

# 2015-2016

## Administrative Evaluation System Template



Rule 6A-5.030 Form AEST-2015 Effective Date: \_\_\_\_\_ 2015 Pinellas County Michael Grego, Ed.D., Superintendent

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

#### 1. Performance of Students

Value-Added school data: The Value-Added score reflects the portion of student growth attributed to the individual leader's school. The student performance data represents one-third of the school leader's final score. The student growth measure is the schoolwide Reading Value-Added score and will include three years of school data. In the future, as additional assessments are developed, the student growth measures will be revised.

The final summative calculation is the combination of:

- The leadership practice score valued at 56.7%
- Student Performance Data valued at 33.3%
- Deliberate Practice Score valued at 10%.

A 4.0 scale is being implemented for all instructional final evaluations. The cale is aligned to the four evaluation categories (Highly Effective, Effective, Needs ' provement (Develoing for teachers in their first three years) and Unsatisfactory). Using the 4.0 scale all vs for a rocess to develop like scales for the instructional practice and the student performance portion of t' final evaluation. It also provides a standard method for scaling student performance data across the variable student data use categories

Each category will be defined as follows:

Highly Effective: 3.45-4.0 Effective: 2.45-3.44 Developing/Needs Improvement: 1 5-2.44 Unsatisfactory: 1.0-1.4/

The final evaluation do \_\_\_\_\_\_ pictu\_1 on the following pages

### 2. Instructional Leadership

### **Leadership Practice:**

A Multi-Dimensional Framework: This evaluation system is based on contemporary research and metaanalyses by Dr. Robert Marzano, The Marzano Center, Learning Sciences International and other research findings that identify school leadership strategies or behaviors that, done correctly and in appropriate circumstances, have a positive probability of improving student learning and faculty proficiency on instructional strategies that positively impact student learning.

The Marzano School Leader Evaluation domains and elements will compose the Leadership Practice metric. The model includes five domains and 24 elements. The Leadership Practice metric is measured by the protocols and scales of the Marzano School Leader Evaluation, with a leader being measured on each element as Innovating, Applying, Developing, Beginning, or Not Usir fibe ratings on the 24 elements will compose 56.7% of the total evaluation score.

### Marzano School Leader Standards

<u>Purpose</u>: The Marzano School Leader standards are bailed on concemporary research on multi-dimensional school leadership, and represent skill sets and knowledge school needed in effective schools. The Standards form the foundation for school leader personnel evaluations of professional development systems, school leadership preparation programs, and educato. The Standards requirements.

<u>Structure</u>: There are 24 Leadership Standards, reprint of as a ments, grouped into categories, which can be considered Domains of effective leadership. Each dement has a title and includes, as necessary, descriptors that further clarify or define the Forment. Is a result the Elements may be developed further into leadership curricula and proficiency assembles in defiliment of their purposes.

### Marzano School J .der Stana ds:

### Domain 1: Data-Driv n Focus on Student Achievement

This domain. comprised of five categories (elements) of school leader actions and behavior that help the school as a whole, as well as individual teachers, have a focus on student achievement that is supported by data.

### **Domain 2:** Continuous Improvement of Instruction

This domain is comprised of five categories (elements) of school leader actions and behavior that ensure that all teachers, and the school as a whole, are committed to enhancing pedagogical skills on a continuous basis.

#### Domain 3: A Guaranteed and Viable Curriculum

This domain is comprised of three categories (elements) of school leader actions and behavior that ensure that all teachers provide and all students receive curriculum for optimal learning.

#### **Domain 4:** Cooperation and Collaboration

This domain is comprised of five categories (elements) of school leader actions and behavior that teachers and staff have and engage in opportunities to collaborate about issues critical for successful and effective school functioning.

#### **Domain 5:** School Climate

This domain is comprised of six categories (elements) of hool leader actions and behavior that ensure that all stakeholders perceive the school as positive and well-functioning.

#### <u>CROSSWALK: Evaluation Indicators and State Requirements</u> <u>Marzano School Leadership Evaluation Model</u>

#### School Leader Evaluation and Requirements in Florida statutes and State Board of Education Rules

This form may be used to reveal the alignment of district evaluation system indicators with requirements of 1012.34, F.S. and State Board of Education Rules

**Organization:** SBE rule 6A-5.030 requires that instructional and school administrator evaluation systems include indicators organized into domains. Describe how this evaluation system is organized:

**The Marzano School Leadership Evaluation Model** is organized in 5 Domains with 26 Elerents of school leader behavior that links contemporary research-based strategies to student achievement.

A summary of the domains and elements are as follows: Domain 1 – A Data-Drive rocus of indent Achievement (5 elements); Domain 2 – Continuous Improvement of Instruction (6 elements); Domain 3 - guaranteed at iable Curriculum (4 elements); Domain 4 – Communication, Cooperation and Collaboration (5 elements): a Domain 5 – School mate (6 elements). Elements in the Marzano Model are parallel to Indicators in the Florida fool Leader Assessment (F. A). Domains are identified by 1, 2, 3, 4, 5, and the supporting Elements are identified for arenthesis e. (1). The attached crosswalk (Appendix A) demonstrates alignment of elements in the Marzano Leadership Event ion indicators in the FSLA.

In addition to the Domains and Elements (indicators), Evidences of specific phable leadership behaviors are identified for each element. The Evidences for each Element are used to the proficient target on each scale (see attache Apper B). The Dowins, Elements, and Evidences support the evaluation criteria required by State Statues and SBE rules. The evaluation criteria required by State Statues and SBE rules. The evaluation criteria required by State Statues and SBE rules. The evaluation criteria required evidences for the evaluation criteria required by State Statues and SBE rules. The evaluation criteria required evidences for the evaluation criteria required evidences for the evaluation criteria required by State Statues and SBE rules.

The Marzano School Leadership Model align with the Florida Picipal Leadership Standards. The Marzano School Leadership Model also aligns with the State adopter Leacher evaluation syst using the common language of instruction and research based strategies linking school leader of with studies that achievement.

Although the language in the Marzano mounique to the model, it is a developmental model that supports professional growth and deliberate practice school der.

#### (\*) Denotes require evidence

**ALUATION INDICATOR ALIGNMENTS** State statutes and Sb. **Evaluation System Indicators** Rules Section A. 1012.34 (3) Marza Leadership Evaluation Model for School Leader has elements/indicators and (a) (3) F.S. For school which demonstrate evaluation criteria as referenced in each section meets the evic administrators, requirements of state statutes. evaluation criteria must include indicators on the following as specified in statute 1. The effectiveness of \*\*Marzano uses the terminology pedagogical strengths and weaknesses to equate with classroom teachers in effectiveness of classroom teachers which is then measured by student achievement data. the school. Marzano's teacher evaluation model that is used by the school leader is designed to continually evaluate the effectiveness of classroom teachers. Domain 2 - Element 3 - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

	Evidences:
	<ul> <li>The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model *</li> </ul>
	<ul> <li>The school leader can describe effective practices and problems of practice of the teachers in the school*</li> </ul>
	<ul> <li>The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning*</li> </ul>
	<ul> <li>The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE</li> </ul>
	<ul> <li>Walk-through or other informal observation data are aggregated in such a way as to disclose predominate instructional practices in the school</li> </ul>
	<b>Domain 2 - Element 4</b> - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are povided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data. <b>Evidences:</b>
	<ul> <li>The school leader can link teacher evaluation α, a with stand achievement data*</li> <li>Highly specific rubrics are in place to provious eachers accuration bedback on their pedagogical strengths and weaknesses*</li> </ul>
	<ul> <li>School leader provides frequent and eaningful fredback to teachers utilizing virtual and face-to-face conferencing</li> </ul>
2. The administrator's	<b>Domain 2 - Element 4</b> - The school leader e. refine use of high effect size strategies and
appropriate use of	instructional personnel receive recurring feed. on their proficiency on using high effect size
evaluation criteria	instructional strategies and tail action to ensure achers are provided with clear, ongoing
procedures.	evaluations of their pedagogic succession and weak tes which are based on multiple sources of
	data and are consistent with steent acm. Int data.
	Evidences:
	<ul> <li>Highly specify brics are in the provide teachers accurate feedback on their pedagogical strength and we besses*</li> </ul>
	<ul> <li>Teach reedback d evaluation data on the use of high effect size strategies are based on</li> </ul>
	m se sources information cluding, but not limited to: direct observation, teacher self-
	repo. nalys <sup>6</sup> , resc. Jrmance as captured on video, student reports on teacher effective, and peer feedback to teachers*
	Toing deare available to support that teacher feedback and evaluations are consistent with udent a revement data
	• School der provides frequent observations and meaningful feedback regarding the use of high eff strategies to teachers utilizing virtual and face-to-face conferencing
	<b>main 2 - F nent 3</b> - The school leader is aware of predominant instructional practices the school and uses indicators from the instructional evaluation system to monitor,
	evaluation of provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.
	Evidences:
	<ul> <li>The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model*</li> </ul>
	<ul> <li>Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school *</li> </ul>
	<ul> <li>The school leader can describe effective practices and problems of practice using standards based content and the school instructional model</li> <li>The school leader has a school instructional model</li> </ul>
	<ul> <li>The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE</li> </ul>
3. Recruitment and	Domain 2 - Element 2 - The school leader effectively employs, supports, and retains teachers
retention of effective	who continually enhance their pedagogical skills through reflection and professional growth plans
and highly effective classroom teachers.	to serve the school population. Evidences:

	<ul> <li>The school leader has demonstrated a track record of hiring effective and highly effective teachers</li> </ul>
	<ul> <li>The school leader has a system in place to effectively evaluate the selection process for hiring new teachers</li> </ul>
	<ul> <li>The school leader has a track record of retaining effective teachers</li> </ul>
	<ul> <li>The school leader has a system in place to effectively evaluate and revise the new teacher induction program</li> </ul>
4. Improvement in the	<b>Domain 2 - Element 4</b> - The school leader ensures the use of high effect size strategies and
evel.	instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data. <b>Evidences:</b>
	<ul> <li>The school leader monitors improvement in teacher practice to increase the percentage of instructional personnel evaluated at the innovative and applying levels *</li> <li>Highly specific rubrics are in place to provide teaches accurate feedback on their pedagogical strengths and weaknesses</li> </ul>
5. Other leadership practices that result in	Deliberate Practice Additional Metric – See Appendiy
student learning growth.	<b>Domain 1 - Element 4</b> - The school leader achieve results on the submit learning goals of the school by monitoring and analyzing the <i>r</i> ults of student growth 1 progress on state and district assessments. <b>Evidences:</b>
	<ul> <li>The school leader analyzes achievement dat or student subgroups within the school</li> <li>Individual student achievement is examined from the perspective of value-added results</li> <li>Individual student resultion multiple type of assessments are regularly reported and used (e.g. benchmark, comm assumpts)</li> </ul>
	<ul> <li>Individual student report. traphs, a student achievement</li> </ul>
	<ul> <li>Teachers receive analyze superior growth data for individual students</li> <li>School Lership ams regular y analyze individual student performance data</li> </ul>
	<b>Domain</b> Flement 1 processool lea, er ensures high expectations with clear and measureable learning go are cousined cused on closing learning gaps for student subpopulations and improving over cudent achievement at the school.
	<ul> <li>Lea. 3 goals established for eliminating the achievement gap for all students</li> <li>Scales in place to chart student and school progress towards meeting the curricular standar.</li> </ul>
	main 1 - / ment 2 - The school leader ensures high expectations with measureable learning go, preceablished and enables teacher and staff to work as a system focused on improving the achievement of students within the school. Evidences:
	• Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments
	<ul> <li>Learning goals accompanied by proficiency scales are established for each student in terms of their knowledge gain</li> </ul>
	*** Another leadership practice that ensures student growth is the focus on instructional practice as research clearly links instructional practice with student achievement.
	<b>Domain 2 - Element 1</b> - The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.
	Evidences:

	<ul> <li>The schoolwide language of instruction is used regularly by faculty in their professional learning communities</li> </ul>
	<ul> <li>Domain 2 - Element 3 - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.</li> <li>Evidences:         <ul> <li>The school leader has systems in place to monitor the effect of the predominant instructional practice and practice for all subgroups in the school including ESOL and ESE.</li> </ul> </li> </ul>
	practices for all subgroups in the school including ESOL and ESE Domain 3 - Element 3 - The school leader ensures that all students have the opportunity to learn
	the critical content of the curriculum.
	Tracking systems are in place that examine each stude access to the essential elements of the curriculum
	<b>Domain 4 - Element 3</b> - The school leader routinely engages team is collaboratively in a structured data-based planning and problem-sole g process in or to modify instruction and interventions for accelerated student progres and to monitor and even the effect of those modifications.
	<ul> <li>Professional learning communities (F ) ar place</li> </ul>
	<ul> <li>Student achievement and growth for all groups in the school are analyzed by PLCs for instructional planning</li> </ul>
	<b>Domain 5 - Element 2</b> - The scippl leads. Constrate, resiliency in pursuit of continuous school improvement and has the trust the tenders, ents, parents and community that his or her actions are guided browhat is best provided to student populations. <b>Evidences:</b>
	<ul> <li>The sci of leader tively protes practices and policies acknowledging the diversity in the school</li> </ul>
6. Indicators based upon	
each of the leadership standards adopted by	
the State Board of	
Education.	
(Note: Indicators rei. '	
to leadership standards	
in the Florida Principal Leadership Standards,	
SBE rule 6A-5.080) are in	
section B below.	
Indicators in proposed	
SBE rule SBE rule 6A-	
5.030 as listed section C below:	
Section B	Elements/indicators and evidences aligned to Florida Principal Leadership standards are cross
Indicators aligned to Florida Principal Leadership Standards	walked as follows:
(FPLS) SBE rule 6A-5.080	

Standard 1: <u>Student</u>	<b>Domain 1 - Element 4</b> - The school leader achieves results on the student learning goals of
Learning Results:	the school by monitoring and analyzing the results of student growth and progress on state
Effective school leaders achieve results on the	and district assessments.
school's student	Evidences:
learning goals.	<ul> <li>The school leader achieves results on the school's learning goals *</li> <li>Data are analyzed for instructional planning, interpreted, and used to regularly manitor.</li> </ul>
learning goals.	<ul> <li>Data are analyzed for instructional planning, interpreted, and used to regularly monitor progress toward achievement goals for individual students *</li> </ul>
	<ul> <li>Individual student reports, graphs, and charts are regularly updated to track growth in student achievement</li> </ul>
a. The school's learning goals are based on the state's adopted student academic standards and the districts adopted curricula.	<ul> <li>Domain 1 - Element 1 - The school leader ensures high expectations with clear and measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.</li> <li>Evidences:         <ul> <li>Learning goals are established based on state and district curriculum and academic standards *</li> </ul> </li> </ul>
	<ul> <li>Domain 1 - Element 2 - The school leader ensures high exact tations with measureable learning goals are established and enables teacher and staff to ark a system focused on improving the achievement of students within the school.</li> <li>Evidences: <ul> <li>Learning goals are established for each a dent in terms of their aformance on state assessments, benchmark assessment or common assessments * <ul> <li>Learning goals accompanied by proviency scale are established for each student in terms of their knowledge gain</li> </ul> </li> </ul></li></ul>
b. Student learning	Domain 1 - Element 4 - The school leader ach results on the student learning goals of
results are evidenced by	the school by monitoring and hyzing the result f student growth and progress on state
the student performance	and district assessments.
and growth on statewide	Evidences:
assessments; district-	Student learning results are vide ed by consults of student growth and progress on state
determined assessments	and district a sements*
that are implemented by the district under Section 1008.22, F.S.;	<ul> <li>Individue cuden sults fro. multiple types of assessments are regularly reported and used (e.g. t. chmark, c. nmon assessments)*</li> </ul>
international	<b>Domain 1</b> men' ader ensures high expectations with measureable learning
assessments; and other indicators of student	Domain 1         men         ader ensures high expectations with measureable learning           goals are esta         d and enables teacher and staff to work as a system focused on improving the pent of substrained within the school.
success adopted by the	Évidence.
district and state.	<ul> <li>Learning coals are established for each student in terms of their performance on state assessing ts, benchmark assessments, or common assessments*</li> </ul>
	• Learning bals accompanied by proficiency scales are established for each student in terms of their k wledge gain
	<b>Dom.</b> - Element 1 - The school leader ensures that the school curriculum and accompanying
	assessments adhere to state and district standards.
	Evidences:
	Rubrics or proficiency scales are in place that clearly delineate student levels of growth and performance on essential elements of state and district standards
Standard 2: <u>Student</u>	Student Learning As a Priority is evidenced and cross walked in multiple elements/indicators and
Learning as a Priority: Effective school leaders	evidences in the Marzano Leadership Evaluation model to demonstrate effective school leaders
	make student learning their top priority and builds and supports a learning organization focused
demonstrate that student learning is their	on student success.
top priority through	
leadership actions that	
build and support a	
learning organization	
focused on student	
success.	

