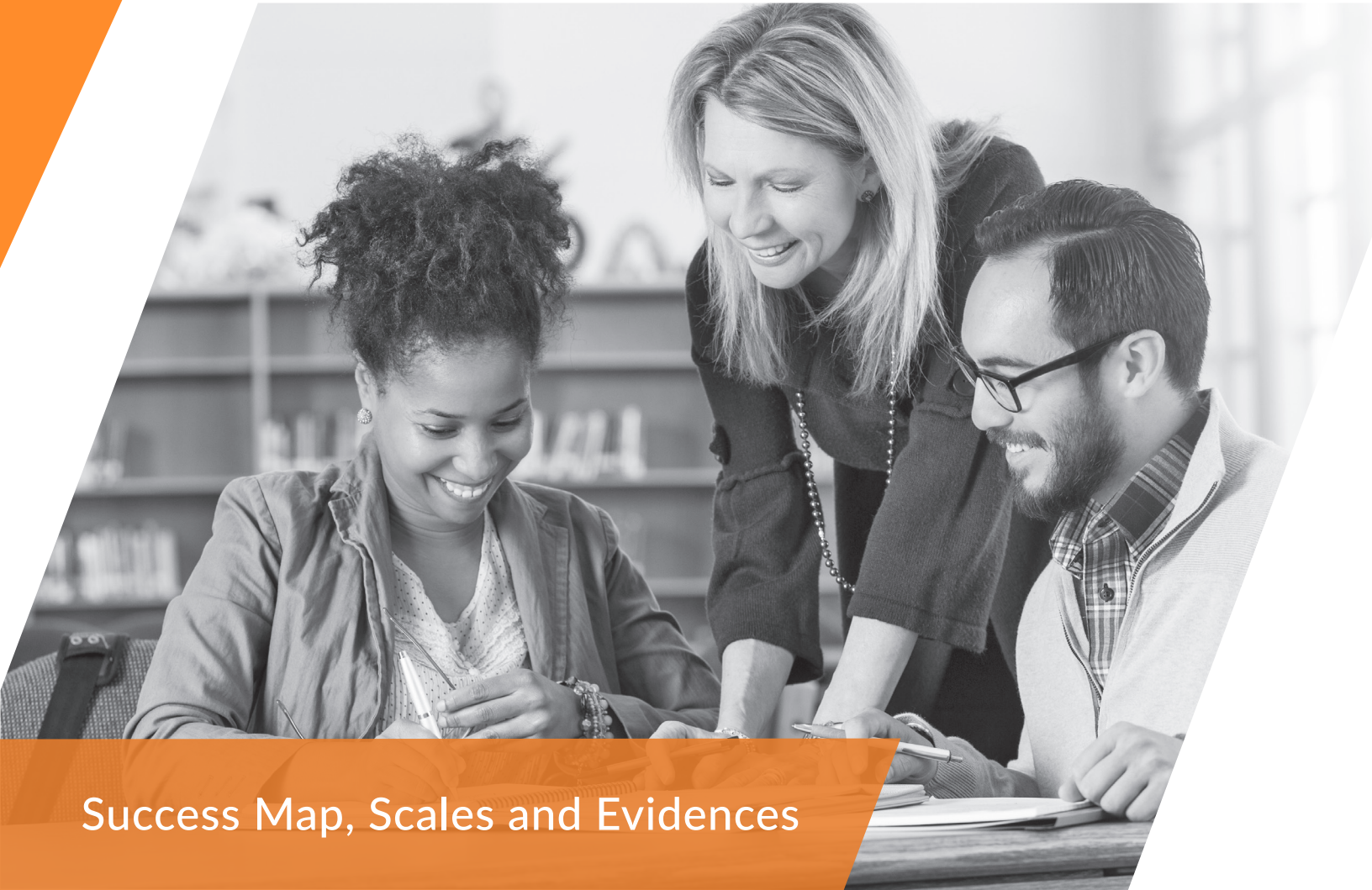# Marzano District Leader Evaluation Model - 2018 Update

Success Map, Scales and Evidences

Prepared by

Learning Sciences Marzano Center

877.411.7114 | MarzanoCenter.com

LEARNING SCIENCES INTERNATIONAL

Marzano District Leader Evaluation Model
- 2018 Update -

DOMAIN 1
A Data-Driven Focus to Support Student Achievement

Element 1:
The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.

