Rule 6A-5.030
Form AEST-2015
Effective Date: September 1, 2015

Orange County Public Schools
Dr. Barbara Jenkins, Superintendent
2015-2016
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Directions:

This document has been provided in Microsoft Word format for the convenience of the district. The order of the template shall not be rearranged. Each section offers specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. All submitted documents shall be titled and paginated. Where documentation or evidence is required, copies of the source document(s) (for example, rubrics, policies and procedures, observation instruments) shall be provided. Upon completion, the district shall email the template and required supporting documentation for submission to the address DistrictEvalSysEQ@fldoe.org.

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

Directions:

The district shall provide:

- For all school administrators, the percentage of the evaluation that is based on the performance of students criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(a)1., F.A.C.].
- For all school administrators, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].
- For school administrators, the district-determined student performance measure(s) used for personnel evaluations [Rule 6A-5.030(2)(a)7., F.A.C.].

Student Growth Scores

Florida Statute 1012.34(3)(a) requires at least 33% of the school based administrator performance evaluation must be based upon data and indicators of student learning growth. Student learning growth scores for school administrators will be calculated using school-level value-added scores provided by the Florida Department of Education. The cut scores used for school-level value-added scores will be the same as those used in State Board of Education rule 6A-5.0411.

The school district maintains the right to amend a school leader’s assessment within 90 days after the release of the value added measures, in the same way they will review the results from teachers.

For administrators with less than three years of experience in the district, the student growth component will account for 40% of the final evaluation using the metrics mentioned above. For administrators with more than three years, the student growth component will account for 50% of the final evaluation.

School administrators will receive state-calculated, aggregate three year VAM scores as the student learning growth portion of their evaluation. These VAM scores are constructed by the Florida Department of Education and provide information on student learning growth in English/Language Arts in Grades 4 through 10, Mathematics in Grades 4 through 8, and Algebra I in Grades 8 and 9. Administrators will receive aggregate scores that represent only relevant grade levels and subjects instructed at their school. The cut scores used for this calculation will be identical to those bargained in the district's instructional evaluation system. The rating categories for the student learning growth portion of the evaluation will be set as follows:
a.  Highly Effective: A highly effective rating is demonstrated by a value-added score of greater than zero (0), where all of the scores contained within the associated 99-percent confidence interval also lie above zero (0).

b.  Effective: An effective rating is demonstrated by a value-score of zero (0); or a value-added score of greater than zero (0), where some portion of the range of scores associated with a 99-percent confidence interval lies at or below zero (0); or a value-added score of less than zero (0), where some portion of the range of scores associated with both the 95-percent and the 99-percent confidence interval lies at or above zero (0).

c.  Needs Improvement, or Developing if the teacher has been teaching for fewer than three (3) years: A needs improvement or developing rating is demonstrated by a value-added score that is less than zero (0), where the entire 95-percent confidence interval falls below zero (0), but where a portion of the 99-percent confidence interval lies above zero (0).

d.  Unsatisfactory: An unsatisfactory rating is demonstrated by a value-added score of less than zero (0), where all of the scores contained within the 99-percent confidence interval also lie below zero (0).

Student Growth Scores are assigned a rating utilizing the point criteria included on the chart below.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>3.5 - 4.0</td>
</tr>
<tr>
<td>Effective</td>
<td>2.5 - 3.49</td>
</tr>
<tr>
<td>Needs Improvement/Developing</td>
<td>1.5 - 2.49</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>0.0 - 1.49</td>
</tr>
</tbody>
</table>
2. **Instructional Leadership**

**Directions**

The district shall provide:

- For all school administrators, the percentage of the evaluation system that is based on the instructional leadership criterion as outlined in s. 1012.34(3)(a)3., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(c)1., F.A.C.].
- Description of the district evaluation framework for school administrators and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(c)2., F.A.C.].
- For all school administrators, a crosswalk from the district’s evaluation framework to the Principal Leadership Standards [Rule 6A-5.030(2)(c)3., F.A.C.].
- Observation or other data collection instrument(s) that include indicators, organized by domains, based on each of the Principal Leadership Standards, and additional elements provided in s. 1012.34(3)(a)3., F.S. [Rule 6A-5.030(2)(c)4., F.A.C.].
- Procedures for observing and collecting data and other evidence of instructional leadership [Rule 6A-5.030(2)(c)5., F.A.C.].

**The Research Base**

The research base that supports the Marzano School Leadership Evaluation is contemporary research, based on large scale professional research studies and meta-analyses on the impact of leadership practices on student learning growth and school administrator proficiency. Four primary documents were used in the review of literature: (1) the Wallace Foundation study (Louis, Leithwood, Wahlstrom, & Anderson, 2010), (2) the study of what works in Oklahoma schools (Marzano Research Laboratory, 2011), (3) the Marzano, Waters, and McNulty (2005) meta-analysis of school leadership, and (4) the Marzano (2003) study of effective schooling.

**The Wallace Study**

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

**What Works in Oklahoma Schools**

The study of what works in Oklahoma schools was conducted by Marzano Research Laboratory for the Oklahoma State Department of Education (OSDE) over the 2009/2010 school year and the 2010/2011 school year. This study was conducted to determine those elements that are related to being classified as an *improvement school* (i.e., a school that needs improvement) as opposed to a school that is not classified as needing improvement (i.e., schools not on improvement status). Fifty-nine matched elementary, middle, and high schools were involved in the study. Of those 59 schools, 32 were classified as needing improvement and 27 were not. Survey data from teachers, administrators, students, and parents were used in the study along with on-site observations of teachers, interviews with administrators, and videotapes of classroom activities. State test data in mathematics and the English language arts were the primary dependent variable when examining the effects of specific elements. From the 59 matched schools, 1,117 teachers, 13,373 students, and 516 parents were involved. General results indicated that specific actions on the part of administrators are statistically related to student academic achievement.

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

This meta-analysis of school leadership research was published in the book *School Leadership that Works* (Marzano et al., 2005). The purpose of the study was to examine the research literature from 1978 to 2001 on those school leadership factors that have a statistically significant relationship with student achievement. Over 300 studies were examined and 69 met the criteria for inclusion, one of which was that student achievement data were correlated with school administrator actions, or that correlations could be computed from the data available. In all, 2,802 K–12 schools were involved in the studies synthesized, with an estimated 14,000 teachers and 1,400,000 students. The overall finding was that school leadership has a statistically significant relationship with student achievement. Such leadership can be explained as 21 specific types of actions and behaviors enacted by school leaders.

**The Marzano Study of School Effectiveness**

The Marzano study of effective schools was published in the book *What Works in Schools* (Marzano, 2003). Although it did not focus specifically on school leadership, the study did specify 11 factors that schools must attend to if they are to enhance student achievement and the school leadership implications regarding those 11 factors.

**Framework: Leadership Evaluation**

MARZANO SCHOOL LEADERSHIP EVALUATION is based on The Marzano School Leadership Evaluation Model which is organized into 5 Domains with 24 Elements of school leader behavior that links contemporary research-based strategies to student achievement. The elements account for the 21 responsibilities that Dr. Marzano identified in a meta-analysis to have the highest impact on the effectiveness of schools.
A summary of the domains and elements are as follows:

Domain 1 – A Data-Driven Focus on Student Achievement (5 elements);
Domain 2 – Continuous Improvement of Instruction (5 elements);
Domain 3 – A Guaranteed and Viable Curriculum (3 elements);
Domain 4 – Communication, Cooperation and Collaboration (5 elements); and
Domain 5 – School Climate (6 elements).

Elements in the Marzano Model are parallel to Indicators in the Florida School Leader Assessment (FSLA). Domains are identified by I, II, III, IV, V, and the supporting Elements are identified in parenthesis, i.e. (1). The crosswalk below demonstrates alignment of elements in the Marzano Leadership Evaluation Model to indicators in the FSLA.

Each Marzano model has Domains, which are large areas of responsibility and each domain contains elements. Elements are clusters of strategies, which in this case are strategies of effective school leaders that may vary in technique based on context. The elements are described in what is also referred to as a focus statement. The focus statement identifies the key constructs necessary for the correct implementation of the strategy, which is considered to be at the developing level of the five – point developmental rating scale associated to this model. If a construct is missing the rating is at the beginning level and if a leader makes no attempt, the rating is at the not using level.

In addition to the domains and elements, evidences of specific actionable leadership behaviors are identified for each element in the protocol that was created for the element. The protocols of all of the Marzano models include sample evidence that is not meant to be an exhaustive list but a sampling of what the strategy might look like when implemented. The protocols contain rubrics that describe the levels above and two additional levels on that five-point scale. As mentioned previously, developing refers to the correct implementation of the strategy. Applying is means that the leader uses the strategy with all key constructs present and monitors for effectiveness in relationship to the desired effect for the element. Each element has a desired outcome that the strategy should facilitate when used correctly and while the outcome is not stated as raising student achievement, the result of using the strategy and monitoring its effectiveness should result in increased student achievement. Innovating is the highest value on the scale and it means there is evidence of implementation, monitoring for effectiveness and an adjustment that increases the effectiveness of using the strategy. The domains, elements, and rating scales support the evaluation criteria required by State Statues and SBE rules. Evidences indicated with an * in the sample evidences on the protocol are required evidences for the related element.