- English frankting and	when non-more the development of the construction of the development of the development of the development of
a. Enables faculty and	The Marzano Leadership Model has multiple elements (indicators that clearly enable faculty and staff to work as a system focused on student learning).
staff to work as a system focused on student	staff to work as a system focused on student learning:
	<b>Domain 1</b> Element 2. The school leader oncures high expectations with measureable learning
learning.	<b>Domain 1 - Element 2</b> - The school leader ensures high expectations with measureable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school. <b>Evidences:</b>
	<ul> <li>Faculty and staff work as a system focused on student learning*</li> </ul>
	<ul> <li>Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments</li> </ul>
	<b>Domain 4 - Element 3 -</b> The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. <b>Evidences:</b>
	Student achievement and growth for all subgroups in the pol are analyzed by PLCs for instructional planning
	The school leader collects and reviews minutes, notes, and hals from meetings to maintain a focus on student achievement
	<b>Domain 1 - Element 1</b> - The school leader oures high expectations with clear and measureable learning goals are established and focus on closing on closing of student subpopulations and improving overall student achievement at school <b>Evidences:</b>
	<ul> <li>Schoolwide achievement roals are discusse regularly at faculty and professional learning meetings</li> </ul>
	<ul> <li>Scales are in place to char student inchool progress towards meeting the curricular standards</li> </ul>
	<b>Domain 1 - Ele Conce</b> the school or der achieves results on the student learning goals of the school boundaries of student growth and progress on state and districes assessment <b>Evidences</b>
	<ul> <li>Teache arly analyze school growth data for individual students</li> </ul>
b. Maintains a school climate that supports student engagement i learning.	<b>5</b> - Elen <b>3</b> - The school leader ensures that faculty and staff establish a school climate to support udent agement in learning and provides feedback on the quality of the learning environment <b>Evidences:</b>
icuming.	<ul> <li>Instructional and behavioral routines and procedures are in place to support student engage part in learning*</li> </ul>
	The .ool leader maintains a school climate to support student engagement in learning* <ul> <li>ny engaged classroom practices are routine at the school*</li> </ul>
	<b>Domain 5 - Element 4</b> - The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy. <b>Evidences:</b>
	<ul> <li>Instructional strategies for highly engaged classrooms are part of the school learning environment*</li> </ul>
c. Generates high expectations for learning growth by all students.	<b>Domain 1 - Element 1</b> - The school leader ensures high expectations with clear and measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school. <b>Evidences:</b>
	<ul> <li>The school leader establishes high expectations for all students to show learning growth*</li> <li>Learning goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments</li> <li>Learning goals are established for eliminating differences in achievement for all subgroups</li> </ul>
	- Learning Boars are established for emminating uncremes in achievement for an subgroups

	<ul> <li>the school by monitoring and analyzing the results of sturies' growth and progress on state and district assessments.</li> <li>Evidences: <ul> <li>The school leader analyzes achievement deterfor student suble ups within the school</li> <li>When asked, faculty and staff can analyzed ata of their individual udents including all subgroups</li> </ul> </li> </ul>
	<ul> <li>Domain 4 - Element 3 - The school leader residue's angages teachers collaboratively in a structured data-based planning and problem-song process in order to modify instruction and interventions for accelerated and ent progress and monitor and evaluate the effect of those modifications.</li> <li>Evidences:         <ul> <li>Student achievement and prowther all subcodes in the school are analyzed by PLCs for instructional monitors.</li> <li>When as four, teachers can explain how PLC's analyze data to identify appropriate instructional practices for all subcodes.</li> </ul> </li> </ul>
Standard 3: Instructional Plan Implementation	The Mar to Leaderst Evaluation Leaderst Evaluation Leaders and evidences that demonstrate an effective leader works collabe Live to develop and implement an instructional frame that aligns curriculum
Effective school leaders work collaboratively to	stand, stand, stellective instructional practices, student learning needs and assessments
	The Marzano Teacher Evaluation Model is cross walked with the Florida Educator Accomplished

b. Engages in data analysis for instructional planning and	<ul> <li>The schoolwide common language of instruction is used regularly in faculty and department meetings</li> <li>Professional development opportunities are provided for new teachers regarding the schoolwide model of instruction</li> <li>Professional development opportunities are provided for all teachers regarding the schoolwide model of instruction</li> <li>New initiatives are prioritized and limited in number to support the instructional model</li> <li>The schoolwide common language of instruction is used regularly by faculty in their informal conversations</li> <li>When asked, teachers can describe the major components of the schoolwide model of instruction</li> <li>When asked, teachers can explain how strategies in the instructional framework promote learning for the school's diverse population</li> <li>Domain 1 - Element 3 - The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goal and for instructional planning.</li> </ul>
improvement.	<ul> <li>Reports, graphs, and charts are available for analysis overall student achievement and planning instruction</li> <li>Student achievement is examined from the perspective or se-added results</li> <li>Results from multiple types of assessments are regularly reported and used for planning instruction (e.g. benchmark, common sessments)</li> <li>Reports, graphs, and charts are regularly endeted for track growth in student achievement</li> <li>School leadership teams regularly endeted for growth data for instructional planning</li> <li>Data briefings are conducted at facult, provides</li> </ul>
	<ul> <li>Domain 1 - Element 1 - The stand leader ensures the expectations with clear and measureable learning goals are established to the the closing terming gaps for student subpopulations and improving overall student achievement are the closed.</li> <li>Evidences:         <ul> <li>Schoolwide terming goals are established to the discussed regularly at faculty, and Professional Learning meeting.</li> <li>Schoolwide terming plans and melines contain specific benchmarks for each goal including including joint that dual(s) restantible for the carning goal</li> </ul> </li> </ul>
	<ul> <li>Domain 2 - Elc at 3 - The school leader is aware of predominant instructional practices</li> <li>the school and uses indicators from the instructional evaluation system to monitor, evaluate a proviou mely, actionable feedback to faculty on the effectiveness of instruction on priority instructional gouls, and the cause and effect relationships between professional practice and student a revement on those goals.</li> <li>Fvidences:</li> <li>Walk-1 ough or other informal observation data are aggregated in such a way as to disclose preminant instructional practices in the school</li> </ul>
	<ul> <li>Domain 2 - Element 4 - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.</li> <li>Evidences:         <ul> <li>Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data</li> </ul> </li> </ul>
	<b>Domain 2 - Element 5</b> - District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data.

	Evidences:
	• Data are collected linking the effectiveness of professional development to the improvement
	of teacher practices
c. Communicates the relationships among academic standards, effective instruction, and student performance.	Data are available supporting deliberate practice is improving teacher performance     Domain 4 - Element 3 - The school leader routinely engages teachers collaboratively in a     structured data-based planning and problem-solving process in order to modify instruction and     interventions for accelerated student progress and to monitor and evaluate the effect of those     modifications.     Evidences:
	<ul> <li>The school leader uses PLC's to communicate the relationships among academic standards, effective instruction and student performance*</li> </ul>
	<b>Domain 2 - Element 4</b> - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are povided with clear, ongoing evaluations of their pedagogical strengths and weaknesses when are based on multiple sources of data and are consistent with student achievement data. <b>Evidences:</b>
	<ul> <li>Teacher feedback and evaluation data on the use of high sucht size strategies are based on multiple sources of information including. The not limited to support observation, teacher self-report, analysis of teacher performance captured on video, support reports on teacher effectiveness, and peer feedback to suchers</li> <li>Ongoing data are available to support that teacher details and evaluations are consistent with student achievement data</li> <li>The school leader can link teacher evalue on data with student achievement data</li> </ul>
	<ul> <li>When asked, teachers condescribe their instructional strategies that have the strongest and weakest relationships to tuck chievement.</li> <li>Domain 3 - Element 1 - The school lead consumer stat the school curriculum and accompanying</li> </ul>
	<ul> <li>assessments adhered state and the standards.</li> <li>Evidences: <ul> <li>The school leader sures the stanment of the curriculum and assessment measures in a mathematical state and the standards.</li> <li>When sked, the curriculum and assessments are aligned to improve student achievement</li> </ul> </li> </ul>
d. Implements the district's adopted curricula and state's adopted academic	<b>- Elen. 4</b> - The school leader ensures the use of high effect size strategies and instruction person. Freceive recurring feedback on their proficiency on using high effect size instructional rategies and takes action to ensure teachers are provided with clear, ongoing evaluations on eir pedagogical strengths and weaknesses which are based on multiple sources of
standards in a manner that is rigorous and culturally relevant to the students and school	data and are consistent with student achievement data. idences: Who asked, teachers can describe their instructional strategies that have the strongest and ackest relationships to student achievement
	<b>Domain 3 - Element 1</b> - The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards. Evidences:
	• Curriculum documents are in place that correlate the written curriculum to state and district standards
	<ul> <li>School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments and for rigor and cultural relevance</li> </ul>
	<b>Domain 3 - Element 3 -</b> The school leader ensures that all students have the opportunity to learn the critical content of the curriculum. <b>Evidences:</b>
	<ul> <li>All students have access to advanced placement or other rigorous courses</li> <li>Data are available to verify the diversity of students enrolled in advanced placement or other rigorous courses</li> </ul>

	All students have a prescribed program of study that documents access to courses
	<ul> <li>Data are available to verify student achievement and growth in critical content and standards</li> </ul>
e. Ensures the	Domain 3 - Element 1 - The school leader ensures that the school curriculum and accompanying
appropriate use of high	assessments adhere to state and district standards.
quality formative and	Evidences:
interim assessments	• Rubrics or proficiency scales are in place that clearly delineate student levels of growth and
aligned with the adopted	performance on essential elements of state and district standards
standards and curricula	• Information is available examining the extent to which assessments accurately measure the
	written and taught curriculums
	<ul> <li>School teams regularly analyze the relationship between the written curriculum, taught</li> </ul>
	curriculum, and assessments and for rigor and cultural relevance
	<ul> <li>The school leader ensures the alignment of the curriculum and assessment measures in a</li> </ul>
	manner that promotes rigor
Standard 4: Faculty	Faculty Development is a priority in the Marzano Leadership Evaluation model and has multiple
Development: Effective	elements/indicators and evidences to support the effective sr ol leaders recruit, retain and
school leaders recruit,	develop an effective and diverse faculty and staff.
retain and develop an	
effective and diverse	
faculty and staff	
a. Generates a focus on	<b>Domain 1 - Element 1</b> - The school leader ensuring hexpectation. it h clear and measureable
student and professional learning in the school	learning goals are established and focused of osing learning gaps for dent subpopulations and improving overall student achievement a* e school.
that is clearly linked to	Evidences:
the system-wide	The school improvement goals are for d student learning and achievement
strategic objectives and	<ul> <li>School improvement plans with timeline. Intain specific benchmarks for each learning</li> </ul>
the school improvement	<ul> <li>goal schoolwide achiev</li> <li>goals are disc.</li> <li>d regularly at faculty and professional</li> </ul>
plan;	learning meetings
, ,	
	Domain 2 - Element 4 - The school lead ensures in use of high effect size strategies and
	instructional person receive reasing feedback on their proficiency on using high effect size
	instructional sciences of takes a on to ensure teachers are provided with clear, ongoing
	evaluation their ped ogical streths and weaknesses which are based on multiple sources of
	data anci e consister vith student conievement data.
	Evidences.
	• Ongoin <sub>b</sub> are available to support that teacher feedback and evaluations are consistent
	's stude, shievement data
	<b>Domain 2</b> - <b>nent 5</b> vistrict-supported state initiatives focused on student growth are
	supported by school leader with specific and observable actions including monitoring of
	implementatic and measurement of progress toward initiative goals and professional learning to prove fact capacity to implement the initiatives and teachers are provided with job-
	en de ofessional development directly related to their instructional growth goals and
	consider with student achievement data.
	Evidences:
	Data are collected linking the effectiveness of professional development to the improvement
	of teacher practice
	Teacher-led professional development is available to teachers regarding their instructional
	growth goals
	When asked, teachers can describe how professional development supports their attainment
	of professional learning and instructional growth goals
	Domain 4 - Element 3 - The school leader routinely engages teachers collaboratively in a
	structured data-based planning and problem-solving process in order to modify instruction and
	interventions for accelerated student progress and to monitor and evaluate the effect of those
	modifications.
	Evidences:
	<ul> <li>PLCs have written goals for improving instructional practices and student learning</li> </ul>
	<ul> <li>The school leader regularly examines each data team's progress toward goals</li> </ul>

[	• The school leader collects and reviews minutes, notes, and goals from meetings to maintain a
	• The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement
	<ul> <li>When asked, teachers can explain how PLC's analyze data to identify appropriate</li> </ul>
	instructional practices for all students
b. Evaluates, monitors,	Domain 2 - Element 3 - The school leader is aware of predominant instructional practices
and provides timely	throughout the school and uses indicators from the instructional evaluation system to monitor,
feedback to faculty on	evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on
the effectiveness of	priority instructional goals, and the cause and effect relationships between professional practice
instruction	and student achievement on those goals.
	Evidences:
	• Walk-through or other informal observation data are aggregated in such a way as to disclose
	predominant instructional practices in the school
	The school leader provides forthright feedback to teachers regarding their instructional     practices using standards based content and the school instructional model
	practices using standards based content and the school instructional model
	<ul> <li>The school leader can describe effective practices and properties of practice using standards based content and the school instructional model</li> </ul>
	<ul> <li>The school leader has systems in place to monitor the ffect of the predominant instructional practices for all subgroups in the school including SOL TESE</li> </ul>
	<ul> <li>The school leader can describe the predominant instruction practices in the school and the effect of these practices on student learn<sup>i</sup></li> </ul>
	• The school leader ensures instructional actices are appropriate the level of text
	complexity
	Domain 2 - Element 4 - The school leader e. refine use of high effect size strategies and
	instructional personnel receive recurring feed. On their proficiency on using high effect size
	instructional strategies and tail action to ensure others are provided with clear, ongoing
	evaluations of their pedagogic success of weak, tes which are based on multiple sources of
	data and are consistent with steent acmount data.
	Evidences:     School leader vides frequences and meaningful feedback regarding the use of
	high effe strate, s to teach s utilizing virtual and face-to-face conferencing
	• Ongo', data are allable to sport that teacher feedback and evaluations are consistent
	wi tudent ach /ement data
	• Teac. evaly on use gularly used as the subject of conversation between school
	leaders _achers
	bly spear vubrics are in place to provide teachers accurate feedback on their pedagogical
	stre hs and hknesses
	• The sc. I leader can link teacher evaluation data with student achievement data
c. Employs a faculty w	Domain 2 - El ent 2 - The school leader effectively employs, supports, and retains teachers
the instructional	who continuate nhance their pedagogical skills through reflection and professional growth plans
proficiencies needed for	serve the lool population.
the school population	Ev. rce
served	<ul> <li>school leader has demonstrated a track record of employing effective teachers</li> </ul>
	• The school leader employs teachers with instructional skills to serve the school population
	The school leader has a track record of retaining effective teachers
d. Identifies faculty	<b>Domain 1 - Element 3</b> - The school leader ensures that data are analyzed, interpreted, and used
instructional proficiency	to regularly monitor progress toward school achievement goals and for instructional planning.
needs, including standards-based	<ul> <li>Evidences:</li> <li>Reports, graphs, and charts are available for analyzing overall student achievement and</li> </ul>
content, research-based	
pedagogy, data analysis	<ul><li>planning instruction</li><li>Results from multiple types of assessments are regularly reported and used for instructional</li></ul>
for instructional planning	<ul> <li>Results from multiple types of assessments are regularly reported and used for instructional planning (e.g. benchmark, common assessments)</li> </ul>
and improvement, and	<ul> <li>School leadership teams regularly analyze school growth data for instructional planning</li> </ul>
the use of instructional	<ul> <li>When asked, faculty and staff can explain how data are used to track growth in student</li> </ul>
technology.	• When asked, faculty and stan can explain now data are used to track growth in student achievement and plan for instruction
	Domain 5 - Element 5 - The school leader maximizes the impact of school personnel, fiscal and
	1

