

Pinellas County Schools

School Leader Assessment

**Table of Contents**

Table of Contents

Philosophy4

Overview4

About Evaluation5

Training7

Leadership Evaluation Framework9

Marzano School Leader Standards11

The Pinellas County School Leaders Assessment12-18

Student Growth Measures12

Leadership Practice12

Deliberate Practice18

Pinellas County School Leader Assessment Procedures19

Assessment Process Timeline24

Pinellas County School Leader Assessment Scoring Guide25

Input Mechanisms29

Continuous Improvement and Professional Development30

Annual Evaluation30

Reporting Processes31

Special Procedures31

Appendix A: Marzano School Leader Evaluation Protocols33

Appendix B: Parent/Teacher Input Form57

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## Philosophy

The purpose of the Pinellas County School Leader Assessment (PCSLA) is to recruit, develop, reward, and retain effective and highly effective principals and assistant principals in order to achieve the district vision of 100% student success.

The PCSLA promotes administrator reflection and is designed to provide on-going feedback that will promote continual professional growth.

Building leadership is critical to school success, second only to the classroom instruction in influencing student learning. School leaders affect student learning and classroom instruction through the promotion of teacher continual professional growth, providing resources, using data, creating a meaningful and safe learning environment and affecting motivation and working conditions.

School leaders are critical to schools’ success, and as such, support and development of continual leadership growth is a necessary element of student learning and school effectiveness. The evaluation system is designed to support the continual growth of building leaders in order to achieve the district vision of 100% student success.

## Overview

Pinellas County Schools adopted the Marzano School Leader Evaluation Model, with three metrics: student growth measures, performance review, and deliberate practice. The learning growth portion of the evaluation includes growth data assigned to the school over the course of at least 3 years. School administrators will have the student growth portion of the school leader evaluation set at 50% except in cases where less than 3 years of data are available. In situations where there is less than 3 years of data, the percentage will be set at 40%.

The Marzano School Leader Evaluation System is based on extensive review of four primary sources: (1) the Wallace study (Louis, Leithwood, Wahlstrom, & Anderson, 2010), (2) the study What Works in Oklahoma Schools (Marzano Research Laboratory, 2011), (3) the Marzano, Waters, and McNulty (2005) meta-analysis of school leadership, and (4) the Marzano (2003) study of school effectiveness. This research identified 24 categories of principal actions and behaviors that effective school leaders must exhibit. The 24 categories, referred to as elements, are divided into five domains:

* A Data-Driven Focus on Student Achievement
* Continuous Improvement of Instruction
* A Guaranteed and Viable Curriculum
* Cooperation and Collaboration
* School Climate

While the system is effective independently, The Marzano School Leader Evaluation Model is designed to correspond with the Marzano Teacher Evaluation Model to maximize impact on raising student achievement. The Marzano Teacher Evaluation is being utilized in 21 Pinellas County Schools as part of a pilot program.

The Deliberate Practice component is designed to support the intentional and continual development of school leaders to influence student achievement, leadership skill and the overall school climate. The individual identifies learning goals using a description of what the leader will know and/or be able to do. The focus should be of sufficient substance to take at least six weeks or longer to master. The evaluator and the administrator being evaluated will meet periodically to monitor progress. The Deliberate Practice process should include a progressive timeline for mastery of the learning goals.

**About Evaluation**

For the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. Florida Statutes Section 1012.34 (1)(a).

**What does this mean?**

To accomplish the purpose defined in law, a district evaluation system for school administrator’s must:

1. Be focused on school leadership actions that impact student learning , and;
2. Support professional learning on performance of duties and responsibilities that matter most for student learning, faculty and leadership development.

The evaluation system adopted by Pinellas County Schools is:

* Based on contemporary research that reveals educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development.
* Fully aligned with the Marzano School Leader framework.

**A New Approach to Evaluation:** This evaluation system is designed to support three processes:

### **Self-reflection** by the leader on current proficiencies and growth needs (What am I good at? What can I do better?)

* **Feedback** from the evaluator and others on what needs improvement.
* **An annual summative evaluation** that assigns one of the four performance levels required by law (i.e., Highly Effective, Effective, Needs Improvement, or Unsatisfactory.

**What is Evaluated?**

Evaluation of school leaders is based on observation and evidence about certain leadership behaviors AND the impact of a leader’s behavior on others.

The portion of evaluation that involves “impact on others” comes in two components:

* 1. Student Growth Measures: 50 percent of a school leader’s annual evaluation is based on the performance of students in the school on specific state or district assessments (e.g. FSA, EOC exams) except in cases where there is less than 3 years of data. In situations where there is less than 3 years of data, the percentage will be set at 40%.

2. The Leadership Practice: This component contributes 40 percent of the school leader’s evaluation. The leadership practice contribution to evaluation is based on observation of the leader’s actions and the leader’s impact on the actions and behaviors of others. In situations where there is less than 3 years of student growth data, the percentage will be set at 50%.

3. Deliberate Practice: This component contributes 10% of the school leader’s evaluation. The Deliberate Practice Plan contribution to evaluation is based on observation of the leader’s actions and the leader’s impact on the actions and behaviors of others.

The processes and forms described in the following pages are focused on the Leadership Practice component of evaluation.

**Who Evaluates?**

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.

**Training**

**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 will initially complete approximately 1.5 days of training between June 2014 and September 2014 on the new appraisal system. The initial training will include an overview, as well as an in depth study of the five domains, overall framework and protocols. This training will include a synopsis of the contemporary research, which is the framework of the new appraisal system.

The initial training will be conducted by trained professionals from Learning Sciences International who have extensive knowledge of the evaluation system.

**The process for on-going training of evaluators**

An evaluator’s training schedule will be developed that contains opportunities for learning consistent with the framework of the appraisal rubric. Administrators will receive ongoing training opportunities in order to understand the 24 elements within the framework and how to intentionally improve their leader practice.

**The process for monitoring 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.

**Process of informing Assistant Principals About the Evaluation Process**

**The process whereby personnel are informed of the criteria and procedures by which they will be evaluated is as follows:**

Assistant Principals will complete a six hour training offered in August 2014. This training will be an overview of the new administrator evaluation system. It will include 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, as well as how the system links to their continuous professional improvement. Assistant Principals and Principals will continue to be exposed to information concerning the new evaluation process through electronic communication, the monthly Professional Development newsletter, and on- going training opportunities.

