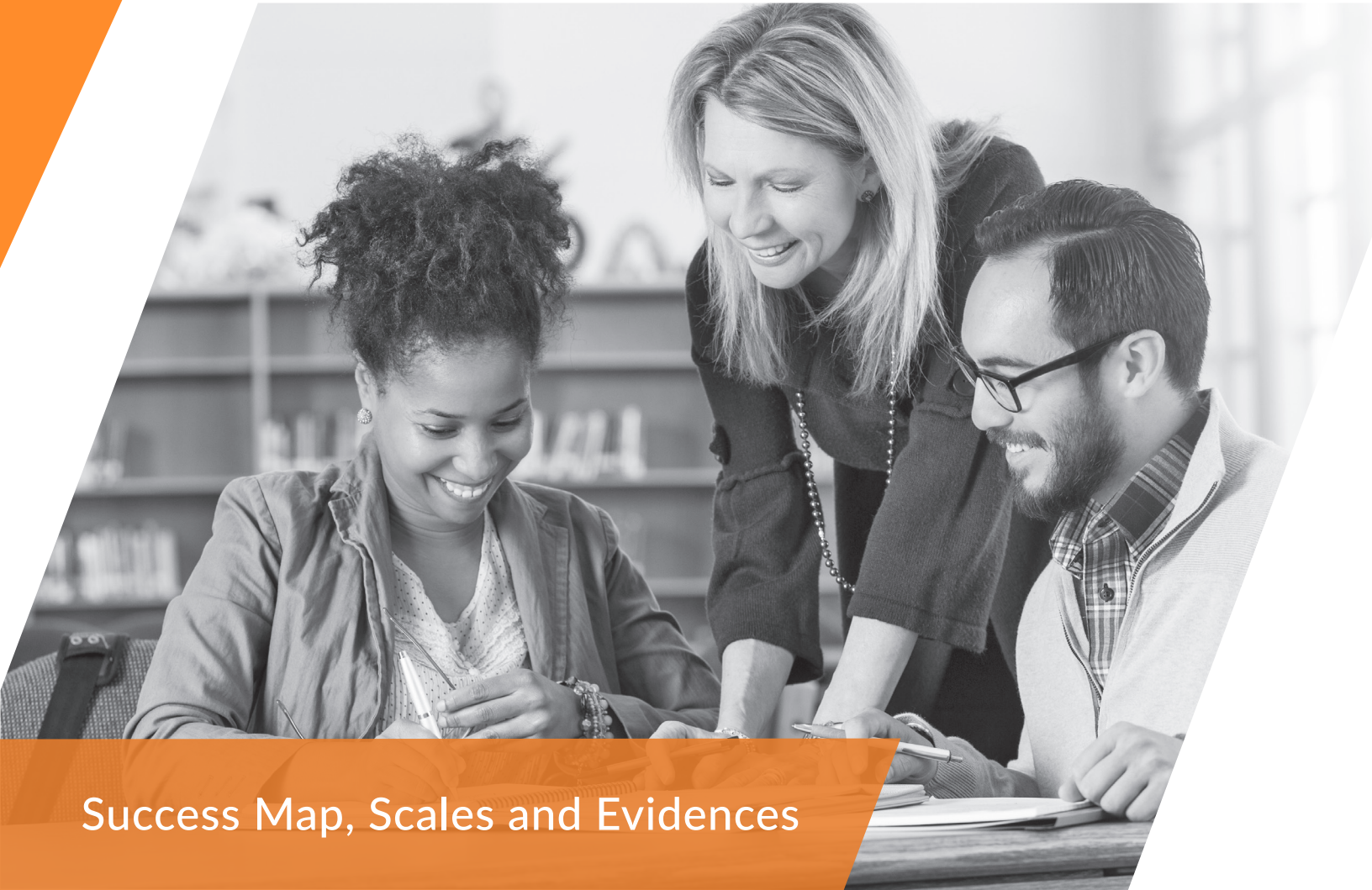# Marzano Focused School Leader Evaluation Model

Success Map, Scales and Evidences

Prepared by

Learning Sciences Marzano Center

877.411.7114 | MarzanoCenter.com

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Marzano Focused School Leader Evaluation Model

DOMAIN 1
A Data-Driven Focus on School Improvement

Element 1:
The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.

