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2018 Update: The Marzano **Focused School Leader** Evaluation Model

Reframing the right balance for instructional and
operational leadership

WHITE PAPER

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Introduction

After more than five years of national implementation of the Marzano School Leader Evaluation Model (MSLEM), we are pleased to introduce a significant update of the model focused on creating a critical balance and synergy between *instructional leadership* and *operational leadership*.

The updated Marzano Focused School Leader Evaluation Model is designed to encourage districts to consider how to use this growth and evaluation framework to break down large categories of behavior into individual elements, in order for school leaders to self-assess and guide professional practice and growth. As part of the process, the school leader is evaluated on how effectively he or she is getting the desired results of implementing these elements. This conceptual framework undergirds the model and supports improved performance and professional growth; thus, evaluation becomes the measurement of the school leader's progress toward specific elements or standards within the framework. If a school leader wants to grow his or her practice, the Focused School Leader Evaluation Model serves as a roadmap.

Key Objectives of the 2018 Updated Marzano School Leader Evaluation Model

- To recognize the responsibility of the school leader to find balance and synergy between instructional and operational leadership
- To recognize the importance of supporting diversity, inclusiveness, and equal opportunity for each student
- To clearly define the role of the school leader in keeping the school focused on its core values
- To support a caring and collaborative culture where all stakeholders embrace a growth mindset
- To keep a constant focus on results

We have revised the objectives for the 2018 Focused Model to *balance a dual focus on instructional and operational leadership*. Instructional leadership requires a large skill set, but as any school leader will tell you, mastery of those skills alone will not guarantee a school's success. There must be a critical balance between instructional leadership and operational leadership. Multiple factors create this balance and interplay, and the updated Focused Model recognizes those factors and their importance.

Additionally, our definition of *instructional leadership* has continued to evolve under the impetus of new research, and the updated elements in the model reflect this evolution. A large body of research over the past decade has underscored the significant, if indirect, role the school leader plays in student learning. This research has in turn helped to shift the focus of our national conversations around school leadership. Where once the school leader's primary responsibilities lay in administrative duties related to the smooth daily operations of the school building—the school leader as building manager—in recent years that focus has shifted to an emphasis on instructional leadership. A 2013 Wallace Foundation report, for example, noted that “historically, public school principals were seen as school managers . . . only in the last few decades has the emphasis shifted to academic expectations for all.” Citing a Vanderbilt study, the Wallace report authors go on to say:

This change comes in part as a response to twin realizations: Career success in a global economy depends on a strong education;

for all segments of U.S. society to be able to compete fairly, the yawning gap in academic achievement between disadvantaged and advantaged students needs to narrow. In a school, that begins with a principal's spelling out “**high** standards and **rigorous** learning goals,” Vanderbilt University researchers assert with underlined emphasis. Specifically, they say, “The research literature over the last quarter century has consistently supported the notion that having high expectations for all, including clear and public standards, is one key to closing the achievement gap between advantaged and less advantaged students and for raising the overall achievement of all students.”

In *School Leadership for Results*, we discussed the explosion of empirical research into school leadership best practices that followed on the heels of the Interstate School Leaders Licensure Consortium's (ISLLC) original “Standards for School Leaders” in 1996. Those standards were updated in 2008 and were updated again in 2015 as the Professional Standards for Educational Leaders (PSEL). In their rationale for the 2015 standards, the PSEL authors note that:

The profession of educational leadership has developed significantly. Educators have a better understanding of how and in what ways effective leadership contributes to student achievement. An expanding base of knowledge from research and practice shows that educational leaders exert influence on student achievement by creating challenging but also

caring and supportive conditions conducive to each student's learning. They relentlessly develop and support teachers, create positive working conditions, effectively allocate resources, construct appropriate organizational policies and systems, and engage in other deep and meaningful work outside of the classroom that has a powerful impact on what happens inside it. Given this growing knowledge—and the changing demands of the job—educational leaders need new standards to guide their practice in directions that will be the most productive and beneficial to students.

The 2018 Focused Model reflects these new insights and pressures, and specifically addresses the emphases of the 2015 PSEL in our reformulation of the domains and elements. The new PSEL, for example, emphasizes Core Values, Curriculum and Instruction, Community of Care and Support, Professional Development for Staff, Collaboration, and Operational Capabilities among other areas of importance. You will find these recognized in the domains of our updated model. We will discuss the specifics of the domains, elements, desired effects, and the sample evidences in some detail below. But before our discussion of the specific domains, it's important to understand what we mean by *instructional leadership* and *operational leadership* and how these two leadership capacities are interdependent and critical to the successful functioning of the school.