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

Element 3:
The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.

DOMAIN 2
Continuous Support for Improvement of Instruction

Element 1:
The district leader provides a clear vision regarding the district instructional model and how to implement the model.

Element 2:
The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth.

Element 3:
The district leader provides ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.

Element 4:
The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals.

DOMAIN 3
Continuous Support for a Guaranteed and Viable Curriculum

Element 1:
The district leader ensures that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards.

Element 2:
The district leader ensures that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.

Element 3:
The district leader ensures that each student has equal opportunity to access and learn the critical content of the curriculum.

877.411.7114 | MarzanoCenter.com

Marzano District Leader Evaluation Model
- 2018 Update -

DOMAIN 4
Community of Care and Collaboration

Element 1:
The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative.

Element 2:
The district leader ensures equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents).

Element 3:
The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

Element 4:
The district leader establishes clear guidelines regarding adherence to district policies and for autonomous school decision making.

DOMAIN 5
District Core Values

Element 1:
The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth.

Element 2:
The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.

Element 3:
The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive.

DOMAIN 6
Resource Allocation Management

Element 1:
The district leader uses systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student.

Element 2:
The district leader manages technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student.

Element 3:
The district leader manages the organization, operations, instructional programs, and initiatives to maximize the use of resources that promote effective instruction and student achievement.

877.411.7114 | MarzanoCenter.com

Marzano District Leader Evaluation Model – 2018 Update

Domain I: A Data-Driven Focus to Support School Achievement

I(1): The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.

Desired Effect: Personnel know and provide support for the most critical goals for improving student achievement.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies created so that all personnel know the critical goals for improving student achievement.
Applying (3)	The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement AND monitors the extent to which personnel know and provide support for the most critical goals for improving student achievement.
Developing (2)	The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.
Beginning (1)	The district leader attempts to ensure clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.

Sample Evidences for Element 1 of Domain I
• Goals are posted (e.g. websites, bulletin boards, marquees, meeting rooms)
• Goals are aligned with district and/or school goals
• A strategic plan delineates the most critical goals
• Goals focus on eliminating the achievement gap
• Multiple sources of data are used to identify the most critical needs for improving student achievement
• Goals for improving student achievement are communicated
• Operational support is clearly aligned to show support for improving student achievement
• Goals are S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, Time-bound)
• Goals are incorporated in daily work plans/schedules
• Personnel know the goals for their area of responsibility
• Personnel communicate goals (e.g. at staff meetings, community forums, via social media)
• Personnel can explain how operations focus on supporting student achievement
• Information/data indicates personnel know the most critical goals for improving student achievement (e.g. surveys, conferences, virtual media)
• Adaptations or adjustments are created when data indicate personnel do not know or attend to the most critical goals

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

Desired Effect: Data reveal progress toward goals.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so data show progress toward the goals.
Applying (3)	The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals AND monitors the extent to which data reveal progress toward goals.
Developing (2)	The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.
Beginning (1)	The district leader attempts to ensure data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.

Sample Evidences for Element 2 of Domain I
• Accurate and timely data are identified and available
• Appropriate sources of data are used for monitoring progress
• Benchmark data are established and used to analyze and monitor progress
• Ongoing data monitoring meetings track progress towards goals
• Data discussions are routinely part of meeting agendas (e.g. cabinet level, department/division, principal meetings)
• Data tracking systems are in place and used to track progress
• Personnel report data are used routinely to monitor progress towards goals
• When goals are not being met interventions are implemented
• Adaptations or adjustments are created when data indicate progress is not advancing toward the goals

I(3): The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.

Desired Effect: Interventions improve student achievement.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so results show all intervention programs are achieving results.
Applying (3)	The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement AND monitors the extent to which interventions improve student achievement.
Developing (2)	The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.
Beginning (1)	The district leader attempts to ensure appropriate support is provided to schools when data indicate interventions are needed to improve student achievement, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.

