# Learning Sciences International

# The Marzano School Leader Evaluation Model

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

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

## Research Background

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

### The Wallace Study

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

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

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

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

## 2. About Robert Marzano and Learning Sciences International

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

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

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

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

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

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

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

### The Marzano Study of School Effectiveness

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

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

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

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

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

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

could be computed from the data available. In all, 2,802 K–12 schools were involved in the studies synthesized, with an estimated 14,000 teachers and 1.4 million students. The overall finding was that the characteristics of school leaders have a statistically significant relationship with student achievement. Additionally, twenty-one specific types of school leader characteristics (referred to as "responsibilities") were found to correlate with student achievement.

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

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

### The Wallace Study

A final cross-referencing was conducted on the Marzano School Leader Evaluation Model using the findings from a study The Wallace Foundation funded and was cooperatively conducted by the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota and the Ontario Institute for Studies in Education at the University of Toronto (Louis, Leithwood, Wahlstrom, & Anderson, 2010). This multiyear study, *Investigating the Links to Improved Student Learning*, is perhaps the most current and comprehensive study on the relationship between school administrator behaviors and actions and student academic achievement. The study involved survey data from 8,391 teachers and 471 school administrators; interview data from 581 teachers and administrators, 304 district-level educators, and 124 state personnel; and observational data from 312 classrooms. Student achievement data for literacy and mathematics in elementary and secondary schools were also obtained using scores on state tests designed to measure Adequate Yearly Progress as mandated by the No Child Left Behind Act of 2001. The findings of this study as they relate specifically to school leadership were summarized in the report *The School Principal as Leader: Guiding Schools to Better Teaching and Learning (The Wallace Foundation, 2012). The report identified five key functions* of school leaders: shaping a vision of academic success for all students; creating a climate hospitable to education; cultivating leadership in others; improving instruction; and managing people, data, and processes to foster school improvement.

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

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

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

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

### What Works in Oklahoma Schools

The final research effort (to date) that underpins the Marzano School Leader Evaluation Model was a study of what works in Oklahoma schools that was conducted by Marzano Research Laboratory for the Oklahoma State Department of Education (OSDE) over the 2009–2010 and 2010–2011 school years (Marzano Research Laboratory, 2011). This study was conducted to determine those elements that are related to being classified as an improvement school (i.e., a school that needs improvement) as opposed to a school that is not classified as needing improvement (i.e., schools not on improvement status). Fifty-nine matched elementary, middle, and high schools were involved in the study. Of those fifty-nine schools, thirty-two were classified as needing improvement and twenty-seven were not. Survey data from teachers, administrators, students, and parents were used in

the study along with on-site observations of teachers, interviews with administrators, and videotapes of classroom activities. State test data in mathematics and the English language arts were the primary dependent measures when examining the effects of specific elements. From the fifty-nine matched schools, 1,117 teachers, 13,373 students, and 516 parents were involved.

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

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

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

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

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

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

## Conclusion

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

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

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

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

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

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

## The Five Domains

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

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

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

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

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

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

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

## II. Continuous Improvement of Instruction

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

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

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

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

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

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

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

## III. A Guaranteed and Viable Curriculum

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

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

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

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

## IV. Cooperation and Collaboration

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

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

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

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

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

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

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

## V. School Climate

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

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

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

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

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

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

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

## Scales

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

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

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

| 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 |

To understand the logic of this scale and all others in the system, it is best to begin with "Applying," which has a score value of 3. A score of "Applying" can be considered the level of performance that indicates proficiency regarding the element. In this case, the school ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level AND regularly monitors that everyone has understanding of the goals.

In short, the school leader ensures goals have been set for critical needs and regarding student achievement are in place and monitored. Above this level is "Innovating," which has a score value of 4. Here, in addition to score 3 actions and behaviors, the school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals.

This level is usually associated with exceptional or excellent performance regarding the element. "Developing" is a step below the target of "Applying." It has a score value of 2 and indicates that the school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level. This level of performance is usually associated with needing improvement regarding the element. Below this level is "Beginning," which has a score value of 1. Here the school leader attempts to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level but does not complete the task or does so partially. This level of performance is usually considered unsatisfactory. The lowest level on the scale is "Not Using," which has a score value of 0. The school leader does not attempt to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level. This level is also considered unsatisfactory.