The Instructional/ Operational Leader

True instructional leadership requires a deep understanding of, and commitment to, the interconnected areas of instruction, curriculum, and assessment in the service of optimizing student learning (Dufour & Marzano, 2011). Various definitions of instructional leadership have been proposed over the years, but there is general agreement that the term implies a deep involvement with teaching and learning. The school leader's involvement may take many forms: leading and supporting teacher learning teams, providing rich classroom observation feedback, modeling effective instruction, providing professional development opportunities, supporting standards-based instruction, and ensuring equal learning opportunities for all students, for example. In these capacities, the instructional leader is highly visible and accessible; he or she distributes necessary resources and clears distractions so that everyone in the school can focus on what matters most: student learning.

It's not much of a stretch to see how "instructional leadership" is intimately connected to "operational leadership". Standard 9 (Operations and Management) of the PSEL, for example, makes explicit that the goal of streamlined operations is to ensure students' academic success and well-being. The elements of this standard include


optimizing teachers' professional capacity to address each student's learning needs; acquiring resources to support curriculum, instruction, and assessment; protecting teacher time from disruption; maintaining data systems to provide actionable information for classroom and school improvement; and developing systems for managing conflict resolution. It's quite clear how these aspects of operational leadership would directly impact instruction and improve the conditions for student learning. Operational leadership refers to how the leader operates all aspects of the functioning of the school: culture, climate, safety, and the budget. In the Focused Model, instructional leadership duties are emphasized in Domains 1, 2, and 3, and operational responsibilities the focus in Domains 4, 5, and 6.

The Marzano Focused School Leader Evaluation Model has been updated to make these connections between instructional and operational leadership explicit and to balance these interconnected responsibilities. The model's protocols have been revised to include a specific desired effect for each element and an increased number of sample evidences. We will now turn to a discussion of the six domains and 21 elements and examine examples of the new desired effects and evidences.

Overview of the Six Domains

A comprehensive growth and evaluation system is a *framework* that addresses all the actions, decisions, and work that a school leader does on a daily basis. School leaders can use such a framework to measure all their actions and to self assess their behaviors and responsibilities.

The second valuable aspect of a framework is that it encourages every educator in the system to use a common professional language, and to use common names for specific behaviors. A framework allows everyone in a system to recognize and talk about behavior using common descriptors related to instruction or key performance indicators. Just as in the professions of law or medicine, educators need to have a common language to speak with accuracy about what they are doing and observing.



Marzano Focused School Leader Evaluation Model

DOMAIN
1

A Data-Driven Focus on School Improvement

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

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

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

DOMAIN
2

Instruction of a Viable and Guaranteed Curriculum

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

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

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

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

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


DOMAIN
3

Continuous Development of Teachers and Staff

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

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

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



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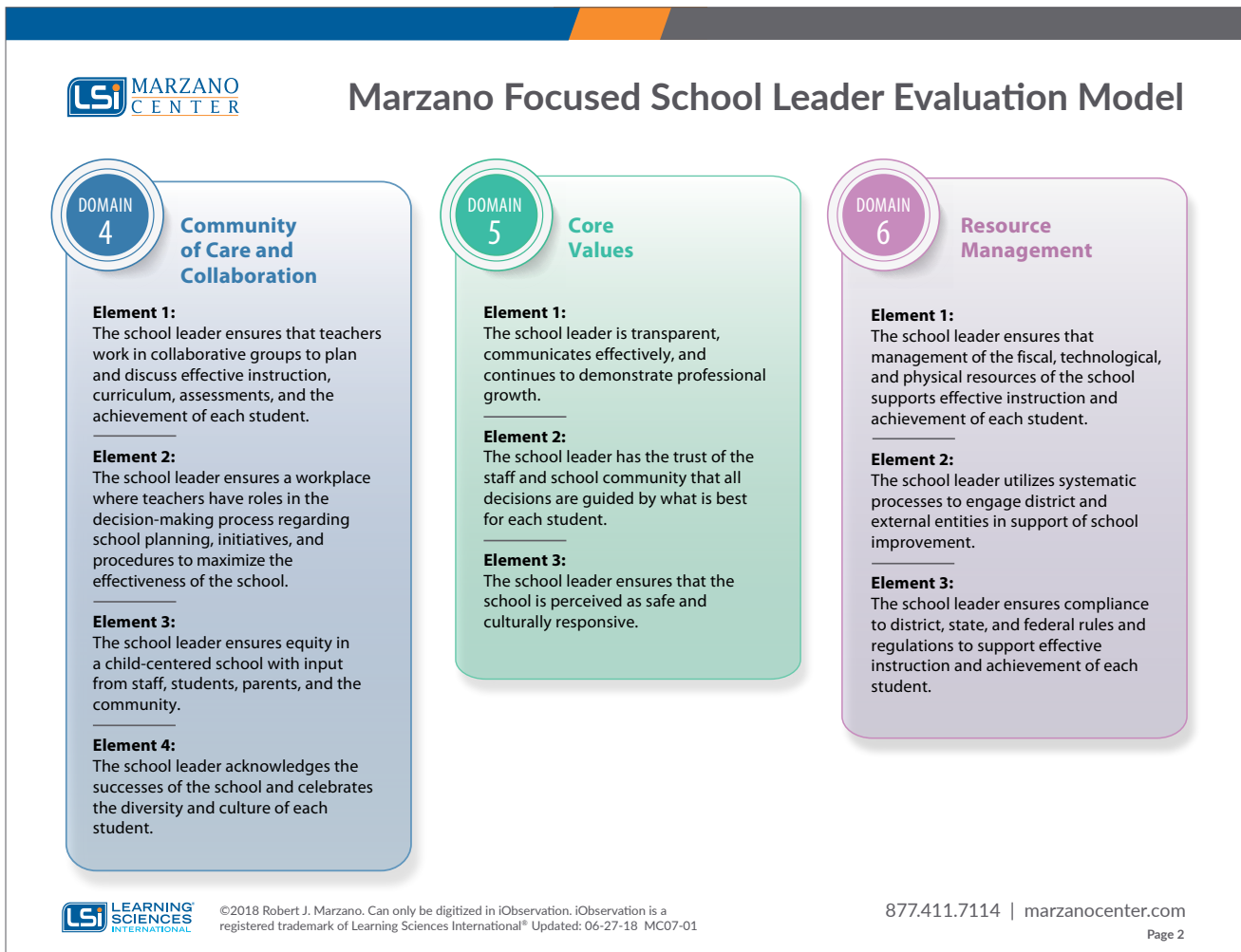