The Marzano School Leadership Model aligns with the Florida Principal Leadership Standards (FPLS). The Marzano School Leadership Model also aligns with the State adopted
teacher evaluation system using the common language of instruction and research based strategies linking school leadership with student achievement.

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

The Five Domains of the Model

Domain One: A Data-Driven Focus on Student Achievement

Domain One focuses on the decisions leaders make in terms of how they use student achievement data to assure continuous improvement in their building. Evidences in this domain are related to the development of, adherence to, monitoring of and revision of the school improvement plan. The desired behaviors captured in this domain area focus on the data that has been reviewed to develop a continuous improvement plan, the use of the data with enough frequency to monitor that school improvement plan’s success in reaching identified targets and the awareness of the staff to demonstrate that they are implementing the strategies of the school improvement plan.

Additionally, this domain necessitates the use of goals – overall student achievement goals (macro level) and individual goals (micro level) at the classroom level for raising student achievement. Individual achievement goals are directly related to the overall student achievement goals. Elements 3 and 4 refer to the system that is in place to regularly monitor student performance towards macro and micro level goals, respectively. Element 5 requires the leader to articulate the school-wide response that is in place for students who do not meet the goals at the macro level and have not shown enough progress at the micro level. The evidence in Element 5 should demonstrate that an appropriate intervention was in place, students were participating in that intervention and that progress is being monitored using the appropriate connected assessment of student achievement. Key questions for element five are: is there an appropriate intervention in place to meet the critical needs of the students and is progress being monitored in a way that tells if the intervention is effective.

Interventions can be school-wide or for a particular population. They may also be offered to enrich students. If the school has a large percentage of students classified as gifted, raising student achievement is likely to be connected to providing some form of enrichment that is more appropriate for the abilities of these students. The interventions may be a change in instruction for all students or they may programs for some students who are identified through data analysis or a curriculum screener.

To be effective in this area, data analysis must go beyond the surface level examination of the percentage of students in a demographic category. Individual student progress must be considered and teachers must connect student achievement at the macro and micro level to instruction that has been offered previously and responsively. Another implication is that this domain is focused on defining the achievement gap issues, identifying the students and
developing a plan for intervening with the appropriate student population using action steps that have a high probability of meeting their needs.

Ultimately, we would hope to see a school improvement plan that is reflective of prior student achievement data sources that are appropriate to gauge not only the status scores of students in terms of their performance (i.e., mastery of the appropriate grade level standards) but also their growth on key indicators of grade level performance. For example, we would hope to see at the kindergarten level that teachers delivering instruction in English Language Arts would demonstrate that they are tracking progress on grade-appropriate standards that relate to knowing key phonics skills at the kindergarten level, which include assessing students’ letter-sound knowledge. As a result, targets and indicators that are being monitored to ascertain if the school is making progress towards raising student achievement using the action steps identified in the school improvement plan must be grade-appropriate and sensitive to ascertaining if student performance on grade level standards and grade level content unless developmentally inappropriate for certain populations of students.

To demonstrate what is considered “correct teacher behavior,” the school administrator must demonstrate the key constructs in each element description (i.e., the focus statement). In summary, the focus of this domain is centered on establishing goals to raise student achievement and assuring that the work in the building is centered on meeting those goals.

To be applying in the elements related to these goals, there is a requirement that the work in this domain area in each element interacts with and is connected to what is done in Domain Two to reinforce that vision for instruction. For example, my plan as a principal for raising student achievement should identify the instructional strategies I expect teachers to use. These strategies should be grounded in what students need to know and be able to do, which in turn should be consistent with future measures of student achievement and tied to the goals for future performance on that measure. To that end, the evidence I collect to show that teachers and staff understand the goals, utilize individual student goals and provide responsive instruction grounded in student data may also serve as evidence in another domain such as Domain Two.

The first two elements are designed to be specific goals that teachers and staff not only demonstrate awareness of but take action towards achieving. Those action steps should serve as the content of the school improvement plan. Have you ever been in an organization where the members are unaware of the key strategies for increasing the outcomes they desire? This should not be true for leaders who reach the developing level on elements one and two of Domain One. If your teachers can show evidence that they know and are intentionally implementing the steps that have been identified in the school improvement plan, the school leader has created the conditions for having overall goals for student achievement (i.e., element one) resulting in that leader being rated at least at the developing level. If there is evidence that teachers take those macro level goals for overall student achievement and use them to develop goals for individual achievement, micro level goals, the leader has assured the conditions that teachers are using individual student goals as long as the focus of those goals are grade-level appropriate, standards-aligned and/or developmentally appropriate for children with delays or disabilities. A non-example might be the kindergarten teacher who tracks letter naming but does not focus on...
the connection to phonemic awareness or phonics is not using an appropriate target for raising overall student achievement at this grade level since the standards do not measure letter naming but the connections for letters and sounds. In element two, we would want to see that teachers monitor individual student achievement in a way that it reinforces what is meant to be standards-aligned instruction. The systems that are used to analyze data must allow teachers to review data that focuses on mastery of content that is connected to the standard and must facilitate them making a connection to instruction that preceded the data and that will follow the data as they plan for future instructional opportunities that were considerate of that data. The opportunities for intervention must also have the same connection to the system for reviewing data.

Domain Two: Continuous Improvement of Instruction

The entire set of elements in this domain hinges on the vision for instruction and the expectations for effective classroom instruction that have been communicated to the teachers. The first element requires the leader to identify how that vision had been communicated to the staff and how they know teachers understand that vision and are delivering instruction that is consistent with the vision. The vision should be aligned to the district expectations and non-negotiables for instruction. For example, the curriculum department may have said our teachers will not use round robin reading. The school's vision for instruction supports that and the feedback to teachers would reinforce that expectation.

Each element is Domain Two reinforces this umbrella element (i.e., element one – the vision for effective instruction). For example, elements two and five are about the professional development that is given to teachers to be able to grow their expertise in delivering effective instruction. Element three is the examination of what is seen in the classroom to gauge the overall picture of progress towards more effective practice throughout the building. The evidences for element three show that an administrator is aware of the instruction that is occurring in the classrooms in regard to the frequency of effective instructional strategies and less effective instructional strategies. As the administrator moves up on the rating scale, the teachers become aware of the overall picture of practice in the building and the instruction is described in a way that reinforces the vision for effective instruction. And finally, the observation and feedback process that connects student outcomes as part of the actionable feedback to reinforce the teachers' use of effective instructional strategies is captured as the evidence for element four. To receive a better rating here, the administrator’s evaluations should become more consistent with the student achievement data.

Domain Three: A Guaranteed and Viable Curriculum

Domain Three focuses on the implemented curriculum becoming more alike the intended curriculum. Like in the other domains discussed already, the first element has a connection to the others in the domain. All of the work seen in this area should help to guarantee that there is a viable curriculum in every classroom.

Guarantee refers to the likelihood that the instruction in one classroom is consistent with the instruction in other classrooms. For this reason, you will find that evidence related to the
way collaborative structures in the building are used tends to be connected to at least the first two
elements if not present in all of the elements in this domain. As a result, an element from
Domain Three may be scored along with an element from Domain Four, typically elements one
and three.

Viable refers to the necessity of the work around curriculum being standards – aligned. While the curriculum documents may be created centrally, this element refers to the school leader’s responsibility in assuring appropriate use of the district resources with a desire of that use being standards – aligned instruction as a result. It also recognizes that the school leader has a pivotal role in the creation and revision of that work in that the leader acts as the voice of the building and provides necessary feedback and input as to the effectiveness of those resources.

Domain Four: Communication, Cooperation and Collaboration

This domain is meant to serve as the support for the other domains. The strategies associated to these elements are meant to increase the effectiveness of the strategies and intentional behaviors associated to the other elements in the other four domains. As a result, these elements are not likely to be scored in isolation when school leaders are given formative feedback.

The key to understanding the elements in Domain Four is to ask who is involved in the collaboration and on what topic are they collaborating. This results in a natural connection to another element in the model. If the team is discussing assessment, the additional element is likely from Domain One. If the team is discussing curriculum, the additional domain would be related to an element in Domain Three. If the team is discussing school safety matters, the additional element would be in Domain Five.

Domain Five: School Climate

In Domain Five, the focus is on leadership behaviors that affect the school climate as a learning organization. Many of the desired effects are related to perception of a particular group. Dr. Marzano focused on climate believing that it differed from culture. He defined culture as something that you cannot change. It is the result of traditions and locale; whereas, climate is something that can be positively or negatively affected like the temperature.

The elements in Domain Five are meant to capture and describe the standards for intentional actions that school leaders engage in that impact the climate of the building. School climate is seen as a prerequisite condition that sets the parameters for how effective the instruction in the building will be. To this end, it like Domain Four identifies behaviors that impact the learning environment.