**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 sub-ordinates when they understand the research framework.
2. Inter-rater reliability: Evaluators in the district should be able to provide sub-ordinates similar feedback and rating so that there is consistent use of the evaluation system across the district. This is promoted by training on the following:
	1. The Protocols– what knowledge, skills, and evidences are identified as system priorities by inclusion of elements in the evaluation system.
	2. The Scales – how to distinguish proficiency levels.
	3. Rater reliability checks. Processes for verifying raters meet district expectations in using the rubrics.
3. Specific, Actionable, and Timely Feedback Processes: What evaluators observe does not promote improvement unless it is conveyed to employees as specific, actionable and timely manner. The iObservation platform will be used to collect and relay observation data and corresponding feedback.
4. Conferences protocols and use of forms: Know what is required regarding meetings, conference procedures, use of forms, and records.
5. Processes and procedures for implementing the evaluation system
	1. Evidence gathering: What sources are to be used?
	2. Timeframes, record keeping
	3. 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 (Appendix C)
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.

**Framework: Leadership Evaluation**

**A Multi-Dimensional Framework:** This evaluation system is based on contemporary research and meta-analyses 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.

**REFERENCE LIST**

Illustrative reference lists of works associated with this framework are provided below.

**MULTI-DIMENSIONAL LEADERSHIP FRAMEWORK: Illustrative references**

* Reeves, D. (2009). *Assessing Educational Leaders*: *Evaluating Performance for Improved Individual and Organizational Results.* Thousand Oaks, CA: Corwin Press.
* Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* New York: Routledge.
* Horng, E., Klasik, D., & Loeb, S. (2010). *Principal’s time use and school effectiveness*. Stanford University.
* Kouzes, J. M., & Posner, B. Z. (2010). *The truth about leadership.* San Francisco, CA: Jossey-Bass.
* Leadership Evaluation Strategy for Principals and District Administrators. (n.d.). Retrieved November 18, 2014, from http://www.marzanocenter.com/Leadership-Evaluation/
* Louis, K. S., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010)*. Investigating the links to improved student learning*. The Wallace Foundation.
* Marzano, R. (2003). *What works in schools translating research into action*. Alexandria, Va.: Association for Supervision and Curriculum Development.
* Marzano, R., & Waters, T. (2005). *School leadership that works from research to results*. Alexandria, Va.: Association for Supervision and Curriculum Development.
* Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching.* Alexandria VA: ASCD
* Oklahoma State Department of Education (2011). What Works in Oklahoma Schools. Marzano Research Laboratory*.*
* Robinson, V. M. J. (2011). *Student-centered leadership.* San Francisco, CA: Jossey-Bass.

## Marzano School Leader Standards

Purpose: The Marzano School Leader standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge bases needed in effective schools. The Standards form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements.

Structure: There are 24 Leadership Standards, referred to as Elements, grouped into categories, which can be considered Domains of effective leadership. Each Element has a title and includes, as necessary, descriptors that further clarify or define the Element. As a result, the Elements may be developed further into leadership curricula and proficiency assessments in fulfillment of their purposes.

Marzano School Leader Standards:

**Domain 1: A Data-Driven Focus on Student Achievement**

This domain is 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 school leader actions and behavior that ensure that all stakeholders perceive the school as positive and well-functioning.

**The Pinellas County School Leader Assessment**

There are three metrics in the Pinellas School Leaders Assessment system: Student Growth Measures, Leadership Practice and Deliberate Practice. Each metric will be discussed in the next section.

## Student Growth Measures:

Student growth will be 40% or 50% of the overall summative evaluation score. If a school leader has been at a school site three or more years, the student growth will be 50% of the overall evaluation score. If the school leader has been at the school site less than three years, student growth will be 40% of the overall evaluation score. If student growth is 40%, the Leadership Practice metric will become 50% of the overall evaluation score. The flow chart in Appendix B illustrates how data decisions are made. The district is measuring student performance as a percentage of students meeting expectation in Reading through the Value-Added model. The point range for the student performance metric using three years of data will be a 0-50 point scale. The point range for the student performance data using less than three years of data will be a 0-40 point scale.

The student growth measure is the school-wide Reading Value-Added score and will include the current year’s data. In the future, as additional assessments are developed, the student growth measures will be revised.

## Leadership Practice:

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 Using. The ratings on the 24 elements will compose 40% of the total evaluation score. They will compose 50% of the total evaluation score if the administrator has less than three years of student growth measure data.

**Conference/Proficiency Status Short Form**

**Marzano School Leader Evaluation Model**

**Conference/Evaluation --- Short Form**

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| **Domain I: A Data-Driven Focus on Student Achievement** |
| I(1): The school leader ensures clear and measureable goals are established and focused on critical needs regarding improving overall student achievement at the school level.{ } Innovating { } Applying { } Developing { } Beginning { } Not Using { } Not Applicable**Notes:** |
| I(2): The school leader ensures clear and measureable goals are established and focused on critical needs regarding improving achievement of individual students within the school.{ } Innovating { } Applying { } Developing { } Beginning { } Not Using { } Not Applicable**Notes:** |
| I(3): The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.{ } Innovating { } Applying { } Developing { } Beginning { } Not Using { } Not Applicable**Notes:** |
| I(4): The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.{ } Innovating { } Applying { } Developing { } Beginning { } Not Using { } Not Applicable**Notes:** |
| I(5): The school leader ensures that appropriate school-­‐level and classroom-­‐ level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.{ } Innovating { } Applying { } Developing { } Beginning { } Not Using { } Not Applicable**Notes:** |

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| **Domain II: Continuous Improvement of Instruction** |
| II(1): The school leader provides a clear vision as to how instruction should be addressed in the school.{ } Innovating { } Applying { } Developing { } Beginning { } Not Using { } Not Applicable**Notes:**  |
| II(2): The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.{ } Innovating { } Applying { } Developing { } Beginning { } Not Using { } Not Applicable**Notes:**  |
| II(3): The school leader is aware of predominant instructional practices throughout the school.{ } Innovating { } Applying { } Developing { } Beginning { } Not Using { } Not Applicable**Notes:**  |
| II(4): The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.{ } Innovating { } Applying { } Developing { } Beginning { } Not Using { } Not Applicable**Notes:**  |
| II(5): The school leader ensures that teachers are provided with job-­‐ embedded professional development that is directly related to their instructional growth goals.{ } Innovating { } Applying { } Developing { } Beginning { } Not Using { } Not Applicable**Notes:**  |

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| **Domain III: A Guaranteed and Viable Curriculum** |
| III(1): The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.{ } Innovating { } Applying { } Developing { } Beginning { } Not Using { } Not Applicable**Notes:**  |
| III(2): The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.{ } Innovating { } Applying { } Developing { } Beginning { } Not Using { } Not Applicable**Notes:**  |
| III(3): The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.{ } Innovating { } Applying { } Developing { } Beginning { } Not Using { } Not Applicable**Notes:**  |