Figure 1: The 2018 Marzano School Leader Evaluation Model

As with the original Marzano School Leader Evaluation Model, the Focused Model is an objective, evidence-based model that evaluates school leader performance against specific criteria, alignment to professional standards, and specific evidences. The revised model integrates many of the criteria and behaviors leaders need to demonstrate into more focused domains and additionally emphasizes the operational responsibilities necessary to support optimal student learning.

The Focused School Leader Evaluation Model now contains six, rather than five, domains that define the major job responsibilities of the school leader, and the language of the domains has been adjusted to reflect current literature and research regarding school leaders (see the overview of research on page 15). As illustrated in the figure above, **Domain 1** is now A Data-Driven Focus on School Improvement (previously A Data-Driven Focus on Student Achievement), a shift that reflects a broader perspective regarding student achievement while continuing to emphasize the use of data to drive student achievement, which drives school improvement.

The updated **Domain 2** (Instruction of a Guaranteed and Viable Curriculum) collapses Domains 2 and 3 of the original model (incorporating two elements from Continuous Improvement of Instruction and three from A Guaranteed and Viable Curriculum). This change reflects the interconnectedness of curriculum and instruction as well as the necessity that both align with new state standards. A major part of an instructional leader's job begins with a clear vision of what teaching looks like in the school.

Domain 3, Continuous Development of Teachers and Staff, is a new domain focused on operational and human capital management. Although the school leader's primary focus is on improving teacher practice, all staff must grow in their areas of responsibility. The new Domain 3 makes that balance clear: It is critical for the school leader to manage all people in the building. In the original model, this focus was addressed by Elements 2, 4, and 5 of Domain 2.

Domain 4, Community of Care and Collaboration, retains its emphasis from the previous Domain 4 (Cooperation and Collaboration) with a slight shift in focus. The aim is to promote a more inclusive way to think about the school leader's role in establishing a community of care, including the responsibility to ensure equity in instruction, the celebration of diversity, and an emphasis on collaborative teamwork for teachers to plan effective instruction. Domain 4 addresses the way a school does its work, looking at how staff forms a unified, transparent, and collaborative environment so that the school functions at optimal levels. Thus, Domain 4 emphasizes the operational side of the school leader's responsibilities, and now contains four, rather than five, elements.

Domain 5, Core Values, represents a shift from the previous domain name of School Climate to broader ways of thinking about the values that the school leader is committed to: transparency, trust, cultural responsiveness, and safety. These are the values that the school leader instills in the school so that they are perceived by all stakeholders. Domain 5 is based on the understanding that what the school leader values and models influences the community's perception of the school and how it feels to be a part of the school. The three elements that comprise Domain 5 are drawn from Domain 5 of the prior version of the model and are related to operational responsibilities.

