



2013 Marzano School Leader Evaluation Model Rubric

Exclusive partners with Dr. Robert J. Marzano for the Teacher Evaluation Model and School Leader Evaluation Model

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

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

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
I(1): The school	The school leader	The school leader	The school leader	The school leader
leader ensures	attempts to	ensures clear,	ensures clear,	ensures adjustments
clear and	ensure clear,	measurable goals	measurable goals	are made or new
measurable goals	measurable goals	with specific	with specific	methods are utilized
are established	with specific	timelines focused	timelines focused	so that all
and focused on	timelines focused	on critical needs	on critical needs	stakeholders
critical needs	on critical needs	regarding	regarding	sufficiently
regarding	regarding	improving student	improving student	understand the
improving overall	improving student	achievement are	achievement are	goals.
student	achievement are	established at the	established at the	
achievement at	established at the	school level.	school level AND	
the school level.	school level but		regularly monitors	
	does not complete		that everyone has	
	the task or does so		understanding of	
	partially OR the		the goals.	
	school leader does			
	not attempt to do			
	so.			



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

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

Scale				
	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
I(2): The school	The school leader	The school leader	The school leader	The school leader
leader ensures	attempts to	ensures each	ensures each	ensures adjustments
clear and	ensure that	student has	student has	are made or new
measurable goals	written	written	written	methods are utilized
are established	achievement goals	achievement goals	achievement goals	so that all faculty and
and focused on	that are clear,	that are clear,	that are clear,	students sufficiently
critical needs	measurable, and	measurable, and	measurable, and	understand the
regarding	focused, are	focused on	focused on	goals.
improving	established for	appropriate	appropriate needs	
achievement of	each student, but	needs.	AND regularly	
individual	does not complete		monitors that	
students within	the task or does so		teachers and	
the school.	partially OR the		students have	
	school leader does		understanding of	
	not attempt to do		individual student	
	so.		goals.	



Element 3: The school leader ensures that data are analyzed, interpreted, and used to regularly monitor

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

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
I(3): The school	The school leader	The school leader	The school leader	The school leader
leader ensures	attempts to	regularly ensures	ensures that data	ensures that data are
that data are	ensure that data	that data are	are available for	analyzed in a variety
analyzed,	are available for	available for	tracking overall	of ways to provide
interpreted, and	tracking overall	tracking overall	student	the most useful
used to regularly	student	student	achievement AND	information and
monitor progress	achievement, but	achievement.	monitors the	refines achievement
toward school	does not complete		extent to which	goals or the tracking
achievement	the task or does so		student data are	process as
goals.	partially OR the		used to track	achievement data
	school leader does		progress toward	accrue.
	not attempt to do		goal.	
	so.			



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

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

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
I(4): The school	The school leader	The school leader	The school leader	The school leader
leader ensures	attempts to	ensures that data	ensures that data	ensures that data are
that data are	ensure that data	are available for	are available for	analyzed in a variety
analyzed,	are available for	individual student	individual student	of ways to provide
interpreted, and	individual student	achievement.	achievement AND	the most useful
used to regularly	achievement, but		monitors the	information and
monitor progress	does not complete		extent to which	refines individual
toward	the task or does so		data are used to	achievement goals or
achievement	partially OR the		track progress	the tracking process
goals for	school leader does		toward individual	as achievement data
individual	not attempt to do		student goals.	accrue.
students.	so.			



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

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

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
I(5): The school	The school leader	The school leader	The school leader	The school leader
leader ensures	attempts to	ensures that	ensures that	continually examines
that appropriate	ensure that	programs and	programs and	and expands the
school-level and	programs and	practices are in	practices are in	options for individual
classroom-level	practices are in	place for	place for	students to make
programs and	place for	individual students	individual students	adequate progress.
practices are in	individual students	who are not	who are not	
place to help all	who are not	making adequate	making adequate	
students meet	making adequate	progress.	progress AND	
individual	progress, but does		monitors whether	
achievement	not complete the		interventions are	
goals when data	task or does so		helping students	
indicate	partially OR the		meet their	
interventions are	school leader does		achievement	
needed.	not attempt to do		goals.	
	SO.			