Alignment to the Florida Principal Leadership Standards

The Florida Leadership Standards and the Connection to the Marzano Model for School Leadership Evaluation
Purpose: The standards are set forth in rule as Florida’s core expectations for effective school administrators. The 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 the school leader’s personnel evaluation and the district’s professional development system as it relates to school leadership learning academies, school leadership preparation programs, and educator certification requirements.

Structure: There are ten standards grouped into four categories, which can be considered domains of effective leadership. Each standard has a title and includes, as necessary, descriptors that further clarify or define the standard. In doing so, standards may serve as competencies.

The connection to the Marzano model begins with the division of key areas of responsibilities, which have been organized into domains. The domains differ but cover very similar key responsibilities for the school leader. Below, the standards are organized into the domains identified by the Florida Department of Education with the connection to the Marzano model identified throughout the standards in parentheses.

Domain 1: Student Achievement

Standard 1: Student Learning Results - Effective school leaders achieve results on the school’s student learning goals.

- The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula (Domain 1, Elements 1, 2 and 5).
- Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state (Domain 1, Elements 3, 4, and 5).

Standard 2: Student Learning as a Priority - Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.

- The leader enables faculty and staff to work as a system focused on student learning (Domain 4, Elements 1 and 3)
- The leader maintains a school climate that supports student engagement in learning (Domain 5, Elements 3 and 4).
- The leader generates high expectations for learning growth by all students (Domain 1, Element 1; Domain 3, Element 3).
- The leader engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school (Domain 1, Element 5; Domain 3, Element 3; Domain 4, Element 3).
Domain 2: Instructional Leadership

Standard 3: Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction.

- The school leader engages in data analysis for instructional planning and improvement (Domain 1, Elements 3 and 4; Domain 2, Element 4).
- The school leader communicates the relationships among academic standards, effective instruction, and student performance (Domain 3, Element 1 and Domain 4, Element 1).
- The school leader implements the district’s adopted curricula and state’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school (Domain 3, Elements 1, 2 and 3).
- The school leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula (Domain 3, Element 1; Domain 4, Element 3).

Standard 4: Faculty Development - Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.

- The school leader generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan (Domain 1, Elements 1 and 3; Domain 2, Elements 2 and 5).
- The school leader evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction (Domain 2, Element 4)
- The school leader employs a faculty with the instructional proficiencies needed for the school population served (Domain 2, Element 2)
- The school leader identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology (Domain 2, Elements 2 and 5).
- The school leader implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction (Domain 2, Elements 2 and 5; Domain 3, Element 3; Domain 4, Element 3).
- The school leader provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year Domain 2, Element 5, Domain 4, Elements 1, 2, and 3; Domain 5, Element 5).
Standard 5: Learning Environment - Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population.

- The school leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy (Domain 5, Elements 3 and 4).
- The school leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning (Domain 5, Elements 3 and 4).
- The school leader promotes school and classroom practices that validate and value similarities and differences among students (Domain 3, Element 3).
- The school leader provides recurring monitoring and feedback on the quality of the learning environment (Domain 2, Elements 1, 3, and 4).
- The school leader initiates and supports continuous improvement processes focused on the students’ opportunities for success and well-being (Domain 1, Elements 1 and 3; Domain 2, Element 3).
- The school leader engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps (Domain 3, Element 3).

Domain 3: Organizational Leadership

Standard 6: Decision Making - Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.

- The school leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency (Domain 2, Element 1 and 4; Domain 4, Element 1).
- The school leader uses critical thinking and problem solving techniques to define problems and identify solutions (Domain 5, Element 2).
- The school leader evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed (Domain 5, Element 2).
- The school leader empowers others and distributes leadership when appropriate (Domain 4, Element 4 specifically for delegation but elements 1-3 and 5 apply).
- The school leader uses effective technology integration to enhance decision making and efficiency throughout the school (Domain 4, Elements 1-5).
Standard 7: Leadership Development - Effective school leaders actively cultivate, support, and develop other leaders within the organization.

- The school leader identifies and cultivates potential and emerging leaders (Domain 4, Element 4).
- The school leader provides evidence of delegation and trust in subordinate leaders (Domain 4, Element 4).
- The school leader plans for succession management in key positions (Domain 4, Element 4).
- The school leader promotes teacher–leadership functions focused on instructional proficiency and student learning (Domain 1, Elements 3 and 4; Domain 4, Elements 1-4).
- The school leader develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders (Domain 4, Element 5; Domain 5, Element 4 and 6).

Standard 8: School Management - Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

- The school leader organizes time, tasks and projects effectively with clear objectives and coherent plans (Domain 5, Element 5).
- The school leader establishes appropriate deadlines for him/herself and the entire organization (Domain 5, Element 1 and 5).
- The school leader manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development (Domain 4, Elements 1-4; Domain 5, Element 5).
- The school leader is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities (Domain 5, Element 5).

Standard 9: Communication - Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

- The school leader actively listens to and learns from students, staff, parents, and community stakeholders (Domain 4, Element 4 and 5).
- The school leader recognizes individuals for effective performance (Domain 5, Element 6).
- The school leader communicates student expectations and performance information to students, parents, and community (Domain 1, Element 3; Domain 5, Element 6).
• The school leader maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school (Domain 4, Elements 1-5).
• The school leader creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues (Domain 4, Elements 1-5).
• The school leader utilizes appropriate technologies for communication and collaboration (Domain 4, Elements 1-5).
• The school leader ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions (Domain 1, Elements 3 and 4).

Domain 4: Professional and Ethical Behavior:

Standard 10: Professional and Ethical Behaviors - Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

• The school leader adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C. (Domain 5, Elements 1 and 2).
• The school leader demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership (Domain 1, Element 1; Domain 2, Element 1; Domain 5, Element 3 and 4).
• The school leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community (Domain 5, Elements 3-6).
• The school leader engages in professional learning that improves professional practice in alignment with the needs of the school system (Domain 5, Element 1).
• The school leader demonstrates willingness to admit error and learn from it (Domain 5, Elements 1 and 2).
• The school leader demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback (Domain 5, Element 1).

Process for Providing Feedback

The leader and supervisor will have a discussion at least 3 times throughout the year to ensure progress is being made on each of the five domains. These discussions will allow the leader and supervisor to focus on the successful implementation of the domains and elements and the Deliberate Practice. Through the use of the Conference/Evaluation Form which utilizes a five point rubric, the administrator will know the status of the Leadership Practice portion of the
Final Evaluation; the form is located in the iObservation system. The ratings provided throughout the year are developmental in that the final evaluation considers only the last rating, which means that no matter how many times an element is rated, the purpose is for formative feedback. The summative consists of only the last rating that was given.

Additional Metric: Deliberate Practice Guidelines

The leaders work on specific improvements in mastery of educational leadership is a separate metric and is combined with the Status Score for the Leadership Practice Score which is added to the Student Growth Score to determine a Final Leadership Effectiveness Score. Deliberate Practice will be explained further in the next section.

Like in the teacher model, deliberate practice is a mindful, systematic, series of steps intended to be a highly – structured effort to continuously seek improvement in the use of an intentional strategy for a clearly defined purpose or problem. School leaders use deliberate practice to grow in a specific area as defined by one or more of the elements in the evaluation model through a series of planned activities, reflection, and collaboration. School leaders develop a deliberate practice growth plan that is scored in addition to their observable leadership practice score.

Essentially deliberate practice is the measure of growth from the beginning of the school year in an identified element or elements, which a percentage of the score is added to a percentage of the observable leadership practice score. A student growth score is accounted for in the overall score as defined by Florida statute resulting in a final evaluation score.

Final scores are a combination of the observed leadership practice score, the deliberate practice score and the student growth score defined by the Florida statute. As with the teacher evaluation model, the school leader must submit all evidence for each of the elements and the deliberate practice prior to the evaluator finalizing the evaluation.

The seven steps of MARZANO SCHOOL LEADERSHIP EVALUATION 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 or assistant 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 will occur. This year, the orientation to the model was related to the shift to using the national version of the model rather than the Florida model, which contained two additional elements and a variance in the language used to describe the elements. The orientation step includes:

- The District will provide orientation and training on the Florida Principal Leadership Standards (FPLS), Student Success Act, applicable State Board of Education rules,
• All administrators and evaluators will have access to the content and processes that are subject to the evaluation system. All administrators and evaluators will have access to the same information and expectations. This may be provided by the administrator’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 administrator is expected to engage in personal reflection on the connection between his/her practice and the FPLS and the Domains and elements in the evaluation system. This is a “what do I know and what do I need to know” self-check aligned with the FPLS and the evaluation system indicators.

• The supervisor assures that the school leader is aware of the resources available in the iObservation system that archives all feedback provided.

**Step 2: Initial Evaluation and Planning:**

After orientation processes, the administrator and evaluator prepare for a formal conference to address evaluation processes and expectations. Two things occur:

• Administrator’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 administrator gathers any data or evidence that supports an issue as an improvement priority. This may include Data Dialogue information ~ 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 administrator and for student achievement issues at the school.