Sample Evidences for Element 3 of Domain I
• Programs and other resources are aligned to support needed interventions
• Professional development is aligned to support needed interventions
• Intervention programs are in place and needed support is provided
• Personnel have data to show the interventions are improving student achievement
• Personnel communicate how support is provided for needed interventions
• District-wide interventions are implemented when data indicate a need
• Monitoring of interventions is ongoing and analyzed for results
• Adjustments or adaptions are made when interventions are not working

II(1): The district leader provides a clear vision regarding the district instructional model and how to implement the model.

Desired Effect: Personnel provide support for implementing the instructional model.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all personnel know and implement the instructional model.
Applying (3)	The district leader provides a clear vision regarding the district instructional model and how to implement the model AND monitors the extent to which personnel provide support for implementing the instructional model.
Developing (2)	The district leader provides a clear vision regarding the district instructional model and how to implement the model.
Beginning (1)	The district leader attempts to provide a clear vision regarding the district instructional model and how to implement the model, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to provide a clear vision regarding the district instructional model and how to implement the model.

Sample Evidences for Element 1 of Domain II
The District Leader: - Establishes a clear vision within their area of responsibility of how to support the district instructional model   - Articulates the vision of the instructional model within their area of responsibility   - Monitors the actions of personnel to determine if they provide support for the instructional model   - Holds personnel accountable for supporting the instructional model   - Implementation of the instructional model is evident district-wide   - Personnel can explain how their actions support the instructional model   - Adaptations or adjustments are created when data indicate the instructional model is not implemented/supported

©2017 Robert J. Marzano.

Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®   Page 4

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

Desired Effect: Personnel continue to demonstrate professional growth.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all personnel continue to grow and develop expertise.
Applying (3)	The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth AND monitors the extent to which personnel continue to demonstrate professional growth.
Developing (2)	The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth.
Beginning (1)	The district leader attempts to effectively support and retain school and department leaders who continually enhance their leadership skills through reflection and professional growth, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to effectively support and retain school and department leaders who continually enhance their leadership skills through reflection and professional growth.

Sample Evidences for Element 2 of Domain II
The District Leader: • Hires and retains effective personnel • Hires personnel with a proven track record of continued professional growth • Meets regularly with personnel regarding their performance and/or growth plans • Supports and assists personnel who do not continue to develop expertise • Documents reflective practices as related to professional growth • Uses appropriate procedures to release personnel who do not continue to develop expertise • Personnel report that the district leader supports development of expertise • Adaptations or adjustments are created when data indicate personnel need to continue to grow and develop expertise

II(3): The district leader provides ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.*

Desired Effect: Evaluation data are consistent with student achievement and operational data.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all performance evaluations are consistent with student achievement and operational data.
Applying (3)	The district leader provides ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data AND monitors the extent to which evaluation data are consistent with student achievement and operational data.
Developing (2)	The district leader provides ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.
Beginning (1)	The district leader attempts to provide ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to provide ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.

Sample Evidences for Element 3 of Domain II
• Evaluations accurately reflect strengths and weaknesses of performance as indicated by data
• Achievement data are routinely used as part of the evaluation process
• Student achievement data is consistent with evaluation data
• Operational data are routinely used as part of the evaluation process
• Personnel report that their evaluations accurately reflect their strengths and weaknesses
• Adaptations or adjustments are created when data indicate evaluations are not consistent with student achievement and operational data

*This element is not applicable if the leader does not evaluate other personnel and would not be scored as part of the evaluation.

II(4): The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals.

Desired Effect: Personnel continue to grow professionally and meet professional growth goals.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so professional development results in all personnel meeting their professional growth goals.
Applying (3)	The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals AND monitors the extent to which personnel continue to grow professionally and meet professional growth goals.
Developing (2)	The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals.
Beginning (1)	The district leader attempts to ensure that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals.