Domain 6, Resource Management, is a new domain that recognizes the important role that resource management plays in both instructional and operational leadership and school improvement. This domain focuses on how school leaders manage all of the fiscal and physical resource necessities at the school to support optimal student learning, including attention to and compliance with district and federal mandates. John Kotter (2001) has written that ***"Management is about coping with complexity. ... Leadership, by contrast, is about coping with change."*** It is in this sense that the school leader's resource management duties outlined in Domain 6 contribute to the larger vision of the school in their specific and targeted support of school improvement, instruction and curriculum, continuous improvement, collaboration and care, and core values. The three elements of Domain 6 specifically emphasize this focus on student achievement and school growth.

Overview of Updated Sample Protocols

The 2018 update of the Marzano School Leader Evaluation Model employs the same five-point scales (0-4) as the original model, and the model may be implemented as part of an aligned growth and evaluation system. The model is agnostic in that it is designed may be used in conjunction with any teacher or district leader evaluation system. The updated protocols provide broader evidences with more behaviors identified, so that as the leader uses the model for self-assessment and reflection, the evidences serve as a guide to process.

As with the original model, the focus statements in the protocols are designated at Level 2 on the scale. Providing evidence of the desired effects indicate a score at Level 3. Updated evidences and desired effects are included in the protocols. The example below is the protocol for Domain 1, Element 1. Note that the desired effect is specifically stated for each element beneath the focus statement.

Domain I: A Data-Driven Focus on School Improvement **I (1): The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.**

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

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

Sample Evidences for Element 1 of Domain I

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

The Role of the Evaluator

A district leader evaluating a school leader on Domain 1, Element 1 behaviors would turn to the sample evidences for that element (or additional evidences devised by the district) to gauge the success of the initiative. The evaluator might ask, for example: Are schoolwide achievement goals posted and discussed regularly at faculty meetings? Can faculty and staff explain how goals support eliminating differences in achievement for each student subgroup? Can faculty and staff identify the most critical achievement goals of the school?

As in the original 2012 model, each component of the updated model has been designed to meet three objectives: to develop school leader capacity; to ensure fair, accurate, and reliable evaluation of school leaders; and to improve teachers, because teachers are a leading indicator of principal effectiveness.

Procedures for Scoring

Scoring procedures remain the same as in the original Marzano School Leader Evaluation Model.

The scales of the model represent a continuum of behaviors for each of the model's 21 elements. For seamless alignment, the Marzano teacher, non-classroom, and district leader evaluation models employ the same scale structure.

As we see in the sample scale above, the scale for Domain 1, Element 1 ranges from 0 (Not Using) to 4 (Innovating).

A score of 0 (Not Using) indicates that the school leader *does not attempt* to use the strategy or demonstrate the behavior—in this case, the school leader makes no attempt to use data to make decisions related to school improvement.

A score of 1 (Beginning) indicates that the school leader attempts to use the strategy or tries to demonstrate the behavior but *does so only partially or with errors*. For example, the school leader may have put in place a system for collecting and analyzing data but has not yet used that data to develop critical goals focused on improving student achievement.

A score of 2 (Developing) indicates that the school leader accurately displays all the behaviors called for in the element (recall that this is the level of the Focus Statement). This score indicates that the leader is in the compliance stage, consciously completing all the constructs required in the element but stopping there and not moving beyond. Here it is important for the evaluator to develop a plan with the school leader to move to Level 3 (Applying).

A score of 3 (Applying) indicates that the school leader has reached the target or proficiency level. This is the most critical level of the scale progression. A school leader at Applying incorporates all of the behaviors of the Developing level, with an important addition. At Applying, the school leader begins the process of analyzing whether the strategy is achieving the element's desired effect: In Domain 1, Element 1, for example, do the staff and faculty in the school understand the school's most critical goals for improving student achievement? And how is the school leader regularly monitoring this understanding with all staff?

A score of 4 (Innovating) indicates that the school leader not only achieves the desired effect with those impacted by the element, but additionally, in order to achieve a score of Innovating, the school

leader may need to change, modify, or adapt the current strategy. In Domain 1, Element 1, we see that a score of Innovating means that the school leader ensures *adjustments are made or new methods are utilized* so that *all* stakeholders sufficiently understand the critical goals. The language in the scale indicates flexibility and a willingness to try new strategies to continue to attempt to reach all faculty, communicate student achievement goals, and promote understanding.

The scale can serve as a self-assessment for the school leader as well as an evaluative measure for the evaluator. It establishes a common language of growth and evaluation and straightforward description of behaviors, actions, and goals that allows everyone within the system to understand exactly what is meant at each level of the scale.

Using Evidence for Scoring

As with the original model, scoring of the updated school leader model is based on evidence, making it an objective model and facilitating inter-rater reliability if the school leader has multiple evaluators giving input to inform the evaluation. Evidence may be obtained from multiple sources including observation, conferencing, or artifacts. Artifactual evidence is a critical component of this model, as it facilitates the school leader's ongoing use of survey data, formative student data, and other evidence to substantiate that the leader's actions are achieving the desired effect. The 2018 update includes expanded sample evidences for each element; these may be supplemented with additional evidences devised by the district. It is important to note that

the sample evidences are in no way intended to be used as a checklist. Rather, the observer uses the evidences to provide efficient and accurate feedback.