**Step 3: Initial Meeting between administrator and evaluator:**

A meeting on “expectations” held between administrator and evaluator to address the following:

• Evaluation processes are reviewed and questions answered.

• Perceptions from initial 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.

• Relationship of evaluation indicators to the SIP, student achievement and District supported initiatives are discussed.

• Proposed elements for Deliberate Practice (additional metric) are discussed and determined, or a timeframe for selection of Deliberate Practice elements are set. 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 administrator’s growth and the summative evaluation.
**Step 4: Monitoring, Data Collection, and Application to Practice:**

Evidence is gathered that provides insights on the administrator’s proficiency on the issues in the evaluation system by those with input into the administrator’s evaluation.

- The administrator shares with evaluator evidence of practice on which the administrator seeks feedback or wants the evaluator to be informed.
- The evaluator accumulates data and evidence on administrator’s actions or impact of administrator’s actions during the routine conduct of work. Such data and evidence may come from site visits, be provided by the administrator, 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 indicators.
- As evidence and observations are obtained that generate specific and actionable feedback, it is provided to the administrator in a timely manner. Feedback may be provided face-to-face, via iObservation 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 administrator 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 administrator and 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 indicators which the evaluator has identified for a specific status update are reviewed. (The administrator is given notice of these indicators prior to the Progress Check, as the feedback expected is more specific than that for the general indicator overview.)
- The administrator 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 indicators in the district system. Any indicator that the evaluator or the administrator 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 administrator was proficient, the administrator is provided notice that the element(s) will be addressed in a follow-up meeting.
o The absence of evidence is explained by lack of opportunity for the evaluator to note anything relevant, and administrator is asked to provide follow-up data on the element prior to the year-end conference.

o 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 Developing (D), Beginning (B) or Not Using (NU) rating emerges.

- Any actions or inactions which might result in an unsatisfactory rating on a domain or element area if not improved are communicated.
- Any element(s) 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.
- MARZANO SCHOOL LEADERSHIP EVALUATION Evaluation Form is used to provide feedback on all indicators 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 preview of the final Leadership Practice evaluation:

The summative evaluation form is prepared by the evaluator and a performance rating assigned.

- Consider including relevant and appropriate evidence by any party entitled to provide input into the administrator’s evaluation.
- Review evidence on administrator’s proficiency on elements.
- Use accumulated evidence and ratings on elements to rate each Domain.
- Consolidate the ratings on the elements into Domain ratings.
- Consolidate Domain ratings, using MARZANO SCHOOL LEADERSHIP EVALUATION weights, to calculate an instructional practice score.

Step 7: Year-end Meeting between administrator and evaluator:

The year-end meeting addresses the Leadership Practice Score and Student Growth Measures.

- The overall ratings of the elements are reviewed and a Status Score assigned.
- The administrator’s growth on the Deliberate Practice elements is reviewed and a Deliberate Practice Score assigned.
- The Status Score and Deliberate Practice Score are combined (as per weighting formula) to generate a Leadership Practice Score.
- If the Student Growth Measurement (SGM) score is known, inform the administrator 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 administrator 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 administrator of District process moving forward.

• Review priority growth issues that should be considered at next year’s Step 2 and Step 3 processes.

Scoring Guide for MARZANO SCHOOL LEADERSHIP EVALUATION Metrics

Like the teacher evaluation model, the developmental rating scales are organized in the same manner with five levels of performance as seen in the table below. Each level of performance corresponds to an appropriate level of impact. Notice that the level of impact increases as the ratings approve. Ratings should not be given at the highest levels of the scale, applying and innovating, unless the criteria have been met at the developing level.

Each element has a set of key constructs found in the element description. If all of the key constructs are present, the school leader would be rated at the developing level. The manual shows the connection with the National Model, which we are scheduled to transition to in the fall of 2015. The key constructs in the Florida Model and the National Model are very similar and the developmental rating scale is identical.

• Not Using (0) – little or no evidence of the strategy being used
• Beginning (1) – strategy is being attempted but either not accurately or not completely
• Developing (2) - evidence of implementation of correct use of the strategies
• Applying (3) – evidence of implementation of the correct use of the strategies + monitoring for evidence of effectiveness in relationship to the desired effect
• Innovating (4) – evidence of implementation of the correct use of the strategies + monitoring for evidence of effectiveness in relationship to the desired effect + an adjustment to increase the effectiveness

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 School Administrators being evaluated using MARZANO SCHOOL LEADERSHIP EVALUATION which is based on the state approved Marzano School Leadership Evaluation Model, the summative annual performance level is based on three factors:

• Leadership Practice Score: An assessment of the administrator’s proficiency on the Florida Principal Leadership Standards (FPLS). A system for feedback and growth based on the administrator’s work and impact of that work on others.
• Deliberate Practice (DP): Deep learning and growth on a few very specific aspects of educational leadership.
• **Student Growth Measures Score (SGM):** The performance of students under the administrator’s supervision. The specific growth measures used and “cut points” applied will conform to Florida Statutes and State Board rules. This represents 40-50% of the Final Leadership Effectiveness Score.

The percentages for the use of data in the school leadership model based on levels of experience. For leaders with 1-3 years of experience, the total leadership practice score, which is a combination of the leadership practice score and the deliberate practice score represents 60% of the evaluation score. The student growth measure accounts for the other 40%. For leaders with more than 3 years of experience, the total leadership practice score, which is a combination of the leadership practice score and the deliberate practice score represents 50% of the evaluation score. The student growth measure accounts for the other 50%.

**Summary of Scoring Processes**

The Marzano School Leadership Evaluation Model describes five domains with 24 elements of school leader behavior that research shows has an impact on raising student achievement. The domains, elements and weight are broken down as follows and are used to calculate the weighted average to which the deliberate practice score is added to achieve a combined total leadership practice score:

Domain 1 – A Data-Driven Focus on Student Achievement (20%)
Domain 2 – Continuous Improvement of Instruction (40%)
Domain 3 – A Guaranteed and Viable Curriculum (20%)
Domain 4 – Communication, Cooperation and Collaboration (10%)
Domain 5 – School Climate (10%)

The Leadership Practice Score is assigned a rating using the criteria established in the chart below.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>3.5 - 4.0</td>
</tr>
<tr>
<td>Effective</td>
<td>2.5 - 3.49</td>
</tr>
<tr>
<td>Needs Improvement/Developing</td>
<td>1.5 - 2.49</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>0.0 - 1.49</td>
</tr>
</tbody>
</table>

**Rating Scale for Domain Elements**

The elements receive a rating that corresponds with the values listed in this table. Those values form a total score for the domain. The domain score is calculated to achieve the weighted average using the percentiles listed above.

<table>
<thead>
<tr>
<th>Formative Ratings used for each Domain Element</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating</td>
<td></td>
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<tr>
<td>Applying</td>
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<tr>
<td>Developing</td>
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<tr>
<td>Beginning</td>
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<td></td>
</tr>
<tr>
<td>Not Using</td>
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</tbody>
</table>
The twenty-four elements are organized into the five domains; these elements are scored using the formative rating scale identified above.

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

1(1) Clear, measurable goals for overall student achievement

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

<table>
<thead>
<tr>
<th>Not Using</th>
<th>Beginning</th>
<th>Developing</th>
<th>Applying</th>
<th>Innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.</td>
<td>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.</td>
<td>The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals.</td>
</tr>
</tbody>
</table>

**Sample Evidences**

- 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

1(2) Clear, measurable goals for individual student achievement

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

<table>
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<tr>
<th>Not Using</th>
<th>Beginning</th>
<th>Developing</th>
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<th>Innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school leader does not attempt to ensure that written achievement goals that are clear, measurable, and focused are established for each student.</td>
<td>The school leader attempts to ensure that written achievement goals that are clear, measurable, and focused are established for each student but does not</td>
<td>The school leader ensures each student has written achievement goals that are clear, measurable and focused on appropriate needs.</td>
<td>The school leader ensures each student has written achievement goals that are clear, measurable, and focused on appropriate needs AND regularly monitors that teachers</td>
<td>The school leader ensures adjustments are made or new methods are utilized so that all faculty and students sufficiently understand the goals.</td>
</tr>
<tr>
<td>Not Using</td>
<td>Beginning</td>
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<tr>
<td>The school leader does not attempt to ensure that data are available for tracking overall student achievement.</td>
<td>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.</td>
<td>The school leader ensures that data are available for tracking overall student achievement.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

1(3) Monitors progress on overall student achievement goals
- The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.

Sample Evidences
- 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

1(4) Monitors progress on individual student achievement goals
- The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals for individual students.

Sample Evidences
- 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

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</tbody>
</table>
The school leader does not attempt to ensure that data are available for individual student achievement.

The school leader attempts to ensure that data are available for individual student achievement but does not complete the task or does so partially.

The school leader ensures that data are available for individual student achievement.