Element 2:
The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.

Element 3:
The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.

DOMAIN 2
Instruction of a Viable and Guaranteed Curriculum

Element 1:
The school leader provides a clear vision for how instruction should be addressed in the school.

Element 2:
The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.

Element 3:
The school leader ensures that school curriculum and accompanying assessments align with state and district standards.

Element 4:
The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.

Element 5:
The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.

DOMAIN 3
Continuous Development of Teachers and Staff

Element 1:
The school leader effectively hires, supports and retains personnel who continually demonstrate growth through reflection and growth plans.

Element 2:
The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.

Element 3:
The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.

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DOMAIN 4
Community of Care and Collaboration

Element 1:
The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.

Element 2:
The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

Element 3:
The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.

Element 4:
The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.

DOMAIN 5
Core Values

Element 1:
The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.

Element 2:
The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.

Element 3:
The school leader ensures that the school is perceived as safe and culturally responsive.

DOMAIN 6
Resource Management

Element 1:
The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.

Element 2:
The school leader utilizes systematic processes to engage district and external entities in support of school improvement.

Element 3:
The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

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Marzano Focused School Leader Evaluation Model

Domain I: A Data-Driven Focus on School Improvement

I(1): The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.

Desired Effect: Everyone understands the school's most critical goals for improving student achievement.

Scale Value	Description
Innovating (4)	The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the critical goals.
Applying (3)	The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school AND regularly monitors that everyone understands the critical goals for improving student achievement.
Developing (2)	The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.
Beginning (1)	The school leader attempts to use appropriate data to develop critical goals focused on improving student achievement at the school, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to use appropriate data to develop critical goals focused on improving student achievement at the school.

Sample Evidences for Element 1 of Domain I
• Published goals focus on a plan for eliminating the achievement gap for each student
• Goals support the vision and mission of the school
• School improvement goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments
• Multiple sources of data are used to develop critical goals
• School-wide achievement goals are posted and discussed regularly at faculty and staff gatherings
• Written goals address the most critical and severe achievement deficiencies
• Written timelines contain specific benchmarks for each goal including who provides support for achieving the goal
• A school improvement or strategic plan delineates the critical goals
• Faculty and staff can explain how goals support and eliminate differences in achievement for students at different socioeconomic levels, English learners, and students with disabilities
• Faculty and staff can describe why the identified school-wide achievement goals are the most critical
• Data are available to identify how the most critical achievement goals of the school are supported

I(2): The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.

Desired Effect: Data confirm students are making progress towards meeting their achievement goals.

Scale Value	Description
Innovating (4)	The school leader ensures that multiple sources of data are analyzed to provide the most relevant information and readdresses achievement goals using accrued achievement data.
Applying (3)	The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals AND monitors the extent to which student data are used to track progress toward goal.
Developing (2)	The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.
Beginning (1)	The school leader attempts to ensure appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.

Sample Evidences for Element 2 of Domain I
• Reports, charts, graphs, and other relevant data for each student are available for tracking status and growth
• Data are routinely analyzed for learning gaps
• Individual student results from multiple types of assessments are regularly reported and used (e.g. classroom formative, benchmark, summative/end of year)
• Individual student reports, graphs, and charts are regularly updated to track the progress of each student
• Teachers regularly meet to analyze school growth data for individual students
• School leadership teams regularly meet to analyze individual student performance
• Teachers utilize multiple sources of individual student data in planning to close achievement gaps
• Teachers regularly analyze data of their individual students, including all subgroups
• Students keep data logs regarding their individual goals and for tracking progress
• Student-led conferences focus on the student's achievement goals
• Parents have access to student achievement data systems to track student progress
• Parent-teacher conferences focus on individual student goals and progress
• Teacher plans address the learning goals of their students
• Each student has recorded achievement goals for classroom formative, benchmark, and summative assessments

I(3): The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.

Desired Effect: Data confirm interventions help each student meet achievement goals.

Scale Value	Description
Innovating (4)	The school leader continually examines and expands the options for individual students to make adequate progress towards meeting their achievement goals.
Applying (3)	The school leader ensures that appropriate interventions and supportive practices are implemented to help each student meet achievement goals AND monitors whether interventions help each student meet achievement goals.
Developing (2)	The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.
Beginning (1)	The school leader attempts to ensure the appropriate implementation of interventions and supportive practices to help each student meet achievement goals, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.