	facility resources to provide recurring systemic support for instructional priorities and creates a
	supportive learning environment by managing the fiscal, operational, and technological resources
	of the school in a way that focuses on effective instruction and the achievement of all students.
	Evidences:
	The school leader appropriately plans, budgets and directs the use of technology to
	improve teaching and learning
	The school leader provides adequate training for the instructional technology teachers
	are expected to use.
	<b>Domain 2 - Element 3</b> - The school leader is aware of predominant instructional practices
	throughout the school and uses indicators from the instructional evaluation system to monitor,
	evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on
	priority instructional goals, and the cause and effect relationships between professional practice
	and student achievement on those goals.
	Evidences:
	Walk-through or other informal observation data are 2 gated in such a way as to disclose
	predominant instructional practices in the school
	<ul> <li>The school leader provides forthright feedback to cac. regarding their instructional</li> </ul>
	practices using standards based content and the school in victional model
	• The school leader can describe the predon ant instructional actices in the school and the
	effect of these practices on student learing
	• The school leader provides teachersdback on instruction of stal Jards based curriculum
	• The school leader ensures instruct. I practice are appropriate for the level of text
	complexity
	<b>Domain 2 - Element 4</b> - The school leader ensure, the use of high effect size strategies and
	instructional personnel receive e. reedback of eir proficiency on using high effect size
	instructional strategies and take action the traction are provided with clear, ongoing
	evaluations of their pedagogical engt' and
	data and are consident with student indevement data.
	Evidences:
	• Highly pecific rub is are in place to provide teachers accurate feedback on their pedagogical
	strights and wrighterses
	<ul> <li>Teac feed</li> <li>In data on the use of high effect size strategies are based on</li> </ul>
	multiple ses of information including, but not limited to: direct observation, teacher self-
	port, an is of teacher performance as captured on video, student reports on teacher
	et veness, h peer feedback to teachers
	Ongoing that are vailable to support that teacher feedback and evaluations are consistent
	with stuint achievement data
	The scheel leader can link teacher evaluation data with student achievement data
	<b>D</b> , <b>in</b> <i>d</i> , <b>ement 3</b> . The school leader routinely engages teachers collaboratively in a structure data based planning and problem solving process in order to modify instruction and
	structure a data-based planning and problem-solving process in order to modify instruction and
	interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.
	Evidences:
	<ul> <li>The school leader regularly examines the PLC's progress toward goals</li> </ul>
	<ul> <li>The school reducer regularly examines the PLC's progress toward goals</li> <li>Student achievement and growth for all subgroups in the school are analyzed by PLCs for</li> </ul>
	• Student achievement and growth for an subgroups in the school are analyzed by PLCs for instructional planning
e. Implements	<b>Domain 2 - Element 5</b> - District-supported state initiatives focused on student growth are
professional learning	supported by the school leader with specific and observable actions including monitoring of
that enables faculty to	implementation and measurement of progress toward initiative goals and professional learning to
deliver culturally	improve faculty capacity to implement the initiatives and teachers are provided with job-
relevant and	embedded professional development directly related to their instructional growth goals and
differentiated	consistent with student achievement data.
instruction.	Evidences:
	Professional development is in place to support developing effective instructional practices
	for culturally relevant and differentiated instruction *

	Professional development courses and resources are available to teachers regarding their
	<ul><li>professional learning and instructional growth goals</li><li>Data are available supporting deliberate practice is improving teacher performance</li></ul>
	Domain 1 - Element 5 - The school leader routinely uses teacher-collected student response data
	to determine effectiveness of instruction and interventions schoolwide, grade-wide, class-wide,
	and specific to student sub-groups to help all students meet individual achievement goals. Evidences:
	The school leader ensures differentiated instruction is a predominant instructional practice *
	<ul> <li>When asked, students report their teachers provide culturally relevant instruction *</li> </ul>
f. Provides resources and	Domain 4 - Element 1 - The school leader facilitates and leads professional learning by managing
time and engages faculty	the organization, operations, and facilities to provide the faculty with quality resources and time
in effective individual	for professional learning and promotes, participates in, and engages faculty in effective individual
and collaborative professional learning	and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching.
throughout the school	Evidences:
year.	Teachers have opportunities to engage in instruction rounds
	Teachers have opportunities to view and discussion ed examples of exemplary
	teaching
	<ul> <li>Teachers have regular times to meet colleging and discuss e. tive instructional practices (e.g. lesson study, professional learning ammunities)</li> </ul>
	<ul> <li>Teachers have opportunities to integrate about effective teaching via technology</li> </ul>
	<ul> <li>Instructional practices are regulari, scussed sculty and department meetings</li> </ul>
	Video segments of instructional pract.     egularly viewed and discussed at faculty and
	department meetings
	<ul> <li>Information is available right of teachers in opportunities to observe and discuss effective teaching</li> </ul>
	<ul> <li>Information is available rearding temperaticipation in virtual discussions regarding</li> </ul>
	effective teaching
	<b>Domain 4 - Element 3 -</b> e school der routinely engages teachers collaboratively in a structured ca-based p ining and blem-solving process in order to modify instruction and interven as for accelented student ogress and to monitor and evaluate the effect of those modification <b>Evidences:</b>
	have ten goals for improving instructional practices and student learning
	The pol lear regularly examines each data team's progress toward goals
	• The science leader collects and reviews minutes, notes, and goals from meetings to maintain a
	<ul> <li>focus or udent achievement</li> <li>When ad, teachers can explain how PLC's analyze data to identify appropriate</li> </ul>
	instrutional practices for all students
	Doma - Element 5 - The school leader maximizes the impact of school personnel, fiscal and
	facility resources to provide recurring systemic support for instructional priorities and creates a
	supportive learning environment by managing the fiscal, operational, and technological resources
	of the school in a way that focuses on effective instruction and the achievement of all students. <b>Evidences:</b>
	<ul> <li>The school leader appropriately directs the use of technology to improve teaching and</li> </ul>
	learning
	<ul> <li>When asked, faculty and staff report projects, with plans and objectives, are organized in</li> </ul>
Chan dand = 1	such a way that keeps the focus on instruction
Standard 5: <u>Learning</u> Environment: Effective	The Marzano Leadership Evaluation Model has multiple elements/indicators and evidences to support the importance of the Learning Environment and effective school leaders who monitor a
school leaders structure	school learning environment that improves learning for the school's diverse student population .
and monitor a school	
learning environment	
that improves learning	
for all of Florida's	

diverse student	
population	
a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on	<b>Domain 5 - Element 4</b> - The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy. <b>Evidences:</b>
equitable opportunities for learning and building a foundation for a fulfilling life in a	<ul> <li>The school leader ensures that skills necessary to be contributing members of society and participate in a global community are listed among the essential elements*</li> <li>The school leader ensures students are ready to be contributing members of society and participate in a global community *</li> <li>(When acked) students, parents and community describe the school as safe, recreating.</li> </ul>
democratic society and global economy.	<ul> <li>(When asked) students, parents and community describe the school as safe, respectful and student centered *</li> </ul>
<ul> <li>b. Recognizes and uses diversity as an asset in the development and implementation of</li> </ul>	<b>Domain 5 - Element 2</b> - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parent and community that his or her actions are guided by what is best for all student population: <b>Evidences:</b>
procedures and practices that motivate all students and improve	• The school leader actively promotes practices ar coll acknowledging the diversity in the school *
student learning.	Domain 5 - Element 6 - The school leader ack wledges the success the whole school, as well as individuals within the school. Evidences:
	The school leader plans and celebrat. he school the diverse populations in the school *
	<b>Domain 2 - Element 3</b> - The score deris aware corredominant instructional practices throughout the school and use indicate one the instructional evaluation system to monitor, evaluate and provide timely, actionable for doal faculty on the effectiveness of instruction on priority instructional goals, and the score and effect relationships between professional practice and student action on those mals. Evidences:
	The mool leader as systems in lace to monitor the effect of the predominant instructional practices for all the school including ESOL and ESE
	Demain 4 - Ele. Let 3 - The school leader routinely engages teachers collaboratively in a cructor. Plata-b. I planning and problem-solving process in order to modify instruction and intervention for accounted student progress and to monitor and evaluate the effect of those modification. Evidences:
	• Student chievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning
	<b>Doma. 4</b> - <b>Element 5</b> - The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school. <b>Evidences:</b>
	<ul> <li>The school leader can explain how the use of input from the school community has resulted in improved functioning of the school</li> <li>The school leader can demonstrate how data gathered from subpopulations at the school are</li> </ul>
	incorporated in school planning and procedures
<ul> <li>c. Promotes school and classroom practices that validate and value</li> </ul>	<b>Domain 4 - Element 3</b> - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those
similarities and	modifications.
differences among students.	<ul> <li>Evidences:</li> <li>The school leader promotes practices that validate and value similarities and differences among all students *</li> </ul>

	<ul> <li>PLCs have written goals for improving instructional practices and student learning</li> </ul>
	The school leader collects and reviews minutes, notes, and goals from meetings to maintain a
	focus on student achievement
	<b>Domain 5 - Element 2</b> - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations. <b>Evidences:</b>
	<ul> <li>The school leader actively promotes practices and policies acknowledging the diversity in the school *</li> </ul>
	<b>Domain 5 - Element 6</b> - The school leader acknowledges the success of the whole school, as well as individuals within the school.
	<ul> <li>Evidences:</li> <li>The school leader plans for and celebrates the success of the diverse populations in the school *</li> </ul>
d. Provides recurring monitoring and feedback on the quality of the learning environment.	<ul> <li>Domain 5 - Element 3 - The school leader ensures that fail and staff establish a school climate to support student engagement in learning and providence. School header provides ongoing feedball to teachers regarding a learning environment *</li> </ul>
	Continuous feedback is provided tere ers regarding the learning environment in the classrooms and the school *
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success	<b>Domain 4 - Element 3</b> - The school leader runne' ungages teachers collaboratively in a structured data-based planning and problem-sung process in order to modify instruction and interventions for accelerated dent progress an monitor and evaluate the effect of those modifications. Evidences:
and well-being.	<ul> <li>The school leader implements the ioria. Atinuous Improvement Model (FCIM) *</li> <li>The school incorporate and citices that validate and value similarities and differences among stude and focus on their successes and well-being*</li> </ul>
	<b>Domain Element 5</b> we school leaver routinely uses teacher-collected student response data to determ. Effect wesser don and interventions schoolwide, grade-wide, class-wide, and specific to ent sub-groups to help all students meet individual achievement goals.
	• The bool lead is focused on opportunities for students to continuously improve and be succes
	<ul> <li>The sch schedule is designed so that students can receive academic help while in school</li> <li>Individu student completion of programs designed to enhance their academic achievement is mor red (i.e. gifted and talented, advanced placement, STEM, etc.)</li> </ul>
	<ul> <li>Rescusse to intervention measures are in place</li> <li>corial and enrichment programs are in place when data support the need for these interventions</li> </ul>
	<ul> <li>Data are collected and available to monitor student participation in intervention or enrichment programs</li> </ul>
	<b>Domain 5 - Element 2</b> - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations. <b>Evidences:</b>
	• The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success
	• The school leader actively promotes practices and policies acknowledging the diversity in the
	school
f. Engages faculty in	<b>Domain 1 - Element 4</b> - The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student, growth and progress on state
recognizing and	the school by monitoring and analyzing the results of student growth and progress on state
understanding cultural	and district assessments.

and developmental	Evidences:
issues related to student	The school leader analyzes achievement data for student subgroups within the school *
learning by identifying	<ul> <li>Teachers regularly analyze school growth data for individual students</li> </ul>
and addressing	
strategies to minimize	Domain 3 - Element 3 - The school leader ensures that all students have the opportunity to learn
and/or eliminate	the critical content of the curriculum.
achievement gaps.	Evidences:
01	• The school leader ensures teachers have completed appropriate training for content specific
	strategies to minimize or eliminate achievement gaps *
	<ul> <li>All students have access to advanced placement or other rigorous courses</li> </ul>
	<ul> <li>All students have a prescribed program of study that documents access to courses</li> </ul>
	<ul> <li>The school leader ensures teachers have completed appropriate content area training in their</li> </ul>
	subject area courses
	<b>Domain 1 - Element 3</b> - The school leader ensures that data are alyzed, interpreted, and used
	to regularly monitor progress toward school achievement granad for instructional planning.
	Evidences:
	Student achievement is examined from the persective value-added results
	<ul> <li>School leadership teams regularly analyze school growth a for instructional planning</li> </ul>
	<b>Domain 1 - Element 1</b> - The school leader end es high expectations we clear and measureable
	learning goals are established and focuser a closing learning gaps for student subpopulations and
	improving overall student achievement . 'e schoo'
	Evidences:
	• Learning goals are established for elimin, 9 differences in achievement for students at
	different socioeconomic rals
	Learning goals are established. Jiminating a rences in achievement for all subgroups in
	the school
	<ul> <li>Learning goals are establis of for aminant, the differences in achievement for English</li> </ul>
	language le
	Learning sals are stablished or eliminating the differences in achievement for students
	with abilities
	• Let ing goals at astablished fulleliminating the achievement gap for all students
	Learn goa' auress and st critical and severe achievement deficiencies and guide
	plannin <sub>e</sub> instruction
Standard 6: Decision	red be, the Marzano Leadership Evaluation Model has multiple elements/indicators
Making: Effective schor	and evide s to su, rt Decision Making as effective leaders employ and monitor a decision
leaders employ and	making proc that is ased on vision, mission and improvement priorities using facts and data.
monitor a decision-	
making process that is	
based on vision, mission	
and improvement	
priorities using facts and	
data.	· · · · · · · · · · · · · · · · · · ·
a. Gives priority	<b>Domain 5 - Element 1</b> - The school leader is the recognized leader of the school and continually
attention to decisions	assesses progress on deliberate practice priorities.
that impact the quality	Evidences:
of student learning and	• The school leader uses facts and data in decision making and prioritizes decisions that impact
teacher proficiency.	the priority goals of the school*
	• The school leader has a track record of using facts and data when making tough decision to
	keep learning and teacher effectiveness as priorities *
	The school leader is uncompromising in regards to raising student achievement
	• The school leader effectively communicates those non-negotiable factors that have an impact
-	on student achievement
b. Uses critical thinking	Domain 5 - Element 1 - The school leader is the recognized leader of the school and continually
and problem solving	assesses progress on deliberate practice priorities.
techniques to define	Evidences:

problems and identify	The school leader has demonstrated his or her ability to use thinking and problem solving
solutions.	<ul> <li>The school leader has demonstrated his or her ability to use thinking and problem solving skills to define problems and identify solutions *</li> </ul>
501010131	<ul> <li>The school leader uses fact and data in decision making and when prioritizing decisions that</li> </ul>
	impact the priority goals of the school*
c. Evaluates decisions for	<b>Domain 5 - Element 1</b> - The school leader is the recognized leader of the school and continually
effectiveness, equity,	assesses progress on deliberate practice priorities.
intended and actual	Evidences:
outcome; implements	• The school leader constantly evaluates decisions for their effectiveness, equity, intended and
follow-up actions; and	actual outcomes and revises plans as needed *
revises as needed	
	Domain 5 - Element 2 - The school leader demonstrates resiliency in pursuit of continuous school
	improvement and has the trust of the teachers, students, parents and community that his or her
	actions are guided by what is best for all student populations.
	Evidences:
	<ul> <li>The school leader acknowledges when school goals have failed and revises the plan for success *</li> </ul>
d. Empowers others and	Domain 4 - Element 2 - The school leader actively listens communicates to ensure that
distributes leadership	teachers have roles in the decision-making process remaine hool initiatives.
when appropriate.	Evidences:
	Groups of teachers are identified and utility to provide input garding specific decisions that impact the school
	<ul> <li>The school leader enables teacher low ers to proportively initiate, plun, implement and</li> </ul>
	monitor projects
	The school leadership team has critic. le racilitating school initiatives
	Domain 4 - Element 4 - The state leader actively intifies and cultivates emerging leaders and
	prepares them for career adv. cen.
	Evidences:
	• The school leader effective idential esponse al leaders and guides them in career
	<ul> <li>development</li> <li>The schrege eader in cite exceptes of where teacher input has resulted in effective change</li> </ul>
	<ul> <li>The scheme leader in cite examples of where teacher input has resulted in effective change at the mool</li> </ul>
	The shool leade deptifies and dentors targeted faculty and staff for succession planning
	and prides propriate th opportunities
	• The sch ader encourages faculty to continue their education and assists them with
	er plan.
e. Uses effective	Domain 4 'emen. The school leader actively listens and communicates to ensure that
technology integratic	teachers have oles in ve decision-making process regarding school initiatives.
to enhance decision	Evidences:
making and efficiency	• The school leader utilizes electronic tools to collect teacher input data which are used in the
throughout the school.	schoo' Jecision making process for efficiency throughout the school (e.g. online surveys)*
	Dom Element 5 - The school leader actively communicates with students, parents, and the
	community to obtain their input for systematic improvement of the optimal functioning of the
	school.
	Evidences:
	• The school leader provides an interactive website for students, parents, and the community
	to provide input regarding the learning environment and uses the input for decision making
	and efficiency throughout the school *
	• The school leader can explain how the use of (virtual) input from the school community has
	resulted in improved functioning of the school *
	<ul> <li>The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community</li> </ul>
	<ul> <li>The school leader engages in virtual town hall meetings</li> </ul>
	<ul> <li>דורב זכווסטו ובמעבו בווצמצבז ווי או נעמו נטאוו זומו ווופפנוווצז</li> </ul>
	<b>Domain 2 - Element 4</b> - The school leader ensures the use of high effect size strategies and
	instructional personnel receive recurring feedback on their proficiency on using high effect size
	instructional strategies and takes action to ensure teachers are provided with clear, ongoing