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.

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.

### Sample Evidences

- 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

1(5) Practices are in place to help all students meet achievement goals

- 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.

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</tr>
</thead>
<tbody>
<tr>
<td>The school leader does not attempt to ensure that programs and practices are in place for individual students who are not making adequate progress.</td>
<td>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.</td>
<td>The school leader ensures that programs and practices are in place for individual students who are not making adequate progress.</td>
<td>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.</td>
<td>The school leader continually examines and expands the options for individual students to make adequate progress.</td>
</tr>
</tbody>
</table>

### Sample Evidences

- 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 meet 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 2: Continuous Improvement of Instruction**

2(6) Clear vision on instruction
- The school leader provides a clear vision as to how instruction should be addressed in the school.

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<th>Innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school leader does not attempt to ensure that a school-wide language or model of instruction is in place.</td>
<td>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.</td>
<td>The school leader ensures that a school-wide language or model of instruction is in place.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

Sample Evidences
- 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

2(7) Supports and retains teachers who enhance their skills
- The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

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<th>Innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school leader does not attempt to ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress.</td>
<td>The school leader attempts to ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress.</td>
<td>The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress.</td>
<td>The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress.</td>
<td>The school leader regularly intervenes with and supports teachers who are not meeting their growth goals or adequately enhancing their...</td>
</tr>
</tbody>
</table>
but does not complete the task or does so partially. AND monitors the extent to which teachers achieve their growth goals. achievement of their students.

Sample Evidences

- 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

2(8) Awareness of predominant instructional practices

- The school leader is aware of predominant instructional practices throughout the school.

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<th>Applying</th>
<th>Innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school leader does not attempt to ensure that information about predominant instructional strategies in the school is collected.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating.</td>
</tr>
</tbody>
</table>

Sample Evidences

- 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

2(9) Ongoing evaluations with multiple data sources
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.

### Not Using
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.

### Beginning
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.

### Developing
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.

### Applying
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.

### Innovating
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.

### Sample Evidences
- 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

2(10) Relevant job-embedded professional development

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

### Not Using
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.

### Beginning
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.

### Developing
The school leader ensures that job-embedded professional development that is directly related to their instructional growth goals is provided to teachers.

### Applying
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.

### Innovating
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.

### Sample Evidences
- Online professional development courses and resources are available to teachers regarding their instructional growth goals
- The 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 3: A Guaranteed and Viable Curriculum

**3(11) Adheres to state and district curriculum standards**
- The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

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</thead>
<tbody>
<tr>
<td>The school leader does not attempt to ensure that both the written curriculum and accompanying assessments adhere to state and district standards.</td>
<td>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.</td>
<td>The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards.</td>
<td>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.</td>
<td>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.</td>
</tr>
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</table>

**Sample Evidences**
- 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

### 3(12) Focused curriculum
- The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

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<tbody>
<tr>
<td>The school leader does not attempt to ensure that the written curriculum has been unpacked in</td>
<td>The school leader attempts to ensure that the written curriculum has been unpacked in such</td>
<td>The school leader ensures that the written curriculum has been unpacked in such</td>
<td>The school leader ensures that the written curriculum has been unpacked in such</td>
<td>The school leader ensures that essential elements of the curriculum are</td>
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unpacked in such a manner that essential elements have been identified. | such a manner that essential elements have been identified but does not complete the task or does so partially. | a manner that essential elements have been identified. | 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. | regularly examined and revised with an eye toward making instruction more focused and efficient.

### Sample Evidences

- 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
- 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

### 3(13) Students have the opportunity to learn critical content

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

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<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum.</td>
<td>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.</td>
<td>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.</td>
</tr>
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</table>

### Sample Evidences

- 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 4: Cooperation and Collaboration

4(14) Teachers can observe and discuss effective teaching

- The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

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</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>The school leader intervenes and supports teachers who do not actively participate in opportunities to interact regarding effective instructional practices.</td>
<td></td>
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</table>

#### Sample Evidences

- 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

4(15) Teachers have roles in decision-making

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

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<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>For specific types of decisions, the school leader ensures that formal processes are in place to collect data from all teachers regarding their preferences.</td>
<td>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</td>
<td>The school leader continually seeks new venues for teacher input regarding important decisions.</td>
</tr>
</tbody>
</table>
Sample Evidences

- 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 leader 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

4(16) Teacher teams regularly address school issues

- 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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</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

Sample Evidences

- 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

4(17) Staff can provide input on school functions

- 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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</thead>
<tbody>
<tr>
<td>The school leader does not attempt to ensure that input is regularly collected from teachers and staff and does not appropriately delegate responsibilities.</td>
<td>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.</td>
<td>The school leader ensures that input is regularly collected from teachers and staff and appropriately delegates responsibilities.</td>
<td>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.</td>
<td>The school leader intervenes and provides support when delegation of authority and teacher input is not working to optimize the function of the school.</td>
</tr>
</tbody>
</table>

**Sample Evidences**

- 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.

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**4(18) Students, parents, and community can provide input**

- 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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<tbody>
<tr>
<td>The school leader does not attempt to ensure that input is regularly collected from students, parents, and community.</td>
<td>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.</td>
<td>The school leader ensures that input is regularly collected from students, parents, and community.</td>
<td>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.</td>
<td>The school leader intervenes and provides support when students, parents, and community input is not working to optimize the function of the school.</td>
</tr>
</tbody>
</table>

**Sample Evidences**

- 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 leader can explain how the use of input from the school community has resulted in improved functioning of the school
• The 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 5: School Climate

5(19) Recognized leader of the school

- The school administrator is recognized as the leader of the school who continually improves his or her professional practice.

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</thead>
<tbody>
<tr>
<td>The school leader does not attempt to demonstrate leadership skills and does not engage in activities to improve his/her professional practices.</td>
<td>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.</td>
<td>The school leader demonstrates leadership skills and continually engages in activities to improve his/her professional practices.</td>
<td>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.</td>
<td>The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve leadership skills.</td>
</tr>
</tbody>
</table>

Sample Evidences

- 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

5(20) Trust of faculty and staff

- The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.
The school leader does not attempt to perform with integrity and in the best interest of all students.

The school leader attempts to perform with integrity and in the best interest of all students but does so sporadically or inconsistently.

The school leader performs with integrity and in the best interest of all students.

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.

The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve how he/she performs or is perceived.

Sample Evidences
- 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"

5(21) Faculty and staff perceive a safe environment
- The school leader ensures that faculty and staff perceive the school environment as safe and orderly.

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<tbody>
<tr>
<td>The school leader does not attempt to ensure that well-defined routines and procedures that lead to safe and orderly conduct are in place.</td>
<td>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.</td>
<td>The school leader ensures that well-defined routines and procedures that lead to orderly conduct are in place.</td>
<td>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.</td>
<td>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.</td>
</tr>
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</table>

Sample Evidences
- 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 leader as highly visible and accessible
- When asked, faculty and staff describe the school as a place focused on learning
5(22) Students, parents, and community perceive a safe environment

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

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<td>The school leader ensures that well-defined routines and procedures that lead to orderly conduct are in place.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

Sample Evidences

- 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

5(23) Focus on effective instruction and student achievement

- 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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</thead>
<tbody>
<tr>
<td></td>
<td>The school leader does not attempt to manage the fiscal, operational, and technological resources necessary to support effective teaching.</td>
<td>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.</td>
<td>The school leader manages the fiscal, operational, and technological resources necessary to support effective teaching.</td>
<td>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.</td>
<td>The school leader actively seeks and procures extra resources to enhance instruction and the achievement of all students.</td>
</tr>
</tbody>
</table>

Sample Evidences

- Materials and resources for specific classes and courses meet the state or district specifications for those classes and courses
- Time available for specific classes and courses meets 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

5(24) Acknowledges success

- The school leader acknowledges the success of the whole school, as well as individuals within the school.

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<tbody>
<tr>
<td>The school leader does not attempt to acknowledge and create the accomplishments of the school as a whole or the accomplishments of individuals within the school.</td>
<td>The school leader attempts to acknowledge and create 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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

Sample Evidences

- 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
3. **Other Indicators of Performance**

**Directions:**

The district shall provide:

- The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;
- The percentage of the final evaluation that is based upon the additional indicators; and
- The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].

Examples include the following:

- Deliberate Practice - the selection of indicators or practices, improvement on which is measured during an evaluation period
- Peer Reviews
- Objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement
- Individual Professional Leadership Plan
- Other indicators, as selected by the district

**Deliberate Practice Guidelines**

For deliberate practice - the leaders work on specific improvements in mastery of educational leadership is a separate metric and is combined with the Status Score for the Leadership Practice Score which is added to the Student Growth Score to determine a Final Leadership Effectiveness Score.

### Deliberate Practice and the School Leader Evaluation Model in OCPS

**Deliberate Practice Priorities:** The leader and the evaluator identify 1 to 4 specific and measurable priority learning goals related to teaching, learning, or school leadership practices that impact student learning growth. One – three elements are recommended.