Sample Evidences for Element 3 of Domain I
• Processes are in place to identify students who need interventions
• Interventions take place during the school day or in extended day programs (e.g. Saturday school, summer school)
• Response to intervention measures and/or multi-tiered systems of support are in place and routinely measured for producing results
• Enrichment programs are in place
• Intervention, including enrichment, programs are constantly monitored to measure their effect on student achievement
• Completion rates of programs designed to enhance academic achievement are monitored (e.g. gifted and talented, advanced placement, STEM, etc.)
• Processes for ongoing progress monitoring are used to appropriately place students and, when appropriate, redirect students into intervention support groups
• Push-in or other in-class interventions are utilized when appropriate
• Interventionist and classroom teachers regularly work together to track student progress
• Teachers can explain how implemented interventions help individual students meet their goals
• Students and/or parents can identify how interventions helped close their achievement gap

Domain II: Instruction of a Viable and Guaranteed Curriculum

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

Desired Effect: Teachers use the instructional model.

Scale Value	Description
Innovating (4)	The school leader continually examines and provides updates so that all teachers use the instructional model.
Applying (3)	The school leader provides a clear vision for how instruction should be addressed in the school AND monitors the extent to which the teachers use the instructional model.
Developing (2)	The school leader provides a clear vision for how instruction should be addressed in the school.
Beginning (1)	The school leader attempts to provide a clear vision for how instruction should be addressed in the school, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to provide a clear vision for how instruction should be addressed in the school.

Sample Evidences for Element 1 of Domain II
• A written document articulating the school-wide model of instruction is in place
• The school-wide language of instruction is used regularly by faculty in their professional learning communities and in faculty and/or department meetings
• The school-wide language of instruction is used regularly by faculty in their informal conversations
• Professional development opportunities are provided for new and experienced teachers regarding the school-wide model of instruction
• Implementation of the instructional model is evident in daily classroom instruction
• Intentional planning to use the instructional model is evident in teacher lesson plans
• New initiatives are prioritized and limited in number to support the instructional model
• Teachers can describe the major components of the school-wide model of instruction
• Teachers can explain how strategies in the instructional framework promote learning for the school's diverse population
• Data are available to support teacher implementation of the instructional model (e.g. lesson plans, observations, PLC notes)
• The vision for instruction is shared throughout the school and community

II(2): The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.

Desired Effect: Teachers improve instructional practices when leader provides feedback regarding predominant instructional practices.

Scale Value	Description
Innovating (4)	The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are implemented.
Applying (3)	The school leader uses knowledge of the predominant instructional practices in the school to improve teaching AND monitors the extent to which teachers improve their instructional practices.
Developing (2)	The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.
Beginning (1)	The school leader attempts to use knowledge of the predominant instructional practices in the school to improve teaching, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to use knowledge of the predominant instructional practices in the school to improve teaching.

Sample Evidences for Element 2 of Domain II
• Walk-through or other observation data are aggregated to disclose predominant instructional practices in the school
• Accurate feedback is provided to each teacher regarding instructional practices
• Systems are in place to monitor the effect of predominant instructional practices for each subgroup
• Feedback is provided to each teacher regarding instructional practices needed to address learning gaps and diverse student populations
• Predominant instructional practices and trends are documented and regularly shared with teachers
• Effective instructional practices and problems of practice are accurately described by the school leader
• Data shows teachers implement new instructional strategies when provided feedback
• Data regarding predominant instructional practices are used to inform professional development opportunities
• Observation data confirm that teachers improve instructional practices
• Student achievement data improves as teachers improve in the use of instructional strategies
• Teachers can describe the predominant instructional practices used in the school and how they affect student achievement

II(3): The school leader ensures that the school curriculum and accompanying assessments align with state and district standards.

Desired Effect: Assessments accurately measure student progress towards achieving the adopted standards.

