THE COLLIER LEADERSHIP EVALUATION MODEL (CLEM)

Observation and Evaluation Forms and Procedures for Leadership Practice
2015-2016

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Collier Leader Evaluation Model (CLEM) 2015-16
Based on Marzano School Leadership Evaluation Model

About Evaluation

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

What does this mean?
To accomplish the purpose defined in law, a district evaluation system for school administrator’s must:
1. Be focused on school leadership actions that impact student learning, and;
2. Support professional learning on performance of duties and responsibilities that matter most for student learning, faculty and leadership development.

The evaluation system adopted by the district is:
- Based on contemporary research that reveals educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development.
- Fully aligned with the Florida Principal Leadership Standards – a State Board of Education rule that sets expectations for principal performance (SBE Rule 6A-5.080).

A New Approach to Evaluation: This evaluation system is designed to support three processes:
- Self-reflection by the administrator on current proficiencies and growth needs (What am I good at? What can I do better?)
- Feedback from the evaluator and others on what needs improvement.
- An annual summative evaluation that assigns one of the four performance levels required by law (i.e., Highly Effective, Effective, Needs Improvement, or Unsatisfactory).

What is Evaluated?
Evaluation of school administrators is based on observation and evidence about certain leadership behaviors AND the impact of an administrator’s behavior on others.

The portion of evaluation that involves “impact on others” comes in two components:
1. Student Growth Measures: At least 33% of a school administrator’s annual evaluation is based on the performance of students in the school on specific state and/or district assessments.
2. The Leadership Practice (LP): This component contributes the remaining 67% of the school administrator’s evaluation. Leadership Practice combines results of the Marzano School Leadership Evaluation and an additional Metric – Deliberate Practice. The LP contribution to the evaluation is based on observations/conversations of the administrator’s actions and the administrator’s impact on the actions and behaviors of others.

Who is the Evaluator?
Evaluator of principals is the Deputy Superintendent.

Deputy Superintendent
- Direct supervisor of the Principals and will complete their final evaluation with input from other senior leadership administrators.

The principals will be the evaluator of the Assistant Principals.

Principals
- Direct supervisor of the Assistant Principals in their building and will complete their final evaluation with feedback from other administrators.

All the above administrators will be considered evaluators throughout this document.
How often will the administrators be evaluated?

Evaluations will be conducted annually on every administrator. The administrator will review the evaluation and sign it. The signed evaluation will be placed in the personnel file.

How will the evaluations be used?

The district will analyze the results of all leadership performance evaluations. The data will be used to determine the areas of strengths and needs. The results will be used to develop improvement plans and professional development. Each year the results of the performance evaluations will be compared to the prior year to ensure progress is being made.

Observers

Senior Leadership administrators  Teams of 2 district administrators will observe principals using the CLEM elements and scales.

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

Training and Reflection

The content of CLEM informs those evaluated and those doing evaluations of the issues to address and the processes to use. Our District has utilized a software system called “iObservation” developed by Learning Sciences, International (LSI) in conjunction with Dr. Marzano. In order to consistently apply a common language of instruction and leverage programs already in place, the District intends to utilize the Marzano School Leadership Model for our evaluation of site based leadership personnel (principals, assistant principals, and deans). References to Dr. Marzano’s research and model will be provided throughout this document as well as a crosswalk to the various domains, elements, and proficiency levels.

Those being evaluated will use these documents to guide self-reflection on practices that improve their work.

Evaluators and observers provide both recurring feedback to guide growth in proficiency in the District priorities and provide summative performance ratings.

Those who are both evaluated by this system and evaluate others with it will do both.

Things to know:

1. **The Research Framework on which the evaluation system is based:** CLEM is based on the research of Dr. Robert Marzano. The Marzano School Leadership Evaluation Model is organized in 5 Domains with 24 Elements of school administrator behavior that links contemporary research-based strategies to student achievement. Ongoing training on the model will continue to be provided at the principal and assistant principal monthly meetings and different sessions throughout the year.

2. **Inter-rater reliability:** Evaluators and observers should be able to provide administrators similar feedback and rating so that there is consistent use of the evaluation system across the district. This is promoted by ongoing training on the following:
   a. The “look fors” – what knowledge, skills, and impacts are identified as system priorities by inclusion of evidences in the evaluation system.
   b. The Rubrics/Scales – how to distinguish proficiency levels.
   c. Rater reliability checks. Processes for verifying raters meet expectations in using the rubrics.
3. **Specific, Actionable, and Timely Feedback Processes**: What evaluators and observers observe does not promote improvement unless it is conveyed to employees as specific, actionable and timely manner. Training on how to do so is essential. iObservation will be used to ensure proper feedback is provided in a timely manner. Feedback to the administrators will be within 10 work days from the time of the observation/visit/conference.

4. **Conference protocols and use of forms**: Since iObservation will be used the protocols and forms will be easily obtainable by all. Separate protocols will be provided for each element including the rubric and evidences. The evaluation form will be used throughout the year so the administrator and the evaluator will continually communicate regarding the progress toward the end goal(s).

5. **Processes and procedures for implementing the evaluation system**:
   a. **Evidence gathering**: Throughout the year the administrator will collect evidences for each of the elements. This documentation will be done through a variety of ways, i.e. electronically, site visits, data dialogues, use of iObservation.
   b. **Timeframes and record keeping**: The administrator and evaluator will meet at least 3 times a year (beginning of the year, mid-year, and end of the year) plus there will be school visits by the evaluators and observers. Ongoing feedback through iObservation will be provided by the evaluators and observers.
   c. **Scoring rules**: Elements will be observed and scored on a 5 point scale ~ Innovating, Applying, Developing, Beginning, Not Using. That information will be transformed into a final numerical score of 0 – 67. That score will be added to the final Student Growth Score and a final rating of Highly Effective, Effective, Needs Improvement, and Unsatisfactory given to the administrator.

6. **Student Growth Measures**: The performance of students under the administrator’s supervision over a three year period, including the current year’s student performance data, will be used as part of the final evaluation. The student learning growth is based on statewide assessment results as calculated by the learning growth model approved pursuant to Section 1012.34 F.S. The specific growth measures used and “cut points” applied will conform to Florida Statutes and State Board rules. This represents 33% of the Final Leadership Effectiveness Score.

7. **Sources of information about the evaluation system**: All information regarding the evaluation model will be found on the District’s website and through iObservation.

8. **Additional metrics**: Deliberate Practice, which is a deep learning and growth on a few very specific aspects of educational leadership, will be the additional metric utilized by the District. This metric will be Additive and will represent up to one point on the Final Leadership Practice Score.

**Framework: Leadership Evaluation**

CLEM is based on The Marzano School Leadership Evaluation Model which is organized into 5 Domains with 24 Elements of school administrator behavior that links contemporary research-based strategies to student achievement.
A summary of the domains and elements are as follows:
Domain 1 – A Data-Driven Focus on Student Achievement (5 elements)
Domain 2 – Continuous Improvement of Instruction (6 elements)
Domain 3 – A guaranteed and Viable Curriculum (4 elements)
Domain 4 – Communication, Cooperation and Collaboration (5 elements)
Domain 5 – School Climate (6 elements)

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

In addition to the Domains and Elements, Evidences of specific actionable leadership behaviors are identified for each element. The Evidences for each Element are used to assign a scale value on a rubric for each Element – Innovating, Applying, Developing, Beginning and Not Using. Applying is considered the proficient target on each scale (Attachment B) and the administrator is monitoring to determine if the element is having the desired effect. Innovating is exceeding the expectation by using other strategies to ensure the element is having the desired effect with everyone for whom it is intended. Developing is showing that the administrator is using the strategy, however, is not monitoring to see if it is working; while Beginning shows that the administrator is trying to use the strategy but has parts missing. Not Using means that the administrator should be using the strategy but is not. The Domains, Elements, and Evidences support the evaluation criteria required by State Statues and SBE rules. Evidences indicated with an asterisk (*) are required evidences for the related element.

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

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

**Conference/Proficiency Status Short Form**
The administrator and evaluator will have a discussion at least 3 times throughout the year to ensure progress is being made on each of the five domains. These discussions will allow the administrator and evaluator to focus on the successful implementation of the domains and elements and the Deliberate Practice. Through the use of the Conference/Evaluation Form which utilizes a five point rubric, the administrator will continually know the status of the Leadership Practice portion of the Final Evaluation (Attachment D).

**Additional Metric: Deliberate Practice Guideline**
Deliberate Practice: The administrators work on specific improvements in mastery of educational leadership is a separate metric and is combined with the Leadership Practice Score which is added to the Student Growth Score to determine a Final Leadership Effectiveness Score.
Deliberate Practice (DP)
Domain(s) and Element(s) for School Administrator Growth

Deliberate Practice Priorities: The administrator and the evaluator identify 3 specific and measurable priority learning goals related to teaching, learning, or school leadership practices that impact student learning growth.

The goal of a deliberate practice process is an intended result and will include “scales” that guide the administrator toward highly effective levels of personal mastery.

The administrator takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities.

The evaluator monitors progress and provides feedback.

The elements are “thin slices” of behaviors – not broad overviews or long term goals taking years to accomplish.

Deliberate practice ratings are based on comparison of proficiency at a “start point” and proficiency at a designated “evaluation point”. The start point data will be based on the previous year’s evaluation data on a specific element or domain, or determined by school administrator and evaluator either at the end of the preceding work year or at the start of the new work year in which the DP elements will be used for evaluation.

A DP Growth Plan will be utilized within iObservation (Attachment G) for the administrator and evaluator to understand the focus for the year and to monitor the progress.

Relationship to other measures of professional learning: Deliberate Practice elements are specific and deep learning related to teaching, learning, or school leadership practices that impact student learning.

The DP learning processes establish career-long patterns of continuous improvement and lead to high quality instructional leadership.

Selecting Growth Elements (examples):
Growth element 1: An issue that addresses a school improvement need related to student learning and either selected by the district or approved by administrator’s supervisor. The focus should be on complex issues that take some time to master such as providing observation and feedback of high-effect size instructional practices.

Growth element 2: An issue related to a knowledge base or skill set relevant to instructional leadership selected by administrator.

Growth element 3-4: Optional: additional issues as appropriate.

The addition of more elements should involve estimates of the time needed to accomplish elements 1 and 2. Where elements 1 and 2 are projected for mastery in less than half of a school year, identify additional target(s).

The description of an element should be modeled along the lines of learning goals.

A concise description (rubric) of what the administrator will know or be able to do. Of sufficient substance to take at least 6 weeks to accomplish.

Includes scales or progressive levels of progress that mark progress toward mastery of the goal.
Rating Scheme
Deliberate Practice will be an Additive model and will represent up to one (1) point on the Overall Leadership Practice score.
DP Score Rules are applied (Attachment F)

CLEM Domains and Elements

CLEM is based on the Marzano School Leadership Evaluation Model which consists of five Domains and 24 Elements (Attachment E).

A summary of the domains and elements are as follows:

Domain 1:
A Data-Driven Focus on Student Achievement
5 Elements

Domain 2:
Continuous Improvement of Instruction
5 elements

Domain 3:
A guaranteed and Viable Curriculum
3 elements

Domain 4:
Communication, Cooperation and Collaboration
5 elements

Domain 5 – School Climate
6 elements

Evidences, which are provided for each element, are specific actionable leadership behaviors and are used to assign a scale value on a rubric for each element.

CLEM Process

- Guides to self-reflection on what’s important to succeed as a school administrator
- Criteria for making judgments about proficiency that are consistent among raters
- Specific and actionable feedback from colleagues and supervisors focused on improving proficiency
- Summative evaluations of proficiency and determination of performance levels
The seven steps of CLEM are described below:

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

- Florida Principal Leadership Standards (FPLS), Student Success Act, applicable State Board of Education rules, and specific expectations that are subject to the evaluation system.
- All administrators, observers and evaluators will have access to the content and processes that are subject to the evaluation system. All administrators and evaluators will have access to the same information and expectations. This may be provided by the administrator’s review of district evaluation documents, online modules, mentor sessions, or face-to-face training where awareness of district processes and expectations are identified.
- Each school administrator is expected to engage in personal reflection on the connection between his/her practice and the FPLS and the Domains and elements in the evaluation system. This is a “what do I know and what do I need to know” self-check aligned with the FPLS and the evaluation system indicators.

**Individual Leadership Growth Plan (ILGP) process will be discussed and timeline given for development of three goals.**

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

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

Evaluation processes are reviewed and questions answered.

Domain and Elements from evaluation system that will be focus issues are identified and discussed.

Student growth measures that are of concern are discussed.

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

Proposed elements for Deliberate Practice are discussed and determined, or a timeframe for selection of Deliberate Practice elements are set.

While a separate meeting or exchange of information may be implemented to complete the Deliberate Practice targets, they should be discussed given their importance to the administrator’s growth and the summative evaluation.

Step 3: Monitoring, Data Collection, and Application to Practice:
Evidence is gathered that provides insights on the administrator’s proficiency on the issues in the evaluation system by those with input into the administrator’s evaluation.

The administrator shares with the observers and/or evaluator evidence of practice on which the administrator seeks feedback or wants the evaluator to be informed.

The observers and/or evaluator accumulates data and evidence on administrator’s actions or impact of administrator’s actions during the routine conduct of work. Such data and evidence may come from site visits, be provided by the administrator, from formal or informal observations, or from evidence, artifacts or input provided by others. The accumulated information is analyzed in the context of the evaluation system indicators.

As evidence and observations are obtained that generate specific and actionable feedback, it is provided to the administrator in a timely manner. Feedback may be provided through face-to-face meetings, iObservation forms, email, telephone, and/or memoranda.

Collegial groups, mentors, communities of practice (CoPs), professional learning communities (PLCs), and lesson study groups in which the administrator participates may provide specific and actionable feedback for proficiency improvement.

These monitoring actions occur before and continue after Step 4: Mid-Year Progress Review Meeting.

Step 4: Mid-year Progress Review between administrator and evaluator:
At a mid-year point, a progress review is conducted.

Actions and impacts of actions taken on priorities identified in Step 3 Initial Meeting are reviewed. Any indicators which the evaluator has identified for a specific status update are reviewed. (The administrator is given notice of these indicators prior to the Mid-Year Progress Review Meeting, as the feedback expected is more specific than that for the general indicator overview.)

The administrator is prepared to provide a general overview of actions/processes that apply to all of the domains and proficiency areas and may include any of the indicators in the district system. Any indicator that the evaluator or the administrator wishes to address should be included.
Strengths and progress are recognized.
Priority growth needs are reviewed.
Where there is no evidence related to an element and no interim judgment of proficiency can be provided, a plan of action must be made:
  - If the evaluator decides that the absence of evidence indicates unsatisfactory proficiency because actions or impacts of action should be evident if administrator was proficient, the administrator is provided notice that the element(s) will be addressed in a follow-up meeting.
  - The absence of evidence is explained by lack of opportunity for the evaluator to note anything relevant, and administrator is asked to provide follow-up data on the element prior to the year-end conference.
  - The lack of evidence on one element is balanced by substantial evidence on other elements in the same proficiency area. No follow-up is required until evidence supporting a Developing (D), Beginning (B) or Not Using (NU) rating emerges.