- The goal of a deliberate practice process is an intended result and will include “scales” 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 elements are “thin slices” of behaviors – not broad overviews or long term goals taking years to accomplish.
Deliberate practice ratings are based on comparison of proficiency at a “start point” and proficiency at a designated “evaluation point”. The start point data will be based on a preceding year’s evaluation data on a specific element or domain, or determined by school leader and evaluator either at the end of the preceding work year or at the start of the new work year in which the DP elements will be used for evaluation.

Relationship to other measures of professional learning: Deliberate Practice elements are specific and deep 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.

Selecting Growth Elements (examples):
Growth target 1: 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.
Growth target 2: An issue related to a knowledge base or skill set relevant to instructional leadership selected by leader).
Growth target 3-4: Optional: additional issues as appropriate.
- The addition of more targets should involve estimates of the time needed to accomplish targets 1 and 2. Where targets 1 and 2 are projected for mastery in less than half of a school year, identify additional target(s).

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.

Rating Scheme
- Unsatisfactory = no significant effort to work on the targets
- Needs Improvement = evidence some of the progress points were accomplished but not all of the targets
- Effective = target accomplished
- Highly effective = exceeded the targets and able to share what was learned with others

The rating scheme is then aligned to points which are utilized in determining the Leadership Practice Score.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Points</th>
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<tbody>
<tr>
<td>Highly Effective</td>
<td>4</td>
</tr>
<tr>
<td>Effective</td>
<td>3</td>
</tr>
<tr>
<td>Needs Improvement/Developing</td>
<td>2</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>1</td>
</tr>
</tbody>
</table>
Sample Deliberate Practice Form

Below is a sample of the Deliberate Practice form utilized by school leaders. The actions steps listed are automatically included in the form. School leaders are expected to add additional steps related to their own personal growth.

<table>
<thead>
<tr>
<th>Observation Start:</th>
<th>Observation End:</th>
<th>Learner:</th>
<th>Approved By:</th>
<th>Approved Date:</th>
</tr>
</thead>
</table>

Target Element:

<table>
<thead>
<tr>
<th>Start Point:</th>
<th>Final Goal:</th>
<th>Current Level:</th>
</tr>
</thead>
</table>

Current condition I want to see improved as a result of focusing on this strategy:

Changes in professional behavior I expect to make as a result of focusing on this strategy:

Impact on student achievement and teacher/staff behavior as a result of these actions will be:

Action Steps:

- Conduct self-assessment
  (Date: ______)  
  
- Research targeted element and determine how to measure the effectiveness of the work in the school setting
  (Date: ______)

- Submit plan to supervisor for approval
  (Date: ______)  
  
- Supervisor will approve the plan or return for revision
  (Date: ______)  
  
- School Leader should research targeted element and collaborate with others through professional learning communities
  (Date: ______)

- Mid-point Check-in Supervisor will review progress on Action Plan and provide feedback on the progress monitoring
  (Date: ______)

- School leaders should continue collaborating and progress monitoring their work.
  (Date: ______)  
  
- Supervisors will review progress on Action Plan and provide final rating
  (Date: ______)  

Peer Reviews

 Principals are not responsible for providing input into the evaluations of other principals; however, they are encouraged to collaborate on the use of the strategies. Support is provided for school leaders needing additional assistance to be successful.
This year the district has contracted with retired principals and area superintendents, who had worked in the district previously, to offer support to new principals and principals whose school data for student achievement and/or leadership practice scores indicate additional support might be needed.

Central office support is also available on the teacher evaluation process and curriculum implementation. Each learning community has an Area Superintendent, Executive Area Director and Senior Administrator who regularly differentiate the support they provide to building leaders. However, the Area Superintendents and Executive Area Directors are the only evaluators of the school principal.

**Individual Professional Leadership Plan**

The first element of Domain Five of the Marzano School Leadership Model is focused on the personal professional growth activities of the school leader. However, the deliberate practice plan that is completed by an administrator as described above involves a series of improvement efforts to develop a particular area of leadership.

Other growth opportunities that have been offered to support school leaders is the application process that leaders engage in to attend a formal, week long session at Harvard University to engage in an intense, focused professional development series during the summer. School leaders are selected to attend and to form professional learning communities where they continue to explore what they learned as they apply it throughout the year.

Select school leaders will participate this year in a regular program of professional development where modules are offered by the National Institute of School Leaders. The program will be offered at the district and will involve practical units of study focused on the work of the principal.

A select group of applicants from the principal preparation pool are interviewed by Cabinet and Executive team members and chosen to participate in a program called Level Five Leadership. The program involves meetings with the Cabinet / Executive team members to discuss topics related to developing effective instructional leaders, which is directly connected to the strategies in the evaluation model and the Florida standards for leaders.

A two – year professional development program is provided to develop future principals where sitting assistant principals receive professional development from sitting principals on topics that are crucial for successful instructional leadership, which is directly connected to the strategies in the evaluation model and the Florida standards for leaders. Those sessions are followed by practical case study, project experiences and a final presentation of the learning outcomes at the conclusion of the program.

**Input Mechanisms**

Area Superintendents are responsible for the evaluation of all K-12 principals assigned to them and these evaluations are completed with the assistance of the Executive Area Director. Principals are responsible for the assistant principals who work in their schools. Associate Superintendents are responsible for evaluating the principals in all Exceptional Student Centers and Alternative Schools, as well as for the Technical Centers that fall under their areas of responsibility.

Other input for the school principal evaluation can include information from the surveys connected to the school improvement process. The school principals in most instances are able
to choose from district surveys or customize the survey to meet the interests of the school or school community. The principal committee recommended that surveys are developed to seek information consistent with the school leadership evaluation system with the assistance of representative school leaders. Surveys are available to students, parents, and support personnel. Evaluating administrators may request input from district staff as needed or when an area of weakness has been identified that will require coaching or mentoring. The results of the surveys would most likely be reflected in some of the elements in Domain Four and Domain Five.
4. **Summative Evaluation Score**

**Directions:**

The district shall provide:

- The summative evaluation form(s); and
- The scoring method, including how it is calculated and combined; and
- The performance standards used to determine the summative evaluation rating.

Districts shall use the four performance levels provided in s. 1012.34(2)(e), F.S., [Rule 6A-5.030(2)(e), F.A.C.].

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**The Process for the Summative Evaluation**

The scoring process for MARZANO SCHOOL LEADERSHIP EVALUATION is similar to how teachers are scored in the Marzano Teacher Evaluation Model. The score is calculated in the iObservation system. The steps are as follows:

**Step 1:** The last rating for the element is the one that is used in the final score.

**Step 2:** Multiply the score for each element by the weight for the element.

   If no rating is recorded for an element the lowest score is used: 1

**Step 3:** Add together weighted scores for a final score.

**Step 4:** This score will be used as the Final Leadership Practice Score.

**Step 5:** Calculate the Deliberate Practice average growth level.

**Step 6:** Find the Deliberate Practice score based on the scoring rules.

**Step 7:** Add Leadership Practice, Deliberate Practice, and Student Growth Scores for the Final Leadership Effectiveness Score and Proficiency Rating. The percentages are used according to the information described previously.

Distinguishing between proficiency ratings:

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. The previous rating system of “satisfactory” and “unsatisfactory” does not provide any guidance as to where those who repeat past performance levels will fall in the shift to research and standards-based assessments. Both
school administrators and evaluators should reflect on performance based on the new FPLS and the rubrics of MARZANO SCHOOL LEADERSHIP EVALUATION.

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” administrator helps every other element within the organization become as good as they are. In normal distributions, some administrators will be rated highly effective on some indicators, but very few administrators will be rated highly effective as a summative performance level.

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 administrators toward increasingly effective performance.

Performance at the “Unsatisfactory” level describe administrators 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.