Scale Value	Description
Innovating (4)	The school leader ensures that the assessment and reporting system focuses on state and district standards and intervenes with teachers who do not utilize adopted standards.
Applying (3)	The school leader ensures that the school curriculum and accompanying assessments align with state and district standards AND monitors the extent to which the assessments accurately measure student progress toward achieving the adopted standards.
Developing (2)	The school leader ensures that the school curriculum and accompanying assessments align with state and district standards.
Beginning (1)	The school leader attempts to ensure that the school curriculum and accompanying assessments align with state and district standards, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that the school curriculum and accompanying assessments align with state and district standards.

Sample Evidences for Element 3 of Domain II
• An understanding of the alignment of curriculum and assessments is demonstrated by the school leader
• Curriculum documents are in place that correlate the written curriculum to state and district standards
• Resources to support curriculum align to standards
• Rubrics or scales are in place that clearly delineate student levels of performance on essential standards
• Classroom/formative, benchmark, and summative/end of year assessment data are consistently analyzed for alignment to standards
• School teams regularly analyze the relationship between the written curriculum/standards, taught curriculum, and assessments, and makes adaptations when needed
• Assessments accurately measure adopted standards
• Interventions are in place when standards are required and not incorporated
• Implemented assessments reflect knowledge of child development and learning theories
• Teachers can describe the essential standards for their subject area and/or grade level

II(4): The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.

Desired Effect: Teachers have time to teach the core or essential standards.

Scale Value	Description
Innovating (4)	The school leader ensures that essential standards are regularly examined and revised to ensure teachers have time to teach the essential standards.
Applying (3)	The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers AND monitors the extent to which the essential standards are few enough to allow adequate time for students to learn them.
Developing (2)	The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.
Beginning (1)	The school leader attempts to ensure that the school curriculum is focused on essential standards so it can be taught in the time available to teachers, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that the school curriculum is focused on essential standards so it can be taught in the time available to teachers.

Sample Evidences for Element 4 of Domain II
• A written list of essential standards is in place and available to each teacher
• Written curriculum has been unpacked in such a manner that essential elements/standards have been identified
• A curriculum audit has been conducted that delineates how much time it would take to adequately address the essential standards
• Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps)
• Time available for specific classes and courses meets the state or district specifications for those classes and courses
• Schedules are protected to allow teachers time to teach the essential curriculum/standards
• A plan is in place to monitor that the essential curriculum is taught in the time available to teachers
• Teachers can describe which elements are essential and can be taught in the scheduled time
• Students report they have time to learn the essential curriculum/standards
• Processes are implemented at the school to ensure teachers teach the essential curriculum/standards
• Data are available to show that teachers teach the essential curriculum/standards
• Technology systems support essential standards

II(5): The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.

Desired Effect: Each teacher teaches the essential standards so every student has the opportunity to learn the essential standards

Scale Value	Description
Innovating (4)	The school leader intervenes with teachers who do not teach essential standards that guarantee students have equal access to learning the critical content of the curriculum.
Applying (3)	The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum AND monitors the extent to which each teacher teaches the essential standards to each student.
Developing (2)	The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.
Beginning (1)	The school leader attempts to ensure that each student has equal opportunity to learn the critical content of the curriculum, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that each student has equal opportunity to learn the critical content of the curriculum.

Sample Evidences for Element 5 of Domain II
• Tracking systems are in place that examine each student's access to the essential elements/standards of the curriculum
• Parents are aware of their child's current access to the essential/standards elements of the curriculum
• Each student has equal access to advanced placement or other rigorous courses
• Each student has a prescribed program of study that documents access to appropriate courses
• Data are available to show teachers have completed appropriate content area training in their subject area courses
• Each student has equal access to courses that directly address the essential elements/standards of the required curriculum
• Data are available to verify student achievement in critical content and standards
• Teachers can describe the content strategies that result in the highest student learning for specific courses and topics
• Student data/feedback reveal that they are given the opportunity to learn the critical content of the curriculum
• Data are available to show that students are ready to be contributing members of society and participate in a global community (e.g. graduation rates, CTE certifications, post-graduation enrollment)
• Data are available to show that students are college and career ready
• Appropriate technology is in place to support and enhance instruction and curriculum
• The process in place to ensure that each student has an equal opportunity to learn the critical content/standards can be explained by the school leader

Domain III: Continuous Development of Teachers and Staff

III(1): The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans.