Sample Evidences for Element 4 of Domain II
• Professional development courses and resources are available to personnel to support their growth goals
• Personnel participation is tracked to document professional development activities
• Coaching and support are available to personnel regarding their growth goals
• Data are collected linking the effectiveness of professional development to the improvement of appropriate practices
• Online professional learning courses are available as appropriate
• Personnel can describe how professional development supports attainment of growth goals
• Instructional coaching is available to help personnel achieve professional growth goals
• Interventions are documented for personnel who do not utilize professional development opportunities
• Opportunities are available for personnel to provide input regarding their professional development needs
• Interventions are in place to support personnel who do not grow in their area of responsibility
• Adaptations or adjustments are created when data indicate personnel are not meeting growth goals

Domain III: Continuous Support for a Guaranteed and Viable Curriculum

III(1): The district leader ensures that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards.

Desired Effect: Curriculum and assessments align with established standards.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so curriculum and assessment initiatives align with established standards.
Applying (3)	The district leader ensures that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards AND monitors the extent to which curriculum and assessments align with established standards.
Developing (2)	The district leader ensures that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards.
Beginning (1)	The district leader attempts to ensure that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards.

Sample Evidences for Element 1 of Domain III
• Documents are in place reflecting that support for curriculum and assessment initiatives adhere to federal, state, and district standards
• Information is available examining the extent to which assessments accurately measure the written and taught curriculums
• Analyzes the relationship between the written curriculum, taught curriculum, and assessments, for rigor and cultural relevance
• Demonstrates awareness of how implementation of federal, state, and district standards are impacted by operational practices
• Uses appropriate federal, state, and district standards when making decisions to support curriculum and assessment initiatives
• Personnel can describe how they support the essential content and standards in their area of responsibility
• Personnel can explain how curriculum and assessments are aligned to improve student achievement
• Personnel report they receive information in a timely manner regarding updates to state and federal standards
• Adaptations or adjustments are created when data indicate curriculum and assessments do not align with established standards

III(2): The district leader ensures that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.

Desired Effect: Adequate time is available for implementation of initiatives.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so personnel have time to implement district-level programs, curricula, and other initiatives as in the time allocated.
Applying (3)	The district leader ensures that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools AND monitors the extent to which adequate time is available for implementation of initiatives.
Developing (2)	The district leader ensures that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.
Beginning (1)	The district leader attempts to ensure that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.

Sample Evidences for Element 2 of Domain III
• Audits indicate there is time to adequately address district and school initiatives
• Plans for implementation of programs, curricula, and other initiatives are clearly communicated
• Teams regularly meet to discuss and review the progression and viability of programs, curriculum, and operational initiatives
• Communication is ongoing with personnel to focus on prioritization of initiatives
• A plan is in place to monitor that the curriculum is taught in the time available
• Personnel report they have time and resources to implement programs, curricula, and supporting operational initiatives
• Adaptations or adjustments are created when data initiatives cannot be implemented in the time allocated

III(3): The district leader ensures that each student has equal opportunity to access and learn the critical content of the curriculum.

Desired Effect: Each student has equal opportunity to learn the critical content of the curriculum.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so each student has equal opportunity to access and learn the critical content of the curriculum.
Applying (3)	The district leader ensures that each student has equal opportunity to access and learn the critical content of the curriculum AND monitors the extent to which each student has equal opportunity to learn the critical content of the curriculum.
Developing (2)	The district leader ensures that each student has equal opportunity to access and learn the critical content of the curriculum.
Beginning (1)	The district leader attempts to ensure that each student has equal opportunity to access and learn the critical content of the curriculum, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure that each student has equal opportunity to access and learn the critical content of the curriculum.

Sample Evidences for Element 3 of Domain III
• Tracking systems are in place that examine each student's access to the essential elements of the curriculum
• Parents have access to their child's education programs and placement
• All students have access to appropriate educational choices (e.g. the arts, career and technical, advanced placement, or other rigorous courses)
• Personalized learning opportunities are available
• Teachers have access to and complete appropriate content area training in their subject-area courses
• Data are available to verify the diversity of students enrolled in advanced placement or other rigorous courses
• Student data reveal each student has equal access to rigorous courses
• Data collection systems are in place to collect feedback data regarding equity for each student
• Examples of how equal access to learn the critical content are available
• All stakeholders report that each student has equal opportunities to learn from highly qualified teachers
• Adaptations or adjustments are created so each student has equal access to the curriculum

Domain IV: Community of Care and Collaboration

IV(1): The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative.