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

## 5. Process for Observations

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

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

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

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

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

**Planning Support for Implementation**

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

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

**The Five Steps of the Evaluation Cycle**

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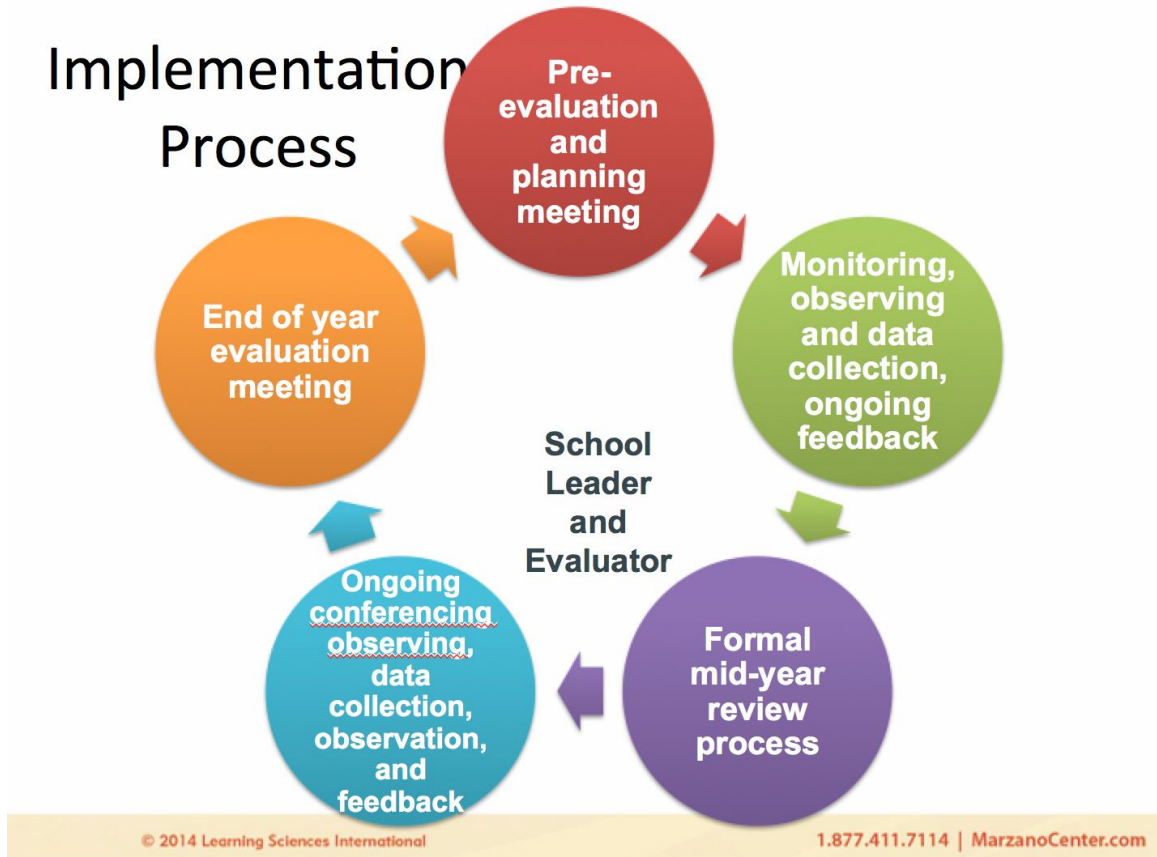
Graphic: The evaluation cycle for the Marzano School Leader Model

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

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

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

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

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

## Deliberate practice as an added measure

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

## 6. Training Plan for Evaluators and Observers
(Please see district attachment)


## 7. Appendix

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

Paper: Carbaugh, Marzano, Toth, "Common Language Common Goals: How an Aligned Evaluation and Growth System for District Leaders, School Leaders, Teachers, and Support Personnel Drives Student Achievement."
http://www.marzanocenter.com/files/MarzanoCenter-Hierarchical-Evaluation-20130529.pdf