	<ul> <li>evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.</li> <li>Evidences:         <ul> <li>School leader provides frequent observations and meaningful feedback regarding the use of high effect strategies to teachers utilizing virtual and face to face conferencing.</li> </ul> </li> <li>Domain 5 - Element 5 - The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.</li> <li>Evidences:         <ul> <li>The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning *             <li>The school leader provides adequate training for the instructional technology teachers are</li> </li></ul> </li> </ul>
Standard 7: <u>Leadership</u> <u>Development;</u> Effective school leaders actively cultivate, support, and develop other leaders within the organization	expected to use The Marzano Leadership Evaluation Model demonstrates t' ugh elements/indicators and evidences that Leadership Development is the responsite of an effective school leader who must actively cultivate, support, and develop other leases
a. Identifies and cultivates potential and emerging leaders.	<ul> <li>Domain 4 - Element 4 - The school leader invely identifies and cultivates emerging leaders and prepares them for career advancement.</li> <li>Evidences: <ul> <li>The school leader identifies and mentors is geted faculty and staff for succession planning and provides appropriate prowth opportunities and guides them in career development *</li> <li>The school leader encourains factor, to conside their education and assists them with career planning</li> <li>The school leader, odels efficiency leadership practices and mentors emerging leaders *</li> <li>The school leader is a record inspiring others in their practice</li> </ul> </li> </ul>
b. Provides evidence of delegation and trust in subordinate leaders.	<ul> <li>Domain Element 2 we school leaver actively listens and communicates to ensure that teachers have roles where uses a making process regarding school initiatives.</li> <li>Evidences:</li> <li>Support where are identified and utilized to provide input regarding specific decisions that what the school</li> <li>The school leader, enables teacher leaders to proactively initiate, plan, implement and monitor ojects</li> <li>The school leadership team has critical roles in facilitating school initiatives</li> <li>Due in / chement 4 - The school leader actively identifies and cultivates emerging leaders and prepared the for career advancement.</li> <li>Evidences:</li> <li>The school leader encourages faculty to continue their education and assists them with career planning</li> <li>The school leader can cite examples of where teacher input has resulted in effective change at the school</li> <li>When asked, teachers explain formal ways they have to give input regarding optimal</li> </ul>
c. Plans for succession	<ul> <li>functioning of the school</li> <li>When asked, teachers can identify examples of when their input has resulted in effective change at the school</li> <li>Domain 4 - Element 4 - The school leader actively identifies and cultivates emerging leaders and</li> </ul>
c. Plans for succession management in key positions.	<ul> <li>Domain 4 - Element 4 - The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.</li> <li>Evidences:         <ul> <li>Delegates responsibilities to emerging leaders in preparation for career advancement</li> </ul> </li> </ul>

	<ul> <li>opportunities*</li> <li>The school leader effectively identifies potential leaders and guides them in career development</li> <li>The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities *</li> <li>The school leader demonstrate ongoing mentoring of teacher leaders</li> <li>Teacher leaders and other faculty are empowered to share in the leadership of the school</li> </ul>
	<ul> <li>Domain 4 - Element 2 - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.</li> <li>Evidences:         <ul> <li>The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects</li> <li>The school leadership team has critical roles in facilitating school initiatives</li> </ul> </li> </ul>
d. Promotes teacher– leadership functions focused on instructional proficiency and student learning.	<ul> <li>Domain 4 - Element 2 - The school leader actively listens and comunicates to ensure that teachers have roles in the decision-making process regarding chool initiatives.</li> <li>Evidences: <ul> <li>Teacher leaders are accountable for maintaining cocular instructional proficiency and student learning *</li> <li>The school leader enables teacher leaders proactively initial plan, implement and monitor projects *</li> <li>The school leadership team has critic roles in facilitating school initiatives *</li> </ul> </li> </ul>
	<ul> <li>Domain 4 - Element 4 - The school leader a contract entifies and cultivates emerging leaders and prepares them for career advancement.</li> <li>Evidences:         <ul> <li>The school improvement each or ides input to the school leader regarding the school improvement plan and it, inpact or functioning of the school*</li> <li>The school leader identifier and non-stors to contract and staff for succession planning and provide oppriate give opportunities</li> </ul> </li> </ul>
e. Develops sustainable and supportive relationships between school leaders, parents,	Domain 4 - Element 5 - communitye school input forder actively communicates with students, parents, and the input for tematic improvement of the optimal functioning of the school.Evidences.
community, higher education and business leaders	<ul> <li>The schemader provides an interactive website for students, parents, and the community rovide. It regarding the learning environment</li> <li>The pool lear engages in appropriate social networking technologies (e.g. Twitter, Faceber) to inverse students, parents, and community</li> <li>The scheme leader engages in virtual town hall meetings</li> <li>The scheme leader conducts focus group meetings with students and parents</li> <li>The scheme leader hosts or speaks at community/business luncheons</li> <li>The scheme leader can explain how the use of input from the school community has resulted unproved functioning of the school</li> <li>The school leader can demonstrate how data gathered from subpopulations at the school are incremented in ensured ensurement.</li> </ul>
	<ul> <li>incorporated in school planning and procedures</li> <li>Domain 5 - Element 4 - The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.</li> <li>Evidences:         <ul> <li>The school leader has a means of communicating to parents about issues regarding school safety (e.g. call out system, virtual media)</li> <li>The school leader engages parents and community regarding issues of school safety to ensure an environment focused on learning</li> </ul> </li> </ul>

Standard 8: <u>School</u> <u>Management:</u> Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.	The Marzano Leadership Evaluation Model has elements/indicators and evidences to support School Management as the effective leader demonstrates the managements of the organization, operations and facilities in ways that maximize the use of resources to promote a safe, efficient, legal and effective learning environment.
a. Organizes time, tasks	<b>Domain 5 - Element 5</b> - The school leader maximizes the impact of school personnel, fiscal and
and projects effectively with clear objectives and coherent plans.	<ul> <li>facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.</li> <li>Evidences: <ul> <li>The school leader manages time effectively in order to maximize focus on instruction *</li> <li>The school leader successfully accesses and level test to riety of resources (e.g. grants, local, state, and federal funds) *</li> <li>The school leader appropriately plans, direct the use of technology to improve teaching and</li> </ul> </li> </ul>
	<ul> <li>learning *</li> <li>The school leader effectively managematerials, time, and resources for specific classes and</li> </ul>
h. Establishes	courses meet the state or district. sifications those classes and courses
b. Establishes appropriate deadlines for him/herself and the entire organization.	<ul> <li>Domain 5 - Element 5 - The school leader has imported impact of school personnel, fiscal and facility resources to provide recurring systemic apport for instructional priorities and creates a supportive learning environment by managing the scal, operational, and technological resources of the school in a way that for the school frequencies of the school leader manage and imposes a support on and the achievement of all students. Evidences:</li> <li>The school leader manage and imposes a support to maximize focus on instruction</li> <li>The school leader manages the effectively in order to maximize focus on instruction</li> <li>The school leader morphism, budgets and directs the use of technology to improve teaming and learning</li> </ul>
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in schoo' improvement and fac , development.	<ul> <li>Domain 4 inment in the construction of the facilitates and leads professional learning by managing the organization operations, and facilities to provide the faculty with quality resources and time instructional in the provide the faculty with quality resources and time instructional in the provide the faculty with quality resources and time instructional in the provide the faculty with quality resources and time instructional in the provide the faculty with quality resources and time instructional information in the provide the faculty with quality resources and time individual and collar on the provide the provide the faculty with quality resources and time individual and collar on the provide the provide the faculty with quality resources and time individual collar on the provide the provide the faculty with quality resources and time individual and collar on the provide the provide the faculty with quality resources and time individual collar on the provide the provide the faculty with quality resources and time individual and collar on the provide the provide the faculty with quality resources and time individual and collar on the provide the provide the faculty with quality resources and time individual and collar on the provide the provide the faculty with quality resources and ensures teachers have opportunities to meet collegially and discuss effective instructional practices in the provide the school's procedures for scheduling teachers to observe and discuss in the provide the school provide the school provide the school practices are regularly viewed and discussed at faculty and department meetings</li> <li>Information is available regarding participation of teachers in opportunities to observe and discuss effective teaching</li> <li>Information is available regarding teacher participation in virtual discussions regarding effective teaching</li> <li>Teachers have opportunities to engage in instructional rounds</li> </ul>
	<b>Domain 4 - Element 3</b> - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.

	E. Marine
	Evidences:
	PLCs have written goals for improving instructional practices and student learning
	<ul> <li>The school leader regularly examines the PLC's progress toward goals</li> </ul>
	<b>Domain 4 - Element 2</b> - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.
	<ul> <li>Evidences:</li> <li>Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school</li> </ul>
	<ul> <li>The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects</li> </ul>
	<ul> <li>The school leadership team has critical roles in facilitating school initiatives</li> </ul>
	<b>Domain 4 - Element 4</b> - The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement. <b>Evidences:</b>
	<ul> <li>The school improvement team provides input to the pool leader regarding the school improvement plan</li> </ul>
	<ul> <li>The school leader identifies and mentors targe is d faculty. 'staff for succession planning and provides appropriate growth opportunities</li> </ul>
	• The school leader encourages faculty to ontinue their educatio. Ind assists them with career planning
	<ul> <li>The school leader effectively ident. potenting adders and guides them in career development</li> </ul>
	<ul> <li>The school leader can cite examples of we teacher input has resulted in effective change at the school</li> </ul>
	The school leader demo trace on mento of teacher leaders
	Teacher leaders and othe aculty a swered to share in the leadership of the school
d. Is fiscally responsible	<b>Domain 5 - Element 5</b> - The school leach maximum s the impact of school personnel, fiscal and
and maximizes the	facility resources vide recure stemic support for instructional priorities and creates a
impact of fiscal	supportive leasing environment by hanaging the fiscal, operational, and technological resources
resources on	of the school of a way the focuses of ffective instruction and the achievement of all students.
instructional priorities.	Evidenc
	• The solle chappion y plans, budgets and directs the use of technology to improve
	teachin <sub>b</sub> learning
	school Ver successfully accesses and leverages a variety of resources (e.g. grants, local,
	stail indification of the state
	• The sc. I leader imposes deadlines on self and the organization that effect the operation of
Chan david O	the sch
Standard 9:	The Marzano adership Evaluation Model has elements/indicators and evidences that focus on
Communication:	nmunice in for effective school leaders to communicate via oral, written and electronically
Effective school leaders	me tre complish the school and system goals and build relationships with the students,
practice two-way	facultarents and community.
communications and	
use appropriate oral,	
written, and electronic communication and	
collaboration skills to	
accomplish school and	
system goals by building	
and maintaining	
relationships with	
students, faculty,	
parents, and	
community.	
a. Actively listens to and	<b>Domain 4 - Element 2</b> - The school leader actively listens and communicates to ensure that
learns from students,	teachers have roles in the decision-making process regarding school initiatives.
staff, parents, and	Evidences:
stan, parents, and	Lindidesi

community	• The school leader provides evidence of actively listening and learning from faculty and staff*
stakeholders.	<ul> <li>Data-gathering techniques are in place to collect information from teachers</li> </ul>
	<ul> <li>The school leader utilizes electronic tools to collect teacher input data which are used in the</li> </ul>
	school's decision making process for efficiency throughout the school (e.g. online surveys)
	<ul> <li>Groups of teachers are identified and utilized to provide input regarding specific decisions</li> </ul>
	that impact the school
	Notes and reports are in place that describe how teacher input was used when making
	specific decisions
	<b>Domain 4 - Element 5 -</b> The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.
	Evidences:
	<ul> <li>The school leader provides evidence of actively listening and learning from students, parents and community members *</li> </ul>
	<ul> <li>When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning the school *</li> </ul>
	<ul> <li>Data collection systems are in place to collect in the data community regarding the optimal functioning on the school</li> </ul>
	• The school leader provides an interactive site for studen. arents, and the community to provide input regarding the learning vironment
	<ul> <li>The school leader engages in approvate social networking technologies (e.g. Twitter, Facebook) to involve students, particular and consulting</li> </ul>
	The school leader engages in virtual to homestings
	<ul> <li>The school leader conducts focus group is tings with students and parents</li> </ul>
	The school leader host
	The school leader can do onsolve bow data go bred from subpopulations at the school are
	incorporated in school planing and livres
b. Recognizes individuals	<b>Domain 5 - Element 6</b> - The school lear acknowledges the success of the whole school, as well as
for effective	individuals within hool.
performance.	Evidences:
	<ul> <li>The sol leader cognizes the accomplishments of individual teachers, teams of teachers, and the whole structure variet, of ways (e.g. faculty celebrations, newsletters to parents, annow the structure, shall media)</li> </ul>
	<ul> <li>The school ader recognizes incremental success of students and teachers</li> </ul>
	chool, 'er recognizes the success of individual departments
	<ul> <li>The pollease regularly celebrates the success of a variety of types of individuals (e.g.</li> </ul>
	teache 'the year, support staff employee of the year)
	• The schelleader plans for and celebrates the success of the diverse populations in the
	school
c. Communicates	nain 1 - ment 2 - The school leader ensures high expectations with measureable learning
student expectations	goa re cablished and enables teacher and staff to work as a system focused on improving the
and performance	achiev nent of students within the school.
information to students,	Evidences:
parents, and community.	<ul> <li>Student performance data and expectations for learning are communicated to all stakeholders *</li> </ul>
	<ul> <li>Students keep data notebooks regarding their individual goals</li> </ul>
	<ul> <li>Student led conferences focus on individual student's goals</li> </ul>
	<ul> <li>Parent teacher conferences focus on the individual student's goals</li> </ul>
	<ul> <li>Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments or common assessments</li> </ul>
	When asked, students are aware of their status on the achievement goals specific to them
	When asked, parents are aware of their child's achievement goals
	<b>Domain 1 - Element 5</b> - The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions schoolwide, grade-wide, class-wide,
	and specific to student sub-groups to help all students meet individual achievement goals.