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| **Domain IV: Communication, Cooperation, and Collaboration** |
| IV(1): The school leader ensures that teachers have opportunities to observe and discuss effective teaching.{ } Innovating { } Applying { } Developing { } Beginning { } Not Using { } Not Applicable**Notes:**  |
| IV(2): The school leader ensures that teachers have formal roles in the decision-­‐making process regarding school initiatives.{ } Innovating { } Applying { } Developing { } Beginning { } Not Using { } Not Applicable**Notes:**  |
| IV(3): The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.{ } Innovating { } Applying { } Developing { } Beginning { } Not Using { } Not Applicable**Notes:**  |
| IV(4): The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.{ } Innovating { } Applying { } Developing { } Beginning { } Not Using { } Not Applicable**Notes:**  |
| IV(5): The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.{ } Innovating { } Applying { } Developing { } Beginning { } Not Using { } Not Applicable**Notes:**  |

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| **Domain V: Climate** |
| V(1): The school leader is recognized as the leader of the school who continually improves his or her professional practice.{ } Innovating { } Applying { } Developing { } Beginning { } Not Using { } Not Applicable**Notes:**  |
| V(2): The school leader has the trust of the faculty and staff that his/her actions are guided by what is best for all student populations.{ } Innovating { } Applying { } Developing { } Beginning { } Not Using { } Not Applicable**Notes:**  |
| V(3): The school leader ensures that faculty and staff perceive the school environment as safe and orderly.{ } Innovating { } Applying { } Developing { } Beginning { } Not Using { } Not Applicable**Notes:**  |
| V(4): The school leader ensures that students, parents, and the community perceive the school environment as safe and orderly.{ } Innovating { } Applying { } Developing { } Beginning { } Not Using { } Not Applicable**Notes:**  |
| V(5): The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.{ } Innovating { } Applying { } Developing { } Beginning { } Not Using { } Not Applicable**Notes:**  |
| V(6): The school leader acknowledges the success of the whole school, as well as individuals within the school.{ } Innovating { } Applying { } Developing { } Beginning { } Not Using { } Not Applicable**Notes:**  |

## 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**

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

* The target of a deliberate practice process describe an intended result and will include “scales” or progress points that guide the leader toward highly effective levels of personal mastery;
* The leader takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities.
* The evaluator monitors progress and provides feedback.
* The targets are “thin slices” of specific gains sought – not broad overviews or long term goals taking years to accomplish.

Relationship to other measures of professional learning: Whereas Marzano element II(2) and II(5) addresses the leader’s involvement with professional learning focused on faculty needs and element V(1) addresses the leader’s pursuant of learning aligned with a range of school needs, the Deliberate Practice targets are more specific and deeper learning related to teaching, learning, or school leadership practices that impact student learning. The DP learning processes establish career-­‐long patterns of continuous improvement and lead to high quality instructional leadership.

Possible Growth Target Focus:

* An issue that addresses a school improvement need related to student learning and either selected by the district or approved by leader’s supervisor. The focus should be on complex 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.

## Pinellas County School Leader Assessment Procedures

**Districts implement the Marzano School Leader Evaluation Model processes listed below to provide:**

* **Guides to self-reflection** on what’s important to success as a school leader
* **Criteria for making judgments** about proficiency that are consistent among raters
* **Specific and actionable feedback** from colleagues and supervisors focused on improving proficiency
* **Summative evaluations** of proficiency and determination of performance levels



## The seven steps of the assessment process are described below:

### **Step 1: Orientation**: The orientation step can occur at the start of a new work year, at the start of a new school year, or at the start of assignment (or new assignment) as a principal. The depth and detail of orientation may vary based on prior training and whether changes in evaluation model have occurred, but an annual orientation or re-fresher orientation should occur. The orientation step should include:

* District provided orientation and training on the Marzano School Leader Evaluation Model, Student Success Act, applicable State Board of Education rules, and district specific expectations that are subject to the evaluation system.
* All leaders and evaluators should have access to the content and processes that are subject to the evaluation system. All leaders and evaluators should have access to the same information and expectations. This may be provided by the leader’s review of district evaluation documents, online modules, mentor sessions, or face-to-face training where awareness of district processes and expectations are identified.
* At the orientation step, each school leader is expected to engage in personal reflection on the connection between his/her practice and elements in the district evaluation system. This is a “what do I know and what do I need to know” self-check aligned with the district evaluation system elements.

**Step 2: Pre-evaluation Planning**: After orientation processes, the leader and evaluator prepare for a formal conference to address evaluation processes and expectations. Two things occur:

* Leader’s self-assessment from the orientation step moves to more specific identification of improvement priorities. These may be student achievement priorities or leadership practice priorities. The leader gathers any data or evidence that supports an issue as an improvement priority. This may include School Improvement Plan (SIP), student achievement data, prior faculty evaluations, and evidence of systemic processes that need work.
* The evaluator articulates a perspective on strengths and growth needs for the leader and for student achievement issues at the school.

**Step 3: Initial meeting between the employee to be evaluated and the evaluator**: A meeting on “expectations” held between leader and supervisor to address the following:

### Evaluation processes are reviewed and questions answered.

* Perceptions (of both) from Pre-evaluation Planning are shared.
* Domain and elements from evaluation system that will be focus issues are identified and discussed.
* Student growth measures that are of concern are discussed.
* Climate survey results are discussed.
* Relationship of evaluation elements to the SIP and district-supported initiatives are discussed.
* Such a meeting is typically face-to-face but may also be via tele-conference or phone. (Meeting issues can be clarified via texts and emails as appropriate.)
* Proposed targets for Deliberate Practice are discussed and determined. While a separate meeting or exchange of information may be implemented to complete the Deliberate Practice targets, they should be discussed at the Step 3 Conference given their importance to the leader’s growth and the summative evaluation.

**Step 4: Monitoring, Data Collection, and Application to Practice:** Evidence is gathered that provides insights on the leader’s proficiency on the issues in the evaluation system by those with input into the leader’s evaluation.

### The leader shares with supervisor evidence on practice on which the leader seeks feedback or wants the evaluator to be informed.

* The evaluator accumulates data and evidence on leader’s actions or impact of leader’s actions during the routine conduct of work. Such data and evidence may come from site visits, be provided by the leader, from formal or informal observations, or from evidence, artifacts or input provided by others. The accumulated information is analyzed in the context of the evaluation system elements.
* As evidence and observations are obtained that generate specific and actionable feedback, it is provided to the leader in a timely manner. Feedback may be provided face-to-face, via written documents/forms, via email or telephone, or via memoranda.
* Collegial groups, mentors, communities of practice (CoPs), professional learning communities (PLCs), and lesson study groups in which the leader participates may provide specific and actionable feedback for proficiency improvement.
* These monitoring actions occur before and continue after the mid-year Progress Check (step 5).