Florent 1: The school leader provides a clear vision as to how instruction should be addressed in the

school.
Sample Evidences
 □ A written document articulating the school-wide model of instruction is in place □ The school-wide language of instruction is used regularly by faculty in their professional learning communities, 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
Notes:

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
II(1): The school	The school leader	The school leader	The school leader	The school leader
leader provides a	attempts to	ensures that a	ensures that a	continually examines
clear vision as to	ensure that a	school-wide	school-wide	and makes
how instruction	school-wide	language or model	language or model	adjustments so that
should be	language or model	of instruction is in	of instruction is in	all faculty and staff
addressed in the	of instruction is in	place.	place AND	understand the
school.	place, but does		monitors the	nuances of the
	not complete the		extent to which	instructional model
	task or does so		the faculty and	and integrates new
	partially OR the		staff understands	instructional
	school leader does		the instructional	initiatives into the
	not attempt to do		model.	school instructional
	so.			model.



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

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

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
II(2): The school	The school leader	The school leader	The school leader	The school leader
leader effectively	attempts to	ensures that	ensures that	regularly intervenes
supports and	ensure that	teachers establish	teachers establish	with and supports
retains teachers	teachers establish	growth goals	growth goals	teachers who are not
who continually	growth goals	regarding their	regarding their	meeting their growth
enhance their	regarding their	pedagogical skills	pedagogical skills	goals or adequately
pedagogical skills	pedagogical skills	and track their	and track their	enhancing the
through reflection	and track their	individual	individual	achievement of their
and professional	individual	progress.	progress, AND	students.
growth plans.	progress, but does		monitors the	
	not complete the		extent to which	
	task or does so		teachers achieve	
	partially OR the		their growth goals.	
	school leader does			
	not attempt to do			
	SO.			



Element 3: The school leader is aware of predominant instructional practices throughout the school.

Sample Evidences

Walk-through or other informal observation data are aggregate	d in such	a way as to	o disclose
predominant instructional practices in the school			

- ☐ Forthright feedback is provided to teachers regarding their instructional practices
- ☐ Systems are in place to monitor the effect of the predominant instructional practices for all subgroups in the school
- ☐ Data are available to document the predominant instructional practices in the school
- ☐ The school leader can describe effective practices and problems of practice
- ☐ When asked, teachers can describe the predominant instructional practices used in the school

Notes:

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
II(3): The school	The school leader	The school leader	The school leader	The school leader
leader is aware of	attempts to	ensures that	ensures that	regularly intervenes
predominant	ensure that	information about	information about	to ensure that
instructional	information about	predominant	predominant	ineffective
practices	predominant	instructional	instructional	instructional
throughout the	instructional	strategies in the	strategies in the	practices are
school.	strategies in the	school is collected	school is collected,	corrected and
	school is collected	and regularly	regularly interacts	effective
	and regularly	interacts with	with teachers	instructional
	interacts with	teachers about the	about the	practices are
	teachers about the	effectiveness of	effectiveness of	proliferating.
	effectiveness of	these strategies.	these strategies,	
	these strategies,		AND monitors the	
	but does not		extent to which	
	complete the task		the information is	
	or does so partially		used to identify	
	OR the school		effective and	
	leader does not		ineffective	
	attempt to do so.		practices.	



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

Scale						
	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)		
II(4): The school	The school leader	The school leader	The school leader	The school leader		
leader ensures	attempts to	ensures that	ensures that	ensures that teacher		
that teachers are	ensure that	specific evaluation	specific evaluation	evaluation processes		
provided with	specific evaluation	data are collected	data are collected	are updated regularly		
clear, ongoing	data are collected	on each teacher	on each teacher	to ensure the results		
evaluations of	on each teacher	regarding their	regarding their	are consistent with		
their pedagogical	regarding their	pedagogical	pedagogical	student achievement		
strengths and	pedagogical	strengths and	strengths and	data.		
weaknesses that	strengths and	weaknesses and	weaknesses and			
are based on	weaknesses and	that these data	that these data			
multiple sources	that these data	are gathered from	are gathered from			
of data and are	are gathered from	multiple sources.	multiple sources			
consistent with	multiple sources,		AND monitors the			
student	but does not		extent to which			
achievement	complete the task		teacher			
data.	or does so partially		evaluations are			
	OR the school		consistent with			
	leader does not		student			
	attempt to do so.		achievement data.			



