the scoring platform, but is not used in the scoring process.



**5.** Click the link in Step 2 labelled, "**Select Target Element**s."



**6.** Click on the "**Configure**" link next to the Element you are targeting for your Deliberate Practice. Remember, you must choose 1 element. The Element may come from any of the 5 Domains.

**7.** Configure your selected Target Element.  Start by clicking on what Performance Level the Target Element currently is and then click on where you want it to be (final) at the end of the process.  Click "**Save**" once you are done.



**8.** Once you have configured your Target Element, please click the "**Back to Plan**" button to the left.



**9.** Click on the link in Step 3 called, "**Develop a Plan for Growth**" to identify your Action Plan steps.



**10.** Click on the link called, "**Add a Step**" to create your Action Plan step.

**11. Describe** the action(s) that you plan on taking in regards to growing your Target Element. The **Date** should be the date you plan to initiate the Action Step. Once your Action Plan step is entered, please click on the "**Save Action Step**" button at the bottom left. You can add multiple Action Steps by repeating numbers 10 and 11 from this sheet.



**12.** Once you have entered all of your Action Plan steps, please click on the "**Save Action Step Order**" button at the bottom left to complete Step 3.



**13.** Please click the "**Submit for Approval**" button at the bottom of the page in order to submit your plan to your supervisor for approval.
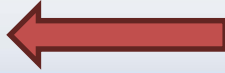
The final rating for Deliberate Practice will be based on the growth and final rating of the selected element of focus and will be reflected as one of the following ratings: Highly Effective, Effective, Needs Improvement or Unsatisfactory. For example, if an administrator has a 4.0 Innovating on the selected element as the final score, they will receive a 4.0 Highly Effective for the Deliberate Practice portion of the evaluation. See graphic below for all possible corresponding Annual Evaluation scores.

| Final Score for Selected Deliberate Practice Element as measured in iObservation | Annual Evaluation corresponding score for Deliberate Practice portion of Final Evaluation |
|---|---|
| 4.0 Innovating | 4.0 Highly Effective |
| 3.0 Applying | 3.0 Effective |
| 2.0 Developing | 2.0 Needs Improvement |
| 1.0 Beginning | 1.0 Unsatisfactory |