Desired Effect: Teachers and staff continue to grow as they meet their growth goals.

Scale Value	Description
Innovating (4)	The school leader provides interventions and support for teachers and staff who are not meeting their growth goals.
Applying (3)	The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans AND monitors the extent to which teachers and staff achieve their growth goals and continue to grow.
Developing (2)	The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans.
Beginning (1)	The school leader attempts to effectively hire, support, and retain personnel who continually demonstrate growth through reflection and growth plans, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to effectively hire, support, and retain personnel who continually demonstrate growth through reflection and growth plans.

Sample Evidences for Element 1 of Domain III
• Each teacher provides written pedagogical growth goals
• Teachers regularly track their progress towards meeting pedagogical growth goals
• Evaluation results, growth plans, and interventions for struggling personnel are available
• Meetings are regularly scheduled with personnel regarding their growth goals and tracking progress
• A teacher induction program is in place to support new teachers
• Teacher leaders are identified, supported, and provided opportunities to develop
• Personnel records reveal the leader hires and retains effective personnel
• Standardized interview processes and/or protocols are utilized
• Nondiscriminatory hiring practices are evident
• Personnel records document that support system(s) are utilized to ensure personnel meet their goals
• Teachers can describe their progress on their pedagogical growth goals
• Staff members demonstrate continuous growth in their area of responsibility
• Personnel can share documented examples of how reflection has improved their craft

III(2): The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.

Desired Effect: Teacher observation/evaluation data 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 uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data AND monitors the extent to which teacher evaluations are consistent with student achievement data.
Developing (2)	The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.
Beginning (1)	The school leader attempts to use multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to use multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.

Sample Evidences for Element 2 of Domain III
• Specific evaluation scales 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
• A schedule of teacher observations is in place to ensure all observations are completed in the designated timeframe
• Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers
• Data show the school leader provides frequent observations and meaningful feedback to teachers
• Data are available to support that teacher evaluations are consistent with student achievement data
• Achievement data from classroom formative, benchmark and/or summative/end of year assessments are consistent with teacher evaluation feedback
• Teachers can describe how implementation of specific instructional strategies affects student achievement
• When observation data are not consistent with student achievement data, the leader works to update accuracy in assigning observational feedback
• When observation data reveal inconsistencies with student achievement data, the leader provides teachers with appropriate support and interventions

III(3): The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.

Desired Effect: Teachers and staff improve their skills as a result of attending professional development.

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 personnel who are not making sufficient progress toward achieving growth goals.
Applying (3)	The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals AND monitors the extent to which teachers and staff improve their skills.
Developing (2)	The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.
Beginning (1)	The school leader attempts to ensure that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.

Sample Evidences for Element 3 of Domain III
• Teachers and staff have ongoing opportunities to participate in job-embedded professional development or training • Online professional development courses and resources are available to teachers and staff regarding their growth goals • Teachers and staff participation in professional development activities is recorded and tracked • Teacher-led professional development is available to teachers regarding their instructional growth goals • Instructional coaching is available to teachers to help them achieve their instructional growth goals • Data are collected linking the effectiveness of professional development/training to the improvement of teacher and/or staff practices • Data are available documenting how deliberate practice is improving teacher performance • Teachers and staff can describe how professional development supports attainment of growth goals • Teachers and staff implement new strategies after attending professional development • Interventions are documented for staff who do not utilize professional development opportunities • Interventions are in place to support personnel who do not continue to grow in their area of responsibility

Domain IV: Community of Care and Collaboration

IV(1): The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.

Desired Effect: Teachers working in collaborative groups enhance instruction and student achievement.

Scale Value	Description
Innovating (4)	The school leader continually re-evaluates that teachers work in collaborative groups to enhance instruction and student achievement and intervenes with groups who are not enhancing instruction and student achievement.
Applying (3)	The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student AND monitors the extent to which working in collaborative groups enhances instruction and student achievement.
Developing (2)	The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.
Beginning (1)	The school leader attempts to ensure that teachers work in collaborative groups to discuss and plan effective instruction, curriculum, assessment, and the achievement of each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that teachers work in collaborative groups to discuss and plan effective instruction, curriculum, assessment, and the achievement of each student.