Any actions or inactions which might result in an unsatisfactory rating on a domain or element area if not improved are communicated.
Any element(s) for which there is insufficient evidence to rate proficiency at this stage, but which will be a priority for feedback in remainder of the year, are noted.
CLEM Evaluation Form is used to provide feedback on all indicators for which there is sufficient evidence to rate proficiency. Notes or memorandums may be attached to the forms as appropriate to reflect what is communicated in the Mid-Year Progress Review Meeting.

Step 5: Monitoring and Data Collection:
Evidence is gathered that provides insights on the administrator’s proficiency on the issues in the evaluation system by those with input into the administrator’s evaluation.
The administrator shares with the observers and/or evaluator evidence of practice on which the administrator seeks feedback or wants the evaluator to be informed.
The observers and/or evaluator accumulate data and evidence on administrator’s actions or impact of administrator’s actions during the routine conduct of work. Such data and evidence may come from site visits, be provided by the administrator, from formal or informal observations, or from evidence, artifacts or input provided by others. The accumulated information is analyzed in the context of the evaluation system indicators.
As evidence and observations are obtained that generate specific and actionable feedback, it is provided to the administrator in a timely manner. Feedback may be provided face-to-face, via iObservation forms, via email or telephone, or via memoranda.
Collegial groups, mentors, communities of practice (CoPs), professional learning communities (PLCs), and lesson study groups in which the administrator participates may provide specific and actionable feedback for proficiency improvement.

Step 6: End of Year Review of Leadership Practice:
The summative evaluation form is prepared by the evaluator and a performance rating assigned.
Consider including relevant and appropriate evidence by any party entitled to provide input into the administrator’s evaluation.
Review evidence on administrator’s proficiency on elements.
Use accumulated evidence and ratings on elements to rate each Domain.
Consolidate the ratings on the elements into Domain ratings.
Consolidate Domain ratings, using CLEM weights, to calculate a Leadership Practice score.
**Step 7: Final Leadership Effectiveness Evaluation:**
The year-end meeting addresses the Leadership Practice Score and Student Growth Measures.

The overall ratings of the elements are reviewed and a Status Score assigned.

The administrator’s growth on the Deliberate Practice elements is reviewed and a Deliberate Practice Score assigned.

The Status Score and Deliberate Practice Score are combined and multiplied by 16.75 (as per weighting formula) to generate a Leadership Practice Score.

Since the Student Growth Measurement (SGM) score is known, inform the administrator how the Leadership Practice Score and SGM Score combine to a summative performance level of Highly Effective, Effective, Needs Improvement, or Unsatisfactory.

If recognitions or employment consequences are possible based on performance level, inform administrator of District process moving forward.

Review priority growth issues that should be considered at next year’s Step 2 process.

During this meeting evaluators will gather feedback from administrators regarding the processes of the evaluation model. This feedback will be used to make changes if necessary.

The evaluators will analyze the evaluation data found in iObservation for planning professional development and ensuring continuous improvement of the system and the overall leadership of the District.

**Scoring Guide for CLEM Metrics**

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

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

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

**Leadership Practice Score:** An assessment of the administrator’s proficiency on the Florida Principal Leadership Standards (FPLS). A system for feedback and growth based on the administrator’s work and impact of that work on others. The Leadership Practice Score will represent 67% of the Final Leadership Effectiveness Score.

**Deliberate Practice (DP):** Deep learning and growth on a few very specific aspects of educational leadership. This metric will be Additive in nature and will represent up to one point on the Final Leadership Practice Score.

**Student Growth Measures Score (SGM):** The performance of students under the administrator’s supervision over a three year period including the current year’s student performance data will be used as part of the final evaluation. The student learning growth is based on statewide assessment results as calculated by the learning growth model approved pursuant to Section 1012.34 F.S. The specific growth measures used and “cut points” applied will conform to Florida Statutes and State Board rules. This represents 33% of the Final Leadership Effectiveness Score whether or not there is three years of data present for an administrator.
Summary of Scoring Processes
The Marzano School Leadership Evaluation Model describes five domains with 25 elements of school administrator behavior that research shows has an impact on raising student achievement. The domains, elements and weight are broken down as follows:

Domain 1 – A Data-Driven Focus on Student Achievement (20%)
   Element 1 (5%)
   Element 2 (4%)
   Element 3 (3%)
   Element 4 (3%)
   Element 5 (5%)

Domain 2 – Continuous Improvement of Instruction (40%)
   Element 1 (11%)
   Element 2 (10%)
   Element 3 (9%)
   Element 4 (5%)
   Element 5 (5%)

Domain 3 – A Guaranteed and Viable Curriculum (20%)
   Element 1 (10%)
   Element 2 (5%)

Domain 4 – Communication, Cooperation and Collaboration (10%)
   Element 1 (3%)
   Element 2 (2%)
   Element 3 (2%)
   Element 4 (2%)
   Element 5 (1%)

Domain 5 – School Climate (10%)
   Element 1 (2%)
   Element 2 (2%)
   Element 3 (2%)
   Element 4 (2%)
   Element 5 (1%)
   Element 6 (1%)

Scoring for CLEM based on the Marzano School Leadership Evaluation Model
CLEM includes three components for Final Leadership Effectiveness Score:
   Student Growth (33%)
   Leadership Practice including Deliberate Practice (67%)
The Final Leadership Practice Score will be 0 – 67 with the Deliberate Practice representing up to one point without making the final score more than 67.

The model’s focus:
Student Growth, Leadership Practice, and Deliberate Practice
Reflects administrators’ performance across all elements within the framework (Domains 1-5)
Assigns weight to the domain with greatest impact on student achievement (Domain 2)
Acknowledges administrators’ focus on deliberate practice by measuring improvement over time on specific elements within the framework

Leadership Practice Score (Status Score + Deliberate Practice) 67%
Student Growth Score (three year period, including the current year) 33%
Final Leadership Effectiveness Score 100%

(Distinction between proficiency ratings): The “Effective” level describes leadership performance that has local impact (i.e., within the school) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the school. The majority of the leadership workforce will be in the effective area once they have a clear understanding of what the FPLS require and have made the adjustments and growth necessary to upgrade performance. The previous rating system of “satisfactory” and “unsatisfactory” does not provide any guidance as to where those who repeat past performance levels will fall in the shift to research and standards-based assessments. Both school administrators and evaluators should reflect on performance based on the new FPLS and the rubrics of CLEM.

The “Highly Effective” level is reserved for truly outstanding leadership as described by very demanding criteria. Performance at this level is dramatically superior to “Effective” in its impact on students, staff members, parents, and the school district. Highly effective leadership results from recurring engagement with “deliberate practice.” In brief, the “Highly Effective” administrator helps every other element within the organization become as good as they are. In normal distributions, some administrators will be rated highly effective on some indicators, but very few administrators will be rated highly effective as a summative performance level.

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

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

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**ATTACHMENT A**

**Crosswalk: Marzano School Leadership Evaluation Model to Florida School Leader Assessment**

**Florida School Leader Assessment (FSLA)**

A Multidimensional Leadership Assessment  
4 Domains - 10 Proficiency Areas - 45 Indicators

A summative performance level is based 33% on Student Growth Measures (SGM) that conform to the requirements of s. 1012.34, F.S., and 67% on a Leadership Practice Score. In the Florida State Model, the Leadership Practice Score is obtained from two metrics:
- Florida School Leader Assessment (FSLA)  
- Deliberate Practice Score

The school leader's FSLA Score is combined with a Deliberate Practice Score to generate a Leadership Practice Score. The tables below list the school leader performance proficiencies addressed in the four domains of the FSLA and the Deliberate Practice Metric.

### Domain 1: The focus is on leadership practices that impact prioritization and results for student achievement on priority learning goals - knowing what’s important, understanding what’s needed, and taking actions that get results.

<table>
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<tr>
<th>Domain 1: Student Achievement</th>
<th>Marzano Leadership Model&lt;sup&gt;1&lt;/sup&gt;</th>
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<tr>
<td><strong>Proficiency Area 1 - Student Learning Results:</strong> Effective school leaders achieve results on the school’s student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.</td>
<td></td>
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<tr>
<td>Indicator 1.1 – Academic Standards: The leader demonstrates understanding of student requirements and academic standards (Common Core and NGSSS).</td>
<td>I(1)&lt;br&gt;III(1&lt;sup&gt;<em>&lt;/sup&gt;)&lt;br&gt;&lt;br&gt;II(&lt;sup&gt;2&lt;/sup&gt;</em>)</td>
</tr>
<tr>
<td>Indicator 1.2 – Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.</td>
<td>I(1, 3)&lt;br&gt;II(3&lt;sup&gt;+&lt;/sup&gt;, 4&lt;sup&gt;+&lt;/sup&gt;)</td>
</tr>
<tr>
<td>Indicator 1.3 – Planning and Goal Setting: The leader demonstrates planning and goal setting to improve student achievement.</td>
<td>I(1, 2)</td>
</tr>
<tr>
<td>Indicator 1.4 – Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results.</td>
<td>I(2, 4&lt;sup&gt;+&lt;/sup&gt;)</td>
</tr>
</tbody>
</table>

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

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<sup>1</sup> See the Marzano School Leadership Evaluation Model for additional information. The Marzano Leadership Model column provides the Domain number in roman numeral (I, II, III, IV, or V), followed by the numeric element numbers that align to the respective FSLA Indicator.

<sup>2</sup> The placement of an asterisk (*) denotes the element contains required evidences. See the Marzano School Leadership Evaluation Model for additional information.
Collier Leader Evaluation Model (CLEM)  2015-16
Based on Marzano School Leadership Evaluation Model

| Indicator 2.1 – **Learning Organization:** The leader enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school. | I(1, 2, 4*)  
| | II(1*, 3*)  
| | IV(3) |
| Indicator 2.2 – **School Climate:** The leader maintains a school climate that supports student engagement in learning. | III(3)  
| | IV(3, 4)  
| | V(2*) |
| Indicator 2.3 – **High Expectations:** The leader generates high expectations for learning growth by all students. | I (1) |
| Indicator 2.4 – **Student Performance Focus:** The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards. | III (1*) |

**Domain 2: The focus is on instructional leadership – what the leader does and enables others to do that supports teaching and learning.**

| **Domain 2: Instructional Leadership**  
| **3 Proficiency Areas – 17 Indicators**  
| This domain contributes 40% of the FSLA Score | Marzano Leadership Model |
| **Proficiency Area 3 - Instructional Plan Implementation:** Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments. |  
| Indicator 3.1 – **FEAPs:** The leader aligns the school’s instructional programs and practices with the Florida Educator Accomplished Practices (Rule 6A-5.065, F.A.C.) and models use of Florida’s common language of instruction to guide faculty and staff implementation of the foundational principles and practices. | II(1*) |
| Indicator 3.2 – **Standards-based Instruction:** The leader delivers an instructional program that implements the state’s adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance. | II(4*)  
| | III(1*, 3)  
| | IV(3*) |
| Indicator 3.3 – **Learning Goals Alignments:** The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state’s adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubrics to guide tracking progress toward student mastery. | I(1, 2) |
| Indicator 3.4 – **Curriculum Alignments:** The leader implements systemic processes to insure alignment of curriculum resources with state standards for the courses taught. | I(1, 2) |
| Indicator 3.5 – **Quality Assessments:** The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula. | III(1*) |
| Indicator 3.6 – **Faculty Effectiveness:** The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district’s instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs. | II(3*, 4*) |

**Proficiency Area 4 - Faculty Development:** Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student...
<table>
<thead>
<tr>
<th>indicator 4.1 – Recruitment and Retention: The leader employs a faculty with the instructional proficiencies needed for the school population served.</th>
<th>II(2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>indicator 4.2 – Feedback Practices: The leader monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals and the cause and effect relationships between professional practice and student achievement on those goals.</td>
<td>II(3*, 4*)</td>
</tr>
<tr>
<td>indicator 4.3 – High Effect Size Strategies: Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies.</td>
<td>II(4*)</td>
</tr>
<tr>
<td>indicator 4.4 – Instructional Initiatives: District supported state initiatives focused on student growth are supported by the leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.</td>
<td>II(5)</td>
</tr>
<tr>
<td>indicator 4.5 – Facilitating and Leading Professional Learning: The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.</td>
<td>IV(1, 3*) V(5*)</td>
</tr>
<tr>
<td>indicator 4.6 – Faculty Development Alignments: The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan; identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement); aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals; and using instructional technology as a learning tool for students and faculty.</td>
<td>I(1, 5*) II(4*, 5) IV(3*) V(5*)</td>
</tr>
<tr>
<td>indicator 4.7 – Actual Improvement: The leader improves the percentage of effective and highly effective teachers on the faculty.</td>
<td>II(4*)</td>
</tr>
</tbody>
</table>

**Proficiency Area 5 - Learning Environment:** Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

<table>
<thead>
<tr>
<th>indicator 5.1 – Student Centered: The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.</th>
<th>V(3, 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>indicator 5.2 – Success Oriented: The leader initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students’ opportunities for success and well-being.</td>
<td>I(5*) IV(3*) V(2*, 6)</td>
</tr>
<tr>
<td>indicator 5.3 – Diversity: To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.</td>
<td>II(3*) IV(3*, 5*) V(2*, 6)</td>
</tr>
</tbody>
</table>
### Domain 3: The focus is on school operations and leadership practices that integrate operations into an effective system of education.

<table>
<thead>
<tr>
<th>Proficiency Area 6 - Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 6.1 – <em>Prioritization Practices:</em> The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.</td>
</tr>
<tr>
<td>Indicator 6.2 – <em>Problem Solving:</em> The leader uses critical thinking and problem solving techniques to define problems and identify solutions.</td>
</tr>
<tr>
<td>Indicator 6.3 – <em>Quality Control:</em> The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implementing actions as needed.</td>
</tr>
<tr>
<td>Indicator 6.4 – <em>Distributive Leadership:</em> The leader empowers others and distributes leadership when appropriate.</td>
</tr>
<tr>
<td>Indicator 6.5 – <em>Technology Integration:</em> The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.</td>
</tr>
</tbody>
</table>

### Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.

| Indicator 7.1 – *Leadership Team:* The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals. |
| Indicator 7.2 – *Delegation:* The leader establishes delegated areas of responsibility for subordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure. |
| Indicator 7.3 – *Succession Planning:* The leader plans for and implements succession planning. |
management in key positions.

**Indicator 7.4 – Relationships:** The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.

**Proficiency Area 8 - School Management:** Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.

**Indicator 8.1 – Organizational Skills:** The leader organizes time, tasks, projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.