Desired Effect: Constituents feel valued and desire to be part of the district.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so constituents perceive the district as caring, collaborative, and cooperative.
Applying (3)	The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative AND monitors the extent to which constituents feel valued and desire to be part of the district.
Developing (2)	The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative.
Beginning (1)	The district leader attempts to ensure that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative.

Sample Evidences for Element 1 of Domain IV
• Provides evidence of actively listening and learning from constituents
• Successes of individuals, teachers, departments, schools, and the district are celebrated in multiple events (e.g. district-level celebrations, school-level celebrations, newsletters, public announcements, social media)
• Incremental success is routinely recognized and celebrated
• Feedback from constituents supports that the district leader is collaborative and cooperative
• Examples of communication reveal collaboration and cooperation is the norm within the workplace
• Successes of the diverse district community are celebrated
• Personnel report that accomplishments have been adequately acknowledged and celebrated
• Diversity is recognized and celebrated
• Policies, supported by training, are established for how to work collaboratively with district constituents
• Data reveal that the district leader is perceived as creating a collaborative and cooperative workplace
• Data indicate constituents perceive the district is a good place for staff and students
• Adaptations or adjustments are created when data indicate the district is not perceived as caring, collaborative, and cooperative

Page 11

IV(2): The district leader ensures equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents).

Desired Effect: Input is used to create a student-centered district.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all input is used to create a student-centered district.
Applying (3)	The district leader ensures equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents) AND monitors the extent to which input is used to create a student-centered district.
Developing (2)	The district leader ensures equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents).
Beginning (1)	The district leader attempts to ensure equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents), but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents).

Sample Evidences for Element 2 of Domain IV
• Data are available to support that constituents have opportunities for constructive conversations about important student issues
• Each student has equal access to all district programs and services
• Enrollment in the district reflects stability and/or growth
• Appropriate technologies and websites are available for constituents to provide input regarding the district and/or schools
• Data collection systems are in place to collect opinion and other data from constituents and the manner in which these data are used is made transparent
• Student success is the district's priority (e.g. in budgeting, extra-curricular activities, elective classes, class size, teacher quality)
• Inclusive practices are evident in sports, academics, and extra-curricular activities
• Participates in district, community, and/or business events
• Data gathered from subpopulations are incorporated in district planning and procedures
• Decisions are made in the best interest of each student (e.g. access to courses, extra-curricular activities, new initiatives)
• Use of input data is made transparent
• Examples of how equity is ensured are available
• Focus group meetings with constitutes are routinely scheduled
• Constituents report that their input is valued and used by the district leader
• Adaptations or adjustments are created when data indicate a need for a more student-centered focus

IV(3): The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

Desired Effect: Leadership development enhances the functioning of the district.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all potential leaders have opportunities for leadership development.
Applying (3)	The district leader ensures leadership development and responsibilities are appropriately delegated and shared AND monitors the extent to which leadership development enhances the functioning of the district.
Developing (2)	The district leader ensures leadership development and responsibilities are appropriately delegated and shared.
Beginning (1)	The district leader attempts to ensure leadership development and responsibilities are appropriately delegated and shared, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure leadership development and responsibilities are appropriately delegated and shared.

Sample Evidences for Element 3 of Domain IV
The District Leader: • Identifies and mentors potential leaders • Makes succession planning transparent and provides appropriate growth opportunities • Empowers others to share in leadership • Delegates responsibilities to emerging leaders in preparation for career advancement opportunities • Provides examples of how delegating and sharing responsibilities improves department/district performance (e.g. providing services to students and schools) • Models effective leadership practices and mentors emerging leaders • Effectively identifies potential leaders and guides them in career development • Identifies how leadership development leads to advancement opportunities • Makes hiring practices and advancement opportunities transparent • Emerging leaders report opportunities for leadership development • Emerging leaders report responsibilities are effectively delegated and shared • Adaptations or adjustments are created when data indicate potential leaders need opportunities for leadership development

IV(4): The district leader establishes clear guidelines regarding adherence to district policies and for autonomous school decision making.