Sample Evidences for Element 1 of Domain IV
• Professional Learning Communities (PLCs) are in place and meet regularly
• PLCs have written goals
• Progress of PLCs towards their goals is regularly examined by the school leader
• Classroom assessments are created by PLCs
• Formative student achievement and growth data are analyzed by PLCs
• Teachers have opportunities to observe other teachers
• Teachers work collaboratively to write standards-based unit plans and assessments
• Teachers unpack standards and write learning targets demonstrating a progression of knowledge
• Teachers routinely examine student work for alignment to standards
• Progress of each PLC team toward reaching its goals is regularly reviewed
• To maintain a focus on student achievement, the school leader collects and reviews minutes, notes, and goals from PLC meetings
• Teachers can explain how being a member of a PLC has helped them grow their pedagogy
• Teachers can explain the process the PLC uses to analyze data to identify appropriate instructional practices
• PLCs that are working effectively or ineffectively are identified by the school leader
• Ongoing interventions are in place for teams or teachers who do not work as a PLC
• Student data reveal that PLCs are enhancing student achievement

IV(2): The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

Desired Effect: Through shared decision-making the school continues to improve its overall effectiveness.

Scale Value	Description
Innovating (4)	The school leader continually seeks new venues for teacher input regarding important decisions and the effectiveness of the school.
Applying (3)	The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school AND monitors the extent to which the decision making process improves the effectiveness of the school.
Developing (2)	The school leader ensures a workplace where teachers have roles in the decision- making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.
Beginning (1)	The school leader attempts to ensure a workplace where teachers have roles in the decision- making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

Sample Evidences for Element 2 of Domain IV
• Teachers are made aware of the specific types of decisions in which they will have direct input
• Data-gathering techniques are in place to collect information from teachers
• Notes and reports are in place that describe how teacher input was used when making specific decisions or changes
• Virtual tools are utilized to collect and report teacher opinions regarding specific decisions (e.g. online surveys)
• Groups of teachers are selected and utilized to provide input regarding specific decisions
• Teacher leaders are enabled to proactively initiate, plan, implement, and monitor projects
• The school leadership team has critical roles in facilitating school initiatives
• Data are available to show how input is used by the school leader
• Teachers report that their input is valued and taken into consideration by the school leader
• Data are available to reveal the school improves its overall effectiveness through a shared decision-making process
• School leader can describe the systematic processes in place to solicit teacher input
• Initiatives are analyzed to evaluate their effect on teaching and learning

IV(3): The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.

Desired Effect: Equity is evident for each student.

Scale Value	Description
Innovating (4)	The school leader intervenes and seeks assistance if the school does not provide equity for each student.
Applying (3)	The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community AND monitors the extent to which the input creates equity for each student.
Developing (2)	The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.
Beginning (1)	The school leader attempts to ensure equity in a child-centered school with input from staff, students, parents, and the community, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure equity in a child-centered school with input from staff, students, parents, and the community.

Sample Evidences for Element 3 of Domain IV
• Data collection systems are in place to collect opinion data from staff, students, parents, and community regarding equity for each student
• Use of input data is made transparent
• Examples of how equity is ensured are available
• Data are available to show that input from the school's diverse population is valued and used
• Use of interactive or social media is provided for staff, students, parents, and community to provide input
• An inclusive culture is evident (e.g. student engagement in school-sponsored activities, attendance, behavior data, enrollment patterns)
• Focus group meetings with students and parents are routinely scheduled
• School leader hosts and/or speaks at community/business events
• Examples of how input from the school community results in change and improvements are available
• Processes are made available for how data gathered from subpopulations at the school is incorporated in school planning
• Survey data indicates that the school is perceived as a child-centered school where equity is evident
• Staff, students, parents, and community members report that their input is valued and used by the school leader to improve the functioning of the school

IV(4): The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.

Desired Effect: Each member of the school feels valued and honored.

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 acknowledges the successes of the school and celebrates the diversity and culture of each student AND monitors the extent to which people feel honored for their contributions.
Developing (2)	The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.
Beginning (1)	The school leader attempts to acknowledge the successes of the school and celebrates the diversity and culture of each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to acknowledge the successes of the school or celebrate the diversity and culture of each student.