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

Sample Evidences
☐ 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 is improving teacher performance
☐ When asked, teachers can describe how the professional development supports their attainment of
instructional growth goals
Notes:

Scarc	In official (1)	Davidoning (2)	Effortive (2)	Highly Effective (4)
	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
II(5): The school	The school leader	The school leader	The school leader	The school leader
leader ensures	attempts to	ensures that job-	ensures that job-	continually re-
that teachers are	ensure that job	embedded	embedded	evaluates the
provided with job-	embedded	professional	professional	professional
embedded	professional	development that	development is	development
professional	development is	is directly related	provided to	program to ensure
development that	provided to	to their	teachers that is	that it remains job-
is directly related	teachers that is	instructional	directly related to	embedded and
to their	directly related to	growth goals is	their instructional	focused on
instructional	their instructional	provided to	growth goals AND	instructional growth
growth goals.	growth goals, but	teachers.	monitors the	goals and intervenes
	does not complete		extent to which	with teachers who
	the task or does so		teachers improve	are not making
	partially OR the		their instructional	sufficient progress
	school leader does		practices.	toward achieving
	not attempt to do			growth goals.
	so.			



Domain III: A Guaranteed and Viable Curriculum

Element 1: The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

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

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	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
III(1): The school	The school leader	The school leader	The school leader	The school leader
leader ensures	attempts to	ensures that both	ensures that both	ensures that the
that the school	ensure that both	the written	the written	assessment and
curriculum and	the written	curriculum and	curriculum and	reporting system
accompanying	curriculum and	accompanying	accompanying	focuses on state and
assessments	accompanying	assessments	assessments	district standards and
adhere to state	assessments	adhere to state	adhere to state	the leader intervenes
and district	adhere to state	and district	and district	with teachers who
standards.	and district	standards.	standards AND	do not follow the
	standards, but		monitors the	state and district
	does not complete		extent to which	standards.
	the task or does so		the curriculum is	
	partially OR the		delivered and the	
	school leader does		assessments	
	not attempt to do		measure the	
	SO.		curriculum.	



Domain III: A Guaranteed and Viable Curriculum

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

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

Scale						
	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)		
III(2): The school	The school leader	The school leader	The school leader	The school leader		
leader ensures	attempts to	ensures that the	ensures that the	ensures that		
that the school	ensure that the	written curriculum	written curriculum	essential elements of		
curriculum is	written curriculum	has been	has been	the curriculum are		
focused enough	has been	unpacked in such	unpacked in such	regularly examined		
that it can be	unpacked in such	a manner that	a manner that	and revised with an		
adequately	a manner that	essential elements	essential elements	eye toward making		
addressed in the	essential elements	have been	have been	instruction more		
time available to	have been	identified.	identified AND	focused and efficient.		
teachers.	identified, but		monitors the			
	does not complete		extent to which			
	the task or does so		the essential			
	partially OR the		elements are few			
	school leader does		enough to allow			
	not attempt to do		adequate time for			
	so.		students to learn			
			them.			



Domain III: A Guaranteed and Viable Curriculum

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

Scale	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
(6) =1 1	•		` '	
III(3): The school	The school leader	The school leader	The school leader	The school leader
leader ensures	attempts to	ensures that all	ensures that all	intervenes with
that all students	ensure that all	students have	students have	teachers whose
have the	students have	access to the	access to the	students do not have
opportunity to	access to the	courses and	courses and	adequate access to
learn the critical	courses and	classes that	classes that	essential elements
content of the	classes that	directly address	directly address	and instructional
curriculum.	directly address	the essential	the essential	strategies that most
	the essential	elements of the	elements of the	strongly increase
	elements of the	curriculum.	curriculum AND	their chances of
	curriculum, but		monitors the	learning the essential
	does not complete		extent to which	elements.
	the task or does so		those courses and	
	partially OR the		classes utilize	
	school leader does		instructional	
	not attempt to do		strategies that	
	so.		most strongly	
			increase their	
			chances of	
			learning the	
			essential	
			elements.	