	Evidences:
	<ul> <li>When asked, student and/or parents can identify interventions in place to meet their goals</li> <li>When asked, students report their school has programs in place to help them meet their achievement goals</li> </ul>
d. Maintains high visibility at school and in the community and	<b>Domain 5 - Element 1</b> - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities. Evidences:
regularly engages stakeholders in the work of the school.	<ul> <li>The school leader is recognized as highly visible by the faculty, students and community and engages them in the work of the school *</li> </ul>
	<b>Domain 4 - Element 5 -</b> The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.
	Evidences:
	<ul> <li>The school leader provides an interactive website for sturing ts, parents, and the community to provide input regarding the learning environment</li> </ul>
	<ul> <li>The school leader engages in appropriate social net tring technologies (e.g. Twitter, Facebook) to involve students, parents, and cortanit,</li> </ul>
	<ul> <li>The school leader engages in virtual town hall neetings</li> </ul>
	• The school leader conducts focus group maings with stude, and parents
	<ul> <li>The school leader hosts or speaks at community/business lunches</li> <li>The school leader can explain how the school community has resulted in improved functioning of the school</li> </ul>
	<ul> <li>The school leader can demonstrate he dat gathered from subpopulations at the school are incorporated in school planning and proceedings.</li> </ul>
	<ul> <li>When asked, students,ts, and commuty members report their input is valued and used by the school lead. tothe functioof the school</li> </ul>
e. Creates opportunities within the school to	<b>Domain 4 - Element 2</b> - The sch.   leader is listens and communicates to ensure that teachers have roles in the decision mail of process regarding school initiatives.
engage students, faculty, parents, and community stakeholders in	Evidences:  The schr leader gages factly in constructive conversations on important school issues *  Determined to import and the school issues a school issues a school issues a school issues a school issue school issues a school issue school issues a school issue school issue school issues a school issue school iso issue school issue school issue school issue schoo
constructive conversations about	<ul> <li>Data thering tension of the place to collect information from teachers</li> <li>Gins of teach considentifies and utilized to provide input regarding specific decisions that here the school</li> </ul>
important school issues.	Elem 5 - The school leader actively communicates with students, parents, and the
	community obtain air input for systematic improvement of the optimal functioning of the school. Evidences:
	The schelleader engages students, parents, and the community in constructive convertion about important school issues *
	The chool leader provides an interactive website for students, parents, and the community provide input regarding the learning environment
	<ul> <li>The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community</li> </ul>
	<ul> <li>The school leader engages in virtual town hall meetings</li> </ul>
	• The school leader conducts focus group meetings with students and parents
	<ul> <li>The school leader hosts or speaks at community/business luncheons</li> </ul>
f. Utilizes appropriate technologies for communication and	<b>Domain 4 - Element 2</b> - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives. <b>Evidences:</b>
communication and collaboration	<ul> <li>The school leader utilizes electronic tools to collect teacher input data which are used in the school's decision making process for efficiency throughout the school (e.g. online surveys) *</li> <li>Data gathering techniques are in place to collect information from teachers *</li> </ul>
	<b>Domain 4 - Element 5</b> - The school leader actively communicates with students, parents, and the

	community to obtain their input for systematic improvement of the optimal functioning of the
	school.
	Evidences:
	• The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment *
	<ul> <li>The school leader engages in appropriate social networking technologies (e.g. Twitter,</li> </ul>
	Facebook) to involve students, parents, and community *
	<ul> <li>The school leader engages in virtual town hall meetings *</li> </ul>
g Encuros faculty	<b>Domain 3 - Element 1</b> - The school leader ensures that the school curriculum and accompanying
g. Ensures faculty receives timely	assessments adhere to state and district standards.
information about	
student learning	Evidences:
0	• The school leader provides faculty timely information regarding changes in state and district
requirements, academic standards, and all other	curriculum standards and their impact on student learning requirements *
local state and federal	• When asked, teachers report they receive information in a timely manner regarding updates
	to learning and academic requirements and decisions from tate and federal departments *
administrative	
requirements and	
decisions	
Standard 10:	The Marzano School Leadership Evaluation Model has elemen. Indicators and evidences
Professional and Ethical	regarding Professional and Ethical Behaviors the nust be demon. ted by effective school
Behaviors: Effective	leaders.
school leaders	
demonstrate personal	
and professional	
behaviors consistent	
with quality practices in	
education and as a	
community leader	
a. Adheres to the Code	Domain 5 - Element 1 - The scheleader of the school and continually
of Ethics and the	assesses progress a deliberate por d
Principles of Professional	Evidences:
Conduct for the	• The scool leader heres to t Florida Code of Ethics and the principals of Professional
Education Profession in	Couldt
Florida, pursuant to	• The pol me concerning for self and has the same expectation for faculty and
Rules 6B-1.001 and 6B-	staff
1.006, F.A.C.	
b. Demonstrates	Jomain Temer. The school leader demonstrates resiliency in pursuit of continuous school
resiliency by staying	improveme. Ind has trust of the teachers, students, parents and community that his or her
focused on the school	actions are guesd by what is best for all student populations.
vision and reacting	Evidences:
constructively to the	• The school vision and
barriers to success that	reaction of the second s
include disagreement	• school leader reacts constructively and overcomes barriers to success that could include
and dissent with	a sagreement and descent with leadership *
leadership	
c. Demonstrates a	Domain 5 - Element 2 - The school leader demonstrates resiliency in pursuit of continuous school
commitment to the	improvement and has the trust of the teachers, students, parents and community that his or her
success of all students,	actions are guided by what is best for all student populations.
identifying barriers and	Evidences:
their impact on the well-	• The school leader demonstrates a commitment to the success of all students, identifying
being of the school,	barriers and their impact on the well-being of the school, families, and local communities *
families, and local	<ul> <li>Faculty and staff describe the school leader as an individual whose actions are guided by a</li> </ul>
	desire to help all students learn
community	
community	
community	The school leader demonstrates his or her ability to follow through with initiatives
community	<ul><li>The school leader demonstrates his or her ability to follow through with initiatives</li><li>The school leader acknowledges when school goals have not been met or initiatives have</li></ul>
community	<ul> <li>The school leader demonstrates his or her ability to follow through with initiatives</li> <li>The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success</li> </ul>
community	<ul><li>The school leader demonstrates his or her ability to follow through with initiatives</li><li>The school leader acknowledges when school goals have not been met or initiatives have</li></ul>

d. Engages in	<b>Domain 5 - Element 1</b> - The school leader is the recognized leader of the school and continually
professional learning	assesses progress on deliberate practice priorities.
•	
that improves	Evidences:
professional practice in	The school leader has a written annual growth plan with deliberate practice goals
alignment with the needs of the school	<ul> <li>The school leader uses evaluative feedback to identify professional development activities consistent with his or her deliberate practice plan</li> </ul>
system	• The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses
	Domain 5 - Element 2 - The school leader demonstrates resiliency in pursuit of continuous school
	improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.
	Evidences:
	<ul> <li>Faculty and staff describe the school leader as uncompromising in regards to raising student achievement</li> </ul>
	• Faculty and staff describe the school leader as effective communicating those non-
	negotiable factors that have an impact on student zero vement
e. Demonstrates	Domain 5 - Element 1 - The school leader is the recognized it or of the school and continually
willingness to admit	assesses progress on deliberate practice priorities.
error and learn from it	Evidences:
	<ul> <li>The school leader can describe leaders' strengths and weakness and how he or she plans to address the weaknesses*</li> </ul>
	The school leader has demonstrate is or her unity to be a problem solver*
	<b>Domain 5 - Element 2</b> - The school leader denominates resiliency in pursuit of continuous school improvement and has the true of the teachers, subjusts, parents and community that his or her actions are guided by what is subjust. If student populations. <b>Evidences:</b>
	The school leader can iden in hor earning of adversity has enabled him/her to be a focused leader in the school leader in the scho
f. Demonstrates explicit	Domain 5 - Elf ent 1 e school der is the recognized leader of the school and continually
improvement in specific	assesses press on de erate prace priorities.
performance areas	Evidenc
based on previous	The should be aluative feedback to identify professional development
evaluations and	activitie stent with his or her deliberate practice plan *
formative feedback	school der can describe leadership strengths and weaknesses and how he or she plans to comess the maknesses*
Section C. Proposed SBE	

Section C. Proposed SBE	
rule 6A-5.030	
As per 1012.34 (4) F.S. –	
indicators for	
instructional and school	
administrators other	
professional and job	
responsibilities as	
adopted by the State	
Board of Education must	
be included. Indictors	
included in proposed SBE	
Rule 6A-5.030 are as	
follows:	
From Review and	
Approval Checklist II B	
(3):	
Indictors will be included	

that are based on each of	
that are based on each of the Florida Principal	
Leadership Standards	
(See Crosswalk Section B	
above)	
Indicators that assess	Domain 5 - Element 1 - The school leader is the recognized leader of the school and continually
progress on deliberate	assesses progress on deliberate practice priorities.
practice priorities	Evidences:
	<ul> <li>The school leader has a deliberate practice plan with indicators to assess progress on goals</li> </ul>
	<ul><li>and priorities*</li><li>The school leader has identified professional development activities consistent with his or</li></ul>
	her growth plan
	<ul> <li>The school leader can describe leadership strengths and weaknesses and how he or she</li> </ul>
	plans to address the weaknesses
Indicators specified in	
Section 1012.34 FS	
(See Crosswalk Section A	
above)	
From Review and	
Approval Checklist II B (4): each district shall	
(4): each district shall also include the following	
indicators on leadership	
practice	
a. Feedback Practices:	Domain 2 - Element 3 - The school leader is a of predominant instructional practices
The principal monitors,	throughout the school and up indicators from instructional evaluation system to monitor,
evaluates proficiency,	evaluate, and provide timely, co. In feedback coulty on the effectiveness of instruction on
and provides timely	priority instructional goals, and the cause offect relationships between professional practice
feedback to faculty on	and student achievement on the goal
the effectiveness of	Evidences:
instruction on priority	• Walk-thr snother inform observation data are aggregated in such a way as to disclose
instructional goals and the cause and effect	<ul> <li>predemant instructional practices in the school</li> <li>The chool leaded crovides fort, ght feedback to teachers regarding their instructional</li> </ul>
relationships between	praces using survey a content and the school instructional model
professional practice and	<ul> <li>The sch adder can describe the predominant instructional practices in the school and the</li> </ul>
student achievement on	and the series of student learning
those goals.	• With the sked, there can describe the predominant instructional practices used in the
	schoo
	When a ed, teachers can explain the relationship between professional practice and
	student hievement
	When ked, students can explain why they learn from their teacher
b. High effect size	<b>D</b> , in <i>c</i> lement 4 - The school leader ensures the use of high effect size strategies and leader ensuring feedback on their preficiency on using high effect size
strategies: Instructional personnel receive	instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing
recurring feedback on	evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of
their proficiency on high	data and are consistent with student achievement data.
effect size instructional	Evidences:
strategies.	• Teacher feedback and evaluation data on the use of high effect size strategies are on the
	use of high effect size strategies 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
	Highly specific rubrics are in place to provide teachers accurate feedback on their
	pedagogical strengths and weaknesses
	<ul> <li>The school leader monitors improvement in the percentage of instructional personnel</li> </ul>
	evaluated at the innovative and applying levels.

	Teacher evaluation data are regularly used as the subject of conversation between
	school leaders and teachers
	School leader provides frequent observations and meaningful feedback regarding the
	use of high effect strategies to teachers utilizing virtual and face-to-face conferencing
	<ul> <li>Ongoing data are available to support that teacher evaluations are consistent with</li> </ul>
	student achievement data
	<ul> <li>The school leader can link teacher evaluation data with student achievement data</li> </ul>
	When asked, teachers can describe their instructional strategies that have the strongest
	and weakest relationships to student achievement
c. Facilitating	Domain 4 - Element 1 - The school leader facilitates and leads professional learning by managing
Professional Learning: The principal manages the organization, operations, and facilities to provide the faculty with quality resources	the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective to ching. <b>Evidences:</b> • The school leader manages the organization, oper and facilities to provide teachers
and time for professional	time and resources for professional learning to Luch the Toals
learning and engages	Teachers have regular times to meet collegially and discuss a sective instructional practices
faculty in effective	(e.g. lesson study, professional learning r imunities)
individual and	<ul> <li>Teachers have opportunities to engaging a instructional rounds</li> </ul>
collaborative learning on	<ul> <li>Information is available regarding cicipation eachers in opportunities to observe and</li> </ul>
priority professional	discuss effective teaching
goals throughout the school year.	• When asked, teachers can explain how peration of the school ensures time and
d. Clear Goals: The	resources for professional learning Domain 2 - Element 1 - The standard provides lear vision as to how instruction should be
principal communicates	addressed in the school and communic moals and pectations clearly and concisely using
goals and expectations	Florida's common language of her truction and populate written and oral skills, communicates
clearly and concisely	student expectations and performing information to students, parents, and community, and
using Florida's common	ensures faculty mely info tion about student learning requirements, academic
language of instruction.	standards, ar all other cal, state, and federal administrative requirements and decisions.
	Evidence
	The mmon la Cinstruction is used to communicate expectations for teacher and stude, erf. nance
	The scholar adder utilizes multiple media sources to communicates local, state and federal
	ing stall rds to teachers, students and parents
	• A within a docution that articulating the schoolwide model of instruction is in place
	• The sci lwide common language of instruction is used regularly by faculty in their
	professi al learning communities
	The sch Jwide model of instruction utilizes strategies to promote learning for the
	subg .ps within the school
	asked, teachers can describe the major components of the schoolwide model of
From Dovious and	hustruction
From Review and Approval Checklist III C:	
Indicators shall be	
included on:	
Monitoring and timely	Domain 2 - Element 3 - The school leader is aware of predominant instructional practices
feedback to instructional	throughout the school and uses indicators from the instructional evaluation system to monitor,
personnel on their	evaluate, and provide timely, actionable feedback to faculty on the effectiveness of instruction on
proficiency in the	priority instructional goals, and the cause and effect relationships between professional practice
indicators in the	and student achievement on those goals.
instructional evaluation	Evidences: Compiled from Domain 2 Elements 3 and 4
system.	<ul> <li>Walk-through or other informal observation data are aggregated in such a way as to disclose prodominant instructional practices in the school</li> </ul>
	<ul><li>predominant instructional practices in the school</li><li>The school leader provides forthright feedback to teachers regarding their instructional</li></ul>
	<ul> <li>The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model</li> </ul>
L	