## The School Leader Evaluation Learning Map

### Marzano School Leader Evaluation Model Learning Map, Domains 1-3

| Domain 1 | Domain 2 | Domain 3 |
|---|---|---|
| **A Data-Driven Focus On Student Achievement** | **Continuous Improvement of Instruction** | **A Guaranteed and Viable Curriculum** |
| **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. | **Element 1:** The school leader provides a clear vision as to how instruction should be addressed in the school. | **Element 1:** The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards. |
| **Element 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. | **Element 2:** The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans. | **Element 2:** The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers. |
| **Element 3:** The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals. | **Element 3:** The school leader is aware of predominant instructional practices throughout the school. | **Element 3:** The school leader ensures that all students have the opportunity to learn the critical content of the curriculum. |
| **Element 4:** The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students. | **Element 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. | |
| **Element 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. | **Element 5:** The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals. | |

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

### Domain 4

**Cooperation and Collaboration**

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

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

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

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

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

### Domain 5

**School Climate**

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

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

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

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

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

**Element 6:**
The school leader acknowledges the success of the whole school, as well as individuals within the school.
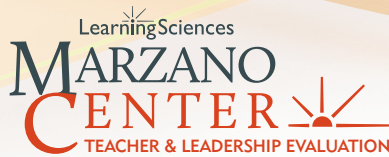
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# MARZANO SCHOOL LEADERSHIP EVALUATION MODEL

Prepared by Learning Sciences Marzano Center Center for Teacher and Leadership Evaluation

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# 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 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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### FOR THE MARZANO SCHOOL LEADERSHIP EVALUATION MODEL

# Introduction

This report is a description of the School Leadership 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 Causal 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 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 a relationship with student achievement.

# The Review of Literature

Four primary documents were used in the review of literature: (1) the Wallace Foundation study (Louis, Leithwood, Wahlstrom, & Anderson, 2010), (2) the study of 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 effective schooling.

## The Wallace Study

The most current and comprehensive study on the relationship between school administrator behaviors and actions and student academic achievement is that 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 the 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. Over 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 have a clear focus on student achievement that is guided by relevant and timely data. Five specific categories of school administrator actions and behaviors constitute this domain:

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

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

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

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

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

## II: Continuous Improvement of Instruction

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

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

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

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

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

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

## III: A Guaranteed and Viable Curriculum

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

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

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

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

## IV: Cooperation and Collaboration

The actions and behaviors in this domain help ensure that teachers and staff have and engage in opportunities to address issues critical to the optimal functioning of the school and operate as a cohesive team. Five specific categories of school administrator actions and behaviors constitute this domain:

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

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

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

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

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

## V: School Climate

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

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

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

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

(4) The school leader ensures that students, parents, and 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

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 measureable 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.

**I: A Data-Driven Focus on Student Achievement**

**I(1): The school leader ensures clear and measureable 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 establishes clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement at the school but also 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 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 only partially. This level of performance is usually considered unsatisfactory. The lowest level on the scale is "Not Using," which has a score value of 0. Here the administrator does not even attempt to establish school-wide achievement goals. This level is also considered unsatisfactory.

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

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

| 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<br><br>• Written goals are established for eliminating differences in achievement for students at different socioeconomic levels<br><br>• Written goals are established for eliminating differences in achievement for students for all subgroups in the school<br><br>• Written goals are established for eliminating the differences in achievement for English language learners<br><br>• Written goals are established for eliminating the differences in achievement for students with disabilities<br><br>• School-wide achievement goals are posted so that faculty and staff see them on a regular basis<br><br>• School-wide achievement goals are discussed regularly at faculty and staff gatherings<br><br>• Improvement goals are assigned to various departments and faculty<br><br>• Written goals are established for eliminating the achievement gap for all students<br><br>• Written goals address the most critical and severe deficiencies<br><br>• Written timelines contain specific benchmarks for each goal including individual(s) responsible for the goal<br><br>• Scales are in place to chart student and school progress towards meeting the standards<br><br>• When asked, faculty and staff can explain how goals eliminate differences in achievement for students of differing ethnicities |

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 leadership evaluation that is coordinated and compatible with the Marzano Causal 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 Marzano or Learning Sciences International is relinquishing this copyright.