The range for these ratings is consistent with the Florida system used in teacher evaluation.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>3.50-4.00</td>
</tr>
<tr>
<td>Effective</td>
<td>2.50-3.49</td>
</tr>
<tr>
<td>Needs Improvement/Developing</td>
<td>1.50-2.49</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Up to 1.49</td>
</tr>
</tbody>
</table>

The leadership practice score and the deliberate practice score are used to calculate the percentage of the evaluation that is not related to the student growth portion. For administrators with less than three years of experience, the student growth score is 40% of the evaluation with the other 60% attributed to the final leadership practice score. For administrators with more than three years of experience, the student growth score is 50% of the evaluation with the other 50% attributed to the final leadership practice score. Deliberate practice scores are based on the change in the rating from the first time it is observed to the final rating and it is calculated at 20% of the final leadership practice score for all administrators regardless of years of experience.
## Summative Evaluation Forms

### Administrators with Three or More Years of Experience in the District

<table>
<thead>
<tr>
<th>Final Score Scale:</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.50-4.00</td>
<td>2.50-3.49</td>
<td>1.50-2.49</td>
<td>Up to 1.49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership Practice Score:</th>
<th>Leadership Practice Weight: 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>Effective</td>
</tr>
<tr>
<td>3.50-4.00</td>
<td>2.50-3.49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Score:</th>
<th>Leadership Practice Score:</th>
<th>Leadership Practice Weight: 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highly Effective</td>
<td>Effective</td>
</tr>
<tr>
<td></td>
<td>3.50-4.00</td>
<td>2.50-3.49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status Score:</th>
<th>Deliberate Practice Score:</th>
<th>Leadership Practice Weight: 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>(80% Weight of Leadership Practice Score)</td>
<td>(20% Weight of Leadership Practice Score)</td>
<td></td>
</tr>
<tr>
<td>Domain 1 Score:</td>
<td>Domain 2 Score:</td>
<td>Domain 3 Score:</td>
</tr>
<tr>
<td>(20% Weight of Status Score)</td>
<td>(40% Weight of Status Score)</td>
<td>(20% Weight of Status Score)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domain 4 Score:</td>
<td>Domain 5 Score:</td>
<td>Student Growth Score Scale:</td>
</tr>
<tr>
<td>(10% Weight of Status Score)</td>
<td>(10% Weight of Status Score)</td>
<td>Student Growth Score Weight: 50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Growth Score:</th>
<th>Student Growth Score Weight: 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>Effective</td>
</tr>
<tr>
<td>3.50-4.00</td>
<td>2.50-3.49</td>
</tr>
</tbody>
</table>

## Administrators with Less Than Three Years of Experience in the District

<table>
<thead>
<tr>
<th>Final Score Scale:</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Developing</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.50-4.00</td>
<td>2.50-3.49</td>
<td>1.50-2.49</td>
<td>Up to 1.49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership Practice Score:</th>
<th>Leadership Practice Weight: 60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>Effective</td>
</tr>
<tr>
<td>3.50-4.00</td>
<td>2.50-3.49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Score:</th>
<th>Leadership Practice Score:</th>
<th>Leadership Practice Weight: 60%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highly Effective</td>
<td>Effective</td>
</tr>
<tr>
<td></td>
<td>3.50-4.00</td>
<td>2.50-3.49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status Score:</th>
<th>Deliberate Practice Score:</th>
<th>Leadership Practice Weight: 60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>(80% Weight of Leadership Practice Score)</td>
<td>(20% Weight of Leadership Practice Score)</td>
<td></td>
</tr>
<tr>
<td>Domain 1 Score:</td>
<td>Domain 2 Score:</td>
<td>Domain 3 Score:</td>
</tr>
<tr>
<td>(20% Weight of Status Score)</td>
<td>(40% Weight of Status Score)</td>
<td>(20% Weight of Status Score)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domain 4 Score:</td>
<td>Domain 5 Score:</td>
<td>Student Growth Score Scale:</td>
</tr>
<tr>
<td>(10% Weight of Status Score)</td>
<td>(10% Weight of Status Score)</td>
<td>Student Growth Score Weight: 40%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Growth Score:</th>
<th>Student Growth Score Weight: 40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>Effective</td>
</tr>
<tr>
<td>3.50-4.00</td>
<td>2.50-3.49</td>
</tr>
</tbody>
</table>
5. **Additional Requirements**

**Directions:**

The district shall provide:

- Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].

- Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].

- Description of the processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].

- Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].

- Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].

- Documentation that all school administrators must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].

- Documentation that the evaluation system for school administrators includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].

- Description of the district’s peer assistance process, if any, for school administrators. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance [Rule 6A-5.030(2)(f)11., F.A.C.].

- If included by a district, a description of the opportunity for instructional personnel to provide input into a school administrator’s performance evaluation [Rule 6A-5.030(2)(f)12., F.A.C.].
Area Superintendents are responsible for the evaluation of all K-12 principals assigned to them and these evaluations are completed with the assistance of the Executive Area Director. Principals are responsible for the assistant principals who work in their schools. Associate Superintendents are responsible for evaluating the principals in all Exceptional Student Centers and Alternative Schools, as well as for the Technical Centers that fall under their areas of responsibility. While peers may collaborate on the use of the strategies, peers are not involved in the ratings assigned to principals at any point in the observation and feedback process.

**Implementation of the Marzano School Leadership Evaluation Model**

Following the selection of the model, a group of representative principals and assistant principals were brought together to review the model and state requirements to give input into the implementation model and monitoring.

Based upon stakeholder input and collaboration with district leadership, Domain 1: Data Driven Focus on Student Achievement, Domain 2: Continuous Improvement of Instruction, and Domain 5: School Climate were the only domains rated during the school year 2012-13, along with one Deliberate Practice activity. Domains 3: A Guaranteed and Viable Curriculum and Domain 4: Cooperation and Collaboration and one to two additional Deliberate Practice Activities were added in school year 2014-15. This will continue to be used in this manner during the 2015-2016 school year.

Since the adoption of the model, Learning Sciences International provided multiple professional development opportunities on the use of the school leadership model and the intentional use of the strategies related to the model. Each year, the focus of the summer leadership academies has been an aspect of the model. This past year, the focus was connecting the school improvement plan and the intentional use of instructional strategies in the instructional framework.

**Training Programs and Professional Development Planning**

During the summer preceding the 2015-2016 school year, an online course designed to help school leaders and their evaluators was developed to help them better understand the model. The online course explained the model and helped them to understand the connection to the national model since the district had in years past used the Florida version of the school leader model. It also introduced them to a new procedures manual for using the model effectively. During the 2014-2015 school year, the evaluators were provided training to calibrate their use of the model and the evaluation of evidence during the rating process.

Evaluators worked with a consultant from Learning Sciences International on using the model during building visits. Additional consultants worked with select principals and their leadership team on a school improvement process connected to the school leadership model.

During the current school year, several professional development sessions have been planned and implemented where school leaders were provided with support and assistance in understanding the school leader model, the school improvement planning process, developing common assessments and using the instructional framework to provide feedback on the use of intentional strategies to offer students opportunities to demonstrate mastery of the standards.

Professional development for administrators has been identified through needs based surveys and during instructional rounds in buildings where observers for the teacher evaluation model work to calibrate their feedback. Additional opportunities have been identified as a result of regular visits to buildings and to assist school leaders with successfully implementing district initiatives.
Additional Opportunities for School Leader Development

Other growth opportunities that have been offered to support school leaders is the application process that leaders engage in to attend a formal, week long session at Harvard University to engage in an intense, focused professional development series during the summer. School leaders are selected to attend and to form professional learning communities where they continue to explore what they learned as they apply it throughout the year.

Select school leaders will participate this year in a regular program of professional development where modules are offered by the National Institute of School Leaders. The program will be offered at the district and will involve practical units of study focused on the work of the principal.

A select group of applicants from the principal preparation pool are interviewed by Cabinet and Executive team members and chosen to participate in a program called Level Five Leadership. The program involves meetings with the Cabinet / Executive team members to discuss topics related to developing effective instructional leaders, which is directly connected to the strategies in the evaluation model and the Florida standards for leaders.

A two–year professional development program is provided to develop future principals where sitting assistant principals receive professional development from sitting principals on topics that are crucial for successful instructional leadership, which is directly connected to the strategies in the evaluation model and the Florida standards for leaders. Those sessions are followed by practical case study, project experiences and a final presentation of the learning outcomes at the conclusion of the program.

Professional Improvement Plans

Some school leaders may require additional support to be successful instructional leaders. The programs above are designed to cultivate leaders and build capacity. Like the teacher evaluation process and the improvement plans for teachers, a similar process is used with school leaders. School leaders who final rating on the leadership practice score may be placed on an action plan for professional improvement. The plan provides the school leader specific guidance on improving a particular area of need identified through building visits, student data, conversations and artifacts that are reviewed by the Executive Area Director and Area Superintendent. When it is determined that a school leader would benefit from an improvement plan, the plan is written by the evaluators and discussed with the school leader for additional input into the plan. The plan is submitted to the Employee Relations Department and the Executive Area Director of the Professional Development Services Department. The improvement plan identifies specific areas (i.e., domains and elements in the domains) for a school leader to improve upon with a series of steps to be taken and identified ways to monitor progress. If the school leader is an assistant principal, the school principal collaborates with the Executive Area Director and follows the same steps as described here.
**Timely Feedback**

The use of the iObservation system allows administrators to receive electronic notice immediately upon feedback being entered into the system. The system allows for all feedback to be archived in one location and report features allow administrators to see their progress and the progress of those they evaluate.

**Parent and Staff Input**

Other input for the school principal evaluation can include information from the surveys connected to the school improvement process. The school principals in most instances are able to choose from district surveys or customize the survey to meet the interests of the school or school community. The principal committee recommended that surveys are developed to seek information consistent with the school leadership evaluation system with the assistance of representative school leaders. Surveys are available to students, parents, and support personnel. Evaluating administrators may request input from district staff as needed or when an area of weakness has been identified that will require coaching or mentoring. The results of the surveys would most likely be reflected in some of the elements in Domain Four and Domain Five.