Review of Leadership Studies

In addition to the extensive research base detailed on page 22, two recent reports have supported the validity of the Marzano School Leader Evaluation Model. The 2017 RAND Report, *School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review*, identified the Marzano School Leader Evaluation Model as one of only two leader evaluation models that meet the Every Student Succeeds Act (ESSA) criteria for evidence-based leader evaluation systems.

Additionally, a 2016 Mid-Atlantic REL study, *Measuring principals' effectiveness: Results from New Jersey's first year of statewide principal evaluation* from the Mathematics Policy Research Institute, also reported on the effectiveness of the model based on first-year implementation data of 212 principals in 209 schools. One of the study's conclusions was that principal ratings with the model and median student growth percentiles had moderate to high year-to-year stability.

As noted above, one of the significant updates to the model is addressed in Domain 6, Resource Management. Research on how a school leader's operational capabilities and resource management practices impact student achievement or school

growth is still somewhat scarce. But a 2009 Stanford University study conducted on Miami-Dade Public Schools concluded that:

... time spent on Organization Management activities is associated with positive school outcomes, such as student test score gains and positive teacher and parent assessments of the instructional climate; whereas Day-to-Day Instruction activities are marginally or not at all related to improvements in student performance and often have a negative relationship with teacher and parent assessments. This paper suggests that a single-minded focus on principals as instructional leaders operationalized through direct contact with teachers may be detrimental if it forsakes the important role of principals as organizational leaders.

Additionally, some researchers have made a distinction between “management” and “leadership” that may be useful here. School leaders must be leaders not managers, even when designing and executing operational systems. Citing 2011 research by Shamas-ur-Reman Toor in the engineering field, Stein (2013) in the *Journal of Leadership Education* notes three significant themes that emerge in thinking about the difference between leadership and management:

In his extensive research on the differences between managers and leaders, Toor (2011) concluded that there are three significant themes: “First, leadership pursues change that is coupled with sustainability, while management endeavors to maintain order that is tied with the bottom line. Second, leadership exercises personal power and relational influence to gain authority, whereas management banks on position power and structural hierarchy to execute orders. Third, leadership empowers people, whereas management imposes authority” (p. 318). It is no coincidence, therefore, that America’s highest performing schools are the products of good leadership as opposed to effective management.

In this vein, the authors of the 2018 Marzano School Leader Evaluation Model have conceptualized school management of resources and operations as evidence of effective operational leadership.

The Research Base of the Marzano School Leader Evaluation Model

In *School Leadership for Results*, we outlined the research supporting the Marzano School Leader Evaluation Model, which was drawn from four primary documents.

The conceptual framework for the model is based on historical and contemporary research. We also drew on recent public policy initiatives to formulate and refine our theoretical perspective and recommendations. The research draws from four primary documents related to school leadership:

- (1) The multi-year Wallace Study conducted and published jointly 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, Leithwood, Wahlstrom, & Anderson, 2010);
- (2) The 2011 study of *What Works in Oklahoma Schools* (Marzano Research Laboratory, 2011) conducted by Marzano Research Laboratory with the Oklahoma State Department of Education over the 2009-2010 and the 2010-2011 school years;
- (3) The Marzano, Waters, and McNulty meta-analysis of school leadership published in 2005 in *School Leadership that Works*; and
- (4) The Marzano study of school effectiveness published in 2003 in *What Works in Schools*.

The report funded by the Wallace Foundation, *Learning from Leadership: Investigating the Links to Improved Student Learning*, stands as the seminal examination of the relationship between school

leader actions and behaviors and student academic achievement. The report confirmed through quantitative data that effective school leadership is linked to student achievement: It concluded that principals play the central role in leadership, while “collective leadership” shared between teachers, parents, and other stakeholders plays a contributing part. Researchers found that, for example, “Leadership practices targeted directly at teachers’ instruction (i.e., instructional leadership) have significant, although indirect, effects on student achievement.”

The authors further noted that “Leadership effects on student learning occur largely because leadership strengthens professional community; teachers’ engagement in professional community, in turn, fosters the use of instructional practices that are associated with student achievement.” They added that “the professional community effect may reflect the creation of a supportive school climate that encourages student effort above and beyond that provided in individual classrooms.” The report confirmed that school leaders have a profound impact on school culture and that a culture focused on student learning will yield results in improved student performance.