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# Appendix A

## 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. |

| 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 |
| • Written goals are established for eliminating differences in achievement for students at different socioeconomic levels |
| • Written goals are established for eliminating differences in achievement for students for all subgroups in the school |
| • Written goals are established for eliminating the differences in achievement for English language learners |
| • Written goals are established for eliminating the differences in achievement for students with disabilities |
| • School-wide achievement goals are posted so that faculty and staff see them on a regular basis |
| • School-wide achievement goals are discussed regularly at faculty and staff gatherings |
| • Improvement goals are assigned to various departments and faculty |
| • Written goals are established for eliminating the achievement gap for all students |
| • Written goals address the most critical and severe 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 towards 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 teachers' and their students' 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. |

| Evidences for Element 2 of Domain I |
|---|
| • Written goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments |
| • Written goals accompanied by proficiency scales are established for each student in terms of their knowledge gain |
| • Students keep data notebooks regarding their individual goals |
| • Student led conferences focus on individual student's goals |
| • Parent-teacher conferences focus on the individual student's goals |
| • 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 regularly 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. |

| 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 |
| • 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. |

| 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 |
| • The school leader analyzes achievement data for student subgroups within the school |
| • When asked, individual students and their parents can describe their 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 students are successfully completing those programs. |
| 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. |

| Evidences for Element 5 of Domain I |
|---|
| • Extended school day and week programs are in place |
| • Extended school year programs are in place |
| • After-school programs are in place |
| • Tutorial programs are in place |
| • The school schedule is designed so that students can receive academic help while in school |
| • Individual student completion of programs designed to enhance their academic achievement is monitored (i.e. gifted and talented, advanced placement, STEM, etc.) |
| • Response to intervention measures are in place |
| • Enrichment programs are in place |
| • Data are collected and available to monitor student participation in intervention or enrichment programs |
| • When asked, teachers can explain the interventions in place to help individual students met their goals |
| • When asked, student and/or parents can identify interventions in place to meet their 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 understands 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. |

| Evidences  for Element 1 of Domain II |
|---|
| <ul><li>A written document articulating the school-wide model of instruction is in place</li><li>The school-wide language of instruction is used regularly by faculty in their professional learning communities</li><li>The school-wide language of instruction is used regularly in faculty and department meetings</li><li>Professional development opportunities are provided for new teachers regarding the school-wide model of instruction</li><li>Professional development opportunities are provided for all teachers regarding the school-wide model of instruction</li><li>New initiatives are prioritized and limited in number to support the instructional model</li><li>The school-wide language of instruction is used regularly by faculty in their informal conversations</li><li>When asked, teachers can describe the major components of the school-wide model of instruction</li><li>When asked, teachers  can explain how strategies in the instructional framework promote learning for the school's diverse population</li></ul> |

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

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

| Evidences for Element 2 of Domain II |
|---|
| • The school leader meets regularly with teachers regarding their growth goals |
| • Individual teachers have written statements of their pedagogical growth goals |
| • Individual teachers keep track of their progress on their pedagogical growth goals |
| • The school leader has demonstrated a track record of hiring effective teachers |
| • The school leader has a system in place to effectively evaluate the selection process for hiring new teachers |
| • The school leader has a system in place to effectively evaluate and revise the new teacher induction program |
| • The school leader has a track record of retaining effective teachers |
| • The school leader documents and tracks the growth of each teacher on their pedagogical goals |
| • When asked, teachers can describe their progress on their pedagogical growth goals |
| • When asked, the school leader can produce evaluation results, growth plans, and supports for struggling teachers |
| • 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 interacts 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. |

| 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 |
| • The school leader provides forthright feedback to teachers regarding their instructional practices |
| • The school leader can describe effective practices and problems of practice |
| • The leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school |
| • When asked, the school leader can describe the predominant instructional practices in the school |
| • 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 their 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 their 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 their 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 their pedagogical strengths and weaknesses and that these data are gathered from multiple sources. |

| Evidences for Element 4 of Domain II |
|---|
| • Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses |
| • Teacher feedback and evaluation data are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers |
| • Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers |
| • The school leader provides frequent observations and meaningful feedback to teachers |
| • Ongoing data are available to support that teacher evaluations are consistent with student achievement data |
| • When asked, the school leader can link teacher evaluation data with student achievement data |
| • When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement |

**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 is provided to teachers that is directly related to their instructional growth goals 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 is provided to teachers that is directly related to their instructional growth goals, 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 is provided to teachers that is directly related to their instructional growth goals. |

| 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 is 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 the leader intervenes with teachers who do not follow the 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 properly administered. |
| 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. |

| Evidences for Element 1 of Domain III |
|---|
| <ul><li>Curriculum documents are in place that correlate the written curriculum to state and district standards</li><li>Rubrics or proficiency scales are in place that clearly delineate student levels of performance on essential elements of the state and district standards</li><li>Information is available correlating what is taught in the classrooms (i.e., the taught curriculum) and the written curriculum</li><li>Information is available examining the extent to which assessments accurately measure the written and taught curriculums</li><li>School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments</li><li>The school leader ensures the alignment of the curriculum and assessment measures</li><li>Evidence is available demonstrating the assessments are accurately measuring the state and district standards</li><li>When asked, teachers can describe the essential content and standards for their subject area(s) or grade level(s)</li><li>When asked, teachers demonstrate understanding of how the curriculum and assessments are aligned to improve student achievement</li></ul> |

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

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

| Evidences for Element 2 of Domain III |
|---|
| • A written list of essential elements is in place |
| • Essential elements have been articulated as proficiency scales or rubrics |
| • 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) |
| • The school leader ensures students are ready to be contributing members of society and participate in a global community |
| • The school leader has a plan in place to monitor 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 the learning environment of the school is preparing them to contribute to society and be part of a global community |

**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. |

| 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 |
| • The school leader ensures teachers have completed appropriate content area training in their subject area courses |
| • The school leader ensures teachers have completed appropriate training for content specific strategies |
| • 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 |

# 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 actively participate in those opportunities. |
| 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. |

| 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 |
| • Information is available regarding participation of teachers in opportunities to observe and discuss effective teaching |
| • Information is available regarding teacher participation in virtual discussions regarding effective teaching |
| • The leader can describe the school's procedures for scheduling teachers to observe and discuss effective instructional practices |
| • When asked, teachers report their participation in observing other teachers results in individual self-reflection and 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. |

| Evidences for Element 2 of Domain IV |
|---|
| • The specific types of decisions on which teachers will have direct input are made clear |
| • 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 targeted and utilized to provide input regarding specific decisions |
| • The leader enables teacher leaders to proactively initiate, plan, implement and monitor projects |
| • The school leadership team has critical roles in facilitating school initiatives |
| • 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. |

| Evidences for Element 3 of Domain IV |
|---|
| • Professional learning communities (PLCs) are in place |
| • 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 |
| • Data teams have written goals |
| • The school leader regularly examines each data team's progress toward goals |
| • The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement |
| • When asked, teachers can explain how PLC's 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 optional function 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 delegates 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. |

| Evidences for Element 4 of Domain IV |
|---|
| • Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of the school |
| • Data are archived and reports regularly generated regarding these data |
| • The manner in which data are used is made transparent |
| • The school improvement team provides input to the leader regarding the school improvement plan |
| • The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities |
| • The school leader encourages select faculty to continue their education and assists them with career planning |
| • The school leader effectively identifies potential leaders and guides them in career development |
| • The school leader can cite examples of where teacher input has resulted in effective change at the school |
| • The school leader demonstrates ongoing mentoring of teacher leaders |
| • Teacher leaders and other faculty are empowered to share in the leadership of the school |
| • When asked, teachers explain formal ways they have to give input regarding optimal functioning of the school |
| • When asked, teachers can identify examples of when their input has resulted in effective change at the school |

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

| Scale Value | Description |
|---|---|
| Innovating (4) | The school leader intervenes and provides support when students, parents, and community input is not working to optimize the function of the school. |
| Applying (3) | The school leader ensures that input is regularly collected from students, parents, and community AND monitors the extent to which the inputs are contributing to the optional function 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 |
| • The school leader provides an interactive website for students, parents, and the community |
| • The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community |
| • The school leader engages in virtual town hall meetings |
| • The school leader conducts focus group meetings with students and parents |
| • 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 |

# 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 continually engages in activities to improve his or her professional practices AND monitors the extent to which these activities enhance personal leadership skills and the staff's confidence about his or her ability to lead. |
| Developing (2) | The school leader continually engages in activities to improve his or her professional practices. |
| Beginning (1) | The school leader attempts to engage in activities to improve his or her professional practices, but does not complete the task or does so partially. |
| Not Using (0) | The school leader does not attempt to engage in activities to improve his or her professional practices. |