Sample Evidences for Element 4 of Domain IV
• Accomplishments of individual teachers, teams of teachers, and the whole school are celebrated in a variety of ways (e.g. faculty celebrations, newsletters to parents, announcements, websites, social media)
• Incremental successes of students and teachers are routinely recognized
• Successes of the diverse school community are celebrated
• Faculty and staff report that accomplishments of the school and their individual accomplishments have been adequately acknowledged and celebrated
• Perception inventories and other feedback data document that each member of the school feels valued and honored
• Adaptations to current practices are made after analysis of feedback data
• Staff, students, parents, and community report that their accomplishments are adequately acknowledged and celebrated
• Actions of the school leader demonstrate that the leader accepts responsibility for the success of each student
• Celebrations demonstrate understanding of the cultures represented in the school

Domain V: Core Values

V(1): The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.

Desired Effect: The school leader is recognized in the school community as a leader who continues to enhance his/her leadership skills.

Scale Value	Description
Innovating (4)	The school leader actively seeks expertise/mentors for validation and feedback to enhance leadership skills.
Applying (3)	The school leader is transparent, communicates effectively, and continues to demonstrate professional growth AND monitors the extent to which the school community perceives that the leader continues to enhance his/her leadership skills.
Developing (2)	The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.
Beginning (1)	The school leader attempts to be transparent, communicate effectively, and continue to demonstrate professional growth, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to be transparent, communicate effectively, and continue to demonstrate professional growth.

Sample Evidences for Element 1 of Domain V
• Core values of the school are modeled by the school leader
• Goals, mission, and vision of the school are clearly communicated
• A published annual growth plan is in place to address how the school leader will address strengths and weaknesses
• Professional development activities consistent with the leader's growth plan have been identified
• Evidence of leadership initiatives is available
• Problem-solving and decision-making skills are demonstrated
• Regular interactions with an identified mentor are documented
• Communication is clear and accurate
• Multiple media sources are utilized to communicate with staff and community
• Faculty and staff identify the school administrator as the leader of the school
• Faculty and staff describe the school leader as uncompromising regarding raising student achievement
• Data indicate that school and community members perceive the leader as visible, welcoming, and approachable
• Faculty and staff describe the school leader as an effective communicator of non-negotiable factors that have an impact on student achievement

V(2): The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.

Desired Effect: All decisions are measured by how they impact students.

Scale Value	Description
Innovating (4)	The school leader actively seeks for validation and feedback from multiple sources regarding perception in the school community.
Applying (3)	The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student AND monitors how decisions impact students.
Developing (2)	The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.
Beginning (1)	The school leader attempts to have the trust of the staff and school community that all decisions are guided by what is best for each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to have the trust of the staff and school community that all decisions are guided by what is best for each student.

Sample Evidences for Element 2 of Domain V
• Perception inventories and/or other data indicate that the school leader is recognized by the school community as one who is willing to "take on tough issues"
• Ethical decisions and practices are evident in all aspects of the work performed by the leader
• Student policies and procedures are fair, unbiased, and culturally responsive
• Perception inventories and/or other data show that the school leader performs with integrity and in the best interest of each student
• Data reveal that the school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan to ensure success for each student
• Faculty and staff describe the school leader as an individual whose actions are guided by a desire to ensure the well-being of each student and to help each student learn
• Faculty and staff describe the school leader as an individual who will follow through with his/her initiatives
• Faculty and staff describe the school leader as one whose actions support his/her talk and expectations
• Positive relationships are developed with staff, faculty, students, parents, and community

V(3): The school leader ensures that the school is perceived as safe and culturally responsive.

Desired Effect: The school is safe and inclusive of each student.

Scale Value	Description
Innovating (4)	The school leader ensures that rules and procedures are regularly reviewed and updated as necessary to ensure a safe and culturally responsive environment.
Applying (3)	The school leader ensures that the school is perceived as safe and culturally responsive AND monitors the extent to which the school is safe and inclusive of each student.
Developing (2)	The school leader ensures that the school is perceived as safe and culturally responsive.
Beginning (1)	The school leader attempts to ensure that the school is perceived as safe and culturally responsive, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that the school is perceived as safe and culturally responsive.