The study of *What Works in Oklahoma Schools* conducted by Marzano Research Laboratory (2010) for the Oklahoma State Department of Education also indicated that specific actions on the part of administrators are statistically related to student academic achievement. In addition, Marzano, Waters, and McNulty’s Meta-Analysis of School Leadership, published in *School Leadership that Works* (Marzano et al., 2005), which examined the research literature

from 1978 to 2001, also found that school leadership has a statistically significant relationship with student achievement. Such leadership can be explained as 21 responsibilities of effective school leaders. As the school leader evaluation model developed, these 21 responsibilities were redefined as specific actions and subsequently became the original model’s elements.

Finally, the Marzano study of effective schools published in *What Works in Schools* (Marzano, 2003), specified 11 factors that schools must attend to if they are to enhance student achievement and the school leadership implications regarding those 11 factors. The Marzano School Leader Evaluation Model was developed based on these key findings, what we believe are best practices within the profession.

Conclusion

New research and practice necessitates that evaluation models undergo regular examination and revision to maintain alignment to best practices in the education field. Updating a growth and evaluation model requires a delicate balance: The model must identify the essential behaviors required, define clear measurement standards, and perhaps most critically, the model must be built to support feedback and growth objectives. We believe the 2018 Marzano School Leader Evaluation Model is complex enough to provide specificity and objectivity, yet streamlined enough to support ease of adoption and use. Our objective in this model update was to provide a set of criteria to help school leaders reflect on and improve their practice while remaining true to our vision of which leadership qualities are most likely to impact whole school improvement and student achievement.

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The Full Protocols for the Marzano Focused School Leader Model

Domain I: A Data-Driven Focus on School Improvement

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

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

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

Sample Evidences for Element 1 of Domain I
<ul style="list-style-type: none"> • Published goals focus on a plan for eliminating the achievement gap for each student • Goals support the vision and mission of the school • School improvement goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments • Multiple sources of data are used to develop critical goals • School-wide achievement goals are posted and discussed regularly at faculty and staff gatherings • Written goals address the most critical and severe achievement deficiencies • Written timelines contain specific benchmarks for each goal including who provides support for achieving the goal • A school improvement or strategic plan delineates the critical goals • Faculty and staff can explain how goals support and eliminate differences in achievement for students at different socioeconomic levels, English learners, and students with disabilities • Faculty and staff can describe why the identified school-wide achievement goals are the most critical • Data are available to identify how the most critical achievement goals of the school are supported

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

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

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

Sample Evidences for Element 2 of Domain I
<ul style="list-style-type: none"> • Reports, charts, graphs, and other relevant data for each student are available for tracking status and growth • Data are routinely analyzed for learning gaps • Individual student results from multiple types of assessments are regularly reported and used (e.g. classroom formative, benchmark, summative/end of year) • Individual student reports, graphs, and charts are regularly updated to track the progress of each student • Teachers regularly meet to analyze school growth data for individual students • School leadership teams regularly meet to analyze individual student performance • Teachers utilize multiple sources of individual student data in planning to close achievement gaps • Teachers regularly analyze data of their individual students, including all subgroups • Students keep data logs regarding their individual goals and for tracking progress • Student-led conferences focus on the student's achievement goals • Parents have access to student achievement data systems to track student progress • Parent-teacher conferences focus on individual student goals and progress • Teacher plans address the learning goals of their students • Each student has recorded achievement goals for classroom formative, benchmark, and summative assessments

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

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

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

Sample Evidences for Element 3 of Domain I
<ul style="list-style-type: none"> • Processes are in place to identify students who need interventions • Interventions take place during the school day or in extended day programs (e.g. Saturday school, summer school) • Response to intervention measures and/or multi-tiered systems of support are in place and routinely measured for producing results • Enrichment programs are in place • Intervention, including enrichment, programs are constantly monitored to measure their effect on student achievement • Completion rates of programs designed to enhance academic achievement are monitored (e.g. gifted and talented, advanced placement, STEM, etc.) • Processes for ongoing progress monitoring are used to appropriately place students and, when appropriate, redirect students into intervention support groups • Push-in or other in-class interventions are utilized when appropriate • Interventionist and classroom teachers regularly work together to track student progress • Teachers can explain how implemented interventions help individual students meet their goals • Students and/or parents can identify how interventions helped close their achievement gap

Domain II: Instruction of a Viable and Guaranteed Curriculum

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

Desired Effect: Teachers use the instructional model.