**Professional Development**

Professional development is planned and implemented to address the intentional use of the strategies captured in the evaluation model and offered throughout the year to support the development of professional expertise. The district uses a variety of data sources to plan professional development opportunities that range from understanding the use of the evaluation model to implementing the strategies captured by the model. The administrators evaluated by this model have the opportunity to participate in ongoing professional development throughout the year that is offered in various formats (traditional, online, and blended) as well as delivered in a variety of settings and mixed groupings. The district requires participation in specific professional development program by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.]

**Annual Evaluations**

Administrators receive ongoing feedback using the elements in the model. Feedback is formative and does not count towards the final summative evaluation. The last ratings of the elements apply to the summative evaluation, which occurs for all administrators at the end of the year. No modifications were made to the use of the Marzano model or its calculations. All domains are weighted with the same percentages as recommended and described in a prior section of this document.
6. District Evaluation Procedures

Directions:

The district shall provide evidence that its evaluation policies and procedures comply with the following statutory requirements:

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
  - submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee’s contract [Rule 6A-5.030(2)(g)1., F.A.C.].
  - submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
  - discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.].
  - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].

- Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and shall notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].

Evaluation Conferences

The nature of the school leader model is such that the evidences are derived from conversations, artifacts and action steps that are taken. To that end, conferencing with the evaluator is a regular occurrence. Observations take other forms than that of observations in the teacher evaluation model. Observation feedback does include visits to buildings and visits to classrooms, but these observations look differently than the observation in a teacher evaluation model. They involve conversations, the explanation of action steps taken and the sharing of artifacts.

School Leader Evaluations

All observations are entered into the iObservation system. The system electronically notifies the employee immediately upon feedback being entered. The reporting feature of iObservation allows school leaders to review feedback for all archived observations and summative evaluations.

Student growth scores are added into the system after the data is received. While observations and final evaluations follow a published timeline shared with all participants, the
overall score is not able to be viewed until the student growth data is added once it becomes available.

Requirements for Reporting

Florida Statute 1012.34(6) requires school boards to establish a procedure for annually reviewing instructional personnel and school administrator evaluation and assessment systems to determine compliance with expectations for teacher and principal evaluation. Additionally the approved system must be reviewed and approved by the school board before being used to evaluate instructional personnel or school administrators. The Executive Area Director of Professional Development Services will review the results of the evaluations for consistency in the two measures school by school, and a report will be made to SALT, the Superintendent, and to the school board as necessary. The report regarding evaluations per the statute must occur annually and must include any necessary adjustments that will need to be made through training and support for principals or teachers who are in need of assistance.

Assurances

The district makes the following assurances as described above in this section and throughout the document:

- Evaluators submit a written report using the iObservation system of the evaluation to the district school superintendent for the purpose of reviewing the employee’s contract.
- Evaluators submit the written report to the employee immediately using the electronic system to assure that the employee receives feedback no later than 10 days after the evaluation conversation takes place and teams utilize the discussion feature to record and share information.
- Evaluators are required to discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.].
- The employee has the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file and there are opportunities to add to the information using the iObservation system.
- The district has complied with the requirement that the district school superintendent shall annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5) and maintains documentation of this.
7. **District Self-Monitoring**

**Directions:**

The district shall provide a description of its process for annually monitoring its evaluation system. The district monitoring shall determine, at a minimum, the following:

- Evaluators’ understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]
- Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]
- Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]
- Use of evaluation data to identify individual professional development; and [Rule 6A-5.030(2)(j)4., F.A.C.]
- Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].

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**Policies and Procedures**

In March of 2015, a Policy and Procedures Manual was developed and shared with the school leaders and their evaluators. The manual was used in an online course on the model and was made available along with the other materials on the school leader evaluation model in the district that have been housed at the PDS Online site. The manual captures multiple conversations about the use of the model and a series of evidence-based scales for the elements.

The manual helps to assure accuracy of using the model in a consistent manner. To further assure accuracy, several training sessions on the model were offered using traditional formats, virtual learning and blended learning opportunities.

**Timely feedback**

All feedback entered in iObservation is followed by an electronic notification to the school leader. Feedback should be the result of the discussion between the school leader and the evaluator. School leaders have access to all feedback and summative observations housed into this system.

**Professional Development Plans**
As mentioned previously, the focus of the professional development opportunities discussed in prior sections were developed to help leaders gain the skills needed to successfully implement the strategies that are those of effective instructional leaders and captured in the evaluation model.

School Improvement Plans

School improvement planning is captured in Domain One of this model. The school leaders have received training on developing school improvement plans using the eight-step process set forth by the DOE. To that end, professional development has been provided each year to help leaders better understand this process and how it is connected to the evaluation.

During the Summer Leadership Academy in July 2014, the school leaders engaged in using the process to build their school improvement plans to create plans with a high probability of success in achieving the outcomes they were seeking in the plan. This planning was connected to the instructional framework, the focus of Domain Two, and assuring a guaranteed and viable curriculum in all classrooms that is standards–aligned, the focus of Domain Three. The expectation was communicated that the school improvement plan was to be developed by incorporating this professional development into the planning process. The school improvement plans and the implementation of those plans are considered in the evaluation ratings applied to Domain One of the model.

The learning communities and district personnel regularly review evaluation data to identify areas for improvement and opportunities for growth. This information is also reflected in the review of the school improvement plans, which are reviewed with consideration of this information.

Continuous Improvement

The Deputy Superintendent chairs an executive leadership team known as SALT, comprised of the area superintendents, executive area directors, associate superintendents, and other key instructional leaders. SALT currently oversees and monitors the results of the teacher evaluation process, and provides key input into the selection of the school leader evaluation to complement the teacher evaluation process. It is their responsibility through twice monthly meetings to review the data that is collected regarding the progress of training, student progress monitoring, and the use of new programs and systems. A primary goal of SALT is to reduce isolationism of various grade levels and departments and to look for ways to leverage the resources of the district to positively impact student achievement.

This body has been tracking the implementation of the new teacher evaluation system and has engaged in further training and support for continuous growth in this area. They will assume the responsibility for the new school leader evaluation, as well. They both receive information, and are active in seeking information from professional development and human resource staff members. The collective body is responsible for evaluating the work of the schools, district departments, and other support services to assess a return on investment, provide guidance for next steps, and push for future improvements.
Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all school administrators:

☐ The percentage of the evaluation that is based on the performance of students criterion.
☐ An explanation of the scoring method, including how it is calculated and combined.
☐ At least one-third of the evaluation is based on performance of students.

For all school administrators confirmed the inclusion of student performance:

☐ Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
☐ If less than the three most recent years of data are available, those years for which data are available must be used.
☐ If more than three years of student performance data are used, specified the years that will be used.

For all school administrators:

☐ The district-determined student performance measure(s) used for personnel evaluations.

Instructional Leadership

The district has provided and meets the following criteria:

For all school administrators:

☐ The percentage of the evaluation system that is based on the instructional leadership criterion.
☐ At least one-third of the evaluation is based on instructional leadership.
☐ An explanation of the scoring method, including how it is calculated and combined.
☐ The district evaluation framework for school administrators is based on contemporary research in effective educational practices.

For all school administrators:

☐ A crosswalk from the district's evaluation framework to the Principal Leadership Standards demonstrating that the district’s evaluation contains indicators based upon each of the Principal Leadership Standards.

For all school administrators:

☐ Procedures for conducting observations and collecting data and other evidence of instructional leadership.
Other Indicators of Performance

The district has provided and meets the following criteria:

- Described the additional performance indicators, if any.
- The percentage of the final evaluation that is based upon the additional indicators.
- The scoring method, including how it is calculated and combined.

Summative Evaluation Score

The district has provided and meets the following criteria:

- Summative evaluation form(s).
- Scoring method, including how it is calculated and combined.
- The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

Additional Requirements

The district has provided and meets the following criteria:

- Documented that the evaluator is the individual who is responsible for supervising the employee.
- Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:

- Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.
- Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:

- Processes for providing timely feedback to the individual being evaluated.
- Description of how results from the evaluation system will be used for professional development.
- Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
- All school administrators must be evaluated at least once a year.

For school administrators:

- Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
- Description of the district’s criteria for inclusion of parental input.
☐ Description of manner of inclusion of parental input.
☐ Description of the district’s peer assistance process, if any.
☐ Description of an opportunity for instructional personnel to provide input into a school administrator’s evaluation, if any.

**District Evaluation Procedures**

The district has provided and meets the following criteria:

☐ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
  ➢ That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee’s contract.
  ➢ That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
  ➢ That the evaluator must discuss the written evaluation report with the employee.
  ➢ That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.

☐ That district evaluation procedures require the district school superintendent to annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and to notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

**District Self-Monitoring**

The district self-monitoring includes processes to determine the following:

☐ Evaluators’ understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
☐ Evaluators provide necessary and timely feedback to employees being evaluated.
☐ Evaluators follow district policies and procedures in evaluation system(s).
☐ The use of evaluation data to identify individual professional development.
☐ The use of evaluation data to inform school and district improvement plans.