**Indicator 8.2 – Strategic Instructional Resourcing:** The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.

**Indicator 8.3 – Colleagial Learning Resources:** The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.

**Proficiency Area 9 - Communication:** Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.

**Indicator 9.1 – Constructive Conversations:** The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.

**Indicator 9.2 – Clear Goals and Expectations:** The leader communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

**Indicator 9.3 – Accessibility:** The leader maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.

**Indicator 9.4 – Recognitions:** The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.

**Domain 4: The focus is on the leader’s professional conduct and leadership practices that represent quality leadership.**

<table>
<thead>
<tr>
<th>Domain 4 - Professional and Ethical Behaviors</th>
<th>Marzano Leadership Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Proficiency Area – 4 Indicators</td>
<td></td>
</tr>
<tr>
<td>This domain contributes 20% of the FSLA Score</td>
<td></td>
</tr>
</tbody>
</table>

**Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders**
**Indicators of Leadership Development: A Personalized Development Framework**

**Demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 10.1 – <strong>Resiliency:</strong></td>
<td>The leader demonstrates resiliency in pursuit of student learning and faculty development by staying focused on the school vision and reacting constructively to adversity and barriers to success, acknowledging and learning from errors, constructively managing disagreement and dissent with leadership, and bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and productive attitudes in the face of adversity.</td>
<td>V(1*, 2*)</td>
</tr>
<tr>
<td>Indicator 10.2 – <strong>Professional Learning:</strong></td>
<td>The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.</td>
<td>V(1*, 2*)</td>
</tr>
<tr>
<td>Indicator 10.3 – <strong>Commitment:</strong></td>
<td>The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well being of the school, families, and local community.</td>
<td>V(2*)</td>
</tr>
<tr>
<td>Indicator 10.4 – <strong>Professional Conduct:</strong></td>
<td>The leader adheres to the Code of Ethics of the Education Profession in Florida (Rule 6B-1.001, F.A.C.) and to the Principles of Professional Conduct for the education profession (Rule 6B-1.006, F.A.C.).</td>
<td>V(1*)</td>
</tr>
</tbody>
</table>

**Deliberate Practice:** The leaders work on specific improvements in mastery of educational leadership is a separate metric and is combined with the FSLA Domain Scores to determine a summative leadership score.

**Deliberate Practice Proficiency Area(s) and Target(s) for Growth selected by School Leader**

**Deliberate Practice Priorities:** The leader identifies a short list of specific and measurable priority learning goals related to teaching, learning, or school leadership that target growth in the leader toward highly effective levels of personal mastery; takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities. The targets are “thin slices” of specific gains sought – not broad overviews or long term goals taking years to accomplish. Where FSLA indicator 4.5 addresses the leader's involvement with professional learning focused on faculty needed and 10.2 addresses the leader's pursuant of learning aligned with school needs, the Deliberate Practice targets are more specific and deeper learning related to teaching, learning, or school leadership.

- Growth target 1: An issue that addresses a school improvement need and approved by leader’s supervisor
- Growth target 2: An issue related to a knowledge base or skill set relevant to educational leaders and selected by the leader.
- Growth target 3-5: Optional: additional issues as appropriate.

The addition of more targets should involve estimates of the time needed to accomplish targets 1 and 2. Where targets 1 and 2 are projected for mastery in less than half of a school year, identify
additional target(s).
   The description of a target should be modeled along the lines of learning goals.
   o A concise description (rubric) of what the leader will know or be able to do
   o Of sufficient substance to take at least 6 weeks to accomplish
   o Includes scales or progressive levels of progress that mark progress toward mastery
     of the goal.
Rating Scheme
   o Unsatisfactory = no significant effort to work on the targets
   o Needs Improvement = evidence some of the progress points were accomplished but not
     all of the targets
   o Effective = targets accomplished
   o Highly effective = exceeded the targets and able to share what was learned with others

<table>
<thead>
<tr>
<th>FSLA Score</th>
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</thead>
<tbody>
<tr>
<td>Domain 1 – 20%</td>
</tr>
<tr>
<td>Domain 2 – 40%</td>
</tr>
<tr>
<td>Domain 3 – 20%</td>
</tr>
<tr>
<td>Domain 4 – 20%</td>
</tr>
</tbody>
</table>

**Leadership Practice Score**
FSLA Score + Deliberate Practice Score = Leadership Practice Score

**Performance Level**
Leadership Practice Score (67%) + Student Growth Measure Score (33%) = Summative performance
Level

Highly Effective  Effective  Needs Improvement  Unsatisfactory
Domain I: A Data-Driven Focus on Student Achievement

I(1): The school leader ensures high expectations with measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

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

**Evidences for Element 1 of Domain I**

**Required Evidence (*)**

- Learning goals are established for eliminating the achievement gap for all students*
- The school leader establishes high expectations for all students to show learning growth*
- Faculty and staff can explain how efforts to close the learning gap for all school subpopulations is eliminating the achievement gap*
- Learning goals are established based on state and district curriculum and academic standards*
- Learning goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments
- Learning goals are established for eliminating differences in achievement for students at different socioeconomic levels
- Learning goals are established for eliminating differences in achievement for all subgroups in the school
- Learning goals are established for eliminating the differences in achievement for English language learners
- Learning goals are established for eliminating the differences in achievement for students
The school leader ensures high expectations with measurable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school.

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

**Evidences for Element 2 of Domain I**

*Required Evidence *)
- Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments *
- Faculty and staff work as a system focused on student learning *
- Student performance data and expectations for learning are communicated to all stakeholders *
- Learning 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
- Students perceive that their individual goals are academically challenging
- When asked, students are aware of their status on the achievement goals specific to them
- When asked, parents are aware of their child’s achievement goals

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

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines achievement goals or the tracking process as achievement data accrue.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures that data are available for tracking overall student achievement AND monitors the extent to which student data are used to track achievement of learning goals and to plan for improving instruction.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader regularly ensures that data are available for tracking overall student achievement.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to ensure that data are available for tracking overall student achievement, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to ensure that data are available for tracking overall student achievement.</td>
</tr>
</tbody>
</table>

Evidences for Element 3 of Domain I

- Reports, graphs, and charts are available for analyzing overall student achievement and planning instruction
- Student achievement is examined from the perspective of value-added results
- Results from multiple types of assessments are regularly reported and used for instructional planning (e.g. benchmark, common assessments)*
- Reports, graphs, and charts are regularly updated to track growth in student achievement
- School leadership teams regularly analyze school growth data for instructional planning*
- Data briefings are conducted at faculty meetings and used to plan for instruction*
- 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 and plan for instruction
I(4): The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.

<table>
<thead>
<tr>
<th>Scale Value</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines individual and student sub-groups achievement goals.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures student collected data are available AND monitors the extent to which data are used to track effectiveness of instruction and interventions for all student subgroups.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader collects student input data to ensure that data are used for determining effectiveness of instruction and implementing appropriate interventions.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt.</td>
</tr>
</tbody>
</table>

**Evidences for Element 4 of Domain I (Required Evidence *)**

- The school leader achieves results on the school's learning goals*
- Student learning results are evidenced by growth and progress on district and state assessments*
- The school leader analyzes achievement data for student subgroups within the school*
- Individual student results from multiple types of assessments are regularly reported and used (e.g. benchmark, common assessments)*
- Data are analyzed for instructional planning, interpreted, and used to regularly monitor progress toward achievement goals for individual students *
- Reports, charts, and graphs are available for individual students depicting their status and learning growth
- Individual student achievement is examined from the perspective of value-added results
- 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 data
- 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
I(5): The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups in order to help all students meet individual achievement goals.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader continually examines and expands the process for using individual student response data.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures teachers collect student response data AND monitors to determine if the data are used for determining effectiveness of instruction and implementing of appropriate interventions school-wide for all student sub-groups to help all students meet their individual achievement goals.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader ensures that teacher collected student response data are used to determine effectiveness of instruction and school-wide interventions for all subpopulations to help all students meet individual achievement goals.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to use teacher collected student response data to determine the effectiveness of instruction and school-wide interventions, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to collect student response data to ensure that data are used for determining effectiveness of instruction and school-wide interventions for all sub-groups.</td>
</tr>
</tbody>
</table>

**Evidences for Element 5 of Domain I**  
*(Required Evidence *)

The school leader ensures differentiated instruction is a predominant instructional practice*  
When asked, students report their teachers provide culturally relevant instruction that helps them learn*  
The school leader is focused on opportunities for students to continuously improve and be successful  
Student response data are utilized to determine effectiveness of instruction and school level interventions  
Data are available to show differentiated instruction is a predominant instruction practice  
When asked, students report their teachers provide culturally relevant instruction that helps them learn  
The school leader routinely analyzes student response data to determine programs needed to extend the school day, week, and/or year  
The school schedule is designed so that students can receive academic help while in 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  
Tutorial and enrichment programs are in place when data support the need for these interventions  
Data are collected and available to monitor student participation in intervention or enrichment programs  
When asked, teachers can explain the interventions in place to help individual students met their goals  
When asked, student and/or parents can identify interventions in place to help them meet their
goals
When asked, students report their school has programs in place to help them meet their achievement goals
When asked, students report their responses are analyzed and used by the school leader

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 and communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements and decisions.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader continually examines and makes adjustments so that all faculty and staff understand the nuances of the instructional model and integrates new instructional initiatives into the school instructional model.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader communicates goals and expectations using the Florida common language of instruction AND monitors the extent to which the faculty, students and parents understand the instructional model, its goals and impact on the school population.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader communicates goals and expectations using the Florida common language of instruction.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to communicate goals and expectations using the Florida common language of instruction but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to communicate goals and expectations using the Florida common language of instruction.</td>
</tr>
</tbody>
</table>

Evidences for Element 1 of Domain II
(Required Evidence *)

The school leader demonstrates understanding of the Florida Educator Accomplished Practices and uses them as a priority instructional improvement model*
The common language of instruction is used to communicate expectations for teacher and student performance
The school leader utilizes multiple media sources to communicates local, state and federal learning standards to teachers, students and parents
The school-wide model of instruction utilizes strategies to promote learning for subgroups within the school
The school-wide common language of instruction is used regularly by faculty in their professional learning communities
The school-wide common language of instruction is used regularly in faculty and 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 common language of instruction is used regularly by faculty in their informal conversations
When asked, teachers can describe the major components of the school-wide model of instruction
When asked, teachers can explain how strategies in the instructional framework promote learning for the school’s diverse population

II(2): The school leader effectively employs, supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader regularly intervenes with and supports teachers who are not meeting their growth goals or adequately enhancing the achievement of their students.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress, AND monitors the extent to which teachers achieve their growth goals to effectively serve the school population.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to employ teachers with instructional skills to meet the needs of the school population and does not ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress.</td>
</tr>
</tbody>
</table>

Evidences for Element 2 of Domain II

The school leader employs teachers with instructional skills to serve the school population
The school leader meets regularly with teachers regarding their growth goals
Individual teachers have written statements of their pedagogical growth goals
Individual teachers keep track of their progress on their pedagogical growth goals
The school leader has demonstrated a track record of hiring effective and highly effective teachers
The school leader has a system in place to effectively evaluate the selection process for hiring new teachers
The school leader has a system in place to effectively evaluate and revise the new teacher induction program
The school leader has a track record of retaining effective teachers
The school leader documents and tracks the growth of each teacher on their pedagogical goals
When asked, teachers can describe their progress on their pedagogical growth goals
When asked, the school leader can produce evaluation results, growth plans, and supports for struggling teachers
When asked, teachers can share documented examples of how reflection has improved their instructional practice.

**II(3): The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.**

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures that information about predominant instructional strategies in the school is collected, regularly gives teachers feedback regarding the effectiveness of these strategies, AND monitors the extent to which the information is used to identify effective and ineffective practices and the impact on student achievement.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader ensures that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to ensure that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to ensure that information about predominant instructional strategies in the school is collected.</td>
</tr>
</tbody>
</table>

**Evidences for Element 3 of Domain II (Required Evidence *)**

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

The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model*

The school leader can describe effective practices and problems of practice of the teachers in the school*

The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning*

The school leader ensures instructional practices are appropriate for the level of text complexity

The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE

When asked, teachers can describe the predominant instructional practices used in the school

When asked, teachers can explain the relationship between professional practice and student achievement

When asked, students can explain why they learn from their teacher
II(4): The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies and teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader ensures that teacher feedback processes are updated regularly to ensure the results are consistent with student achievement data.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources AND monitors the extent to which teacher feedback on the use of high effect size strategies improves instruction and is consistent with student achievement data.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader ensures that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to ensure that specific feedback data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to ensure that specific feedback data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources.</td>
</tr>
</tbody>
</table>

Evidences for Element 4 of Domain II
(Required Evidence *)

Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses*

The school leader monitors improvement in teacher practice to increase the percentage of instructional personnel evaluated at the innovative and applying levels*

Teacher feedback and evaluation data on the use of high effect size strategies 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*

The school leader can link teacher evaluation data with student achievement data *

When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement*

Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction *

Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers

School leader provides frequent observations and meaningful feedback regarding the use of high effect strategies to teachers utilizing virtual and face-to-face conferencing

Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data

II(5): District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of
implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader continually re-evaluates instructional initiatives and professional development programs 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.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures instructional initiatives and job-embedded professional development and learning is provided to teachers that is directly related to their instructional growth goals AND monitors the extent to which professional learning results in teachers improving their instructional practices.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader ensures that job-embedded professional development that is directly related to their instructional growth goals is provided to teachers.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to implement instructional initiatives and to ensure that job-embedded professional development is provided to teachers that is directly related to their instructional growth goals, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to implement instructional initiatives and does not ensure that job-embedded professional development is provided to teachers that are directly related to their instructional growth goals.</td>
</tr>
</tbody>
</table>

**Evidences for Element 5 of Domain II**

- Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction *
- The school leader uses data to measure teacher progress toward instructional initiative goals
- Professional development courses and resources are available to teachers regarding their professional learning and 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
- Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction
- Online professional learning courses are available to teachers to support instructional initiatives
- The school leader tracks teacher participation in professional development activities to support deliberate practice
- The school leader uses data to measure teacher progress toward instructional initiative goals
- When asked, teachers can describe how professional development supports their attainment of professional learning and instructional growth goals
II(6): The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader continually monitors instruction and when needed seeks new strategies to ensure all ESOL students receive appropriate instruction.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader monitors the school and classrooms to ensure ESOL students receive instruction utilizing appropriate ESOL strategies AND monitors the extent to which the utilization of ESOL strategies are appropriate for the students in the class.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader monitors the school and classrooms to ensure ESOL students receive instruction utilizing appropriate ESOL strategies.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to monitor the school and classrooms to ensure ESOL students receive instruction utilizing appropriate ESOL strategies, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to monitor the school and classrooms to ensure ESOL students receive instruction utilizing appropriate ESOL strategies.</td>
</tr>
</tbody>
</table>