**Step 5: Mid-year Progress Review between the employee to be evaluated and the evaluator:** At a mid-year point, a progress review is conducted.

### Actions and impacts of actions taken on priorities identified in Step 3 Initial Meeting are reviewed.

* Any elements which the evaluator has identified for a specific status update are reviewed. (The leader is given notice of these elements prior to the Progress Check, as the feedback expected is more specific than that for the general element overview.)
* The leader is prepared to provide a general overview of actions/processes that apply to all of the domains and proficiency areas and may include any of the elements in the district system. Any element that the evaluator or the leader wishes to address should be included.
* Strengths and progress are recognized.
* Priority growth needs are reviewed.
* Where there is no evidence related to an element and no interim judgment of proficiency can be provided, a plan of action must be made:
	+ If the evaluator decides that the absence of evidence indicates unsatisfactory proficiency because actions or impacts of action should be evident if leader was proficient, the leader is provided notice that the elements(s) will be addressed in a follow-up meeting.
	+ The absence of evidence is explained by lack of opportunity for the evaluator to note anything relevant, and leader is asked to provide follow-up data on the element prior to the year-end conference.
	+ The lack of evidence on one element is balanced by substantial evidence on other elements in the same proficiency area. No follow-up is required until evidence supporting a Beginning or Not Using rating emerges.
* Any actions or inactions which might result in a Not Using rating on a domain or proficiency area if not improved are communicated.
* Any elements for which there is insufficient evidence to rate proficiency at this stage, but which will be a priority for feedback in remainder of the year, are noted.
* Feedback form is used to provide feedback on all elements for which there is sufficient evidence to rate proficiency. Notes or memorandums may be attached to the forms as appropriate to reflect what is communicated in the Progress Check.

**Step 6: Prepare a consolidated performance assessment:** The summative evaluation form is prepared by the evaluator.

### Consider including relevant and appropriate evidence by any party entitled to provide input into the leader’s evaluation.

* Review evidence on leader’s proficiency on elements.
* Use accumulated evidence and ratings to rate each element and domain.
* Follow the scoring process to calculate the performance score.

**Step 7: Year-end Meeting between the employee to be evaluated and the evaluator:** The year-end meeting addresses the Leadership Practice score from the Marzano School Leader Evaluation, the Deliberate Practice Score and Student Growth Measures.

### The ratings are explained and discussed.

* The leader’s growth on the Deliberate Practice targets is reviewed and a Deliberate Practice Score assigned.
* If the Student Growth Measurement (SGM) score is known, inform the leader how the Leadership Practice Score and SGM Score combine to a summative performance level of Highly Effective, Effective, Needs Improvement, or Unsatisfactory.
* If SGM score is not known, inform leader of possible performance levels based on known Leadership Practice Score and various SGM outcomes.
* If recognitions or employment consequences are possible based on performance level, inform leader of district process moving forward.
* Review priority growth issues that should be considered for next year’s Deliberate Practice

**Pinellas County Schools Administrator Evaluation Timeline**

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| Orientation: Provide initial training and continuously improve the capacities of workforce and evaluators, using Florida’s common language of instruction, to understand and implement the performance expectations in the evaluation system elements | Summer |
| Pre-evaluation Planning: Leaders self-assess specific identification of improvement priorities usingdata and evidence that supports priorities. Evaluators provide feedback on personal and school strengths and growth areas as they may relate to state, district, and school initiatives. | August |
| Initial Meeting: Leader and evaluator meet to discuss process and procedures of the evaluation system, identify focus elements, student growth measure targets, and specific Deliberate Practice goals. | August -September Area Superintendents meet with Principals August-September Principals meet with Assistant Principals |
| Monitoring, Data Collection, and Application to Practice: Evidence is gathered from a variety of sources to support the leader’s proficiency. | August-January |
| Mid-Year Progress Review: Leader and evaluator meet to discuss progress. Any elements that may receive a rating of Needs Improvement or Unsatisfactory are discussed and improvement plans are implemented. Focus elements are reviewed along with Deliberate Practice goals. If needed, new targets are identified. | December-January |
| Monitoring, Data Collection, and Application to Practice: Evidence is gathered from a variety of sources to support the leader’s proficiency. | January-June |
| Prepare a Consolidated Performance Assessment: Evaluator reviews and considers all evidence supporting elements. Ratings are assigned and final summative score is calculated using the appropriate form. | June, July Area Superintendents prepare for summative evaluation of PrincipalsMarch, April Principals prepare for summative evaluation of Assistant Principals |
| Year-end Meeting: Leader and evaluator meet to review and discuss ratings and final summative score. | Summer Area Superintendent meets with principals to complete summative and begin cycle again (at step 2-3)July-August Principals meet with Assistant Principals to finalize summative with VAM |
| System Review, Modification and Update: Inform leaders and evaluators, using Florida’s common language of instruction, on what they are to know and be able to do based on the elements in the evaluation system. Seek input on system design and implementation improvements. | Summer Annually |

## Pinellas County School Leader Assessment Scoring Guide

An evaluation system that is aligned with the purpose of Section 1012.34, F.S. and applicable State Board rules (e.g., 6A-5.065, 6A-5.080) has two functions:

* Providing quality feedback during a work year that focuses improvement effort on essential proficiencies.
* Generating an annual summative performance level based on the proficiency exhibited during the work year.

For Pinellas County Leaders being evaluated using the Marzano School Leader Evaluation Model, the summative annual performance level is based on three factors:

* Student Growth Measures Score (SGM): The performance of students under the leader’s supervision represents 40% or 50% of the annual performance level. The specific growth measures used and “cut points” applied must conform to Florida Statutes and State Board rules.
* Leadership Practice Score: An assessment of the leader’s proficiency on the Marzano School Leader Evaluation Model elements. This model is a system for feedback and growth based on the leader’s work and impact of that work on others. The leadership practice score contributes 40% or 50% of the overall score
* Deliberate Practice (DP): Deep learning and growth on a few very specific aspects of educational leadership. The DP Score contributes 10% of the overall score.

**What this Scoring Guide Covers:**

Section One: How to “score” the Marzano School Leader Evaluation elements

Section Two: How to “score” Deliberate Practice

Section Three: Annual Performance Rating

**Section One: How to Score the Leadership Practice Section**

**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 protocols.
* The scales for elements and the illustrative examples are found in iObservation under the forms tab and in the resource library.
* Ratings can be recorded on the Marzano School Leader Evaluation forms and supporting resources. All forms are available in iObservation.

**Rating level of implementation**:

When assigning ratings to elements, the evaluator should begin by reviewing the element scales and evidences. These are “word-picture” descriptions of leadership behaviors in each of the five levels of leadership behavior – “Innovating”, “Applying”, “Developing”, “Beginning”, and “Not Using.” The evaluator finds the level that best describes implementation level of performance related to the element, based upon the evidence gathered.

