Learning Sciences
MARZANO CENTER
TEACHER & LEADER EVALUATION

MARZANO SCHOOL LEADER EVALUATION MODEL

Including Scales, Evidences and Learning Map

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

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

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

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Domain II: Continuous Improvement of Instruction

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

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

Sample Evidences for Element 1 of Domain II
• A written document articulating the school-wide model of instruction is in place • The school-wide language of instruction is used regularly by faculty in their professional learning communities and faculty and/or department meetings • Professional development opportunities are provided for new teachers regarding the school-wide model of instruction • Professional development opportunities are provided for all teachers regarding the school-wide model of instruction • New initiatives are prioritized and limited in number to support the instructional model • The school-wide language of instruction is used regularly by faculty in their informal conversations • When asked, teachers can describe the major components of the school-wide model of instruction • When asked, teachers can explain how strategies in the instructional framework promote learning for the school's diverse population

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

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

Sample Evidences for Element 5 of Domain II
• Online professional development courses and resources are available to teachers regarding their instructional growth goals • The school leader tracks teacher participation in professional development activities • Teacher-led professional development is available to teachers regarding their instructional growth goals • Instructional coaching is available to teachers regarding their instructional growth goals • Data are collected linking the effectiveness of professional development to the improvement of teacher practices • Data are available supporting deliberate practice in improving teacher performance • When asked, teachers can describe how the professional development supports their attainment of instructional growth goals

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

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

Sample Evidences for Element 2 of Domain IV
• Teachers are advised of the specific types of decisions in which they will have direct input • Data-gathering techniques are in place to collect information from teachers • Notes and reports are in place that describe how teacher input was used when making specific decisions • Electronic tools are utilized to collect and report teacher opinions regarding specific decisions (e.g., online surveys) • Groups of teachers are selected and utilized to provide input regarding specific decisions • Teacher leaders are enabled to proactively initiate, plan, implement, and monitor projects • The school leadership team has critical roles in facilitating school initiatives • Data are available to show input is used by the school leader • When asked, teachers report they feel their input is valued and used by the school leader

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

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

Sample Evidences for Element 4 of Domain IV
• Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of the school • Data are archived and reports regularly generated regarding these data • The manner in which data are used is made transparent • The school improvement team provides input to the leader regarding the school improvement plan • Appropriate faculty and staff are identified and mentored for succession planning and provided appropriate growth opportunities • Faculty and staff are assisted with career planning and continuing educational opportunities • Teacher leaders and other faculty are empowered to share in the leadership of the school • Potential leaders are identified and guided in career development • The school leader can cite examples of where teacher input has resulted in effective change at the school • The school leader demonstrates ongoing mentoring of teacher leaders • When asked, teachers explain formal ways they have to give input regarding optimal functioning of the school • When asked, teachers can identify examples of when their input has resulted in effective change at the school

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Domain V: School Climate

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

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

Sample Evidences for Element 1 of Domain V
• A written annual growth plan is in place to address how the school leader will address strengths and weaknesses • Professional development activities consistent with the leader's growth plan have been identified • Evidence of leadership initiatives is available • Adherence to district and state policies and procedures is evident • The school leader has demonstrated the ability to be a problem solver • The school leader has identified mentors and regularly interacts with them • When asked, faculty and staff identify the school administrator as the leader of the school • When asked, faculty and staff describe the school leader as uncompromising in regard to raising student achievement • When asked, faculty and staff describe the school leader as effectively communicating those non-negotiable factors that have an impact on student achievement • When asked, faculty and staff generally agree as to the vision provided by the school leader

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

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

Sample Evidences for Element 5 of Domain V
• Materials and resources for specific classes and courses meet the state or district specifications for those classes and courses • Detailed budgets are developed, submitted, and implemented • The school leader successfully accesses and leverages a variety of resources (e.g., grants and local, state, and federal funds) • Data are available to show that resources and expenditures produce results (i.e., curriculum programs improve student learning) • The school leader manages time effectively to maximize focus on instruction • The school leader appropriately directs the use of technology to improve teaching and learning • Adequate training is provided for the instructional technology teachers are expected to use • When asked, faculty and staff report they have adequate materials to teach effectively • When asked, faculty and staff report they have adequate time to teach effectively

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