Evidences for Element 6 of Domain II

- The school leader can readily identify effective ESOL instructional strategies when conducting classroom visitations and provide meaningful feedback to teachers
- Professional development courses and resources are available for teachers to learn ESOL teaching strategies
- Instructional coaching is available to teachers to provide feedback regarding the use of appropriate ESOL strategies
- Data are available supporting deliberate practice with ESOL strategies results in improved teacher and student performance
- Online professional learning courses are available to teachers to support learning of ESOL instructional strategies
- The school leader tracks teacher participation in professional learning activities related to learning ESOL strategies
- When asked, teachers can describe how professional development supports their attainment of learning ESOL instructional strategies
- When asked, ESOL students report their teacher uses strategies that help them learn
- When asked, ESOL students can identify specific strategies that help them learn
- The school leader tracks teacher participation in professional learning activities related to learning ESOL strategies

Domain III: A Guaranteed and Viable Curriculum

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

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader ensures that the assessment and reporting system focuses on state</td>
</tr>
</tbody>
</table>
Based on Marzano School Leadership Evaluation Model

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards AND monitors the extent to which the curriculum is effectively delivered and the assessments properly administered.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to ensure that both the written curriculum and accompanying assessments adhere to state and district standards, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to ensure that both the written curriculum and accompanying assessments adhere to state and district standards.</td>
</tr>
</tbody>
</table>

Evidences for Element 1 of Domain III  
(Required Evidence *)

- The school leader provides faculty timely information regarding changes in state and district curriculum standards and their impact on student learning requirements*
- Curriculum documents are in place that correlate the written curriculum to state and district standards
- Rubrics or proficiency scales are in place that clearly delineates student levels of performance on essential elements of 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 and for rigor and cultural relevance
- The school leader ensures the alignment of the curriculum and assessment measures in a manner that promotes rigor
- 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 to improve student achievement
- When asked, teachers report they receive information in a timely manner regarding updates to learning and academic requirements and decisions from state and federal departments
III(2): The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

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

Evidences for Element 2 of Domain III

- A written list of essential elements is in place
- Essential elements have been articulated as proficiency scales or rubrics
- 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)
- The school leader has a plan 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 scheduled time
- When asked, students report the learning environment of the school is preparing them to contribute to society and be part of a global community
- When asked, students report they have time and resources to learn the curriculum

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

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader intervenes with teachers whose students do not have adequate access to essential elements and instructional strategies that most strongly increase their chances of learning the essential elements.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum AND monitors the extent to which those courses and classes utilize instructional strategies that most strongly increase their chances of learning the essential elements.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum</td>
</tr>
</tbody>
</table>
The school leader ensures monitoring of text complexity by monitoring teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader intervenes with teachers who do not implement these instructional processes as routine events.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures teacher implementation of reading strategies with cognitively challenging text AND monitors the extent to which these processes are routine events.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader ensures teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to ensure teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to ensure teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event.</td>
</tr>
</tbody>
</table>
### Evidences for Element 4 of Domain III

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracking systems are in place that examine teacher use of reading strategies with cognitively challenging text</td>
</tr>
<tr>
<td>Data are available to ensure the use of close reading rereading of complex text are routinely used by teachers</td>
</tr>
<tr>
<td>School leader understands the research to support complex text and tasks as prescribed in the Common Core State Standards</td>
</tr>
<tr>
<td>Teachers are trained in the dimensions of text complexity</td>
</tr>
<tr>
<td>School leader is able to identify effective instructional practices when observing the use of complex text, complex tasks, and the use of scaffolding strategies</td>
</tr>
<tr>
<td>Literacy actions plans are established school-wide</td>
</tr>
<tr>
<td>School leader actively monitors the literacy action plan and participates in the school's Reading Leadership team meetings</td>
</tr>
<tr>
<td>School leader supports the role of the literacy coach and shares a common vision for the coach's role with the faculty</td>
</tr>
<tr>
<td>When asked, teachers can describe the instructional strategies that result in the highest student learning for cognitively complex text</td>
</tr>
<tr>
<td>When asked, students report they have access reading resources with cognitively complex text</td>
</tr>
</tbody>
</table>
Domain IV: Communication, Cooperation and Collaboration

IV(1): The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching.

<table>
<thead>
<tr>
<th>Scale Value</th>
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</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader seeks new strategies to maximize the operations of the school to provide resources and supports to teachers who do not actively participate in opportunities to meet their goals regarding effective instructional practices.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader manages the organization, operations, and facilities to ensure that teachers have regular opportunities for professional learning, time to interact regarding effective instructional practices and to observe specific examples of effective teaching AND monitors the extent to which teachers actively participate in those opportunities to meet their priority professional goals.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader manages the organization, operations and facilities to ensure that teachers have regular opportunities for professional learning, time to interact collegially regarding effective instructional practices and observe specific examples of effective teaching.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to facilitate and lead professional learning by managing the school in such a manner to ensure that teachers have regular opportunities to interact collegially regarding effective instructional practices and observe specific examples of effective teaching, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to facilitate and lead professional learning by managing the school in such a manner to ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching.</td>
</tr>
</tbody>
</table>

Evidences for Element 1 of Domain IV (Required Evidence *)

The school leader can describe the school’s procedures for scheduling teachers to observe and discuss effective instructional practices*
Teachers have regular times to meet collegially and discuss effective instructional practices (e.g. lesson study, professional learning communities)*
The school leader manages the organization, operations and facilities to provide teachers time and resources for professional learning to reach their goals
The school leader manages time effectively in order to maximize focus on instruction
Teachers have opportunities to engage in instructional rounds
Teachers have opportunities to view and discuss video-based examples of exemplary teaching
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
Information is available regarding participation of teachers in opportunities to observe and discuss
IV(2): The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader continually seeks new venues for teacher input regarding important decisions.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>For specific types of decisions, the school leader communicates and 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.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>For specific types of decisions, the school leader ensures that formal processes are in place to collect data from all teachers regarding their preferences.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions.</td>
</tr>
</tbody>
</table>

Evidences for Element 2 of Domain IV (Required Evidence *)

- The school leader provides evidence of actively listening and learning from faculty and staff*
- The school leader utilizes electronic tools to collect teacher input data which are used in the school’s decision making process for efficiency throughout the school (e.g. online surveys)*
- The school leader engages faculty in constructive conversations on important school issues *
- Teacher leaders are accountable for maintaining a focus on instructional proficiency and student learning*
- The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects*
- The school leadership team has critical roles in facilitating school initiatives*
- Data-gathering techniques are in place to collect information from teachers*
- Data are available to support the leader engages faculty in constructive conversations about important school issues
- Notes and reports are in place that describe how teacher input was used when making specific decisions
- Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school
- When asked, teachers report they feel their input is valued and used by the school leader to enhance the school
IV(3): The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.

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

Evidences for Element 3 of Domain IV (Required Evidence *)

The school leader promotes practices that validate and value similarities and differences among all students and focuses on their success and well-being*
Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning*
The school leader uses PLC’s to communicate the relationships among academic standards, effective instruction and student performance*
The school leader implements the Florida Continuous Improvement Model (FCIM)*
Professional learning communities (PLCs) are in place
PLCs have written goals for improving instructional practices and student learning
The school leader regularly examines the PLC’s progress toward goals
Common assessments are created by PLCs
Data teams are in place
Data teams have written goals and develop instructional plans to meet their goals
The school leader regularly examines each data team’s progress toward goals
The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement
When asked, teachers can explain how PLC’s analyze data to identify appropriate instructional practices for all students
### IV(4): The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader intervenes and provides support when delegation of authority and teacher input is not working to optimize the function of the school.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader communicates and 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 optional function of the school.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader communicates and ensures that input is regularly collected from teachers and staff and appropriately delegates responsibilities.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to communicate and ensure that input is regularly collected from teachers and staff and appropriately delegates responsibilities, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to ensure that input is regularly collected from teachers and staff and does not appropriately delegate responsibilities.</td>
</tr>
</tbody>
</table>

#### Evidences for Element 4 of Domain IV
(Required Evidence *)

- The school improvement team provides input to the leader regarding the school improvement plan and its impact on the functioning of the school *
- The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities *
- Teacher leaders and other faculty are empowered to share in the leadership of the school *
- Delegates responsibilities to emerging leaders in preparation for career advancement opportunities *
- The school leader models effective leadership practices and mentors emerging leaders *
- The school leader effectively identifies potential leaders and guides them in career development *
- Data collection systems are in place to collect input data from teachers and staff regarding the optimal functioning of the school
- Input data are utilized to identify problems and create solutions
- The manner in which data are used is made transparent
- The school leader encourages faculty members to continue their education and assists them with career planning
- The school leader can cite examples of where teacher input has resulted in effective change at the school
- The school leader demonstrate ongoing mentoring of teacher leaders
- When asked, teachers explain formal ways they have to give input regarding optimal functioning of the school
- When asked, teachers can identify examples of when their input has resulted in effective change at the school
IV(5): The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader intervenes and provides support when students, parents, and community input are not working to optimize the function of the school.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader communicates and ensures that input is regularly collected from students, parents, and community AND monitors the extent to which the inputs are contributing to the optional functioning of the school learning environment.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader communicates and ensures that input is regularly collected from students, parents, and community.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to communicate and ensure that input is regularly collected from students, parents, and community, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to communicate and ensure that input is regularly collected from students, parents, and community.</td>
</tr>
</tbody>
</table>

**Evidences for Element 5 of Domain IV (Required Evidence *)**

- The school leader provides evidence of actively listening and learning from students, parents and community*
- Data are available to support the leader engages students, parents and the community in constructive conversations about important school issues*
- The school leader engages in virtual town hall meetings*
- The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community *
- The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment and uses the input for decision making and efficiency throughout the school*
- The school leader can explain how the use of input from the school community has resulted in improved functioning of the school*
- 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*
- 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
- The school leader conducts focus group meetings with students and parents
- The school leader hosts or speaks at community/business events
- The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning and procedures
Domain V: School Climate

V(1): The school leader is the recognized leader of the school and continually assesses progress on his or her deliberate practice priorities.

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

Evidences for Element 1 of Domain V

(Required Evidence *)

- The school leader has a written annual growth plan with deliberate practice goals and priorities*
- The school leader is recognized as highly visible by the faculty, student, parents, and community and actively engages them in the work of the school*
- The school leader uses facts and data in decision making and when prioritizing decisions that impact the priority goals of the school*
- The school leader adheres to the Florida Code of Ethics and the Principles of Professional Conduct*
- The school leader has demonstrated his or her ability to use thinking skills to solve problems and identify solutions*
- The school leader has a track record of using facts and data when making tough decision to keep learning and teacher effectiveness as priorities*
- The school leader constantly evaluates decisions for their effectiveness, equity, intended and actual outcomes and revises plans as needed*
- The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses*
- The school leader uses prior evaluative feedback to identify professional development activities consistent with his or her deliberate practice plan*
- The school leader models effective leadership practices and mentors emerging leaders*
- The school leader models ethical leadership for self and has the same expectation for faculty and staff*
- The school leader has a record of inspiring others in their practice*
- The school leader models effective leadership practices and mentors emerging leaders*
- When asked, faculty and staff identify the school administrator as the leader of the school*
- When asked, faculty and staff generally agree as to the vision provided by the school leader*
V(2): The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve how he or she performs or is perceived.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader demonstrates resiliency and integrity in pursuit of continuous school improvement AND monitors the extent to which the school community perceives those actions are guided by the desire to continually improve the school and help all students learn.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader demonstrates resiliency and integrity in pursuit of continuous school improvement</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to demonstrate resiliency in pursuit of continuous school improvement, but does so sporadically or inconsistently.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to demonstrate resiliency in pursuit of continuous school improvement.</td>
</tr>
</tbody>
</table>

Evidences for Element 2 of Domain V (Required Evidence *)

The school leader demonstrates resiliency by staying focused on the school vision and reacting constructively to barriers*
The school leader can identify how learning from adversity has enabled him/her to be a focused leader*
The school leader reacts constructively and overcomes barriers to success that could include disagreement and descent with leadership*
The school leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local communities*
The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success*
The school leader actively promotes practices and policies acknowledging the diversity in the school*
Faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn
Faculty and staff describe the school leader as uncompromising in regards to raising student achievement
Faculty and staff describe the school leader as one who “walks the walk and talks the talk”
The school leader demonstrate his or her ability to follow through with initiatives
Faculty and staff describe the school leader as effectively communicating those non-negotiable factors that have an impact on student achievement
Faculty and staff describe the school leader as one who speaks with candor
Faculty and staff describe the school leader as one who is willing to “take on tough issues”
When asked, students describe the leader as one who makes their school better
When asked, students describe the leader as one who helps them overcome obstacles to learning
V(3): The school leader ensures that faculty and staff establish a school climate to support student engagement in learning.

<table>
<thead>
<tr>
<th>Scale Value</th>
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<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by school faculty and staff.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures that well-defined routines and procedures are in place that lead to safe and orderly conduct AND monitors the extent to which faculty and staff share the perception that the school environment is safe and orderly to support an environment focused on student learning.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader ensures that well-defined routines and procedures are in place that lead to orderly conduct and keep a focus on learning.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to ensure that well-defined routines and procedures are in place that lead to orderly conduct and keep a focus on learning, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to ensure that well-defined routines and procedures are in place that lead to orderly conduct and keep a focus on learning.</td>
</tr>
</tbody>
</table>

**Evidences for Element 3 of Domain V**
*(Required Evidence *)

- Instructional and behavioral routines and procedures are in place to support student engagement in learning*
- Continuous feedback is provided teachers regarding the learning environment in their classrooms and the school*
- The school leader maintains a school climate to support student engagement in learning*
- School leader provides ongoing feedback to teachers regarding the learning environment*
- Highly engaged classroom practices are routine at the school*
- The school leader provides a means for faculty and staff to communicate about the safety of their school
- Faculty and staff know the emergency management procedures and how to implement them for specific incidents
- The school leader can provide evidence of practicing emergency management procedures for specific incidents
- The school leader can provide evidence of updates to the emergency management plans and communication of them to the faculty and staff
- When asked, faculty and staff describe the school as a safe and orderly place focused on learning
- When asked, the faculty and staff describe the leader as highly visible and accessible
Collier Leader Evaluation Model (CLEM) 2015-16
Based on Marzano School Leadership Evaluation Model

V(4): The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.