<ul> <li>The achiol leader ensures instructional practices are appropriate for the level of text complexity</li> <li>The school leader can describe effective practices and problems of practice of the teachers in the school</li> <li>The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE</li> <li>The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning</li> <li>When asked, teachers can describe the predominant instructional practices used in the school</li> <li>When asked, teachers can describe the predominant instructional practices and student achievement</li> <li>The school leader can explain the relationship between professional practice and student achievement</li> <li>Teacher feedback and evaluation data on the use of high rel size strategies are based on multiple sources of information including, but not lime 1 for direct observation, teacher self-report, analysis of teacher performance as captures unvideo, student reports on teacher effectiveness, and peer feedback to teachers</li> <li>Teacher evaluation data an eregularly used as ine subject - nonversation between school leaders and teachers</li> <li>Teacher evaluation data an eregularly used as ine subject - nonversation between school leaders and teachers</li> <li>The administrator's resiltency in pursuit of continuous school improvement.</li> <li>Domain 5 - Element 2. The school leader as in unity of explositions are guided by what is best for all stude, populations.</li> <li>The school leader ran in time - learning from diversity has enabled him/her to be a faccused leader is owned within itstative teacher a school leader as an individual whose actions are guided by a disting tractice the school leader as an individual whose actions are guided by a fact in the school leader as an ewhon "walks the walk and talks the t</li></ul>		
<ul> <li>The school leader can describe effective practices and problems of practice of the teachers in the school not be school leader has systems in place to monitor the effect of the predominant instructional practices in the school and ESE</li> <li>The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning.</li> <li>When asked, teachers can describe the predominant instructional practices used in the school and the effect of these practices on student learning.</li> <li>When asked, teachers can describe the predominant instructional practices used in the school and the active ment.</li> <li>Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses</li> <li>Teacher feedback and evaluation data on the use of hight next size strategies are based on multiple sources of information total to a the subject us noversation between school leaders and teachers.</li> <li>Teacher feedback and evaluation data are regularly used as the subject us noversation between school leaders and teachers.</li> <li>School leader provides frequent observices are standing fee. Jack regarding the use of high effect strategies to teachers and trace-to-face conferencing.</li> <li>Domain 5 - Element 2 - The school leader as one whone will a school inprovement.</li> <li>The school leader can is strup. Inclusions the school school school school school school school leader as an evaluation.</li> <li>For the school leader can is strup. Inclusions to keep learning and teacher effectivenes. School leader has a true region of mains of radies of rakes are guided by a desiry burst best of the school leader as an ewhop swells by the school school</li></ul>		
<ul> <li>The school leader has systems in place to monitor the effect of the predominant instructional practices on student learning.</li> <li>The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning.</li> <li>When asked, teachers can describe the predominant instructional practices and the school.</li> <li>When asked, teachers can describe the predominant instructional practices and the school.</li> <li>When asked, teachers can explain the relationship between professional practice and student achievement.</li> <li>Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses.</li> <li>Teacher feedback and evaluation data on the use of high-lect size strategies are based on multiple sources of information including, but not lim<sup>11</sup> sto direct observation, teacher self-report, analysis of teacher performance as capture<sup>11</sup> wideo, student reports on teacher effectiveness, and peer feedback to teachers</li> <li>Teacher evaluation data are regularly used as the subject. Inversation between school leaders motivating to foot and and the organing the use of high-effect strategies to teachers use on guital and face-to-face conferencing improvement.</li> <li>The school leader ran it true, the school leader and community that his or her activity as the school leader can it, it true is the teach. In school leader as a commony to guital motivation or to take and equilation.</li> <li>Fie cuty and staft in cribe the school leader as one who swills are aguided by a desire when are used in the school leader as one who speaks with candar effectivenes in true school speak with candar is regulated by a desire when are school leader as one who speaks with candar effectivenes of the school leader as one who speaks with candar is regulated by a desire when are school leader as one who speaks with candar effectivenes of the school leader is some who speak</li></ul>		The school leader can describe effective practices and problems of practice of the teachers in
<ul> <li>The school leader can describe the predominant instructional practices in the school and the effect of these practices on subduent learning</li> <li>When asked, teachers can describe the predominant instructional practices used in the school</li> <li>When asked, teachers can explain the relationship between professional practice and student achievement</li> <li>Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses</li> <li>Teacher feedback and evaluation data on the use of high-rifect size strategies are based on multiple sources of information including, but not limit are direct observation, teacher self-report, analysis of teacher pedromance as captures in video, student reports on teacher effectiveness, and peer feedback to teachers</li> <li>Teacher realback and evaluation data are regularly used as the subject. Inversation between school leader provides frequent observices on sonad meaningful fe, mack regarding the use of high effect strategies to teachers</li> <li>School leader provides frequent observices are subject. Inversation between school improvement and has the trust of the teach or is enstity, and pace in charact conferencing.</li> <li>Domain 5- Element 2 - The school leader monstor's resillency in pursuit of continuous school improvement and has the trust of the teach or is ensty, parents and community that his or her actions are guided by what is best for all stude, nopulations.</li> <li>For bool leader thas a tr, tere us of maxing tough decisions to keep learning and teacher effectivenes at the school leader as one who speaks with candor is feaculty used in a frequence as one who speaks with candor is feaculty used in diffusiones the school leader as one who speaks with and talks the talk" to school. The dominant has the trust of the school leader as one who speaks with candor is feaculty used in diffusiones the school leader is a one who speaks with candor is feaculty of the school h</li></ul>		The school leader has systems in place to monitor the effect of the predominant
<ul> <li>• When asked, teachers can describe the predominant instructional practices used in the school</li> <li>• When asked, teachers can explain the relationship between professional practice and student achievement</li> <li>• Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses</li> <li>• Eracher Feedback and evaluation data on the use of high iffect size strategies are based on multiple sources of information including, but not limit, it to: direct observation, teacher self-report, analysis of teacher performance as capturer - wideo, student reports on teacher effectiveness, and peer feedback to teachers</li> <li>• Teacher evaluation data are regularly used as the subject, conversation between school leaders and teachers</li> <li>• School leader provides frequent obsert, ions and meaningful Fei ackregarding the use of high effect strategies to teachers utilized use used in provement and has the trust of the teach is used in provement and has the trust of the teach is used in provement and has the trust of the teach is used in providers frequent obsert, ions are guided by what is best or all stude is updatations.</li> <li>• Domain 3 - Element 2 - The school leader as in the use of high effect strategies to teachers using in regards to raising student effectivenes in critics</li> <li>• Faculty, us staff accribe the school leader as one who speaks with candor</li> <li>• Faculty, us staff accribe the school leader as one who speaks with candor</li> <li>• Faculty, us staff describe the school leader as one who speaks with candor</li> <li>• Faculty, us staff describe the school leader as one who speaks with candor</li> <li>• Faculty, us staff describe the school leader as one who speaks with candor</li> <li>• Faculty, us staff describe the school leader as one who speaks with candor</li> <li>• Faculty, us aff describe the school leader as one who speaks with candor</li> <li>• Faculty, w</li></ul>		The school leader can describe the predominant instructional practices in the school and the
<ul> <li>When asked, teachers can explain the relationship between professional practice and student achievement</li> <li>Highly specific rubrics are in place to provide teachers accurate feedback on their pedagopical strengths and weaknesses</li> <li>Teacher feedback and evaluation data on the use of high rect size strategies are based on multiple sources of information including, but not limit a to direct observation, teacher self-report, analysis of teacher performance as capture wideo, student reports on teacher effectiveness, and peer feedback to teachers</li> <li>Teacher evaluation data are regularly used as the subject conversation between school leader and teachers</li> <li>School leader provides frequent obser, ions and meaningful feu ack regarding the use of high effect strategies to teachers using virtual ruf face-to-face conferencing</li> <li>Domain 5 - Element 2 - The school leader monstrip a resiliency in pursuit of continuous school improvement.</li> <li>Domain 5 - Element 2 - The school leader monstrip a resiliency in pursuit of continuous school improvement and has the trust of the leader, so updatoins.</li> <li>Evidences:         <ul> <li>The school leader ran in thrup, colearning fro, updversity has enabled him/her to be a focused leader</li> <li>Faculty us staff corbits the school leader as an individual whose actions are guided by and tables the school leader as an individual whose actions are guided by a deein, whe school leader as an individual whose actions are guided by a deein, whe school leader as one who swalks the walk and talks the talk" to choor. When femomstrate his or her ability to follow through with initiatives</li> <li>Faculty us staff describe the school leader as one who swalks the walk and talks the talk" to choor. When femomstrate his or her ability to follow through with initiatives are failed a revises the plan for success.</li> <li>The school leader actively promotes practices and policies ack</li></ul></li></ul>		When asked, teachers can describe the predominant instructional practices used in the
<ul> <li>Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses</li> <li>Teacher feedback and evaluation data on the use of high next size strategies are based on multiple sources of information including, but not limit are direct observation, teacher self-report, analysis of teacher performance as capture invited, student reports on teacher effectiveness, and peer feedback to teachers</li> <li>Teacher evaluation data are regularly used as the subject. Investion between school leaders and teachers</li> <li>School leader provides frequent obsert invited, student reports on teacher effectiveness, and teachers</li> <li>School leader provides frequent obsert invited in the subolicate. Invite a stude of high effect strategies to teachers util ang virtual and face-to-face conferencing</li> <li>Domain 5 - Element 2. The school leader is monstrip is resiliency in pursuit of continuous school improvement.</li> <li>The school leader can it in this or learning from diversity has enabled him/her to be a focused leader</li> <li>The school leader has a transform of maning from diversity has enabled him/her to be a focused leader</li> <li>The school leader has a transform of maning from diversity has enabled him/her to be a focused leader</li> <li>The school leader has a transform of maning from diversity has enabled him/her to be a focused leader</li> <li>The school leader and the school leader as one who speaks with candor</li> <li>Faculty on staff incribe the school leader as one who is willing to "take on tough issues"</li> <li>The school leader achieves the school leader as one who is willing to "take on tough issues"</li> <li>The school leader achieves practices and policies acknowledging the diversity in the transforment's set of initiatives from a school leader as a not who is willing to "take on tough issues".</li> <li>The school leader achieves practices and policies acknowledging the diversi</li></ul>		When asked, teachers can explain the relationship between professional practice and
<ul> <li>Facher feedback and evaluation data on the use of high-rect size strategies are based on multiple sources of information including, but not limit a to: direct observation, teacher self-report, analysis of teacher performance as capture wideo, student reports on teacher effectiveness, and peer feedback to teachers</li> <li>Teacher evaluation data are regularly used as the subject, conversation between school leaders and teachers</li> <li>School leader provides frequent obsect nons and meaningful fet oack regarding the use of high effect strategies to teachers up ing virtual or face-to-face conferencing</li> <li>Domain 5 - Element 2 - The school leader monstrue is resiliency in pursuit of continuous school improvement.</li> <li>Evidences:</li> <li>The school leader can is, thry, coleaning frue, notwersity has enabled him/her to be a focused leader.</li> <li>The school leader has a tri, the the school leader as uncompromising in regards to raising student achieves in the school leader as one who "walks the walk and talks the talk" oschool leader actively promotes practices and walks the talk" oschool leader actively promotes practices and woll walks the valk and talks the talk" oschool leader actively promotes practices and woll walks the valk and talks the talk" oschool leader actively promotes practices and policies acknowledging the diversity in the rect or failed externess.</li> <li>Faculty out staff describe the school leader as one who "walks the walk and talks the talk" oschool leader actively promotes practices and policies acknowledging the diversity in the rect or of making to provide the school leader actively promotes practices and policies acknowledging the diversity in the rect or of the school leader actively promotes practices and policies acknowledging the diversity in the rect or of the school leader actively promotes practices and policies acknowledging the diversity in the rect or of the school leader actively promotes practices and policies acknowledgin</li></ul>		Highly specific rubrics are in place to provide teachers accurate feedback on their
<ul> <li>Teacher evaluation data are regularly used as the subject is innerestation between school leaders and teachers</li> <li>School leader provides frequent obser mons and meaningful fell or ack regarding the use of high effect strategies to teachers ut ming virtual ind face-to-face conferencing</li> <li>Domain 5 - Element 2 - The school leader innorstic is resilience in proviment and has the trust of the teach. Is is used to a community that his or her actions are guided by what is best for all stude, in opulations.</li> <li>Evidences:         <ul> <li>The school leader can in it in the school leader is on used to a community that his or her actions are guided by what is best for all stude, in opulations.</li> <li>Evidences:                 <ul> <li>The school leader can in it in the school leader as uncompromising in regards to raising student achies the trust of the teach is subject.</li> <li>The school leader can in it in the school leader as an individual whose actions are guided by a desir, it heliowist the school leader as one who greaks with candor</li> <li>Faculty, us staft incribe the school leader as one who greaks with candor</li> <li>Faculty, us staft useribe the school leader as one who greaks with candor</li> <li>Faculty, us staft useribe the school leader as one who greaks with candor</li> <li>Faculty, us staft useribe the school leader as one who greaks with candor</li> <li>Faculty in distaft useribe the school leader as one who greaks with candor</li> <li>Faculty, us staft useribe the school leader as one who greaks with candor</li> <li>Faculty in distaft useribe the school leader as one who greaks with candor</li> <li>Faculty in distaft useribe the school leader as one who greaks with candor</li> <li>The school leader actinvely</li></ul></li></ul></li></ul>		• Teacher feedback and evaluation data on the use of high sect size strategies are based on multiple sources of information including, but not limit a to: direct observation, teacher self-report, analysis of teacher performance as capture video, student reports on teacher
<ul> <li>School leader provides frequent observations and meaningful fell tack regarding the use of high effect strategies to teachers utiling virtual in diffact-to-face conferencing</li> <li>Domain 5 - Element 3 - The school leader monstrip and policies acknowledging the diversity in the school leader ran support of molecular spreading to the school leader monstrip and policies acknowledging the diversity in the school leader ran school inprovement.</li> <li>The school leader can in thin, the leader monstrip and school beader as an individual whose actions are guided by what is best for all stude to poliations.</li> <li>Evidences:         <ul> <li>The school leader can in thin, the learning from diversity has enabled him/her to be a focused leader.</li> <li>The school leader can in thin, the learning from diversity has enabled him/her to be a focused leader.</li> <li>The school leader has a trip recreption of maning to updecisions to keep learning and teacher effectivenee information.</li> <li>Faculty of a staff, the school leader as an individual whose actions are guided by a design whether is studenee.</li> <li>Faculty of a staff, the school leader as one who "walks the walk and talks the talk" the school leader as one who is swilling to "take on tough issues".</li> <li>The schoil leader actively promotes practices and policies acknowledging the diversity in the reliable degree and the school leader is a ware of predominant instructional practices throughout the school leader is aware of predominant instructional evaluation system to monitor, evaluates proficiency.</li> </ul> </li> </ul>		Teacher evaluation data are regularly used as the subject proversation between school
The administrator's resilience in pursuit of continuous school improvement and has the trust of the teach. Is events, parents and community that his or her actions are guided by what is best for all stude in opulations.         Evidences:       • The school leader can in thin, the learning from during from the school leader is a straining from the school leader as a training from the school leader as a training from the school leader as a straining from the school leader as a straining from the school leader as a school in the school leader as a straining from the school leader as a school school with the school leader as a school leader as a school leader as a school school leader as a school lead		• School leader provides frequent obser ions and meaningful fe ack regarding the use of
<ul> <li>Faculty</li></ul>	resilience in pursuit of continuous school	<ul> <li>improvement and has the trust of the teach of electric populations.</li> <li>Evidences: <ul> <li>The school leader can identify the learning from adversity has enabled him/her to be a focused leader</li> <li>The school leader has a transformed of making tough decisions to keep learning and teacher effectivency riorities</li> <li>Faculty of staff is cribe the school leader as an individual whose actions are guided by a</li> </ul> </li> </ul>
Review and Approval Checklist II B 1: The Department's set of indicators on high effect 		<ul> <li>Faculty staff describe the school leader as one who "walks the walk and talks the talk" school der demonstrate his or her ability to follow through with initiatives</li> <li>Faculty and studiescribe the school leader as one who speaks with candor</li> <li>Faculty and staff describe the school leader as one who is willing to "take on tough issues"</li> <li>The school leader acknowledges when school goals have not been met or initiatives have failed a revises the plan for success</li> </ul>
Checklist II B 1: The Department's set of indicators on high effect size leadership strategies as posted at http://www.fldoe.org/pr ofdev/pdf/HighEffectSize .pdfImage: Checklist II B 1: The These indicators are listed below:Feedback Practices: The school leader monitors, evaluates proficiency,Domain 2 - Element 3 - The school leader is aware of predominant instructional practices from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of		
size leadership strategies as posted at http://www.fldoe.org/pr ofdev/pdf/HighEffectSize .pdf These indicators are listed below:Image: Comparison of the strategies of the school leader monitors, evaluates proficiency,Domain 2 - Element 3 - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of	Checklist II B 1: The Department's set of	
ofdev/pdf/HighEffectSize       .pdf         .pdf       .pdf         These indicators are       .pdf         listed below:       .pdf         Feedback Practices: The       .pdf         school leader monitors,       .pdf         evaluates proficiency,       .pdf         evaluates proficiency,       .pdf         evaluates proficiency,       .pdf         .pdf       .pdf      .	size leadership strategies as posted at	
These indicators are listed below:       Domain 2 - Element 3 - The school leader is aware of predominant instructional practices         Feedback Practices: The school leader monitors, evaluates proficiency, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of	ofdev/pdf/HighEffectSize	
school leader monitors, evaluates proficiency,throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of	These indicators are	
and provides timely instruction of priority instructional Boars, and the cause and check relationships between	school leader monitors,	throughout the school and uses indicators from the instructional evaluation system to monitor,

feedback to faculty on	professional practice and student achievement on those goals.
the effectiveness of	Evidences:
instruction on priority	• The school leader can describe the predominant instructional practices in the school and the
instructional goals, and	effect of these practices on student learning
the cause and effect relationships between	<ul> <li>When asked, teachers can describe the predominant instructional practices used in the school</li> </ul>
professional practice and student achievement on	<ul> <li>When asked, teachers can explain the relationship between professional practice and student achievement</li> </ul>
those goals.	• When asked, students can explain why they learn from their teacher
	<ul> <li>Reports, graphs, and charts are available for analyzing overall student achievement and planning instruction</li> </ul>
	<ul> <li>Results from multiple types of assessments are regularly reported and used for instructional</li> </ul>
	planning (e.g. benchmark, common assessments)
	<ul> <li>School leadership teams regularly analyze school growth data for instructional planning</li> </ul>
	<ul> <li>When asked, faculty and staff can explain how data are done do to track growth in student</li> </ul>
	achievement and plan for instruction
Facilitating Professional	<b>Domain 4 - Element 1</b> - The school leader facilitates and professional learning by managing
Learning: The school	the organization, operations, and facilities to provide face with quality resources and time
leader manages the	for professional learning and promotes, participates in, and eng. faculty in effective individual
organization, operations,	and collaborative learning on priority profession goals throughou school year and ensures
and facilities to provide	teachers have opportunities to observe and cluss effective teaching.
the faculty with quality	Evidences:
resources and time for	• The school leader manages the or <sub>e</sub> <sup>1</sup> zation, <i>c</i> ations and facilities to provide teachers
professional learning,	time and resources for professional Le in Creach their goals
and engages faculty in effective individual and	• Teachers have regular times to meet control ly and discuss effective instructional practices
	(e.g. lesson study, professional learning contrainties)
collaborative learning on	• The school leader mana sum fectively in the r to maximize focus on instruction
priority professional goals throughout the	• The school leader effection management or rials, time, and resources for specific classes and
school year.	courses meet the state or trict ecificat. is for those classes and courses
Clear Goals and	Domain 2 - Elevent 1 e school oder provides a clear vision as to how instruction should be
Expectations: The school	addressed in the school indication at a goals and expectations clearly and concisely using
leader communicates	Florida's mmon language of instruction and appropriate written and oral skills, communicates
goals and expectations	student extation ce information to students, parents, and community, and
clearly and concisely	ensures faculty environments, academic
using Florida's common	's, and a ther local, state, and federal administrative requirements and decisions.
language of instruction	Evidenc⊾
and appropriate writ <sup>+</sup>	• The cumon language of instruction is used to communicate expectations for teacher and
and oral skills,	student
communicates student	• A writte document articulating the schoolwide model of instruction is in place
expectations and	• The sc olwide model of instruction utilizes strategies to promote learning for subgroups
performance information	wit' the school
to students, parents, and	<ul> <li>schoolwide language of instruction is used regularly by faculty in their professional</li> </ul>
community, and ensures	learning communities
faculty receives timely	<ul> <li>The schoolwide language of instruction is used regularly in faculty and department meetings</li> </ul>
information about	<ul> <li>Professional development opportunities are provided for new teachers regarding the</li> </ul>
student learning	schoolwide model of instruction
requirements, academic	<ul> <li>Professional development opportunities are provided for all teachers regarding the</li> </ul>
standards, and all other	schoolwide model of instruction
local, state, and federal	<ul> <li>New initiatives are prioritized and limited in number to support the instructional model</li> </ul>
administrative	<ul> <li>The schoolwide language of instruction is used regularly by faculty in their informal</li> </ul>
requirements and	conversations
decisions.	
Instructional Resources:	Domain 5 - Element 5 - The school leader maximizes the impact of school personnel, fiscal and
The school leader	facility resources to provide recurring systemic support for instructional priorities and creates a
maximizes the impact of	supportive learning environment by managing the fiscal, operational, and technological resources
	of the school in a way that focuses on effective instruction and the achievement of all students .
school personnel and fiscal and facility	Evidences:

resources to provide	• The school leader effectively manages human, fiscal, fiscal and facility resources to provide
recurring systemic	• The school reader enectively manages numari, riscal, riscal and facility resources to provide support for instruction
support for instructional	<ul> <li>The school leader manages time effectively in order to maximize focus on instruction</li> </ul>
priorities and a	<ul> <li>The school leader effectively manages materials, time, and resources for specific classes</li> </ul>
supportive learning	and courses meet the state or district specifications for those classes and courses
environment.	<ul> <li>The school leader successfully accesses and leverages a variety of resources (e.g. grants,</li> </ul>
environment.	<ul> <li>The school reader successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds)</li> </ul>
	<ul> <li>The school leader develops, submits, and implements detailed budgets</li> </ul>
	• The school leader appropriately plans, budgets and directs the use of technology to
	improve teaching and learning
	• The school leader provides adequate training for the instructional technology teachers are
	expected to use
High Effect Size	Domain 2 - Element 4 - The school leader ensures the use of high effect size strategies and
Strategies: The school	instructional personnel receive recurring feedback on their proficiency on using high effect size
leader takes actions to	instructional strategies and takes action to ensure teachers are ovided with clear, ongoing
ensure that instructional	evaluations of their pedagogical strengths and weaknesses that have based on multiple sources of
personnel receive	data and are consistent with student achievement data.
recurring feedback on	Evidences:
their proficiency in high	• Highly specific rubrics are in place to provide teachers acc. The feedback on their
effect size instructional	pedagogical strengths and weaknesses
strategies.	• The school leader monitors improvem in teacher practice to be ase the percentage of
	instructional personnel evaluated a second innovative and applying levels.
	• Teacher feedback and evaluation . on the . of high effect size strategies are on the use
	of high effect size strategies are base. ruple sources of information including, but not
	limited to: direct observation, teacher second port, analysis of teacher performance as
	captured on video, studing reports on teach effectiveness, and peer feedback to teachers
	• Teacher evaluation data re in the used as a subject of conversation between school
	leaders and teachers
	• School leader provides fregent servation and meaningful feedback regarding the use of
	high effect regard we use of high effect strategies to teachers utilizing virtual
	and facy J-face ferencin.
	• The sol leader in link teacing evaluation data with student achievement data
	• The shool lead arrayides fortuge the set back to teachers regarding their instructional
	prace using and decontent and the school instructional model
	• The sche ader can describe effective practices and problems of practice using standards
	d contained the school instructional model
	• The pol lea has systems in place to monitor the effect of the predominant
	instruc nal practices for all subgroups in the school including ESOL and ESE
Instructional Initiative	<b>Domain 2 - El</b> ent 5 – District-supported state initiatives focused on student growth are
District-supported state	supported by e school leader with specific and observable actions including monitoring of
initiatives focused on	entrylement of progress toward initiative goals and professional learning to
student growth are	in, ve ulty capacity to implement the initiatives and teachers are provided with job-
supported by the school	embe ed professional development directly related to their instructional growth goals and
leader with specific and	consistent with student achievement data.
observable actions	
including monitoring of	Evidences:
implementation and	Professional development courses and resources are available to teachers regarding their
measurement of	professional learning and instructional growth goals
progress toward	The school leader tracks teacher participation in professional development activities
initiative goals and	Teacher-led professional development is available to teachers regarding their instructional
professional learning to	growth goals
improve faculty capacity	<ul> <li>Instructional coaching is available to teachers regarding their instructional growth goals</li> </ul>
to implement the	<ul> <li>Data are collected linking the effectiveness of professional development to the improvement</li> </ul>
initiatives.	
	<ul> <li>Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction</li> </ul>
initiatives.	<ul> <li>of teacher practices</li> <li>Data are available supporting deliberate practice is improving teacher performance</li> <li>Professional development is in place to support developing effective instructional practices</li> </ul>

The following indicators	
The following indicators	
may be incorporated	
into a district system as	
separate indicators or	
included as specific	
issues on which feedback	
will be provided as an	
aspect of the	
Instructional Initiatives	
initiative (see above)	· · · · · · · · · · · · · · · · · · ·
<ul> <li>Monitoring Text</li> </ul>	<b>Domain 3 - Element 4</b> - The school leader ensures monitoring of text complexity by monitoring
Complexity: The	teacher implementation of reading strategies with cognitively challenging text and embedding of
school leader	close reading and rereading of complex text into instructional processes as a routine event.
monitors teacher	Evidences:
implementation of	<ul> <li>Tracking systems are in place that examine teacher use of pading strategies with cognitively</li> </ul>
reading strategies	challenging text
with cognitively	• Data are available to ensure the use of close readin reading of complex text are routinely
challenging text and	used by teachers
embedding of close	• School leader understands the research to sup, ort comp. ext and tasks as prescribed in
reading and	the Common Core State Standards
rereading of	• Teachers are trained in the dimensions text complexity
complex text into	<ul> <li>School leader is able to identify effective instructional practices when observing the use of</li> </ul>
instructional	complex text, complex tasks, and use of sc uding strategies
processes as a	<ul> <li>Literacy actions plans are established, poor de</li> </ul>
routine event.	<ul> <li>School leader actively monitors the liter.</li> <li>Action plan and participates in the school's</li> </ul>
(Reading)	Reading Leadership teameetings
	<ul> <li>School leader supports</li> <li>School leader supports</li> <li>School leader supports</li> <li>School leader supports</li> </ul>
	coach's role with the fac.
	When asked, teachers car, scrib the instantial strategies that result in the highest
	student lear for cognition omplex text
	When are a, stull ts report ey have access reading resources with cognitively complex
	text
Interventions: The	<b>Domain Element F</b> the school k der routinely uses teacher-collected student response data to determ. effect energy action and interventions, schoolwide, grade-wide, class-wide,
school leader	
routinely uses	and specific to the sub-groups, to help all students meet individual achievement goals.
teacher-collected	
student response	Evidence.
data to determir	• The scool leade is focused on opportunities for students to continuously improve and be
effectiveness of	success
instruction and	• Student sponse data are utilized to determine effectiveness of instruction and school level
interventions	interv dons
schoolwide, grade-	The mool leader routinely analyzes student response data to determine programs needed
wide, class-wide,	extend the school day, week, and/or year
and specific to	<ul> <li>The school schedule is designed so that students can receive academic help while in school</li> </ul>
student sub-	Individual student completion of programs designed to enhance their academic achievement
groups. (MTSS)	is monitored (i.e. gifted and talented, advanced placement, STEM, etc.)
	<ul> <li>Response to intervention measures are in place</li> </ul>
	<ul> <li>Tutorial and enrichment programs are in place when data support the need for these</li> </ul>
	interventions
	Data are collected and available to monitor student participation in intervention or
	enrichment programs
	• When asked, students and/or parents can identify interventions in place to help them meet
	their goals
	<ul> <li>When asked, students report their school has programs in place to help them meet their</li> </ul>
	achievement goals
	<ul> <li>When asked, students report the learning environment of the school is preparing them to</li> </ul>
1	<ul> <li>When asked, students report the learning environment of the school is preparing them to contribute to society and be part of a global community</li> </ul>

<ul> <li>Instructional Adaptations: The school leader routinely engages teachers collaboratively in a structured data- based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. (MTSS)</li> <li>ESOL Strategies: The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class. (ESOL)</li> </ul>	<ul> <li>Domain 4 - Element 3 - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.</li> <li>Evidences: Compiled from Domain 4 (3) and Domain 1 (5)</li> <li>The school leader regularly examines the PLC's progress toward goals</li> <li>The school schedule is designed so that students can receive academic help while in school</li> <li>Individual student completion of programs designed to enhance their academic achievement is monitored (i.e. gifted and talented, advanced placement, STEM, etc.)</li> <li>Response to intervention measures are in place</li> <li>Tutorial and enrichment programs are in place when data support the need for these interventions</li> <li>Data are collected and available to monitor student participation in intervention or enrichment programs</li> <li>When asked, students can explain the interventions in place to help individual students met their goals</li> <li>When asked, students report their school has programs in use to help them meet their achievement goals</li> <li>When asked, students report their residues are analyzed and using by the school leader</li> <li>The school leader collects and revise rminutes, in tess, and goals from meetings to maintain a focus on student achievement</li> <li>When asked, teachers can explain how 1C (analyze data to identify appropriate instructional paratices for all students</li> <li>Domain 2 - Element 6 - The efficience of the tuilization of ESOL teaching strategies appropriate to the students in the class.</li> <li>Evidences:</li> <li>Prof sonal dever ament courts and resources are available for teachers to learn ESOL teachers.</li> <li>Prof sonal dever ament courts and resources are available for teachers to learn ESOL teachers.</li> <li>Prof sonal dever ament courts</li></ul>
	<ul> <li>When asked, ESOL student can identify specific strategies that help them learn.</li> </ul>
	The school leader tracks teacher participation in professional learning activities related to
	learning ESOL strategies
From review and	
Approval Checklist Section III D	
Weighting and Scoring of	Scoring Guide for Marzano School Leadership Evaluation Model (See Attachment A)
indicators on professional	The Marzano School Leadership Evaluation score is comprised of a weighted Leadership practice,
and job responsibilities	Deliberate Practice, and Student Growth Scores to generate the Final Leadership Effectiveness
are incorporated into the	Score.
leadership practice	
elements of the	
evaluation sytem.	

# **Other Indicators of Performance**

# **Deliberate Practice:**

Deliberate Practice is intentional work by a leader on specific improvements in mastery of educational practice. It is ten percent of the overall evaluation score.

# **Deliberate Practice Plan (DPP)**

### Proficiency Area(s) and Target(s) for School Leader Growth

<u>Deliberate Practice Priorities</u>: The leader and the evaluator identify 1-2 specific and measurable priority learning goals related to teaching, learning, sc<sup>2</sup> ool leadership practices and the climate survey results that impact student learning growth.

- The target of a deliberate practice process describe an intervent of the result and will include "scales" or progress points that guide the leaser to the result and highly effective levels of personal mastery;
- The leader takes actions to make discernible process on those provity goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence f grow in personal mastery of the targeted priorities.
- The evaluator monitors progress and provides fee. http://www.
- <u>The targets are "thin slices" of specif</u> <u>sought</u> t broad overviews or long term goals taking years to acco plism.

<u>Relationship to other measures</u> <u>fession</u> <u>earning</u>: Whereas Marzano element II(2) and II(5) addresses the leade s involument th professional learning focused on faculty needs and element (1) addresses the leader's pursuant of learning aligned with a range of school needs, the Pelibe set to targets are more specific and deeper learning related to teaching, and, or school leadership practices that impact student learning. The DP le proce, as establish career---long patterns of continuous improvement argue ad to here a grave instructional leadership.

Possible Growth rget Focus:

- An issue the oddresse a school improvement need related to student learning and either sele odd to the district or approved by leader's supervisor. The focus should be on contex issues that take some time to master such as providing observation and feedback of high---effect size instructional practices.
- An issue related to a knowledge base or skill set relevant to instructional leadership selected by leader).
- Addresses a growth specific to school climate survey results

The description of a target should be modeled along the lines of learning goals.

- A concise description (rubric) of what the leader will know or be able to do
- Of sufficient substance to take at least 6 weeks to accomplish
- Includes scales or progressive levels of progress that mark progress toward mastery of the goal.

# **Scoring the Deliberate Practice**

<b>Deliberate Practice Points</b>	Rating Description
100% of possible points	Leader either grows three levels or grows to an Innovating level.
66% of possible points	Leader either grows two levels or grows to an Applying level.
33% of possible points	Leader either grows one level or grows to a Developing level.
Zero Points	Leader either shows no growth or scores at a Beginning or Not Using level.

The Deliberate Practice score is 10 % of the overall score.

# **Parent Input:**

The district provides parents a standard process and for to utilize for the prove of input. Parents are advised that the input form is available in the front office and must be returned to an administrator's supervisor when it is completed. A prove made available to the administrator. Input from the parent must be signed to be fiven consideration in the individual's evaluation.

The supervisor decides how much weight is ventome, ont input form. Florida Statute does not dictate the weight but similar indicate anechanism must be provided for parents to give input "when appropriate." arent put for a need only be kept on file for one year and then may be discarded.

The parent and faculty input for s shown on the next page.

# **Faculty Input:**

The district conducts d any al climate survey in each school building, giving personnel the opportunity to provide here about their administrator and their school. The results are used to evaluate administrators on Leadership Practice. The results are also used to develop a required target of Deliberate Practice.

Faculty also has the opportunity to complete an Input Form. The parent and faculty input form is shown on the next page.

### PARENT INPUT FORM AND PARENT/TEACHER INPUT FORM

Attached are two forms that are designed to meet state requirements of providing a mechanism for input into teacher and administrator performance evaluation. Schools are required to advertise this process and make forms available in the school office.

### **Parent Input Form**

### (regarding teacher evaluation)

The **Parent Input Form** (or similar school-based form) may be used by parents regarding input into a teacher evaluation. The administrator decides how much weight is given to the parent input form must be signed to be used for consideration. A copy must be given to the employee. Parent input form need only be kept on file for one year and then they may be discarded. Forms should be available in the school newsletter.

### Parent/Teacher Input Form

### (regarding administrator eval

**Parent/Teacher Input Form** (or a similar school-based form) may be d by parents and teachers to provide input regarding an administrator's evaluation. Forms such be available parents and teachers in the school office. Forms must be signed and sent to the appropriate Area printende, via pony or US mail.

Please be sure to share the information report both for a with your parents and staff. Feel free to use the sample notice below as a communication piece for your new letter.

# SAN YEN WSLETTER ARTICLE

### Parent Input

Pinellas County Schools we omes input of parents regarding the job performance of district employees. A **Parent Input Form** is available for arents to give input regarding teacher performance. Also available is a **Parent/Teacher Input Form** is put regarding administrator performance. Each form requires a signature. A copy of the form will be shared with the employee. Forms are available in the school office.

# 4. Summative Evaluation Score

# How to Determine a Leadership Practice Score.

## **Rate each element:**

Start with judgments on the elements. Elements in each domain are rated as Innovating, Applying, Developing, Beginning, or Not Using based on accumulated evidence.

- The model supports this element proficiency rating process with scales for distinguishing between the levels that are specific to the element.
- To guide the rating decision, illustrative examples of leadership actions and illustrative examples of impacts of leadership actions are provided in the process.
- The scales for elements and the illustrative examples are for .d. Observation under the forms tab and in the resource library.
- Ratings can be recorded on the Marzano School Letter Evaluation form and supporting resources. All forms are available in coservation.

# **Rating level of implementation**:

When assigning ratings to elements, the evaluator shall be a signing by reviewing the element scales and evidences. These are "word-picture of scriptions of leadership behaviors in each of the five levels of leadership behavior – "Innomiting", "Applying", "Developing", "Beginning", and "Not Using". The caluator fields the level that best describes implementation level of performance related and related and element, based upon the evidence gathered.

The rating rubring provide critician that distinguish among the proficiency levels on the element. The illuminative examples of Leadership Evidence and Impact Evidence for each element provide dimination on the range of evidence to consider. The rating for each element is the lowest rating for with the element "word-picture" descriptors are appropriate and representative descriptions of what was coserved about the leader's performance.

The Marzano School Leader Evaluation scales are designed to give principals a formative as well as a summative assessment of where they stand in all leadership performance areas and detailed guidance on how to improve. While they are not checklists for school visits by the principal's supervisor, they do reflect the key behaviors about which supervisors and principals should be conversing frequently throughout the year. Moreover, these behavioral leadership descriptions will form the basis for principal and supervisor coaching and mentoring sessions.