Desired Effect: Schools follow district guidelines for autonomous decision making.

Scale Value	Description
Innovating (4)	The district leader ensure adjustments are made or new strategies are created so all schools follow district guidelines in decision making.
Applying (3)	The district leader establishes clear guidelines regarding adherence to district policies and for autonomous school decision making AND monitors the extent to which schools follow district guidelines for autonomous decision making
Developing (2)	The district leader establishes clear guidelines regarding adherence to district policies and for autonomous school decision making.
Beginning (1)	The district leader attempts to set clear guidelines regarding adherence to district policies and for autonomous school decision making, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to set clear guidelines regarding adherence to district policies and for autonomous school decision making.

Sample Evidences for Element 4 of Domain IV
• Standard operating procedures are available for all schools and personnel
• Operational, curricular, and procedural documents clearly delineate district roles and responsibilities
• Audits confirm adherence to federal and state regulations
• Clear guidelines regarding adherence to district policy and procedures are communicated by each district leader as they relate to their area of responsibility
• Personnel know the decisions made at the district level versus at the school level
• Adaptations or adjustments are created when data indicate schools need to follow district guidelines in decision making

Domain V: District Core Values

V(1): The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth.

Desired Effect: The district leader enhances the functioning of the district.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so his or her leadership enhances the functioning of the district.
Applying (3)	The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth AND monitors the extent to which his or her leadership enhances the functioning of the district.
Developing (2)	The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth.
Beginning (1)	The district leader attempts to be transparent, communicate effectively, be recognized as a leader, and continue to demonstrate professional growth, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to be transparent, communicate effectively, be recognized as a leader, and continue to demonstrate professional growth.

Sample Evidences for Element 1 of Domain V
The District Leader: • Models the core values of the district • Clearly communicates the vision and mission of the district • Provides a written annual growth plan with deliberate practice goals and priorities • Is recognized as highly visible • Uses multiple data sources when decision making and when prioritizing decisions that impact district goals • Communicates in a clear and accurate manner • Uses multiple media sources to communicate with the community • Demonstrates the ability to use critical thinking skills to solve problems and identify solutions • Constantly evaluates decisions for effectiveness, equity, intended and actual outcomes and revises plans as needed • Can describe leadership strengths and weaknesses and how to address the weaknesses • Models and expects ethical leadership for self and others • Personnel report the leader demonstrates ongoing professional growth • Personnel report the leader is a recognized leader in his or her area of responsibility • Adaptations or adjustments are created when data indicate the leader should continue to demonstrate professional growth

V(2): The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.

Desired Effect: The decisions of the leader enhance the functioning of the district.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all constituents trust the actions of the district leader.
Applying (3)	The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district AND monitors the extent to which decisions enhance the functioning of the district.
Developing (2)	The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.
Beginning (1)	The district leader attempts to have the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to have the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.

Sample Evidences for Element 2 of Domain V
• Ethical decision-making practices are evident in all aspects of the work of the leader
• Personnel describe the district leader as an individual whose actions are guided by a desire to help all students learn
• Personnel describe the district leader as an individual who will follow through with his/her initiatives
• Personnel describe the district leader as one whose actions support his/her talk and expectations
• Personnel describe the district leader as one who speaks with candor and "takes on tough issues"
• Acknowledges when goals have not been met or initiatives have failed and revises the plan for success
• Perception data reveal constituents trust the district leader (e.g. surveys, community forums, social media)
• Adaptations or adjustments are created when data indicate initiatives have failed and revises the plan to ensure trust of constituents

V(3): The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive.

Desired Effect: The district is safe and culturally responsive.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all constituents perceive the district as safe and culturally responsive.
Applying (3)	The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive AND monitors the extent to which the district is safe and culturally responsive.
Developing (2)	The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive.
Beginning (1)	The district leader attempts to ensure constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive.