Element 1: The school leader ensures that teachers have opportunities to observe and discuss effective

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

State				
	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
IV(1): The school	The school leader	The school leader	The school leader	The school leader
leader ensures	attempts to	ensures that	ensures that	intervenes and
that teachers	ensure that	teachers have	teachers have	supports teachers
have	teachers have	regular	regular	who do not actively
opportunities to	regular	opportunities to	opportunities to	participate in
observe and	opportunities to	interact regarding	interact regarding	opportunities to
discuss effective	interact regarding	effective	effective	interact regarding
teaching.	effective	instructional	instructional	effective
	instructional	practices and	practices and	instructional
	practices and	observe specific	observe specific	practices.
	observe specific	examples of	examples of	
	examples of	effective teaching	effective teaching	
	effective teaching	virtually or in	virtually or in-	
	virtually or in	person.	person AND	
	person, but does		monitors the extent	
	not complete the		to which teachers	
	task or does so		who actively	
	partially OR the		participate in these	
	school leader does		opportunities	
	not attempt to do		improve their	
	so.		pedagogy.	



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

regarding school initiatives.
Sample Evidences
 □ Teachers are advised of the specific types of decisions in which they will have direct input □ Data-gathering techniques are in place to collect information from teachers □ Notes and reports are in place that describe how teacher input was used when making specific decisions □ Electronic tools are utilized to collect and report teacher opinions regarding specific decisions (e.g. online surveys)
☐ Groups of teachers are selected and utilized to provide input regarding specific decisions ☐ Teacher leaders are enabled to proactively initiate, plan, implement and monitor projects ☐ The school 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
Notes:

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
IV(2): The school	The school leader	For specific types	For specific types	The school leader
leader ensures	attempts to	of decisions, the	of decisions, the	continually seeks
that teachers	ensure that formal	school leader	school leader	new venues for
have formal roles	processes are in	ensures that	ensures that	teacher input
in the decision-	place to collect	formal processes	formal processes	regarding important
making process	data from all	are in place to	are in place to	decisions.
regarding school	teachers regarding	collect data from	collect data from	
initiatives.	their preferences	all teachers	all teachers	
	on specific	regarding their	regarding their	
	decisions, but	preferences.	preferences AND	
	does not complete		monitors the	
	the task or does so		extent to which	
	partially OR the		those data are	
	school leader does		used to make	
	not attempt to do		decisions and the	
	so.		transparency of	
			those decisions.	



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

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

State				
	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
IV(3): The school	The school leader	The school leader	The school leader	The school leader
leader ensures	attempts to	ensures that	ensures that	ensures that group
that teacher	ensure that formal	formal teams or	formal teams or	goals relative to
teams and	teams or	collaborative	collaborative	curriculum,
collaborative	collaborative	groups of teachers	groups of teachers	assessment, and
groups regularly	groups of teachers	and other relevant	and other relevant	instruction are
interact to	and other relevant	staff meet	staff meet	regularly revised to
address common	staff meet	regularly and have	regularly and have	reflect the changes in
issues regarding	regularly and have	specific goals	specific goals	student achievement
curriculum,	specific goals	relative to	relative to	data and intervenes
assessment,	relative to	curriculum,	curriculum,	and supports teacher
instruction, and	curriculum,	assessment, and	assessment, and	teams whose goals
the achievement	assessment, and	instruction.	instruction AND	do not adequately
of all students.	instruction, but		monitors the	address the
	does not complete		extent to which	achievement of all
	the task or does so		these goals are	students.
	partially OR the		designed to	
	school leader does		enhance the	
	not attempt to do		achievement of all	
	so.		students.	