The rating rubrics provide criteria that distinguish among the proficiency levels on the element. The illustrative examples of Leadership Evidence and Impact Evidence for each element provide direction on the range of evidence to consider. The rating for each element is the lowest rating for which the “word-picture” descriptors are appropriate and representative descriptions of what was observed 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, necessary, and clearly makes a significant contribution to the school. The majority of the leadership workforce will be in the effective area once they have a clear understanding of what the FPLS require and have made the adjustments and growth necessary to upgrade performance. Both school leaders and evaluators should reflect on performance based on the new FPLS and the rubrics of the FSLA.

**Needs Improvement:** The ”Needs Improvement” level describes principals who understand what is required for success, are willing to work toward that goal, and, with coaching and support, can become proficient. Needs improvement rating will occur where expectations have been raised and standards made more focused and specific. Professional behavior and focused professional learning will guide school leaders toward increasingly effective performance.

**Unsatisfactory:** Performance at the “Unsatisfactory” level describe leaders who do not understand what is required for proficiency or who have demonstrated through their actions and/or inactions that they choose not to become proficient on the strategies, knowledge bases, and skills sets needed for student learning to improve and faculties to develop.

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**Section 2: How to Score Deliberate Practice**

The Deliberate Practice score is 10 % of the overall score. Deliberate Practice will have three specific growth targets.

|  |  |
| --- | --- |
| **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 level. |
| Zero Points | Leader either shows no growth or scores at a Beginning or Not Using level. |

**Section 3: How to Calculate the Total Score and Annual Performance Level**

 **Step One:** Enter the Student Growth Measure score, using the 4 point scale.

### **Step Two:** Enter the Leadership Practice score (the total points earned from the element ratings).

**Step Three:** Enter the Deliberate Practice score.

### **Step Four:** Add the Student Growth Measure score, Leadership Practice score, and the Deliberate Practice score.

**Step Five:** Determine the overall rating.

|  |  |
| --- | --- |
| **Overall Rating** | **Performance Score Range** |
| Highly Effective | >3.5 |
| Effective | 2.5-3.4 |
| Needs Improvement | 1.5-2.4 |
| Unsatisfactory |  <1.5 |

## Input Mechanisms

**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 office and must be returned to an administrator’s supervisor when it is completed. A copy is made available to the administrator. Input from the parent must be signed to be given consideration in the individual’s evaluation.

The supervisor decides how much weight is given to the parent input form. Florida Statute does not dictate the weight but simply indicates a mechanism must be provided for parents to give input “when appropriate.” Parent Input forms need only be kept on file for one year and then may be discarded. (See Appendix C)

#### Faculty Input:

The district conducts and annual climate survey in each school building, giving personnel the opportunity to provide input 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 have the opportunity to complete an Input Form (Appendix C).

## Continuous Improvement and Professional Development

**Annual Review by the District**

**The procedures, time frames, data analysis and personnel involved**

The Professional Development Department, Department of Research and Accountability, and the Area Superintendents will analyze the overall appraisal results annually. In addition, the Professional Development Department will conduct annual administrator focus groups to obtain qualitative feedback about the evaluation system and input for continual improvements. The feedback will be reported to the evaluation committee and used to make system revisions and improvements.

The leadership practice results will be used to identify priorities for the District Strategic Plan and the Leadership Development program of professional learning. Professional development will be designed and offered according to the analysis of the evaluation results.

**The process for evaluating the effectiveness of the system in supporting improvements in instruction and student learning**

The purpose of the evaluation system is to provide administrators quality feedback regarding their effectiveness and overall performance and to support continual growth that positively impacts student achievement.

The district will perform a comprehensive annual review at the completion of the annual summative evaluations. The review will include an analysis of FSA and EOC results and climate survey results in correlation with administrator evaluation results.

## Annual Evaluation

Each administrator will be evaluated annually by their immediate supervisor using the PCSLA. Principals will be evaluated by the Area Superintendent. Assistant Principals will be evaluated by the building principal.

## Reporting Processes

Once approved, the evaluation system will be posted at [www.pcsb.org](http://www.pcsb.org/)

Once summative evaluations are complete, the results will be analyzed to inform professional development, evaluator consistency and system implementation for revisions. Representatives from Professional Development, Area Superintendents, and Research and Accountability will review the results and, in conjunction with the results of the administrator focus groups, create and present a summary to the School Board. The summary will include major findings and recommendations for process improvements and evaluation system changes. Any recommended changes will be approved by the School Board and then submitted to the Florida Department of Education for approval.

## Special Procedures

The amendment process will comply with 1012.34(3), F.S. requiring amendment procedures based on receipt of additional data. “The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days after the close of the school year. The evaluator must then comply with the procedures set forth.”

**Appendix A**

**Marzano School Leader Evaluation Protocols**

The following protocols provide guidance to school leaders and evaluators regarding what is expected for each element.

The protocols provide:

* + The text of all proficiency areas and elements of Leadership Practice
	+ Scales to distinguish among proficiency levels
	+ Evidences of leadership actions and impacts on others of leadership action that assist the administrator in understanding how the issue(s) in an element are observed “on the job”

The protocols are copyrighted (2013) by Robert J. Marzano and can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International.

**Appendix B**

Parent/Teacher Input Form

**Appendix A: Marzano School Leader Evaluation Protocols**

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

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

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

**Sample Evidences for Element 1 of Domain I**

* Written goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments
* School-­‐wide achievement goals are posted and discussed regularly at faculty and staff gatherings
* Written goals are established for eliminating the achievement gap for all students
* Written goals address the most critical and severe achievement deficiencies
* Written timelines contain specific benchmarks for each goal including individual(s) responsible for the goal
* Scales are in place to chart student and school progress toward meeting the standards
* When asked, faculty and staff can explain how goals eliminate differences in achievement for students of differing ethnicities
* When asked, faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels, English language learners, and students with disabilities
* When asked, faculty and staff can describe the school-­‐wide achievement goals
* When asked, faculty and staff can identify the school’s most critical needs goals

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

|  |  |
| --- | --- |
| **Scale Value** | **Description** |
| Innovating (4) | The school leader ensures adjustments are made or new methods are utilized so that all faculty and students sufficiently understand the goals. |
| Applying (3) | The school leader ensures each student has written achievement goals that are clear, measurable, and focused on appropriate needs AND regularly monitors that teachers and students have understanding of individual student goals. |
| Developing (2) | The school leader ensures each student has written achievement goals that are clear, measurable, and focused on appropriate needs. |
| Beginning (1) | The school leader attempts to ensure that written achievement goals that are clear, measurable, and focused are established for each student but does not complete the task or does so partially. |
| Not Using (0) | The school leader does not attempt to ensure that written achievement goals that are clear, measurable, and focused are established for each student. |