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

Sample Evidences for Element 1 of Domain II

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

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

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

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

Sample Evidences for Element 2 of Domain II
<ul style="list-style-type: none"> • Walk-through or other observation data are aggregated to disclose predominant instructional practices in the school • Accurate feedback is provided to each teacher regarding instructional practices • Systems are in place to monitor the effect of predominant instructional practices for each subgroup • Feedback is provided to each teacher regarding instructional practices needed to address learning gaps and diverse student populations • Predominant instructional practices and trends are documented and regularly shared with teachers • Effective instructional practices and problems of practice are accurately described by the school leader • Data shows teachers implement new instructional strategies when provided feedback • Data regarding predominant instructional practices are used to inform professional development opportunities • Observation data confirm that teachers improve instructional practices • Student achievement data improves as teachers improve in the use of instructional strategies • Teachers can describe the predominant instructional practices used in the school and how they affect student achievement

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

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

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

Sample Evidences for Element 3 of Domain II

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

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

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

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

Sample Evidences for Element 4 of Domain II

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

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

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

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

Sample Evidences for Element 5 of Domain II

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

Domain III: Continuous Development of Teachers and Staff

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

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

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

Sample Evidences for Element 1 of Domain III

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

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

Desired Effect: Teacher observation/evaluation data are consistent with student achievement data.

Scale Value	Description
Innovating (4)	The school leader ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data.
Applying (3)	The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data AND monitors the extent to which teacher evaluations are consistent with student achievement data.
Developing (2)	The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.
Beginning (1)	The school leader attempts to use multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to use multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.

Sample Evidences for Element 2 of Domain III
<ul style="list-style-type: none"> • Specific evaluation scales are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses • Teacher feedback and evaluation data are based on multiple sources of information including but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers • A schedule of teacher observations is in place to ensure all observations are completed in the designated timeframe • Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers • Data show the school leader provides frequent observations and meaningful feedback to teachers • Data are available to support that teacher evaluations are consistent with student achievement data • Achievement data from classroom formative, benchmark and/or summative/end of year assessments are consistent with teacher evaluation feedback • Teachers can describe how implementation of specific instructional strategies affects student achievement

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

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

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

Sample Evidences for Element 3 of Domain III
<ul style="list-style-type: none"> • Teachers and staff have ongoing opportunities to participate in job-embedded professional development or training • Online professional development courses and resources are available to teachers and staff regarding their growth goals • Teachers and staff participation in professional development activities is recorded and tracked • Teacher-led professional development is available to teachers regarding their instructional growth goals • Instructional coaching is available to teachers to help them achieve their instructional growth goals • Data are collected linking the effectiveness of professional development/training to the improvement of teacher and/or staff practices • Data are available documenting how deliberate practice is improving teacher performance • Teachers and staff can describe how professional development supports attainment of growth goals • Teachers and staff implement new strategies after attending professional development

Domain IV: Community of Care and Collaboration

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

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

Scale Value	Description
Innovating (4)	The school leader ensures that group goals relative to curriculum, assessment, and instruction are regularly revised to reflect the changes in student achievement data and intervenes and supports teacher teams whose goals do not adequately address the achievement of all students.
Applying (3)	The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student AND monitors the extent to which working in collaborative groups enhances instruction and student achievement.
Developing (2)	The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.
Beginning (1)	The school leader attempts to ensure that teachers work in collaborative groups to discuss and plan effective instruction, curriculum, assessment, and the achievement of each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that teachers work in collaborative groups to discuss and plan effective instruction, curriculum, assessment, and the achievement of each student.

Sample Evidences for Element 1 of Domain IV

- Professional Learning Communities (PLCs) are in place and meet regularly
- PLCs have written goals
- Progress of PLCs towards their goals is regularly examined by the school leader
- Classroom assessments are created by PLCs
- Formative student achievement and growth data are analyzed by PLCs
- Teachers have opportunities to observe other teachers
- Teachers work collaboratively to write standards-based unit plans and assessments
- Teachers unpack standards and write learning targets demonstrating a progression of knowledge
- Teachers routinely examine student work for alignment to standards

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

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

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

Sample Evidences for Element 2 of Domain IV

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

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

Desired Effect: Equity is evident for each student.

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

Sample Evidences for Element 3 of Domain IV
<ul style="list-style-type: none"> • Data collection systems are in place to collect opinion data from staff, students, parents, and community regarding equity for each student • Use of input data is made transparent • Examples of how equity is ensured are available • Data are available to show that input from the school's diverse population is valued and used • Use of interactive or social media is provided for staff, students, parents, and community to provide input • An inclusive culture is evident (e.g. student engagement in school-sponsored activities, attendance, behavior data, enrollment patterns) • Focus group meetings with students and parents are routinely scheduled • School leader hosts and/or speaks at community/business events • Examples of how input from the school community results in change and improvements are available • Processes are made available for how data gathered from subpopulations at the school is incorporated in school planning • Survey data indicates that the school is perceived as a child-centered school where equity is evident • Staff, students, parents, and community members report that their input is valued and used by the school leader to improve the functioning of the school

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

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

Scale Value	Description
Innovating (4)	The school leader actively seeks a variety of methods for acknowledging individual and school-wide success that meet the unique needs of faculty and staff.
Applying (3)	The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student AND monitors the extent to which people feel honored for their contributions.
Developing (2)	The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.
Beginning (1)	The school leader attempts to acknowledge the successes of the school and celebrates the diversity and culture of each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to acknowledge the successes of the school or celebrate the diversity and culture of each student.