<table>
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<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment focused on learning and the perception of such by students, parents, and the community.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures that well-defined routines and procedures are in place that lead to orderly conduct AND monitors the extent to which students, parents, and the community shares the perception that the school environment is safe and orderly and focused on learning.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader ensures that well-defined routines and procedures are in place that lead to orderly conduct.</td>
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<td>Beginning (1)</td>
<td>The school leader attempts to ensure that well-defined routines and procedures are in place that lead to orderly conduct and keep a focus on learning, but does not complete the task or does so partially.</td>
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<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to ensure that well-defined routines and procedures are in place that lead to orderly conduct and keep a focus on learning.</td>
</tr>
</tbody>
</table>

Evidences for Element 4 of Domain V (Required Evidence *)

The school leader ensures that skills necessary to be contributing members of society and participate in a global community are listed among the essential elements*
The school leader ensures students are ready to be contributing members of society and participate in a global community *
Instructional strategies for highly engaged classrooms are part of the school learning environment*
When asked, students, parents and community describe the school as a safe, respectful and student centered*
The school leader cultivates relationships with parents and community leaders to improve the school
Clear and specific rules and procedures are in place to maintain an environment focused on learning
The school leader has a means of communicating to parents about issues regarding school safety (e.g. call out system, virtual media)
The school leader employs social media so that students may anonymously report potential incidents
The school leader coordinates with local law enforcement agencies regarding school safety issues
The school leader engages parents and community regarding issues of school safety to ensure an environment focused on learning
When asked, students, parents, and community members perceive the school as safe and orderly
V(5): The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>The school leader actively seeks and procures extra resources to enhance instruction priorities and the learning.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader ensures strategic instructional resourcing by managing the fiscal, operational, and technological resources necessary for systemic support of effective teaching AND monitors the extent to which plans, resources and efficiencies enhance instructional priorities and the learning environment.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader ensures strategic instructional resourcing by managing the fiscal, operational, and technological resources necessary to support instructional priorities and the learning environment.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to ensure strategic instructional resourcing and attempts to manage the fiscal, operational, and technological resources necessary to support instructional priorities and a supportive learning environment, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to ensure strategic instructional resourcing and does not manage the fiscal, operational, and technological resources necessary to support instructional priorities and a supportive learning environment.</td>
</tr>
</tbody>
</table>

Evidences for Element 5 of Domain V
(Required Evidence *)

- The school leader manages and imposes deadlines on self and the organization that effect the operation of the school*
- The school leader successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds)*
- The school leader manages time effectively in order to maximize focus on instruction*
- The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning*
- The school leader effectively manages materials, time and resources for specific classes and courses meet the state or district specifications for those classes and courses
- The school leader effectively manages human, fiscal and facility resources to provide support for instruction
- The school leader provides adequate training 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
- When asked, faculty and staff report projects, with plans and objectives, are organized in such a way that keeps the focus on instruction
V(6): The school leader acknowledges the success of the whole school, as well as individuals within the school.

<table>
<thead>
<tr>
<th>Scale Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovating (4)</td>
<td>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.</td>
</tr>
<tr>
<td>Applying (3)</td>
<td>The school leader at the appropriate time acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school AND monitors the extent to which people -delete and change to teachers and students feel honored for their success and contributions.</td>
</tr>
<tr>
<td>Developing (2)</td>
<td>The school leader at the appropriate time acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school.</td>
</tr>
<tr>
<td>Beginning (1)</td>
<td>The school leader attempts to acknowledge and celebrate the accomplishments of the school as a whole and the accomplishments of individuals within the school, but does not complete the task or does so partially.</td>
</tr>
<tr>
<td>Not Using (0)</td>
<td>The school leader does not attempt to acknowledge and celebrate the accomplishments of the school as a whole and the accomplishments of individuals within the school.</td>
</tr>
</tbody>
</table>

**Evidences for Element 6 of Domain V**

*(Required Evidence *)

- The school leader plans for and celebrates the success of the diverse populations in the school*
- The school leader recognizes the accomplishments of individual teachers, teams of teachers, and the whole school in a variety of ways (e.g. faculty celebrations, newsletters to parents, announcements, websites, social media)
- The school leader recognizes incremental success of students and teachers
- The school leader recognizes the success of individual departments
- The school leader regularly recognizes the success of a variety of types of individuals (e.g. teacher of the year, support staff employee of the year)
- When asked, faculty and staff report that the accomplishments of the school have been adequately acknowledged and celebrated
- When asked, faculty and staff report that their individual accomplishments have been adequately acknowledged and celebrated
**ATTACHMENT C**

**Crosswalk: Marzano Model to the Florida Principal Leadership Standards**

School Leader Evaluation and Requirements in Florida statutes and State Board of Education Rules

This form may be used to reveal the alignment of district evaluation system indicators with requirements of 1012.34, F.S. and State Board of Education Rules

**Organization:** SBE rule 6A-5.030 requires that instructional and school administrator evaluation systems include indicators organized into domains. Describe how this evaluation system is organized:

<table>
<thead>
<tr>
<th>The Marzano School Leadership Evaluation Model</th>
<th>The Marzano School Leadership Evaluation Model is organized in 5 Domains with 26 Elements of school leader behavior that links contemporary research-based strategies to student achievement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A summary of the domains and elements are as follows: Domain 1 – A Data-Driven Focus on Student Achievement (5 elements); Domain 2 – Continuous Improvement of Instruction (6 elements); Domain 3 – A guaranteed and Viable Curriculum (4 elements); Domain 4 – Communication, Cooperation and Collaboration (5 elements); and Domain 5 – School Climate (6 elements). Elements in the Marzano Model are parallel to Indicators in the Florida School Leader Assessment (FSLA). Domains are identified by I, II, III, IV, V, and the supporting Elements are identified in parenthesis, i.e. (1). The crosswalk demonstrates alignment of elements in the Marzano Leadership Evaluation Model to indicators in the FSLA.</td>
<td></td>
</tr>
<tr>
<td>In addition to the Domains and Elements (indicators), Evidences of specific actionable leadership behaviors are identified for each element. The Evidences for each Element are used to assign a scale value on a rubric for each Element. Applying is considered the proficient target on each scale (see attached Appendix B). The Domains, Elements, and Evidences support the evaluation criteria required by State Statutes and SBE rules. <strong>Evidences indicated with an * are required evidences for the related element.</strong></td>
<td></td>
</tr>
<tr>
<td>The Marzano School Leadership Model aligns with the Florida Principal Leadership Standards. The Marzano School Leadership Model also aligns with the State adopted teacher evaluation system using the common language of instruction and research based strategies linking school leadership with student achievement.</td>
<td></td>
</tr>
<tr>
<td>Although the language in the Marzano model is unique to the model, it is a developmental model that supports professional growth and deliberate practice by the school leader.</td>
<td></td>
</tr>
</tbody>
</table>

(*) Denotes required evidence

<table>
<thead>
<tr>
<th>EVALUATION INDICATOR ALIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State statutes and SBE Rules</strong></td>
</tr>
<tr>
<td>Section A. 1012.34 (3) (a) (3) F.S. For school administrators, evaluation criteria must include indicators on the following as specified in statute</td>
</tr>
</tbody>
</table>
1. The effectiveness of classroom teachers in the school.

**Marzano uses the terminology pedagogical strengths and weaknesses to equate with effectiveness of classroom teachers which is then measured by student achievement data. Marzano’s teacher evaluation model that is used by the school leader is designed to continually evaluate the effectiveness of classroom teachers.**

**Domain II - Element 3** - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

<table>
<thead>
<tr>
<th>Evidences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model*</td>
</tr>
<tr>
<td>The school leader can describe effective practices and problems of practice of the teachers in the school*</td>
</tr>
<tr>
<td>The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning*</td>
</tr>
<tr>
<td>The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE</td>
</tr>
<tr>
<td>Walk-through or other informal observation data are aggregated in such a way as to disclose predominate instructional practices in the school</td>
</tr>
</tbody>
</table>

**Domain II - Element 4** - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.

**Evidences:**

| The school leader can link teacher evaluation data with student achievement data* |
| Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses* |
| School leader provides frequent and meaningful feedback to teachers utilizing virtual and face-to-face conferencing |
| 2. The administrator’s appropriate use of evaluation criteria procedures. | **Domain II - Element 4** - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.  
**Evidences:**  
- Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses*  
- Teacher feedback and evaluation data on the use of high effect size strategies 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*  
- Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data  
- School leader provides frequent observations and meaningful feedback regarding the use of high effect strategies to teachers utilizing virtual and face-to-face conferencing |
| --- | --- |
| **Domain II - Element 3** - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.  
**Evidences:**  
- The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model*  
- Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school*  
- The school leader can describe effective practices and problems of practice using standards based content and the school instructional model  
- The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE |
| 3. Recruitment and retention of effective and highly effective classroom teachers. | **Domain II - Element 2** - The school leader effectively employs, supports, and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population.  
**Evidences:** |
The school leader has demonstrated a track record of hiring effective and highly effective teachers. The school leader has a system in place to effectively evaluate the selection process for hiring new teachers. The school leader has a track record of retaining effective teachers. The school leader has a system in place to effectively evaluate and revise the new teacher induction program.

4. Improvement in the percentage of instructional personnel evaluated at the highly effective or effective level.

**Domain II - Element 4** - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.

**Evidences:**
- The school leader monitors improvement in teacher practice to increase the percentage of instructional personnel evaluated at the innovative and applying levels
- Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses

5. Other leadership practices that result in student learning growth.

**Deliberate Practice Additional Metric – See Attachment F & G**

**Domain I - Element 4** - The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.

**Evidences:**
- The school leader analyzes achievement data for student subgroups within the school
- 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 data

**Domain I - Element 1** - The school leader ensures high expectations with clear and measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

**Evidences:**
- Learning goals are established for eliminating the achievement gap for all students
- Scales are in place to chart student and school progress towards meeting the curricular standards

**Domain I - Element 2** - The school leader ensures high expectations with measurable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school.

**Evidences:**
- Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments
- Learning goals accompanied by proficiency scales are established for each student in terms of their knowledge gain

***Another leadership practice that ensures student growth is the focus on instructional practice as research clearly links instructional practice with student achievement.***

**Domain II - Element 1** - The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

**Evidences:**
The school-wide language of instruction is used regularly by faculty in their professional learning communities

**Domain II - Element 3** - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

**Evidences:**
- The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE

**Domain III - Element 3** - The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

**Evidences:**
- Tracking systems are in place that examine each student’s access to the essential elements of the curriculum

**Domain IV - Element 3** - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.

**Evidences:**
- Professional learning communities (PLCs) are in place
- Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning

**Domain V - Element 2** - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.

**Evidences:**
- The school leader actively promotes practices and policies acknowledging the diversity in the school

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6. Indicators based upon each of the leadership standards adopted by the State Board of Education. (Note: Indicators related to leadership standards in the Florida Principal Leadership Standards, SBE rule 6A-5.080 are in section B below. Indicators in proposed SBE rule SBE rule 6A-5.030 as listed section C below:

| Section B | Indicators aligned to Florida Principal Leadership Standards (FPLS) SBE rule 6A-5.080 | Elements/indicators and evidences aligned to Florida Principal Leadership standards are cross walked as follows: |
**Standard 1: Student Learning Results:** Effective school leaders achieve results on the student’s learning goals.

**Domain I - Element 4** - The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.

**Evidences:**
- The school leader achieves results on the school’s learning goals *
- Data are analyzed for instructional planning, interpreted, and used to regularly monitor progress toward achievement goals for individual students *
- Individual student reports, graphs, and charts are regularly updated to track growth in student achievement

**a.** The school’s learning goals are based on the state’s adopted student academic standards and the districts adopted curricula.

**Domain I - Element 1** - The school leader ensures high expectations with clear and measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

**Evidences:**
- Learning goals are established based on state and district curriculum and academic standards *

**Domain I - Element 2** - The school leader ensures high expectations with measureable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school.

**Evidences:**
- Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments *
- Learning goals accompanied by proficiency scales are established for each student in terms of their knowledge gain

**b.** Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

**Domain I - Element 4** - The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.

**Evidences:**
- Student learning results are evidenced by the results of student growth and progress on state and district assessments*
- Individual student results from multiple types of assessments are regularly reported and used (e.g. benchmark, common assessments)*

**Domain I - Element 2** - The school leader ensures high expectations with measureable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school.

**Evidences:**
- Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments*
- Learning goals accompanied by proficiency scales are established for each student in terms of their knowledge gain

**Domain III - Element 1** - The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

**Evidences:**
- Rubrics or proficiency scales are in place that clearly delineate student levels of growth and performance on essential elements of state and district standards

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

**Student Learning As a Priority is evidenced and cross walked in multiple elements/indicators and evidences in the Marzano Leadership Evaluation model to demonstrate effective school leaders make student learning their top priority and builds and supports a learning organization focused on student success.**
<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>a. Enables faculty and staff to work as a system focused on student learning.</strong></td>
<td><strong>The Marzano Leadership Model has multiple elements (indicators that clearly enable faculty and staff to work as a system focused on student learning:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Domain I - Element 2</strong> - The school leader ensures high expectations with measureable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school.</td>
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<tr>
<td></td>
<td><strong>Evidences:</strong></td>
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<tr>
<td></td>
<td>Faculty and staff work as a system focused on student learning*</td>
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<td>Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments</td>
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<td></td>
<td><strong>Domain IV - Element 3</strong> - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.</td>
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<td><strong>Evidences:</strong></td>
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<td></td>
<td>Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning</td>
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<tr>
<td></td>
<td>The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement</td>
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<td><strong>Domain I - Element 1</strong> - The school leader ensures high expectations with clear and measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.</td>
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<tr>
<td></td>
<td><strong>Evidences:</strong></td>
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<tr>
<td></td>
<td>School-wide achievement goals are discussed regularly at faculty and professional learning meetings</td>
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<tr>
<td></td>
<td>Scales are in place to chart student and school progress towards meeting the curricular standards</td>
</tr>
<tr>
<td></td>
<td><strong>Domain I - Element 4</strong> - The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.</td>
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<tr>
<td></td>
<td><strong>Evidences:</strong></td>
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<tr>
<td></td>
<td>Teachers regularly analyze school growth data for individual students</td>
</tr>
<tr>
<td><strong>b. Maintains a school climate that supports student engagement in learning.</strong></td>
<td><strong>Domain V - Element 3</strong> - The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment.</td>
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<tr>
<td></td>
<td><strong>Evidences:</strong></td>
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<tr>
<td></td>
<td>Instructional and behavioral routines and procedures are in place to support student engagement in learning*</td>
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<tr>
<td></td>
<td>The school leader maintains a school climate to support student engagement in learning*</td>
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<tr>
<td></td>
<td>Highly engaged classroom practices are routine at the school*</td>
</tr>
<tr>
<td><strong>c. Generates high expectations for learning growth by all students.</strong></td>
<td><strong>Domain I - Element 1</strong> - The school leader ensures high expectations with clear and measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.</td>
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<tr>
<td></td>
<td><strong>Evidences:</strong></td>
</tr>
<tr>
<td></td>
<td>The school leader establishes high expectations for all students to show learning growth*</td>
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<tr>
<td></td>
<td>Learning goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments</td>
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<tr>
<td></td>
<td>Learning goals are established for eliminating differences in achievement for all subgroups</td>
</tr>
<tr>
<td>d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school</td>
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<tr>
<td>Domain I - Element 1 - The school leader ensures high expectations with clear and measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school. Evidences:</td>
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<tr>
<td>Learning goals are established for eliminating the achievement gap for all students*</td>
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<tr>
<td>Learning goals address the most critical and severe achievement deficiencies and guide planning for instruction</td>
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<tr>
<td>Faculty and staff can explain how efforts to close the learning gap for all school subpopulations is eliminating the achievement gap*</td>
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<tr>
<td>Domain I - Element 4 - The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments. Evidences:</td>
<td></td>
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<tr>
<td>The school leader analyzes achievement data for student subgroups within the school</td>
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<tr>
<td>When asked, faculty and staff can analyze data of their individual students including all subgroups</td>
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<tr>
<td>Domain IV - Element 3 - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. Evidences:</td>
<td></td>
</tr>
<tr>
<td>Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning*</td>
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<tr>
<td>When asked, teachers can explain how PLC's analyze data to identify appropriate instructional practices for all students</td>
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<thead>
<tr>
<th>Standard 3: Instructional Plan Implementation</th>
<th>The Marzano Leadership Evaluation Model is designed to evaluate the Instructional Plan Implementation with elements/indicators and evidences that demonstrate an effective leader works collaboratively to develop and implement an instructional frame that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments</th>
</tr>
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<tbody>
<tr>
<td>Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments</td>
<td>a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction</td>
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<tr>
<td>The Marzano Teacher Evaluation Model is cross walked with the Florida Educator Accomplished Practices and adopted as the State’s model.</td>
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<tr>
<td>Domain II - Element 1 - The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions. Evidences:</td>
<td>The school leader demonstrates understanding of the Florida Educator Accomplished Practices and uses them as a priority instructional improvement model*</td>
</tr>
<tr>
<td>The school-wide common language of instruction is used regularly by faculty in their professional learning communities</td>
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*As defined by the Florida Education Act (F.E.A.) and Florida Standards Assessment (F.S.A.)
The school-wide common language of instruction is used regularly in faculty and 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 common 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

b. Engages in data analysis for instructional planning and improvement.