**Sample Evidences for Element 2 of Domain I**

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

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

|  |  |
| --- | --- |
| **Scale Value** | **Description** |
| Innovating (4) | The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines achievement goals or the tracking process as achievement data accrue. |
| Applying (3) | The school leader ensures that data are available for tracking overall student achievement AND monitors the extent to which student data are used to track progress toward goal. |
| Developing (2) | The school leader ensures that data are available for tracking overall student achievement. |
| Beginning (1) | The school leader attempts to ensure that data are available for tracking overall student achievement but does not complete the task or does so partially. |
| Not Using (0) | The school leader does not attempt to ensure that data are available for tracking overall student achievement. |

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| **Sample Evidences for Element 3 of Domain I** |
| * Reports, graphs, and charts are available for overall student achievement
* Student achievement is examined from the perspective of value-­‐added results
* Results from multiple types of assessments are regularly reported and used (e.g., benchmark, common assessments)
* Reports, graphs, and charts are regularly updated to track growth in student achievement
* Achievement data for student subgroups within the school are routinely analyzed
* School leadership teams regularly analyze school growth data
* Data briefings are conducted at faculty meetings
* When asked, faculty and staff can describe the different types of reports available to them
* When asked, faculty and staff can explain how data are used to track growth in student achievement
 |

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

|  |  |
| --- | --- |
| **Scale Value** | **Description** |
| Innovating (4) | The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines individual achievement goals or the tracking process as achievement data accrue. |
| Applying (3) | The school leader ensures that data are available for individual student achievement AND monitors the extent to which data are used to track progress toward individual student goals. |
| Developing (2) | The school leader ensures that data are available for individual student achievement. |
| Beginning (1) | The school leader attempts to ensure that data are available for individual student achievement but does not complete the task or does so partially. |
| Not Using (0) | The school leader does not attempt to ensure that data are available for individual student achievement. |

**Sample Evidences for Element 4 of Domain I**

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

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

|  |  |
| --- | --- |
| **Scale Value** | **Description** |
| Innovating (4) | The school leader continually examines and expands the options for individual students to make adequate progress. |
| Applying (3) | The school leader ensures that programs and practices are in place for individual students who are not making adequate progress AND monitors whether interventions are helping students meet their achievement goals. |
| Developing (2) | The school leader ensures that programs and practices are in place for individual students who are not making adequate progress. |
| Beginning (1) | The school leader attempts to ensure that programs and practices are in place for individual students who are not making adequate progress but does not complete the task or does so partially. |
| Not Using (0) | The school leader does not attempt to ensure that programs and practices are in place for individual students who are not making adequate progress. |

**Sample Evidences for Element 5 of Domain I**

* Extended school day, week, or year programs are in place
* Tutorial programs are in place (during the school day and/or after school)
* Individual student completion of programs designed to enhance their academic achievement is monitored (e.g., gifted and talented, advanced placement, STEM, etc.)
* Response to intervention measures is in place
* Enrichment programs are in place
* Data are collected and available to monitor student progress and achievement as a result of enrollment in intervention or enrichment programs
* When asked, teachers can explain how interventions in place help individual students met their goals
* When asked, student and/or parents can identify interventions in place to meet the student’s goals
* When asked, students report their school has programs in place to help them meet their achievement goals

# Domain II: Continuous Improvement of Instruction

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

|  |  |
| --- | --- |
| **Scale Value** | **Description** |
| Innovating (4) | The school leader continually examines and makes adjustments so that all faculty and staff understand the nuances of the instructional model and integrates new instructional initiatives into the school instructional model. |
| Applying (3) | The school leader ensures that a school-­‐wide language or model of instruction is in place AND monitors the extent to which the faculty and staff understand the instructional model. |
| Developing (2) | The school leader ensures that a school-­‐wide language or model of instruction is in place. |
| Beginning (1) | The school leader attempts to ensure that a school-­‐wide language or model of instruction is in place but does not complete the task or does so partially. |
| Not Using (0) | The school leader does not attempt to ensure that a school-­‐wide language or model of instruction is in place. |

**Sample Evidences for Element 1 of Domain II**

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

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

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

**Sample Evidences for Element 2 of Domain II**

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

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

|  |  |
| --- | --- |
| **Scale Value** | **Description** |
| Innovating (4) | The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating. |
| Applying (3) | The school leader ensures that information about predominant instructional strategies in the school is collected, regularly interacts with teachers about the effectiveness of these strategies, AND monitors the extent to which the information is used to identify effective and ineffective practices. |
| Developing (2) | The school leader ensures that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies. |
| Beginning (1) | The school leader attempts to ensure that information about predominant instructional strategies in the school is collected and regularly interact with teachers about the effectiveness of these strategies but does not complete the task or does so partially. |
| Not Using (0) | The school leader does not attempt to ensure that information about predominant instructional strategies in the school is collected. |

**Sample Evidences for Element 3 of Domain II**

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

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

|  |  |
| --- | --- |
| **Scale Value** | **Description** |
| Innovating (4) | The school leader ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data. |
| Applying (3) | The school leader ensures that specific evaluation data are collected on each teacher regarding his/her pedagogical strengths and weaknesses and that these data are gathered from multiple sources AND monitors the extent to which teacher evaluations are consistent with student achievement data. |
| Developing (2) | The school leader ensures that specific evaluation data are collected on each teacher regarding his/her pedagogical strengths and weaknesses and that these data are gathered from multiple sources. |
| Beginning (1) | The school leader attempts to ensure that specific evaluation data are collected on each teacher regarding his/her pedagogical strengths and weaknesses and that these data are gathered from multiple sources, but does not complete the task or does so partially. |
| Not Using (0) | The school leader does not attempt to ensure that specific evaluation data are collected on each teacher regarding his/her pedagogical strengths and weaknesses and that these data are gathered from multiple sources. |

**Sample Evidences for Element 4 of Domain II**

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

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

|  |  |
| --- | --- |
| **Scale Value** | **Description** |
| Innovating (4) | The school leader continually re-­‐evaluates the professional development program to ensure that it remains job-­‐embedded and focused on instructional growth goals and intervenes with teachers who are not making sufficient progress toward achieving growth goals. |
| Applying (3) | The school leader ensures that job-­‐embedded professional development that is directly related to their instructional growth goals is provided to teachers AND monitors the extent to which teachers improve their instructional practices. |
| Developing (2) | The school leader ensures that job-­‐embedded professional development that is directly related to their instructional growth goals is provided to teachers. |
| Beginning (1) | The school leader attempts to ensure that job-­‐embedded professional development that is directly related to their instructional growth goals is provided to teachers but does not complete the task or does so partially. |
| Not Using (0) | The school leader does not attempt to ensure that job-­‐embedded professional development that is directly related to their instructional growth goals is provided to teachers. |