Element 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				
	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
IV(4): The school	The school leader	The school leader	The school leader	The school leader
leader ensures	attempts to	ensures that input	ensures that input	intervenes and
that teachers and	ensure that input	is regularly	is regularly	provides support
staff have formal	is regularly	collected from	collected from	when delegation of
ways to provide	collected from	teachers and staff	teachers and staff,	authority and
input regarding	teachers and staff	and appropriately	appropriately	teacher input is not
the optimal	and appropriately	delegates	delegates	working to optimize
functioning of the	delegates	responsibilities.	responsibilities,	the function of the
school and	responsibilities,		AND monitors the	school.
delegates	but does not		extent to which	
responsibilities	complete the task		the inputs and	
appropriately.	or does so partially		delegations are	
	OR the school		contributing to the	
	leader does not		optimal	
	attempt to do so.		functioning of the	
			school.	



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

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

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
IV(5): The school	The school leader	The school leader	The school leader	The school leader
leader ensures	attempts to	ensures that input	ensures that input	intervenes and
that students,	ensure that input	is regularly	is regularly	provides support
parents, and	is regularly	collected from	collected from	when students,
community have	collected from	students, parents,	students, parents,	parents, and
formal ways to	students, parents,	and community.	and community	community input is
provide input	and community,		AND monitors the	not working to
regarding the	but does not		extent to which	optimize the function
optimal	complete the task		the inputs are	of the school.
functioning of the	or does so partially		contributing to the	
school.	OR the school		optimal	
	leader does not		functioning of the	
	attempt to do so.		school.	



Element 1: The school administrator is recognized as the leader of the school who continually improves his or her professional practice.

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Sample Evidences
☐ A written annual growth plan is in place to address how the school leader will address strengths and weaknesses
☐ Professional development activities consistent with the leader's growth plan have been identified
Evidence of leadership initiatives is available
☐ Adherence to district and state policies and procedures is evident
☐ The school leader has demonstrated his or her 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 regards 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
Notes:

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
V(1): The school	The school leader	The school leader	The school leader	The school leader
administrator is	attempts to	demonstrates	demonstrates	actively seeks
recognized as the	demonstrate	leadership skills	leadership skills	expertise/mentors
leader of the	leadership skills	and continually	and continually	for validation and
school who	and engages in	engages in	engages in	feedback to confirm
continually	activities to	activities to	activities to	or improve
improves his or	improve his or her	improve his or her	improve his or her	leadership skills.
her professional	professional	professional	professional	
practice.	practices, but does	practices.	practices AND	
	not complete the		monitors the	
	task or does so		extent to which	
	partially OR the		these activities	
	school leader does		enhance personal	
	not attempt to do		leadership skills	
	so.		and the staff's	
			confidence about	
			his or her ability to	
			lead.	



Element 2: The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.

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

Scale				
	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
V(2): The school	The school leader	The school leader	The school leader	The school leader
leader has the	attempts to	performs with	performs with	actively seeks
trust of the	perform with	integrity and in	integrity and	expertise/mentors
faculty and staff	integrity and in	the best interest	his/her actions are	for validation and
that his or her	the best interest	of all students.	in the best interest	feedback to confirm
actions are guided	of all students, but		of all students	or improve how he
by what is best for	does so		AND monitors the	or she performs or is
all student	sporadically or		extent to which	perceived.
populations.	inconsistently OR		faculty and staff	
	the school leader		perceive him or	
	does not attempt		her as an	
	to do so.		individual who will	
			follow through	
			with initiatives and	
			whose actions are	
			guided by the	
			desire to help all	
			students learn.	



Element 3: The school leader ensures that faculty and staff perceive the school environment as safe and orderly.

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

State				
	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
V(3): The school	The school leader	The school leader	The school leader	The school leader
leader ensures	attempts to	ensures that well-	ensures that well-	ensures that rules
that faculty and	ensure that well-	defined routines	defined routines	and procedures are
staff perceive the	defined routines	and procedures	and procedures	reviewed and
school	and procedures	are in place that	are in place that	updated as necessary
environment as	are in place that	lead to orderly	lead to safe and	to ensure a safe and
safe and orderly.	lead to orderly	conduct.	orderly conduct	orderly school
	conduct, but does		AND monitors the	environment and the
	not complete the		extent to which	perception of such by
	task or does so		faculty and staff	school faculty and
	partially OR the		share the	staff.
	school leader does		perception that	
	not attempt to do		the school	
	so.		environment is	
			safe and orderly.	