Sample Evidences for Element 3 of Domain V
• Input from constituents about safety in the district is actively collected, analyzed and used for decision making as appropriate
• Personnel know emergency management procedures and how to implement them for specific incidents
• Practicing of emergency management procedures for specific incidents is recorded and available
• Updates to emergency management plans are communicated as appropriate
• Culturally responsive practices are evident throughout the school (e.g. lesson plans, events, artifacts, etc.)
• Constituents describe the district (e.g. through surveys, social media, news media) as a safe and orderly place
• Constituents describe the district leader as highly visible and accessible
• Constituents describe the district as focused on learning
• Decision making reflects cultural responsiveness and considerations
• Adaptations or adjustments are created when data indicate constituents do not perceive the district as safe and culturally responsive

Domain VI: Resource Allocation Management

VI(1): The district leader uses systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student.

Desired Effect: Fiscal resources and support enhance effective instruction and student achievement.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all fiscal resources and supports enhance effective instruction and student achievement.
Applying (3)	The district leader uses systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student AND monitors the extent to which fiscal resources and support enhance effective instruction and student achievement.
Developing (2)	The district leader uses systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student.
Beginning (1)	The district leader attempts to use systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to use systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student.

Sample Evidences for Element 1 of Domain VI
• Budgets are clearly aligned and prioritized to support instruction and achievement
• Audits reveal systems processes are used to manage fiscal resources
• Accesses and leverages a variety of fiscal resources (e.g. grants, local, state, and federal funds)
• Effectively manages human resources to provide support for instruction and student achievement
• Faculty and staff report that they have adequate materials to teach effectively
• Faculty and staff report that systems processes (e.g. computer grading and planning systems, blended learning, etc.) facilitate more time to teach
• Adaptations or adjustments are created when data indicate systems processes do not provide maximum support for schools, teachers, and each student

VI(2): The district leader manages technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student.

Desired Effect: Technological resources enhance effective instruction and student achievement.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all technical resources support effective instruction and student achievement.
Applying (3)	The district leader manages technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student AND monitors the extent to which technological resources enhance effective instruction and student achievement.
Developing (2)	The district leader manages technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student.
Beginning (1)	The district leader attempts to manage technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to manage technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student.

Sample Evidences for Element 2 of Domain VI
• Budgets, plans for, and directs the use of technology to improve teaching and learning
• Supports and provides adequate training for the technology that teachers and other personnel are expected to use
• Reports confirm technology improves quality and efficiency within the district/department
• Audits reveal appropriate use of technology resources to support instruction
• Personnel report that technology facilitates optimal efficiency in district operations
• Adaptations or adjustments are created when data indicate lack of improvement in student achievement

©2017 Robert J. Marzano.

Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®   Page 19

VI(3): The district leader manages the organization, operations, instructional programs, and initiatives to maximize the use of resources that promote effective instruction and student achievement.

Desired Effect: Management of resources enhances effective instruction and student achievement.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all management of resources promotes effective instruction and student achievement.
Applying (3)	The district leader manages the organization, operations, instructional programs, and other initiatives to maximize the use of resources that promote effective instruction and student achievement AND monitors the extent to which the management of resources enhances effective instruction and student achievement.
Developing (2)	The district leader manages the organization, operations, instructional programs, and other initiatives to maximize the use of resources that promote effective instruction and student achievement.
Beginning (1)	The district leader attempts to manages the organization, operations, instructional programs, and other initiatives to maximize the use of resources that promote effective instruction and student achievement, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to manage the organization, operations, instructional programs, and other initiatives to maximize the use of resources that promote effective instruction and student achievement.

Sample Evidences for Element 3 of Domain VI
• Manages and imposes deadlines that effect the operation of district, department, or schools
• Effectively manages materials, time, and resources to fulfill district, state, or federal specifications
• Instructional materials and resources are available to support student achievement
• Budgets and projects, with plans and objectives, are organized to keep the focus on instruction
• Initiatives are evaluated for their effect on the district, departments, and/or schools
• Instructional programs improve student achievement
• Adaptations or adjustments are created when data indicate lack of improvement in student achievement