**Sample Evidences for Element 5 of Domain II**

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

**Domain III: A Guaranteed and Viable Curriculum**

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

|  |  |
| --- | --- |
| **Scale Value** | **Description** |
| Innovating (4) | The school leader ensures that the assessment and reporting system focuses on state and district standards and intervenes with teachers who do not follow state and district standards. |
| Applying (3) | The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards AND monitors the extent to which the curriculum is delivered and the assessments measure the curriculum. |
| Developing (2) | The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards. |
| Beginning (1) | The school leader attempts to ensure that both the written curriculum and accompanying assessments adhere to state and district standards but does not complete the task or does so partially. |
| Not Using (0) | The school leader does not attempt to ensure that both the written curriculum and accompanying assessments adhere to state and district standards. |

**Sample Evidences for Element 1 of Domain III**

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

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

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

**Sample Evidences for Element 2 of Domain III**

* A written list of essential elements is in place
* A curriculum audit has been conducted that delineates how much time it would take to adequately address the essential elements
* Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (e.g., pacing guides, curriculum maps)
* Time available for specific classes and courses meets the state or district specifications for those classes and courses
* Data are available to show that students are ready to be contributing members of society and participate in a global community
* Data are available to show that students are college and career ready
* A plan is in place to monitor that the curriculum is taught in the time available to teachers
* When asked, teachers can describe which elements are essential and can be taught in the scheduled time
* When asked, students report they have time to learn the essential curriculum

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

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| --- | --- |
| **Scale Value** | **Description** |
| Innovating (4) | The school leader intervenes with teachers whose students do not have adequate access to essential elements and instructional strategies that most strongly increase their chances of learning the essential elements. |
| Applying (3) | The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum AND monitors the extent to which those courses and classes utilize instructional strategies that most strongly increase their chances of learning the essential elements. |
| Developing (2) | The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum. |
| Beginning (1) | The school leader attempts to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum but does not complete the task or does so partially. |
| Not Using (0) | The school leader does not attempt to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum. |

**Sample Evidences for Element 3 of Domain III**

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

**Domain IV: Cooperation and Collaboration**

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

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| **Scale Value** | **Description** |
| Innovating (4) | The school leader intervenes and supports teachers who do not actively participate in opportunities to interact regarding effective instructional practices. |
| Applying (3) | The school leader ensures that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in person AND monitors the extent to which teachers who actively participate in these opportunities improve their pedagogy. |
| Developing (2) | The school leader ensures that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in person. |
| Beginning (1) | The school leader attempts to ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in person but does not complete the task or does so partially. |
| Not Using (0) | The school leader does not attempt to ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in person. |

**Sample Evidences for Element 1 of Domain IV**

* Teachers have opportunities to engage in instructional rounds
* Teachers have opportunities to view and discuss video-­‐based examples of exemplary teaching
* Teachers have regular times to meet and discuss effective instructional practices (e.g., lesson study, professional learning communities)
* Teachers have opportunities to interact about effective teaching via technology
* Instructional practices are regularly discussed at faculty and department meetings
* Video segments of instructional practices are regularly viewed and discussed at faculty and department meetings
* Procedures are in place for scheduling teachers to observe and discuss effective instructional practices
* Data are available to document that teachers who participate in observational rounds improve their pedagogy
* When asked, teachers report their participation in observing other teachers results in individual self-­‐reflection and pedagogical growth

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

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| --- | --- |
| **Scale Value** | **Description** |
| Innovating (4) | The school leader continually seeks new venues for teacher input regarding important decisions. |
| Applying (3) | For specific types of decisions, the school leader ensures that formal processes are in place to collect data from all teachers regarding their preferences AND monitors the extent to which those data are used to make decisions and the transparency of those decisions. |
| Developing (2) | For specific types of decisions, the school leader ensures that formal processes are in place to collect data from all teachers regarding their preferences. |
| Beginning (1) | The school leader attempts to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions but does not complete the task or does so partially. |
| Not Using (0) | The school leader does not attempt to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions. |

**Sample Evidences for Element 2 of Domain IV**

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

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

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| **Scale Value** | **Description** |
| Innovating (4) | The school leader ensures that group goals relative to curriculum, assessment, and instruction are regularly revised to reflect the changes in student achievement data and intervenes and supports teacher teams whose goals do not adequately address the achievement of all students. |
| Applying (3) | The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction AND monitors the extent to which these goals are designed to enhance the achievement of all students. |
| Developing (2) | The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction. |
| Beginning (1) | The school leader attempts to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction but does not complete the task or does so partially. |
| Not Using (0) | The school leader does not attempt to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction. |

**Sample Evidences for Element 3 of Domain IV**

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

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

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| --- | --- |
| **Scale Value** | **Description** |
| Innovating (4) | The school leader intervenes and provides support when delegation of authority and teacher input is not working to optimize the function of the school. |
| Applying (3) | The school leader ensures that input is regularly collected from teachers and staff, appropriately delegates responsibilities, AND monitors the extent to which the inputs and delegations are contributing to the optimal functioning of the school. |
| Developing (2) | The school leader ensures that input is regularly collected from teachers and staff and appropriately delegates responsibilities. |
| Beginning (1) | The school leader attempts to ensure that input is regularly collected from teachers and staff and appropriately delegate responsibilities but does not complete the task or does so partially. |
| Not Using (0) | The school leader does not attempt to ensure that input is regularly collected from teachers and staff and does not appropriately delegate responsibilities. |

**Sample Evidences for Element 4 of Domain IV**

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

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

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| --- | --- |
| **Scale Value** | **Description** |
| Innovating (4) | The school leader intervenes and provides support when students, parents, and community input is not working to optimize the function of the school. |
| Applying (3) | The school leader ensures that input is regularly collected from students, parents, and community AND monitors the extent to which the inputs are contributing to the optimal functioning of the school. |
| Developing (2) | The school leader ensures that input is regularly collected from students, parents, and community. |
| Beginning (1) | The school leader attempts to ensure that input is regularly collected from students, parents, and community but does not complete the task or does so partially. |
| Not Using (0) | The school leader does not attempt to ensure that input is regularly collected from students, parents, and community. |

**Evidences for Element 5 of Domain IV**

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

**Domain V: School Climate**

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

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| **Scale Value** | **Description** |
| Innovating (4) | The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve leadership skills. |
| Applying (3) | The school leader demonstrates leadership skills and continually engages in activities to improve his/her professional practices AND monitors the extent to which these activities enhance personal leadership skills and the staff’s confidence about his/her ability to lead. |
| Developing (2) | The school leader demonstrates leadership skills and continually engages in activities to improve his/her professional practices. |
| Beginning (1) | The school leader attempts to demonstrate leadership skills and engage in activities to improve his/her professional practices but does not complete the task or does so partially. |
| Not Using (0) | The school leader does not attempt to demonstrate leadership skills and does not engage in activities to improve his/her professional practices. |