Sample Evidences for Element 4 of Domain IV
<ul style="list-style-type: none"> • Accomplishments of individual teachers, teams of teachers, and the whole school are celebrated in a variety of ways (e.g. faculty celebrations, newsletters to parents, announcements, websites, social media) • Incremental successes of students and teachers are routinely recognized • Successes of the diverse school community are celebrated • Faculty and staff report that accomplishments of the school and their individual accomplishments have been adequately acknowledged and celebrated • Perception inventories and other feedback data document that each member of the school feels valued and honored • Adaptations to current practices are made after analysis of feedback data • Staff, students, parents, and community report that their accomplishments are adequately acknowledged and celebrated • Actions of the school leader demonstrate that the leader accepts responsibility for the success of each student • Celebrations demonstrate understanding of the cultures represented in the school

Domain V: Core Values

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

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

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

Sample Evidences for Element 1 of Domain V

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

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

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

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

Sample Evidences for Element 2 of Domain V
<ul style="list-style-type: none"> • Perception inventories and/or other data indicate that the school leader is recognized by the school community as one who is willing to “take on tough issues” • Ethical decisions and practices are evident in all aspects of the work performed by the leader • Student policies and procedures are fair, unbiased, and culturally responsive • Perception inventories and/or other data show that the school leader performs with integrity and in the best interest of each student • Data reveal that the school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan to ensure success for each student • Faculty and staff describe the school leader as an individual whose actions are guided by a desire to ensure the well-being of each student and to help each student learn • Faculty and staff describe the school leader as an individual who will follow through with his/her initiatives • Faculty and staff describe the school leader as one whose actions support his/her talk and expectations • Positive relationships are developed with staff, faculty, students, parents, and community

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

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

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

Sample Evidences for Element 3 of Domain V
<ul style="list-style-type: none"> • Each student is treated respectfully • Institutional practices are regularly analyzed to safeguard against any bias relating to individuality, culture, and/or diversity • Decision-making reflects cultural considerations and responsiveness • Clear and specific rules and procedures are in place • Faculty and staff are provided the means to communicate about the safety of the school • Emergency management procedures for specific incidents are practiced • Updates and communication to the faculty and staff regarding emergency management plans are available • Faculty and school community describe the school as a safe and orderly place • Faculty and school community describe the school as inclusive and focused on supporting learning • Social media is utilized so that students may anonymously report potential incidents • Students have choice, work in groups, feel empowered, and demonstrate self-efficacy • Systems are in place for mass communication to parents (e.g. a call out system, mass texting) • Teachers foster positive relationships with students and the community • Coordination with local law enforcement agencies regarding school safety issues is a routine event • Students, parents, and community provide input regarding issues of school safety

Domain VI: Resource Management

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

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

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

Sample Evidences for Element 1 of Domain VI
<ul style="list-style-type: none"> • Budgets are clearly aligned and prioritized to support instruction and achievement • Resources and materials reflect the cultural assets and interests of students in the community • Effective management of human resources that provide support for instruction and achievement (i.e. support staff) is documented by the school leader • Faculty and staff report that they have adequate materials to teach effectively • Faculty and staff report that they have adequate time to plan, teach, and incorporate appropriate resources • Student achievement can be linked to effective use of resources • Technology improves the quality and efficiency of operational management • Analysis of utilized technology confirms how it supports effective teaching and improved learning

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

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

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

Sample Evidences for Element 2 of Domain VI
<ul style="list-style-type: none"> • Success with accessing and leveraging a variety of resources (e.g. grants, local, state, and federal funds) is evident • Budgets and projects, with plans and objectives, are organized in such a way that the focus on instruction is maintained • District resources are utilized to maximize improvement of the school (e.g. academic/curriculum support) • University partnerships are utilized to provide support for the school • Processes used by the leader to improve the school are evident and readily explained • Partnerships with external entities are actively pursued • Partnerships are monitored to determine how they impact the school • Documentation of how outside resources support school improvement is available

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

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

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

Sample Evidences for Element 3 of Domain VI
<ul style="list-style-type: none"> • Deadlines are managed to enhance overall instructional effectiveness • Operations and facility resources are managed effectively to provide support for instruction • Curriculum materials and other resources meet district, state, or federal specifications • Data reveal how compliance to rules and regulations supports instruction and student achievement • Adherence to district and state policies and procedures is evident • Compliance documents are available for each auditable department (e.g. Title funds, grants, special education) • When compliance to rules and regulations is not evident, interventions are put in place



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