**Domain I - Element 3** - The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning.
**Evidences:**
- Reports, graphs, and charts are available for analysis of overall student achievement and planning instruction
- Student achievement is examined from the perspective of value-added results
- Results from multiple types of assessments are regularly reported and used for planning instruction (e.g. benchmark, common assessments)
- Reports, graphs, and charts are regularly updated to track growth in student achievement
- School leadership teams regularly analyze school growth data for instructional planning
- Data briefings are conducted at faculty meetings

**Domain I - Element 1** - The school leader ensures high expectations with clear and measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.
**Evidences:**
- School-wide achievement goals are discussed regularly at faculty, and Professional Learning meetings
- School improvement plans and timelines contain specific benchmarks for each goal including individual(s) responsible for the learning goal

**Domain II - Element 3** - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.
**Evidences:**
- Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school

**Domain II - Element 4** - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.
**Evidences:**
- Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data

**Domain II - Element 5** - District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data.
| Evidences: | 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 |
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<tr>
<td>c. Communicates the relationships among academic standards, effective instruction, and student performance.</td>
<td>Domain IV - Element 3 - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.</td>
</tr>
<tr>
<td>Evidences:</td>
<td>The school leader uses PLC’s to communicate the relationships among academic standards, effective instruction and student performance*</td>
</tr>
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<td>Domain II - Element 4 - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.</td>
<td>Evidences:</td>
</tr>
<tr>
<td>Teacher feedback and evaluation data on the use of high effect size strategies 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</td>
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<tr>
<td>Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data.</td>
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<tr>
<td>The school leader can link teacher evaluation data with student achievement data</td>
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<tr>
<td>When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement*</td>
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<tr>
<td>Domain III - Element 1 - The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.</td>
<td>Evidences:</td>
</tr>
<tr>
<td>The school leader ensures the alignment of the curriculum and assessment measures in a manner that promotes rigor</td>
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<tr>
<td>When asked, teachers demonstrate understanding of how the curriculum and assessments are aligned to improve student achievement</td>
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<tr>
<td>d. Implements the district’s adopted curricula and state’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school</td>
<td>Domain II - Element 4 - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.</td>
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<td>When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement</td>
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<tr>
<td>Domain II - Element 1 - The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.</td>
<td>Evidences:</td>
</tr>
<tr>
<td>Curriculum documents are in place that correlate the written curriculum to state and district standards</td>
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<tr>
<td>School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments and for rigor and cultural relevance</td>
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<tr>
<td>Domain III - Element 3 - The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.</td>
<td>Evidences:</td>
</tr>
<tr>
<td>All students have access to advanced placement or other rigorous courses</td>
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<tr>
<td>Data are available to verify the diversity of students enrolled in advanced placement or other rigorous courses</td>
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<tr>
<td>Standard 4: Faculty Development</td>
<td>Faculty Development is a priority in the Marzano Leadership Evaluation model and has multiple elements/indicators and evidences to support the effective school leaders recruit, retain and develop an effective and diverse faculty and staff.</td>
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</table>
| e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula | Domain III - Element 1 - The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.  
**Evidences:**  
Rubrics or proficiency scales are in place that clearly delineate student levels of growth and performance on essential elements of state and district standards  
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 and for rigor and cultural relevance  
The school leader ensures the alignment of the curriculum and assessment measures in a manner that promotes rigor |
| a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan; | Domain I - Element 1 - The school leader ensures high expectations with clear and measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.  
**Evidences:**  
The school improvement goals are focused on student learning and achievement  
School improvement plans with timelines contain specific benchmarks for each learning goal  
School-wide achievement goals are discussed regularly at faculty and professional learning meetings |
| **Domain II - Element 4** - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.  
**Evidences:**  
Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data |
| **Domain II - Element 5** - District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data.  
**Evidences:**  
Data are collected linking the effectiveness of professional development to the improvement of teacher practice  
Teacher-led professional development is available to teachers regarding their instructional growth goals  
When asked, teachers can describe how professional development supports their attainment of professional learning and instructional growth goals |
| **Domain IV - Element 3** - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.  
**Evidences:**  
PLCs have written goals for improving instructional practices and student learning  
The school leader regularly examines each data team’s progress toward goals |
| b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction | **Domain II - Element 3** - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.  
**Evidences:**  
Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school  
The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model  
The school leader can describe effective practices and problems of practice using standards based content and the school instructional model  
The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE  
The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning  
The school leader ensures instructional practices are appropriate for the level of text complexity |
|---|---|
| c. Employs a faculty with the instructional proficiencies needed for the school population served | **Domain II - Element 2** - The school leader effectively employs, supports, and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population.  
**Evidences:**  
The school leader has demonstrated a track record of employing effective teachers  
The school leader employs teachers with instructional skills to serve the school population  
The school leader has a track record of retaining effective teachers |
| d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology. | **Domain I - Element 3** - The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning.  
**Evidences:**  
Reports, graphs, and charts are available for analyzing overall student achievement and planning instruction  
Results from multiple types of assessments are regularly reported and used for instructional planning (e.g. benchmark, common assessments)  
School leadership teams regularly analyze school growth data for instructional planning  
When asked, faculty and staff can explain how data are used to track growth in student achievement and plan for instruction  
**Domain V - Element 5** - The school leader maximizes the impact of school personnel, fiscal and...
facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

**Evidences:**
- The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning
- The school leader provides adequate training for the instructional technology teachers are expected to use.

**Domain II - Element 3** - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

**Evidences:**
- Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school
- The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model
- The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning
- The school leader provides teachers feedback on instruction of standards based curriculum
- The school leader ensures instructional practices are appropriate for the level of text complexity

**Domain II - Element 4** - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.

**Evidences:**
- Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses
- Teacher feedback and evaluation data on the use of high effect size strategies 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
- Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data
- The school leader can link teacher evaluation data with student achievement data

**Domain IV - Element 3** - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.

**Evidences:**
- The school leader regularly examines the PLC’s progress toward goals
- Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning

e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction.

**Domain II - Element 5** - District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data.

**Evidences:**
- Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction *
**Domain I - Element 5** - The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups to help all students meet individual achievement goals.

**Evidences:**
- The school leader ensures differentiated instruction is a predominant instructional practice *
- When asked, students report their teachers provide culturally relevant instruction *

**Domain IV - Element 1** - The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching.

**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 collegially 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
- Information is available regarding participation of teachers in opportunities to observe and discuss effective teaching
- Information is available regarding teacher participation in virtual discussions regarding effective teaching

**Domain IV - Element 3** - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.

**Evidences:**
- PLCs have written goals for improving instructional practices and student learning
- The school leader regularly examines each data team’s progress toward goals
- The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement
- When asked, teachers can explain how PLC’s analyze data to identify appropriate instructional practices for all students

**Domain V - Element 5** - The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

**Evidences:**
- The school leader appropriately directs the use of technology to improve teaching and learning
- When asked, faculty and staff report projects, with plans and objectives, are organized in such a way that keeps the focus on instruction

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**Standard 5: Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s...**

**The Marzano Leadership Evaluation Model has multiple elements/indicators and evidences to support the importance of the Learning Environment and effective school leaders who monitor a school learning environment that improves learning for the school’s diverse student population.**
<table>
<thead>
<tr>
<th>diverse student population</th>
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| a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy. | **Domain V - Element 4** - The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.  
**Evidences:**  
The school leader ensures that skills necessary to be contributing members of society and participate in a global community are listed among the essential elements*  
The school leader ensures students are ready to be contributing members of society and participate in a global community *  
(When asked) students, parents and community describe the school as safe, respectful and student centered * |
| b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning. | **Domain V - Element 2** - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.  
**Evidences:**  
The school leader actively promotes practices and policies acknowledging the diversity in the school *  
**Domain V - Element 6** - The school leader acknowledges the success of the whole school, as well as individuals within the school.  
**Evidences:**  
The school leader plans and celebrates the successes of the diverse populations in the school *  
**Domain II - Element 3** - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.  
**Evidences:**  
The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE  
**Domain IV - Element 3** - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.  
**Evidences:**  
Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning  
**Domain IV - Element 5** - The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.  
**Evidences:**  
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 and procedures |
| c. Promotes school and classroom practices that validate and value similarities and differences among students. | **Domain IV - Element 3** - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.  
**Evidences:**  
The school leader promotes practices that validate and value similarities and differences among all students * |
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<tr>
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<tbody>
<tr>
<td></td>
<td>PLCs have written goals for improving instructional practices and student learning. The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement.</td>
</tr>
<tr>
<td>Domain V - Element 2</td>
<td>The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.</td>
</tr>
<tr>
<td>Evidences:</td>
<td>The school leader actively promotes practices and policies acknowledging the diversity in the school.</td>
</tr>
<tr>
<td>Domain V - Element 6</td>
<td>The school leader acknowledges the success of the whole school, as well as individuals within the school.</td>
</tr>
<tr>
<td>Evidences:</td>
<td>The school leader plans for and celebrates the success of the diverse populations in the school.</td>
</tr>
<tr>
<td>d. Provides recurring monitoring and feedback on the quality of the learning environment.</td>
<td>Domain IV - Element 3</td>
</tr>
<tr>
<td>Evidences:</td>
<td>School leader provides ongoing feedback to teachers regarding the learning environment.</td>
</tr>
<tr>
<td></td>
<td>Continuous feedback is provided teachers regarding the learning environment in the classrooms and the school.</td>
</tr>
<tr>
<td>e. Initiates and supports continuous improvement processes focused on the students’ opportunities for success and well-being.</td>
<td>Domain I - Element 5</td>
</tr>
<tr>
<td>Evidences:</td>
<td>The school leader is focused on opportunities for students to continuously improve and be successful.</td>
</tr>
<tr>
<td></td>
<td>The school schedule is designed so that students can receive academic help while in school.</td>
</tr>
<tr>
<td></td>
<td>Individual student completion of programs designed to enhance their academic achievement is monitored (i.e. gifted and talented, advanced placement, STEM, etc.).</td>
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<tr>
<td></td>
<td>Response to intervention measures are in place.</td>
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<tr>
<td></td>
<td>Tutorial and enrichment programs are in place when data support the need for these interventions.</td>
</tr>
<tr>
<td></td>
<td>Data are collected and available to monitor student participation in intervention or enrichment programs.</td>
</tr>
<tr>
<td>Domain V - Element 2</td>
<td>The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.</td>
</tr>
<tr>
<td>Evidences:</td>
<td>The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success.</td>
</tr>
<tr>
<td></td>
<td>The school leader actively promotes practices and policies acknowledging the diversity in the school.</td>
</tr>
<tr>
<td>f. Engages faculty in recognizing and understanding cultural</td>
<td>Domain I - Element 4</td>
</tr>
</tbody>
</table>
and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

<table>
<thead>
<tr>
<th>Domain III - Element 3</th>
<th>The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.</th>
</tr>
</thead>
</table>
| **Evidences:**        | The school leader analyzes achievement data for student subgroups within the school *  
|                       | Teachers regularly analyze school growth data for individual students* |

**Domain III - Element 3** - The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

**Evidences:**
- The school leader analyzes achievement data for student subgroups within the school
- Teachers regularly analyze school growth data for individual students
- All students have access to advanced placement or other rigorous courses
- All students have a prescribed program of study that documents access to courses
- The school leader ensures teachers have completed appropriate content area training in their subject area courses

**Domain I - Element 3** - The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning.

**Evidences:**
- Student achievement is examined from the perspective of value-added results
- School leadership teams regularly analyze school growth data for instructional planning

**Domain I - Element 1** - The school leader ensures high expectations with clear and measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

**Evidences:**
- Learning goals are established for eliminating differences in achievement for students at different socioeconomic levels
- Learning goals are established for eliminating differences in achievement for all subgroups in the school
- Learning goals are established for eliminating the differences in achievement for English language learners
- Learning goals are established for eliminating the differences in achievement for students with disabilities
- Learning goals are established for eliminating the achievement gap for all students
- Learning goals address the most critical and severe achievement deficiencies and guide planning for instruction

**Standard 6: Decision Making**

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

**As evidenced below, the Marzano Leadership Evaluation Model has multiple elements/indicators and evidences to support Decision Making as effective leaders employ and monitor a decision making process that is based on vision, mission and improvement priorities using facts and data.**

<table>
<thead>
<tr>
<th>a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency.</th>
<th><strong>Domain V - Element 1</strong> - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.</th>
</tr>
</thead>
</table>
| **Evidences:**                                | The school leader uses facts and data in decision making and prioritizes decisions that impact the priority goals of the school*  
|                                               | The school leader has a track record of using facts and data when making tough decision to keep learning and teacher effectiveness as priorities*  
|                                               | The school leader is uncompromising in regards to raising student achievement  
|                                               | The school leader effectively communicates those non-negotiable factors that have an impact on student achievement |