**Sample Evidences for Element 1 of Domain V**

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

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

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| --- | --- |
| **Scale Value** | **Description** |
| Innovating (4) | The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve how he/she performs or is perceived. |
| Applying (3) | The school leader performs with integrity and in the best interest of all students AND monitors the extent to which faculty and staff perceive him/her as an individual who will follow through with initiatives and whose actions are guided by the desire to help all students learn. |
| Developing (2) | The school leader performs with integrity and in the best interest of all students. |
| Beginning (1) | The school leader attempts to perform with integrity and in the best interest of all students but does so sporadically or inconsistently. |
| Not Using (0) | The school leader does not attempt to perform with integrity and in the best interest of all students. |

**Sample Evidences for Element 2 of Domain V**

* The school leader is recognized by the school community as one who is willing to “take on tough issues”
* The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success
* When asked, faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn
* When asked, faculty and staff describe the school leader as an individual who will follow through with his/her initiatives
* When asked, faculty and staff describe the school leader as one whose actions support his/her talk and expectations
* When asked, faculty and staff describe the school leader as one who speaks with candor and “takes on tough issues”

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

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| --- | --- |
| **Scale Value** | **Description** |
| Innovating (4) | The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by school faculty and staff. |
| Applying (3) | The school leader ensures that well-­‐defined routines and procedures that lead to safe and orderly conduct are in place AND monitors the extent to which faculty and staff share the perception that the school environment is safe and orderly. |
| Developing (2) | The school leader ensures that well-­‐defined routines and procedures that lead to orderly conduct are in place. |
| Beginning (1) | The school leader attempts to ensure that well-­‐defined routines and procedures that lead to orderly conduct are in place but does not complete the task or does so partially. |
| Not Using (0) | The school leader does not attempt to ensure that well-­‐defined routines and procedures that lead to safe and orderly conduct are in place. |

**Sample Evidences for Element 3 of Domain V**

* Clear and specific rules and procedures are in place for the running of the school
* Faculty and staff are provided the means to communicate about the safety of the school
* Faculty and staff know emergency management procedures and how to implement them for specific incidents
* Evidence of practicing emergency management procedures for specific incidents is available
* Evidence of updates to the emergency management plans, and communication of those plans, to the faculty and staff is available
* When asked, faculty and staff describe the school as a safe and orderly place
* When asked, the faculty and staff describe the school leader as highly visible and accessible
* When asked, faculty and staff describe the school as a place focused on learning

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

|  |  |
| --- | --- |
| **Scale Value** | **Description** |
| Innovating (4) | The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by students, parents, and community. |
| Applying (3) | The school leader ensures that well-­‐defined routines and procedures that lead to orderly conduct are in place AND monitors the extent to which students, parents, and community share the perception that the school environment is safe and orderly. |
| Developing (2) | The school leader ensures that well-­‐defined routines and procedures that lead to orderly conduct are in place. |
| Beginning (1) | The school leader attempts to ensure that well-­‐defined routines and procedures that lead to orderly conduct are in place but does not complete the task or does so partially. |
| Not Using (0) | The school leader does not attempt to ensure that well-­‐defined routines and procedures that lead to orderly conduct are in place. |

**Sample Evidences for Element 4 of Domain V**

* Clear and specific rules and procedures are in place for the running of the school
* Social media is utilized so that students may anonymously report potential incidents
* A system is in place for mass communicating to parents about issues regarding school safety (e.g., a call out system)
* Coordination with local law enforcement agencies regarding school safety issues is a routine event
* Parents and community are engaged to give input regarding issues of school safety
* When asked, parents and students describe the school as a safe place
* When asked, parents and students describe the school as an orderly place
* When asked, community members perceive the school as safe and orderly
* When asked, parents, students, and community members describe the school leader as highly visible and accessible

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

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| --- | --- |
| **Scale Value** | **Description** |
| Innovating (4) | The school leader actively seeks and procures extra resources to enhance instruction and the achievement of all students. |
| Applying (3) | The school leader manages the fiscal, operational, and technological resources necessary to support effective teaching AND monitors the extent to which the resources and efficiencies enhance instruction and the achievement of all students. |
| Developing (2) | The school leader manages the fiscal, operational, and technological resources necessary to support effective teaching. |
| Beginning (1) | The school leader attempts to manage the fiscal, operational, and technological resources necessary to support effective teaching but does not complete the task or does so partially. |
| Not Using (0) | The school leader does not attempt to manage the fiscal, operational, and technological resources necessary to support effective teaching. |

**Sample Evidences for Element 5 of Domain V**

* Materials and resources for specific classes and courses meet the state or district specifications for those classes and courses
* Detailed budgets are developed, submitted, and implemented
* The school leader successfully accesses and leverages a variety of resources (e.g., grants and local, state, and federal funds)
* Data are available to show that resources and expenditures produce results (i.e., curriculum programs improve student learning)
* The school leader manages time effectively to maximize focus on instruction
* The school leader appropriately directs the use of technology to improve teaching and learning
* Adequate training is provided for the instructional technology teachers are expected to use
* When asked, faculty and staff report they have adequate materials to teach effectively
* When asked, faculty and staff report they have adequate time to teach effectively

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

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| --- | --- |
| **Scale Value** | **Description** |
| Innovating (4) | The school leader actively seeks a variety of methods for acknowledging individual and school-­‐wide success that meets the unique needs of faculty and staff. |
| Applying (3) | The school leader, at the appropriate time, acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school AND monitors the extent to which people feel honored for their contributions. |
| Developing (2) | The school leader, at the appropriate time, acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school. |
| Beginning (1) | The school leader attempts to acknowledge and celebrate the accomplishments of the school as a whole and the accomplishments of individuals within the school but does not complete the task or does so partially. |
| Not Using (0) | The school leader does not attempt to acknowledge and celebrate the accomplishments of the school as a whole or the accomplishments of individuals within the school. |

**Sample Evidences for Element 6 of Domain V**

* The accomplishments of individual teachers, teams of teachers, and the whole school are celebrated in a variety of ways (e.g., faculty celebrations, newsletters to parents, announcements, websites, social media)
* The incremental successes of students and teachers is routinely recognized
* The successes of the diverse school community are celebrated
* When asked, faculty and staff report that accomplishments of the school and their individual accomplishments have been adequately acknowledged and celebrated
* When asked, students, parents, and community report their accomplishments are adequately acknowledged and celebrated

**Appendix B**