Sample Evidences for Element 3 of Domain V
• Each student is treated respectfully
• Institutional practices are regularly analyzed to safeguard against any bias relating to individuality, culture, and/or diversity
• Decision-making reflects cultural considerations and responsiveness
• Clear and specific rules and procedures are in place
• Faculty and staff are provided the means to communicate about the safety of the school
• Emergency management procedures for specific incidents are practiced
• Updates and communication to the faculty and staff regarding emergency management plans are available
• Faculty and school community describe the school as a safe and orderly place
• Faculty and school community describe the school as inclusive and focused on supporting learning
• Social media is utilized so that students may anonymously report potential incidents
• Students have choice, work in groups, feel empowered, and demonstrate self-efficacy
• Systems are in place for mass communication to parents (e.g. a call out system, mass texting)
• Teachers foster positive relationships with students and the community
• Coordination with local law enforcement agencies regarding school safety issues is a routine event
• Students, parents, and community provide input regarding issues of school safety

VI(1): The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.

Desired Effect: Management of fiscal, technological, and physical resources support instruction and student achievement.

Scale Value	Description
Innovating (4)	The school leader ensures adjustments are made or new strategies are created so that all fiscal, technological, and physical resources support effective instruction and student achievement.
Applying (3)	The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student AND monitors the extent to which fiscal resources support effective instruction and student achievement.
Developing (2)	The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.
Beginning (1)	The school leader attempts to ensure that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.

Sample Evidences for Element 1 of Domain VI
• Budgets are clearly aligned and prioritized to support instruction and achievement
• Resources and materials reflect the cultural assets and interests of students in the community
• Effective management of human resources that provide support for instruction and achievement (i.e. support staff) is documented by the school leader
• Faculty and staff report that they have adequate materials to teach effectively
• Faculty and staff report that they have adequate time to plan, teach, and incorporate appropriate resources
• Student achievement can be linked to effective use of resources
• Technology improves the quality and efficiency of operational management
• Analysis of utilized technology confirms how it supports effective teaching and improved learning

VI(2): The school leader utilizes systematic processes to engage school district and external entities in support of school improvement.

Desired Effect: Data confirms that use of resources supports school improvement.

Scale Value	Description
Innovating (4)	The school leader continually examines and expands options for utilizing systematic processes to engage school district and external entities in support of school improvement.
Applying (3)	The school leader utilizes systematic processes to engage school district and external entities in support of school improvement AND monitors data to determine if the resources support school improvement.
Developing (2)	The school leader utilizes systematic processes to engage school district and external entities in support of school improvement.
Beginning (1)	The school leader attempts to utilize systematic processes to engage school district and external entities in support of school improvement, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to utilize systematic processes to engage school district and external entities in support of school improvement.

Sample Evidences for Element 2 of Domain VI
• Success with accessing and leveraging a variety of resources (e.g. grants, local, state, and federal funds) is evident
• Budgets and projects, with plans and objectives, are organized in such a way that the focus on instruction is maintained
• District resources are utilized to maximize improvement of the school (e.g. academic/curriculum support)
• University partnerships are utilized to provide support for the school
• Processes used by the leader to improve the school are evident and readily explained
• Partnerships with external entities are actively pursued
• Partnerships are monitored to determine how they impact the school
• Documentation of how outside resources support school improvement is available

VI(3): The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

Desired Effect: The compliance to rules and regulations supports effective instruction and student achievement.

Scale Value	Description
Innovating (4)	The school leader continually examines for compliance to district, state, and federal rules and regulations and implements interventions when compliance is not working to support effective instruction and the achievement of each student.
Applying (3)	The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student AND monitors the extent to which compliance to rules and regulations supports effective instruction and student achievement.
Developing (2)	The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.
Beginning (1)	The school leader attempts to ensure compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

Sample Evidences for Element 3 of Domain VI
• Deadlines are managed to enhance overall instructional effectiveness
• Operations and facility resources are managed effectively to provide support for instruction
• Curriculum materials and other resources meet district, state, or federal specifications
• Data reveal how compliance to rules and regulations supports instruction and student achievement
• Adherence to district and state policies and procedures is evident
• Compliance documents are available for each auditable department (e.g. Title funds, grants, special education)
• When compliance to rules and regulations is not evident, interventions are put in place