<table>
<thead>
<tr>
<th>b. Uses critical thinking and problem solving techniques to define</th>
<th><strong>Domain V - Element 1</strong> - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.</th>
</tr>
</thead>
</table>
| **Evidences:**                                                 | The school leader uses facts and data in decision making and prioritizes decisions that impact the priority goals of the school*  
|                                                               | The school leader has a track record of using facts and data when making tough decision to keep learning and teacher effectiveness as priorities*  
|                                                               | The school leader is uncompromising in regards to raising student achievement  
|                                                               | The school leader effectively communicates those non-negotiable factors that have an impact on student achievement |
| problems and identify solutions. | The school leader has demonstrated his or her ability to use thinking and problem solving skills to define problems and identify solutions *  
The school leader uses fact and data in decision making and when prioritizing decisions that impact the priority goals of the school* |
| c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed | **Domain V - Element 1** - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.  
**Evidences:**  
The school leader constantly evaluates decisions for their effectiveness, equity, intended and actual outcomes and revises plans as needed * |
| d. Empowers others and distributes leadership when appropriate. | **Domain IV - Element 2** - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.  
**Evidences:**  
Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school  
The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects  
The school leadership team has critical roles in facilitating school initiatives |
| e. Uses effective technology integration to enhance decision making and efficiency throughout the school. | **Domain IV - Element 2** - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.  
**Evidences:**  
The school leader utilizes electronic tools to collect teacher input data which are used in the school’s decision making process for efficiency throughout the school (e.g. online surveys)*  
**Domain IV - Element 5** - The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.  
**Evidences:**  
The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment and uses the input for decision making and efficiency throughout the school *  
The school leader can explain how the use of (virtual) input from the school community has resulted in improved functioning of the school *  
The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community  
The school leader engages in virtual town hall meetings  
**Domain II - Element 4** - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing |
<table>
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<tr>
<th>Standard 7: <strong>Leadership Development:</strong> Effective school leaders actively cultivate, support, and develop other leaders within the organization</th>
</tr>
</thead>
</table>
| **Domain IV - Element 4:** The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.  
**Evidences:**  
- The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities *  
- The school leader effectively identifies potential leaders and guides them in career development *  
- The school leader encourages faculty to continue their education and assists them with career planning  
- The school leader models effective leadership practices and mentors emerging leaders *  
- The school leader has a record of inspiring others in their practice |
| **Domain IV - Element 2:** The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.  
**Evidences:**  
- Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school  
- The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects  
- The school leadership team has critical roles in facilitating school initiatives |
| **Domain IV - Element 4:** The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.  
**Evidences:**  
- Teacher leaders and other faculty are empowered to share in the leadership of the school*  
- The school leader encourages faculty to continue their education and assists them with career planning  
- The school leader can cite examples of where teacher input has resulted in effective change at the school  
- 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 |
| a. Identifies and cultivates potential and emerging leaders. |
| **Domain V - Element 5:** The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.  
**Evidences:**  
- The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning *  
- The school leader provides adequate training for the instructional technology teachers are expected to use |
| b. Provides evidence of delegation and trust in subordinate leaders. |
| **Evidences:**  
- Delegates responsibilities to emerging leaders in preparation for career advancement opportunities * |
| The school leader effectively identifies potential leaders and guides them in career development |
| The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities * |
| The school leader demonstrates ongoing mentoring of teacher leaders |
| Teacher leaders and other faculty are empowered to share in the leadership of the school |

### Domain IV - Element 2 - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives. **Evidences:**
- The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects |
- The school leadership team has critical roles in facilitating school initiatives * |

### Domain IV - Element 4 - The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement. **Evidences:**
- The school improvement team provides input to the school leader regarding the school improvement plan and its impact on the functioning of the school* |
- The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities |

### Domain IV - Element 5 - The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school. **Evidences:**
- The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment |
- The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community |
- The school leader engages in virtual town hall meetings |
- The school leader conducts focus group meetings with students and parents |
- 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 and procedures |

### Domain V - Element 4 - The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy. **Evidences:**
- The school leader has a means of communicating to parents about issues regarding school safety (e.g. call out system, virtual media) |
- The school leader engages parents and community regarding issues of school safety to ensure an environment focused on learning |
<table>
<thead>
<tr>
<th>Standard 8: School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal and effective learning environment.</th>
<th>The Marzano Leadership Evaluation Model has elements/indicators and evidences to support School Management as the effective leader demonstrates the management of the organization, operations and facilities in ways that maximize the use of resources to promote a safe, efficient, legal and effective learning environment.</th>
</tr>
</thead>
</table>
| a. Organizes time, tasks and projects effectively with clear objectives and coherent plans. | **Domain V - Element 5** - The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students. **Evidences:**  
- The school leader manages time effectively in order to maximize focus on instruction  
- The school leader successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds)  
- The school leader appropriately plans, directs the use of technology to improve teaching and learning  
- The school leader effectively manages materials, time, and resources for specific classes and courses meet the state or district specifications for those classes and courses |
| b. Establishes appropriate deadlines for him/herself and the entire organization. | **Domain V - Element 5** - The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students. **Evidences:**  
- The school leader manages and imposes deadlines on self and the organization that effect the operation of the school  
- The school leader manages time effectively in order to maximize focus on instruction  
- The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning |
| c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development. | **Domain IV - Element 1** - The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching. **Evidences:**  
- The school leader can describe the school’s procedures for scheduling teachers to observe and discuss effective instructional practices  
- Teachers have regular times to meet collegially and discuss effective instructional practices (e.g. lesson study, professional learning communities)  
- Teachers have opportunities to view and discuss video-based examples of exemplary teaching  
- Teachers have opportunities to interact about effective teaching via technology  
- Video segments of instructional practices are regularly viewed and discussed at faculty and department meetings  
- Information is available regarding participation of teachers in opportunities to observe and discuss effective teaching  
- Information is available regarding teacher participation in virtual discussions regarding effective teaching  
- Teachers have opportunities to engage in instructional rounds  
**Domain IV - Element 3** - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. |
<table>
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<tr>
<th>Domain IV - Element 2 - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidences:</td>
</tr>
</tbody>
</table>
| Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school. 
The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects. 
The school leadership team has critical roles in facilitating school initiatives. |

<table>
<thead>
<tr>
<th>Domain IV - Element 4 - The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.</th>
</tr>
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<tbody>
<tr>
<td>Evidences:</td>
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</tbody>
</table>
| The school Improvement team provides input to the school leader regarding the school improvement plan. 
The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities. 
The school leader encourages faculty to continue their education and assists them with career planning. 
The school leader effectively identifies potential leaders and guides them in career development. 
The school leader can cite examples of where teacher input has resulted in effective change at the school. 
The school leader demonstrate ongoing mentoring of teacher leaders. |

<table>
<thead>
<tr>
<th>Domain V - Element 5 - The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidences:</td>
</tr>
</tbody>
</table>
| The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning. 
The school leader successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds). 
The school leader imposes deadlines on self and the organization that effect the operation of the school. |

<table>
<thead>
<tr>
<th>Standard 9: Communication: Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Marzano Leadership Evaluation Model has elements/indicators and evidences that focus on communication for effective school leaders to communicate via oral, written and electronically means to accomplish the school and system goals and build relationships with the students, faculty, parents and community.</td>
</tr>
</tbody>
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<tr>
<th>Domain IV - Element 2 - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidences:</td>
</tr>
<tr>
<td>The school leader regularly examines the PLC’s progress toward goals.</td>
</tr>
</tbody>
</table>
| community stakeholders. | The school leader provides evidence of actively listening and learning from faculty and staff*  
The school leader utilizes electronic tools to collect teacher input data which are used in the school’s decision making process for efficiency throughout the school (e.g. online surveys)  
Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school  
Notes and reports are in place that describe how teacher input was used when making specific decisions  
**Domain IV - Element 5** - The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.  
**Evidences:**  
The school leader provides evidence of actively listening and learning from students, parents and community members *  
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 *  
Data collection systems are in place to collect input data from students, parents, and community regarding the optimal functioning of the school  
The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment  
The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community  
The school leader engages in virtual town hall meetings  
The school leader conducts focus group meetings with students and parents  
The school leader hosts or speaks at community/business events  
The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning and procedures  

| b. Recognizes individuals for effective performance. | **Domain V - Element 6** - The school leader acknowledges the success of the whole school, as well as individuals within the school.  
**Evidences:**  
The school leader recognizes the accomplishments of individual teachers, teams of teachers, and the whole school in a variety of ways (e.g. faculty celebrations, newsletters to parents, announcements, websites, social media)  
The school leader recognizes incremental success of students and teachers  
The school leader recognizes the success of individual departments  
The school leader regularly celebrates the success of a variety of types of individuals (e.g. teacher of the year, support staff employee of the year)  
The school leader plans for and celebrates the success of the diverse populations in the school  

| c. Communicates student expectations and performance information to students, parents, and community. | **Domain I - Element 2** - The school leader ensures high expectations with measureable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school.  
**Evidences:**  
Student performance data and expectations for learning are communicated to all stakeholders *  
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  
Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments or common assessments  
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  

|  | **Domain I - Element 5** - The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups to help all students meet individual achievement goals. |
## Evidences:
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

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<tr>
<th>d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school.</th>
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</table>

<table>
<thead>
<tr>
<th>Domain V - Element 1 - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.</th>
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</table>

<table>
<thead>
<tr>
<th>Evidences:</th>
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</table>

| The school leader is recognized as highly visible by the faculty, students and community and engages them in the work of the school |

<table>
<thead>
<tr>
<th>Domain IV - Element 5 - The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.</th>
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<thead>
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</table>

| The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment |

| The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community |

| The school leader engages in virtual town hall meetings |

| The school leader conducts focus group meetings with students and parents |

| 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 and procedures |

| 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 |

<table>
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<tr>
<th>e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.</th>
</tr>
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<table>
<thead>
<tr>
<th>Domain IV - Element 2 - The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Evidences:</th>
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</thead>
</table>

| The school leader engages faculty in constructive conversations on important school issues |

| Data-gathering techniques are in place to collect information from teachers |

| Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school |

<table>
<thead>
<tr>
<th>Domain IV - Element 5 - The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.</th>
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</table>

<table>
<thead>
<tr>
<th>Evidences:</th>
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</thead>
</table>

| The school leader engages students, parents, and the community in constructive conversation about important school issues |

| The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment |

| The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community |

| The school leader engages in virtual town hall meetings |

| The school leader conducts focus group meetings with students and parents |

| The school leader hosts or speaks at community/business luncheons |

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<tr>
<th>f. Utilizes appropriate technologies for communication and collaboration</th>
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<table>
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<table>
<thead>
<tr>
<th>Evidences:</th>
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</thead>
</table>

| The school leader utilizes electronic tools to collect teacher input data which are used in the school’s decision making process for efficiency throughout the school (e.g. online surveys) |

| Data gathering techniques are in place to collect information from teachers |

| Domain IV - Element 5 - The school leader actively communicates with students, parents, and the |
| g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions | **Domain III - Element 1** - The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.  
**Evidences:**  
The school leader provides faculty timely information regarding changes in state and district curriculum standards and their impact on student learning requirements  
When asked, teachers report they receive information in a timely manner regarding updates to learning and academic requirements and decisions from state and federal departments. |
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<tr>
<td><strong>Standard 10:</strong> Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader</td>
<td><strong>Domain IV - Element 1</strong> - The Marzano School Leadership Evaluation Model has elements/indicators and evidences regarding Professional and Ethical Behaviors that must be demonstrated by effective school leaders.</td>
</tr>
</tbody>
</table>
| a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C. | **Domain V - Element 1** - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.  
**Evidences:**  
The school leader adheres to the Florida Code of Ethics and the principals of Professional Conduct*  
The school models ethical leadership for self and has the same expectation for faculty and staff |
| b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership | **Domain V - Element 2** - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.  
**Evidences:**  
The school leader demonstrates resiliency by staying focused on the school vision and reacting constructively to barriers*  
The school leader reacts constructively and overcomes barriers to success that could include disagreement and dissent with leadership* |
| c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community | **Domain V - Element 2** - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.  
**Evidences:**  
The school leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local communities*  
Faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn  
The school leader demonstrates his or her ability to follow through with initiatives  
The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success  
The school leader actively promotes practices and policies acknowledging the diversity in the school |
### Domain V - Element 1 - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.

**Evidences:**
- The school leader has a written annual growth plan with deliberate practice goals
- The school leader uses evaluative feedback to identify professional development activities consistent with his or her deliberate practice plan
- The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses

**Domain V - Element 2 - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.**

**Evidences:**
- Faculty and staff describe the school leader as uncompromising in regards to raising student achievement
- Faculty and staff describe the school leader as effectively communicating those non-negotiable factors that have an impact on student achievement

### Domain V - Element 1 - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.

**Evidences:**
- The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses*
- The school leader has demonstrated his or her ability to be a problem solver*

**Domain V - Element 2 - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.**

**Evidences:**
- The school leader can identify how learning from adversity has enabled him/her to be a focused leader*

### Domain V - Element 1 - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.

**Evidences:**
- The school leader uses prior evaluative feedback to identify professional development activities consistent with his or her deliberate practice plan *
- The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses*

---

**Section C. Proposed SBE rule 6A-5.030**

As per 1012.34 (4) F.S. – indicators for instructional and school administrators other professional and job responsibilities as adopted by the State Board of Education must be included. Indicators included in proposed SBE Rule 6A-5.030 are as follows:

From Review and Approval Checklist II B (3):

Indicators will be included
that are based on each of the Florida Principal Leadership Standards (See Crosswalk Section B above)

<table>
<thead>
<tr>
<th>Indicators that assess progress on deliberate practice priorities</th>
<th>Domain 5 - Element 1 - The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities. <strong>Evidences:</strong> The school leader has a deliberate practice plan with indicators to assess progress on goals and priorities* The school leader has identified professional development activities consistent with his or her growth plan The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators specified in Section 1012.34 FS (See Crosswalk Section A above)</td>
<td></td>
</tr>
<tr>
<td>From Review and Approval Checklist II B (4): each district shall also include the following indicators on leadership practice ...</td>
<td></td>
</tr>
<tr>
<td>a. Feedback Practices: The principal monitors, evaluates proficiency, and provides timely feedback to faculty on the effectiveness of instruction on priority instructional goals and the cause and effect relationships between professional practice and student achievement on those goals.</td>
<td>Domain II - Element 3 - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate, and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals. <strong>Evidences:</strong> Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning When asked, teachers can describe the predominant instructional practices used in the school When asked, teachers can explain the relationship between professional practice and student achievement When asked, students can explain why they learn from their teacher</td>
</tr>
<tr>
<td>b. High effect size strategies: Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies.</td>
<td>Domain II - Element 4 - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data. <strong>Evidences:</strong> Teacher feedback and evaluation data on the use of high effect size strategies are on the use of high effect size strategies 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 Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses The school leader monitors improvement in the percentage of instructional personnel evaluated at the innovative and applying levels.</td>
</tr>
</tbody>
</table>
Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers.
School leader provides frequent observations and meaningful feedback regarding the use of high effect strategies to teachers utilizing virtual and face-to-face conferencing.
Ongoing data are available to support that teacher evaluations are consistent with student achievement data.
The school leader can link teacher evaluation data with student achievement data.
When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement.