# **Distinguishing between proficiency ratings:**

**Highly Effective:** The "Highly Effective" level is reserved for truly outstanding leadership as described by very demanding criteria. Performance at this level is dramatically superior to

"Effective" in its impact on students, staff members, parents, and the school district. Highly effective leadership results from recurring engagement with "deliberate practice." In brief, the "Highly Effective" leader helps every other element within the organization become as good as they are. In normal distributions, some leaders will be rated highly effective on some elements, but very few leaders will be rated highly effective as a summative performance level.

**Effective:** The "Effective" level describes leadership performance that has local impact (i.e., within the school) and meets organizational needs. It is adequate, *r* sessary, and clearly makes a significant contribution to the school. The majority of *t* eadership workforce will be in the effective area once they have a clear understanding what he FPLS require and have made the adjustments and growth necessary to upgrade performation. Both school leaders and evaluators should reflect on performance brand on the new FATS and the rubrics of the FSLA.

**Needs Improvement:** The "Needs Improvement" leve de cribes principals who understand what is required for success, are willing to we toward that goal, and, with coaching and support, can become proficience to the improvement rating will occur where expectations have been raised and standards hade prince used and specific. Professional behavior and focused professional herming with order school leaders toward increasingly effective performance.

**Unsatisfactory:** Performant at the fortory" level describe leaders who do not understand what is required for finciency or who have demonstrated through their actions and/or inactions in they cose not to become proficient on the strategies, knowledge base and skills st need. For student learning to improve and faculties to develop.

## **Score the Deliberate Practice**

The Deliberate Practice score is 10 % of the overall score.

Deliberate Practice Points	Rating Description
100% of possible points	Leader either grows three levels or grows to an Innovating level.
66% of possible points	Leader either grows two levels or grows to an Applying level.
33% of possible points	Leader either grows one level or grows to a Developing leve'
Zero Points	Leader either ows no growth or scores at a Beginning N Using level.

# Calculate the Total Score and Annual Performance Level

**Step One:** Enter the Student Growth Course score, Long the 4 point scale.

**Step Two:** Enter the Leadership Practic score ... tal points earned from the element ratings).

Step Three: Enter the Deli<sup>1</sup> rate Provide score.

**Step Four:** Add the Stuppet Green to Consure score, Leadership Practice score, and the Deliberate Practice and the Deliberate And the Deliberate And the Deliberate And t

Step Five: De Anna e ove " rating.

Overal vating	Performance Score Range
Highly En. tive	>3.45
Effective	2.45-3.44
Needs Improve.	1.45-2.44
Unsatisfactory	<1.44

.....

# Evaluation for Practice Principal In Progress

### Back to Evaluations

Practice Principal

#### Evaluation Category: Leadership Category 1

**Observation Period:** Sep 2, 2014 to Sep 25, 2015 America/New\_York

Learner UUID: ppms@pcsb.org Buildings:

Pinellas Park Middle School

Sign and Finish

Principal Practice	50.0% Delibe	erate Practice	10.0% Student Gr	owth 40.05
N/A		N/A		N/A
Observations used in this Ev	aluation			
No observations were scored for this Add/Remove Observations	evaluation.			
Final Score Scale				Range: 1.0 - 4
Label	Highly Effective	Effective	oping/Needs Improvement	Ineffective
Details	3.5 - <mark>4</mark> .0	2.5 - 3.49	1.5 - 2.49	1.0 - 1.49
	I			1.0 - 1.10
incipal Practice:	N/A			
incipal Practice: Principal Practice Scale	High. votive	e	Developing/Needs Improvement	Weight: 50.0%   Range: 1.0 - 4 Ineffective
incipal Practice: Principal Practice Scale				Weight: 50.0%   Range: 1.0 - 4
incipal Practice: Principal Practice Scale	High. votive	e	Developing/Needs Improvement	Weight: 50.0%   Range: 1.0 - 4 Ineffective
incipal Practice: Principal Practice Scale	High. votive	e	Developing/Needs Improvement	Weight: 50.0%   Range: 1.0 - 4 Ineffective

		1		

Score: N/A				Weight: 50.0%
Look-for	Counts (Value)	Average Score	Weight	Weighted Score
Clear, measurable goals for overall student achievement	o	-	0.0% (adj. from 5.0%)	0.0
Clear, measureable goals for individual student achievement	O	-	0.0% (adj. from 4.0%)	0.0
Monitors progress on overall student achievement goals	O	-	0.0% (adj. from 3.0%)	0.0
Monitors progress on individual student achievement goals	0	-	0.0% (adj. from 3.0%)	0.0
Practices are in place to help all students meet achievement goals	0	-	0.0% (adj. from 5.0%)	0.0
Clear vision on instruction	0	-	0.0% (adj. from 11.0%)	0.0
Supports and retains teachers who enhance their skills	0	-	0.0% (adj. from 10.0%)	0.0
Awareness of predominant instructional practices	o	-	0.0% (adj. from 9.0%)	0.0
Ongoing evaluations with multiple data sources	O	-	0.0% (adj. from 5.0%)	0.0
Relevant job-embedded professional development	O	-	0.0% (adj. f0%)	0.0
Adheres to state and district curriculum standards	o	-	0,7	0.0
Focused curriculum	0	-	0.0% (adj. from 5.	0.0
Students have the opportunity to learn critical content	O	-	0.0% (adj. from 5.0%)	0.0
Teachers can observe and discuss effective teaching	o	-	. (adj. from 3.0%)	0.0
Teachers have roles in decision- making	o		0.0% (adj. from 2.0%)	0.0
Teacher teams regularly address school issues	O		% (adj. from 2.0%)	0.0
Staff can provide input on school functions	0	·	0.0% (adj. from 2.0%)	0.0
Students, parents, and community can provide input	0		0.0% (adj. from 1.0%)	0.0
Recognized leader of the school		-	0.0% (adj. from 2.0%)	0.0
Trust of faculty and staff			0.0% (adj. from 2.0%)	0.0
Faculty and staff perceive a safe environment	0		0.0% (adj. from 2.0%)	0.0
Students, parents, and communit- perceive a safe environment		-	0.0% (adj. from 2.0%)	0.0
Focus on effective instruction of student achievement	O	-	0.0% (adj. from 1.0%)	0.0
Acknowledges success	0	-	0.0% (adj. from 1.0%)	0.0
Total				-

# Deliberate Practice: N/A

Deliberate Practice	
Score: N/A	Weight 10.0%
Target Elements	Growth Score
A plan has not been finished.	

# Student Growth: N/A

Label	Highly Effective	Effective	Developing/Needs Improvement	Ineffective
Details	3.5 - 4.0	2.5 - 3. <b>4</b> 9	1.5 - 2. <b>4</b> 9	1.0 - 1.49
Student Growth				Weight: 40.
		N/A		
Edit Score				
				>
verall Evaluatio	n Comments			
Comments				
Johnmennes				
Comment:				
				7
Comment:				
Comment:				x
Comment:				
Comment:				~

# **5. Additional Requirements**

# Who is responsible for evaluating?

Area Superintendents are responsible for the evaluation of school principals. School principals are responsible for the evaluation of assistant principals. Evidence, artifacts and data are gathered from a variety of different sources.

# **Parent Input**

The district provides parents a standard process and form to utilize for the purpose of input. Parents are advised that the input form is available in the front of f and must be returned to an administrator's supervisor when it is completed. A copy is rade consider to the administrator. Input from the parent must be signed to be signed to

The supervisor decides how much weight is given to be pared input form. Florida Statute does not dictate the weight but simply indicates a mechanic in must be provided for parents to give input "when appropriate." Parent Input forms need on the kept on file for one year and then may be discarded.

# **Faculty Input**

The district conducts and an orl clime and in each school building, giving personnel the opportunity to provide input ab their administrator and their school. The results are used to evaluate administree Lead whip Practice. The results are also used to develop a required target of the eliberate school.

Faculty also have e opportunit to complete an Input Form.

# <u>Training</u>

# Training and Reflection

The content of the district evaluation system informs those evaluated and those doing evaluations of the issues to address and the processes to use.

- Those being evaluated use these documents to guide self-reflection on practices that improve your work.
- Evaluators provide both recurring feedback to guide growth in proficiency in district priorities and provide summative performance ratings.
- Those who are both evaluated by this system and evaluate other with it will do both.

# A description of the initial training process of evaluators

All principals and Area Superintendents completed approximately 1.5 days of training between June 2014 and September 2014 on the new appraisal system. The initial training included an overview, as well as an in depth study of the five domains, overall framework and protocols. All administrators received an additional day of training during the summer of 2015. This training included a synopsis of the contemporary research, which is the framework of the new appraisal system.

Assistant Principals completed a six-hour training offered in August 2014. This training was an overview of the new administrator evaluation system. It included the components of the new evaluation system that describes the metrics of measurement, the process of the evaluation cycle, the contemporary research and the framework and protocols well as how the system links to their continuous professional improvement. All administer or received an additional day of training during the summer of 2015. Assistant Principels and Principals will continue to be exposed to information concerning the new evaluation process througe electronic communication, the monthly Professional Development newsletter, and on proing training opportunities.

These trainings were conducted by trained professional. Om Learning Sciences International who have extensive knowledge of the eval . ¬ system.

# The process for ongoing train' 5 on aluato

An evaluator's training schoule will' develope that contains opportunities for learning consistent with the framework f' appraisan abric. Administrators will receive ongoing training opportunities der to derstand the 24 elements within the framework and how to intentionally import we their is der pixele.

# The process for mon. rir evaluator performance and consistency of results

Evaluation results will be analyzed annually to ensure consistency and to design individual professional development as needed providing additional support regarding the evaluation framework, system and process.

# The procedures for new administrators who join the workforce

Administrators hired after the initial training will receive the training during the summer, prior to the start of the school year. A professional development calendar will offer regular training on the system throughout the year in order to train new administrators, as well as provide follow-up and support to administrators already in the district.

Training will include the following important "things to know":

- 1. The Research Framework on which the evaluation system is based. The research framework is associated with particular approaches to instruction or leadership. The research aligned with the district framework is a useful source of deeper understanding of how to implement strategies correctly and in appropriate circumstances. Evaluators can provide better feedback to subordinates when they understand the research framework.
- 2. Inter-rater reliability: Evaluators in the district shored be able to povide sub-ordinates similar feedback and rating so that there is consident use of the evaluation system across the district. This is promoted by training on the following:
  - a. The Protocols– what knowledge, skills, a. dences are identified as system priorities by inclusion of elements in the evaluation system.
  - b. The Scales how to distinguis prov. Pcy leve.
  - c. Rater reliability checks. Process for eritying raters meet district expectations in using the rubrics
- 3. Specific, Actionable, c a Timely Feedbac Processes: What evaluators observe does not promote improve ont unly interprove yed to employees as specific, actionable and timely manner. The iOur on platform will be used to collect and relay observation data and correasing feedback.
- 4. Conference protocols duse forms: Know what is required regarding meetings onference procedures, use of forms, and records.
- 5. Processes an procedure for implementing the evaluation system
  - a. Evidence gath g: What sources are to be used?
  - b. Timeframes, record keeping
  - c. Scoring rules
- 6. Student Growth Measures: What are the districts requirements regarding use of student growth measures in the district's evaluation system?
- 7. Sources of information about the evaluation system: The evaluation system and all supporting documents and resources are available on iObservation.
- 8. Additional metrics: Training on any additional metrics use to supplement the practice portion of evaluation.

- 9. Evaluation results will be used in the development of school improvement plans, district improvement/strategic plans and professional development plans.
- 10. Parent input is included in the element ratings and provided through the Parent/Teacher Input form
- 11. An annual climate survey will be conducted to gain staff information regarding the school and district climate and to allow staff input into the administrator's evaluation.

# **Timely Feedback**

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In accordance with s. 1012.34(3)(c), F.S., all evaluators are expected to provide the written report to the employee no later than 10 days after the evaluation takes place. The report will be provided through iObservation and will be accessible electronically soon as the evaluator selects finish.

# Use of Evaluation Data for Professional Developmer

Each year, administrators complete a Deliberate Pract. Pl (DPP). In this plan, action steps are proposed including what professional development we be taken to support their growth. These actions are taken as an intentional studies of a portion of your practice related to growth of an evaluation element. This can include Protession. Dearning etwork trainings, observing colleagues who are demonstrating best practice, side by the observing, and book study.

The Marzano School Leader Evaluation cales a designed to give principals a formative as well as a summative assessment of where the stand in 'll leadership performance areas and detailed guidance on how to improve. 'hile t' proceeded by the principal's supervisor, they do reflect the k consumption about which supervisors and principals should be conversing frequent' in the basic or principant and s privile relations and mentoring sessions.

All professional de lopment in le Professional Learning Network is searchable and recommendable by the ligned valuation elements. This practice ensures meaningful and purposeful selection of  $p_{\rm e}$  for sional development to foster targeted professional growth.

Any administrator rated less than effective are placed on a success plan. The success plan is a prescribed improvement plan documenting performance concerns. The administrator will be provided with ongoing support from the area office, assistance through professional development and in some cases, be assigned a mentor.

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# **<u>6. District Evaluation Procedures</u>**

In accordance with s. 1012.34(3)(c), F.S., The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract. The evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place. The evaluator must discuss the written evaluation report with the employee. The administrator shall have the right to initiate a written response to the evaluation, and the response shall become a permanent attachment to his or her personnel file.

The superintendent will annually notify the FLDOE of any instructional personnel or school administrators who receive two consecutive unsatisfactory evaluations.

# 7. District Self-Monitoring

# **Inter-rater Reliability Assessment for Evaluators**

In order to ensure consistency across the district, administrators take part in a Rater Reliability training to assess mastery of the formal observation process.

Annually, all school administrators will participate in evaluation training and assessment in which they will conduct observations, script what they see, and then rate their individual observations. The purpose of the session is to ensure that observers meet the minimum standards for identifying appropriate elements of classroom instruction as well as accuracy of rating and feedback.

The observation results are reviewed for consistency with a master scale set in order to determine whether calibration criterion has been met. Each admining rator is provided feedback of their performance. Calibration results are used to develop administry or training and support.

# **Timely Feedback**

In accordance with s. 1012.34(3)(c), F.S., all evaluators a spected to provide the written report to the employee no later than 10 days after the evaluation are place. The report will be provided through iObservation and will be a second spectral ally as soon as the evaluator selects finish.

The Marzano School Leader Evalue scales designed to give principals a formative as well as a summative assessment of whet they sind in all leadership performance areas and detailed guidance on how to improve. Vialle they be not checklists for school visits by the principal's supervisor, they a filed memory invites about which supervisors and principals should be conversing frequently sughout the year. Moreover, these behavioral leadership descriptions will for the is for incipal and supervisor coaching and mentoring sessions.

# Use of Evaluation 1 \*a for Pr essional Development

Each year, administrators implete a Deliberate Practice Plan (DPP). In this plan, action steps are proposed including what professional development will be taken to support their growth. These actions are taken as an intentional study of a portion of your practice related to growth of an evaluation element. This can include Professional Learning Network trainings, observing colleagues who are demonstrating best practices, side by side observing, and book study.

The Marzano School Leader Evaluation scales are designed to give principals a formative as well as a summative assessment of where they stand in all leadership performance areas and detailed guidance on how to improve. While they are not checklists for school visits by the principal's supervisor, they do reflect the key behaviors about which supervisors and principals should be conversing frequently throughout the year. Moreover, these behavioral leadership descriptions will form the basis for principal and supervisor coaching and mentoring sessions. All professional development in the Professional Learning Network is searchable and recommendable by the aligned evaluation elements. This practice ensures meaningful and purposeful selection of professional development to foster targeted professional growth.

Any administrator rated less than effective are placed on a success plan. The success plan is a prescribed improvement plan documenting performance concerns. The administrator will be provided with ongoing support from the area office, assistance through professional development and in some cases, be assigned a mentor.

# Use of Evaluation Data for District Improvement

Florida Statute 1012.34 (2)(a) requires evaluation systems for instructional personnel and school administrators to be designed to support effective instruction in and student growth, and that performance evaluation results must be used to develop  $c^{t-1}$  fict and school improvement plans. Florida Statute 1012.34 (2)(b) requires districts to provide the truments, procedures, and criteria for continuous quality improvement of the profectional skill. If personnel and school administrators, and performance evaluation results must be used when the primary goal being 100% student success. Area Superintendents are provide monthing updates on evaluation progress, observation data, and use this information to guide the velopment of district initiatives and leader development.