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Element 4: The school leader ensures that students, parents, and the community perceive the school environment as safe and orderly.

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

Jeane				
	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
V(4): The school	The school leader	The school leader	The school leader	The school leader
leader ensures	attempts to	ensures that well-	ensures that well-	ensures that rules
that students,	ensure that well-	defined routines	defined routines	and procedures are
parents, and the	defined routines	and procedures	and procedures	reviewed and
community	and procedures	are in place that	are in place that	updated as necessary
perceive the	are in place that	lead to orderly	lead to orderly	to ensure a safe and
school	lead to orderly	conduct.	conduct AND	orderly school
environment as	conduct, but does		monitors the	environment and the
safe and orderly.	not complete the		extent to which	perception of such by
	task or does so		students, parents,	students, parents,
	partially OR the		and the	and the community.
	school leader does		community share	
	not attempt to do		the perception	
	so.		that the school	
			environment is	
			safe and orderly.	



Element 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.

in a way that focuses on effective instruction and the achievement of all students.
Sample Evidences
☐ 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, 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 in order 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 that they have adequate materials to teach effectively
☐ When asked, faculty and staff report that they have adequate time to teach effectively
Notes:

	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
V(5): The school	The school leader	The school leader	The school leader	The school leader
leader manages	attempts to	manages the	manages the	actively seeks and
the fiscal,	manage the fiscal,	fiscal, operational,	fiscal, operational,	procures extra
operational, and	operational, and	and technological	and technological	resources to enhance
technological	technological	resources	resources	instruction and the
resources of the	resources	necessary to	necessary to	achievement of all
school in a way	necessary to	support effective	support effective	students.
that focuses on	support effective	teaching.	teaching AND	
effective	teaching, but does		monitors the	
instruction and	not complete the		extent to which	
the achievement	task or does so		the resources and	
of all students.	partially OR the		efficiencies	
	school leader does		enhance	
	not attempt to do		instruction and	
	so.		the achievement	
			of all students.	



Element 6: The school leader acknowledges the success of the whole school, as well as individuals within the school.

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

Scale					
	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	
V(6): The school	The school leader	The school leader	The school leader	The school leader	
leader	attempts to	at the appropriate	at the appropriate	actively seeks a	
acknowledges the	acknowledge and	time	time	variety of methods	
success of the	celebrate the	acknowledges and	acknowledges and	for acknowledging	
whole school, as	accomplishments	celebrates the	celebrates the	individual and	
well as individuals	of the school as a	accomplishments	accomplishments	school-wide success	
within the school.	whole and the	of the school as a	of the school as a	that meet the unique	
	accomplishments	whole and the	whole and the	needs of faculty and	
	of individuals	accomplishments	accomplishments	staff.	
	within the school,	of individuals	of individuals		
	but does not	within the school.	within the school		
	complete the task		AND monitors the		
	or does so partially		extent to which		
	OR the school		people feel		
	leader does not		honored for their		
	attempt to do so.		contributions.		



2013 Marzano School Leader Evaluation Model - New York

Domain 1 Domain 2 Domain 3

A Data-Driven Focus On Student Achievement

Element 1:

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

Element 2:

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

Element 3:

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

Element 4:

The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.

Element 5:

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

Continuous Improvement of Instruction

Element 1:

The school leader provides a clear vision as to how instruction should be addressed in the school.

Element 2:

The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

Element 3:

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

Element 4:

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

Element 5:

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

A Guaranteed and Viable Curriculum

Flement 1:

The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

Element 2:

The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

Element 3:

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

Domain 4

Cooperation and Collaboration

Element 1:

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

Element 2:

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

Element 3:

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

Element 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.

Element 5:

The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

Domain 5

School Climate

Element 1:

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

Element 2:

The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.

Element 3:

The school leader ensures that faculty and staff perceive the school environment as safe and orderly.

Element 4:

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

Element 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.

Element 6:

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