| Evidences for Element 1 of Domain V |
|---|
| • The school leader has a written annual growth plan |
| • The school leader has identified professional development activities consistent with his or her growth plan |
| • The school leader has identified mentors and regularly interacts with them |
| • The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses |
| • Faculty and staff describe the school leader as uncompromising in regards to raising student achievement |
| • Faculty and staff describe the school leader as effectively communicating those non-negotiable factors that have an impact on student achievement |
| • The school leader has demonstrated his or her ability to be a problem solver |
| • When asked, faculty and staff identify the school administrator as the leader of the school |
| • 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 or 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 or she performs or is perceived. |
| Applying (3) | The school leader performs with integrity and the best interest of all students AND monitors the extent to which faculty and staff perceive him or 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 the best interest of all students. |
| Beginning (1) | The school leader attempts to perform with integrity and 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 the best interest of all students. |

| Evidences for Element 2 of Domain V |
|---|
| • Faculty and staff describe the school leader as one who "walks the walk and talks the talk" |
| • Faculty and staff describe the school leader as one who speaks with candor |
| • Faculty and staff describe the school leader 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 or her initiatives |

**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 are in place that lead to safe and orderly conduct 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 are in place that lead to orderly conduct. |
| Beginning (1) | The school leader attempts to ensure that well-defined routines and procedures are in place that lead to orderly conduct, 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 are in place that lead to orderly conduct. |

| Evidences for Element 3 of Domain V |
|---|
| • Clear and specific rules and procedures are in place for the running of the school |
| • Few, if any, incidents occur in which the safety of faculty or staff is compromised |
| • The school leader provides a means for faculty and staff to communicate about the safety of his or her school |
| • Faculty and staff know the emergency management procedures and how to implement them for specific incidents |
| • The school leader can provide evidence of practicing emergency management procedures for specific incidents |
| • The school leader can provide evidence of updates to the emergency management plans and communication of them to the faculty and staff |
| • When asked, faculty and staff describe the school as a safe place |
| • When asked, faculty and staff describe the school as an orderly place |
| • When asked, the faculty and staff describe the school leader as highly visible and accessible |

**V(4): The school leader ensures that students, parents, and the 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 the community. |
| Applying (3) | The school leader ensures that well-defined routines and procedures are in place that lead to orderly conduct AND monitors the extent to which students, parents, and the community share the perception that the school environment is safe and orderly. |
| Developing (2) | The school leader ensures that well-defined routines and procedures are in place that lead to orderly conduct. |
| Beginning (1) | The school leader attempts to ensure that well-defined routines and procedures are in place that lead to orderly conduct, 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 are in place that lead to orderly conduct. |

| Evidences for Element 4 of Domain V |
|---|
| • Clear and specific rules and procedures are in place for the running of the school |
| • Few, if any, incidents occur in which students' safety is compromised |
| • The school leader employs social media so that students may anonymously report potential incidents |
| • The school leader has a means of communicating to parents about issues regarding school safety (e.g. a call out system) |
| • The school leader coordinates with local law enforcement agencies regarding school safety issues |
| • The school leader engages parents and community 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 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. |

| **Evidences for Element 5 of Domain V** |
|---|
| <ul><li>Materials and resources for specific classes and courses meet the state or district specifications for those classes and courses</li><li>Time available for specific classes and courses meets the state or district specifications for those classes and courses</li><li>The school leader develops, submits, and implements detailed budgets</li><li>The school leader successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds)</li><li>The school leader manages time effectively in order to maximize focus on instruction</li><li>The school leader appropriately directs the use of technology to improve teaching and learning</li><li>The school leader provides adequate training for the instructional technology teachers are expected to use</li><li>When asked, faculty and staff report that they have adequate materials to teach effectively</li><li>When asked, faculty and staff report that they have adequate time to teach effectively</li></ul> |

**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 meet 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 and the accomplishments of individuals within the school. |

| Evidences for Element 6 of Domain V |
|---|
| • The school leader recognizes the accomplishments of individual teachers, teams of teachers, and the whole school in a variety of ways (e.g. faculty celebrations, newsletters to parents, announcements, websites, social media) |
| • The school leader recognizes incremental success of students and teachers |
| • The school leader recognizes the success of individual departments |
| • The school leader regularly celebrates the success of a variety of types of individuals (e.g. teacher of the year, support staff employee of the year) |
| • When asked, faculty and staff report that the accomplishments of the school have been adequately acknowledged and celebrated |
| • When asked, faculty and staff report that their individual accomplishments have been adequately acknowledged and celebrated |