<table>
<thead>
<tr>
<th>c. Facilitating Professional Learning: The principal manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain IV - Element 1</strong> - The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching.</td>
</tr>
<tr>
<td><strong>Evidences:</strong></td>
</tr>
<tr>
<td>The school leader manages the organization, operations and facilities to provide teachers time and resources for professional learning to reach their goals.</td>
</tr>
<tr>
<td>Teachers have regular times to meet collegially and discuss effective instructional practices (e.g. lesson study, professional learning communities) Teachers have opportunities to engage in instructional rounds.</td>
</tr>
<tr>
<td>Information is available regarding participation of teachers in opportunities to observe and discuss effective teaching.</td>
</tr>
<tr>
<td>When asked, teachers can explain how the operation of the school ensures time and resources for professional learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>d. Clear Goals: The principal communicates goals and expectations clearly and concisely using Florida’s common language of instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain II - Element 1</strong> - The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.</td>
</tr>
<tr>
<td><strong>Evidences:</strong></td>
</tr>
<tr>
<td>The common language of instruction is used to communicate expectations for teacher and student performance.</td>
</tr>
<tr>
<td>The school leader utilizes multiple media sources to communicate local, state and federal learning standards to teachers, students and parents.</td>
</tr>
<tr>
<td>A written document articulating the school-wide model of instruction is in place.</td>
</tr>
<tr>
<td>The school-wide common language of instruction is used regularly by faculty in their professional learning communities.</td>
</tr>
<tr>
<td>The school-wide model of instruction utilizes strategies to promote learning for the subgroups within the school.</td>
</tr>
<tr>
<td>When asked, teachers can describe the major components of the school-wide model of instruction.</td>
</tr>
</tbody>
</table>

From Review and Approval Checklist III C: Indicators shall be included on:

<table>
<thead>
<tr>
<th>Monitoring and timely feedback to instructional personnel on their proficiency in the indicators in the instructional evaluation system.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain II - Element 3</strong> - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate, and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.</td>
</tr>
<tr>
<td><strong>Evidences:</strong> Compiled from Domain II Elements 3 and 4</td>
</tr>
<tr>
<td>Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school.</td>
</tr>
<tr>
<td>The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model.</td>
</tr>
</tbody>
</table>
The administrator’s resilience in pursuit of continuous school improvement.

**Domain V - Element 2** - The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.

**Evidences:**
- The school leader can identify how learning from adversity has enabled him/her to be a focused leader
- The school leader has a track record of making tough decisions to keep learning and teacher effectiveness as priorities
- Faculty and staff describe the school leader as uncompromising in regards to raising student achievement
- Faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn
- Faculty and staff describe the school leader as one who “walks the walk and talks the talk”
- The school leader demonstrate his or her ability to follow through with initiatives
- Faculty and staff describe the school leader as one who speaks with candor
- Faculty and staff describe the school leader 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
- The school leader actively promotes practices and policies acknowledging the diversity in the school

**Feedback Practices:** The school leader monitors, evaluates proficiency, and provides timely

**Domain II - Element 3** - The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between
| Feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals. | Professional practice and student achievement on those goals. **Evidences:**  
- The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning.  
- When asked, teachers can describe the predominant instructional practices used in the school.  
- When asked, teachers can explain the relationship between professional practice and student achievement.  
- When asked, students can explain why they learn from their teacher.  
- Reports, graphs, and charts are available for analyzing overall student achievement and planning instruction.  
- Results from multiple types of assessments are regularly reported and used for instructional planning (e.g. benchmark, common assessments).  
- School leadership teams regularly analyze school growth data for instructional planning.  
- When asked, faculty and staff can explain how data are used to track growth in student achievement and plan for instruction. |
|---|---|
| **Facilitating Professional Learning:** The school leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year. | **Domain IV - Element 1:** The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching. **Evidences:**  
- The school leader manages the organization, operations and facilities to provide teachers time and resources for professional learning to reach their goals.  
- Teachers have regular times to meet collegially and discuss effective instructional practices (e.g. lesson study, professional learning communities).  
- The school leader manages time effectively in order to maximize focus on instruction.  
- The school leader effectively manages materials, time, and resources for specific classes and courses meet the state or district specifications for those classes and courses. |
| **Clear Goals and Expectations:** The school leader communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions. | **Domain II - Element 1:** The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions. **Evidences:**  
- The common language of instruction is used to communicate expectations for teacher and student performance.  
- A written document articulating the school-wide model of instruction is in place.  
- The school-wide model of instruction utilizes strategies to promote learning for subgroups within the school.  
- The school-wide language of instruction is used regularly by faculty in their professional learning communities.  
- The school-wide language of instruction is used regularly in faculty and 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. |
| **Instructional Resources:** The school leader maximizes the impact of school personnel and fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students. | **Domain V - Element 5:** The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students. **Evidences:** |
resources to provide recurring systemic support for instructional priorities and a supportive learning environment.

| High Effect Size Strategies: The school leader takes actions to ensure that instructional personnel receive recurring feedback on their proficiency in high effect size instructional strategies. | Domain II - Element 4 - The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data. **Evidences:**

- Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses
- The school leader monitors improvement in teacher practice to increase the percentage of instructional personnel evaluated at the innovative and applying levels.
- Teacher feedback and evaluation data on the use of high effect size strategies are on the use of high effect size strategies are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers
- Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers
- School leader provides frequent observations and meaningful feedback regarding the use of high effect size strategies regarding the use of high effect size strategies to teachers utilizing virtual and face-to-face conferencing
- The school leader can link teacher evaluation data with student achievement data
- The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model
- The school leader can describe effective practices and problems of practice using standards based content and the school instructional model
- The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE |

| Instructional Initiatives: District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives. | Domain II - Element 5 – District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data. **Evidences:**

- Professional development courses and resources are available to teachers regarding their professional learning and 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
- Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction |
The following indicators may be incorporated into a district system as separate indicators or included as specific issues on which feedback will be provided as an aspect of the Instructional Initiatives initiative (see above)

<table>
<thead>
<tr>
<th>Monitoring Text Complexity: The school leader monitors teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event. (Reading)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain III - Element 4 - The school leader ensures monitoring of text complexity by monitoring teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event.</td>
</tr>
<tr>
<td><strong>Evidences:</strong></td>
</tr>
<tr>
<td>Tracking systems are in place that examine teacher use of reading strategies with cognitively challenging text</td>
</tr>
<tr>
<td>Data are available to ensure the use of close reading rereading of complex text are routinely used by teachers</td>
</tr>
<tr>
<td>School leader understands the research to support complex text and tasks as prescribed in the Common Core State Standards</td>
</tr>
<tr>
<td>Teachers are trained in the dimensions of text complexity</td>
</tr>
<tr>
<td>School leader is able to identify effective instructional practices when observing the use of complex text, complex tasks, and the use of scaffolding strategies</td>
</tr>
<tr>
<td>Literacy actions plans are established school-wide</td>
</tr>
<tr>
<td>School leader actively monitors the literacy action plan and participates in the school’s Reading Leadership team meetings</td>
</tr>
<tr>
<td>School leader supports the role of the literacy coach and shares a common vision for the coach’s role with the faculty</td>
</tr>
<tr>
<td>When asked, teachers can describe the instructional strategies that result in the highest student learning for cognitively complex text</td>
</tr>
<tr>
<td>When asked, students report they have access reading resources with cognitively complex text</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interventions: The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions, school-wide, grade-wide, class-wide, and specific to student sub-groups. (MTSS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain I - Element 5 - The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions, school-wide, grade-wide, class-wide, and specific to student sub-groups, to help all students meet individual achievement goals.</td>
</tr>
<tr>
<td><strong>Evidences:</strong></td>
</tr>
<tr>
<td>The school leader is focused on opportunities for students to continuously improve and be successful</td>
</tr>
<tr>
<td>Student response data are utilized to determine effectiveness of instruction and school level interventions</td>
</tr>
<tr>
<td>The school leader routinely analyzes student response data to determine programs needed to extend the school day, week, and/or year</td>
</tr>
<tr>
<td>The school schedule is designed so that students can receive academic help while in school</td>
</tr>
<tr>
<td>Individual student completion of programs designed to enhance their academic achievement is monitored (i.e. gifted and talented, advanced placement, STEM, etc.)</td>
</tr>
<tr>
<td>Response to intervention measures are in place</td>
</tr>
<tr>
<td>Tutorial and enrichment programs are in place when data support the need for these interventions</td>
</tr>
<tr>
<td>Data are collected and available to monitor student participation in intervention or enrichment programs</td>
</tr>
<tr>
<td>When asked, students and/or parents can identify interventions in place to help them meet their goals</td>
</tr>
<tr>
<td>When asked, students report their school has programs in place to help them meet their achievement goals</td>
</tr>
<tr>
<td>When asked, students report the learning environment of the school is preparing them to contribute to society and be part of a global community</td>
</tr>
</tbody>
</table>
## Instructional Adaptations: The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. (MTSS)

### Domain IV - Element 3 - The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.

**Evidences: Compiled from Domain IV (3) and Domain I (5)**

- The school leader regularly examines the PLC’s progress toward goals
- The school schedule is designed so that students can receive academic help while in 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
- Tutorial and enrichment programs are in place when data support the need for these interventions
- Data are collected and available to monitor student participation in intervention or enrichment programs
- When asked, teachers can explain the interventions in place to help individual students met their goals
- When asked, student and/or parents can identify interventions in place to help them meet their goals
- When asked, students report their school has programs in place to help them meet their achievement goals
- When asked, students report their responses are analyzed and used by the school leader
- The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement
- When asked, teachers can explain how PLC’s analyze data to identify appropriate instructional practices for all students

## ESOL Strategies: The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class. (ESOL)

### Domain II - Element 6 - The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class.

**Evidences:**

- The school leader can readily identify effective ESOL instructional strategies when conducting classroom visitations and provide meaningful feedback to teachers
- Professional development courses and resources are available for teachers to learn ESOL teaching strategies
- Instructional coaching is available to teachers to provide feedback regarding the use of appropriate ESOL strategies
- Data are available supporting deliberate practice with ESOL strategies results in improved teacher and student performance
- Online professional learning courses are available to teachers to support learning of ESOL instructional strategies
- The school leader tracks teacher participation in professional learning activities related to learning ESOL strategies
- When asked, teachers can describe how professional development supports their attainment of learning ESOL instructional strategies
- When asked, ESOL students report their teacher uses strategies that help them learn.
- When asked, ESOL student can identify specific strategies that help them learn.
- The school leader tracks teacher participation in professional learning activities related to learning ESOL strategies

### From review and Approval Checklist Section III D

| Weighting and Scoring of indicators on professional and job responsibilities are incorporated into the leadership practice elements of the evaluation system |

**Scoring Guide for Marzano School Leadership Evaluation Model (See Attachment A)**

The Marzano School Leadership Evaluation score is comprised of a weighted Leadership practice, Deliberate Practice, and Student Growth Scores to generate the Final Leadership Effectiveness Score.
ATTACHMENT D

Conference / Evaluation Form

This form is digitized in iObservation
Collier Leader Evaluation Model (CLEM) 2015-16
Based on Marzano School Leadership Evaluation Model

<table>
<thead>
<tr>
<th>Leader’s Name (Please Print)</th>
<th>Evaluator’s Name (Please Print)</th>
<th>Date</th>
</tr>
</thead>
</table>

Conference/Evaluation Options:  
Beginning  Mid-Term  Final (End of year)  
(Circle One)

*Note: Required Evidence

## DOMAIN I: A DATA-DRIVEN FOCUS ON STUDENT ACHIEVEMENT

### I(1): The school leader ensures high expectations with measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

- Learning goals are established based on state and district curriculum and academic standards *
- The school leader establishes high expectations for all students to show learning growth*
- Learning goals are established for eliminating the achievement gap for all students*
- Faculty and staff can explain how efforts to close the learning gap for all school subpopulations is eliminating the achievement gap*

**Notes:**

### I(2): The school leader ensures high expectations with measurable learning goals are established and enables teachers and staff to work as a system focused on improving the achievement of students within the school.

- Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments *
- Faculty and staff work as a system focused on student learning*
- Student performance data and expectations for learning are communicated to all stakeholders *

**Notes:**

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

**Notes:**

### I(4): The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.

- The school leader achieves results on the school’s learning goals*
- Data are analyzed for instructional planning, interpreted, and used to regularly monitor progress toward achievement goals for individual students *
- Student learning results are evidenced by growth and progress on district and state assessments*
- Individual student results from multiple types of assessments are regularly reported and used (e.g. benchmark, common assessments)*
- The school leader analyzes achievement data for student subgroups within the school*

**Notes:**

### I(5): The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and

**Notes:**
interventions school-wide, grade-wide, class-wide, and specific to student subgroups in order to help all students meet individual achievement goals.

The school leader ensures differentiated instruction is a predominant instructional practice*

When asked, students report their teachers provide culturally relevant instruction that helps them learn*

Notes:

**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 and communicates goals and expectations clearly**

and concisely using Florida’s common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

The school leader demonstrates understanding of the Florida Educator Accomplished Practices and uses them as a priority instructional improvement model*

Notes:

**II(2): The school leader effectively employs, supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population.**

Notes:

**II(3): The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.**

The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model*

The school leader can describe effective practices and problems of practice of the teachers in the school*

The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning*

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

Notes:

**II(4): The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.**

The school leader can link teacher evaluation data with student achievement data*

Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses*

Teacher feedback and evaluation data on the use of high effect size strategies 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*
The school leader monitors improvement in teacher practice to increase the percentage of instructional personnel evaluated at the innovative and applying levels.*
When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement.*
Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction.*

Notes:

II(5): District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data.
Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction.*

Notes:

II(6): The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class.

Notes:

### DOMAIN III: A GUARANTEED AND VIABLE CURRICULUM

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

The school leader provides faculty timely information regarding changes in state and district curriculum standards and their impact on student learning requirements.*

Notes:

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

Notes:

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

The school leader ensures teachers have completed appropriate training for content specific strategies to minimize or eliminate achievement gaps.*

Notes:

**III(4):** The school leader ensures monitoring of text complexity by monitoring teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event.

Notes:
## Domain IV: Communication, Cooperation and Collaboration

### IV(1): The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching.

The school leader can describe the school’s procedures for scheduling teachers to observe and discuss effective instructional practices.

Teachers have regular times to meet collegially and discuss effective instructional practices (e.g., lesson study, professional learning communities).

**Notes:**

### IV(2): The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.

The school leader provides evidence of actively listening and learning from faculty and staff.

The school leader utilizes electronic tools to collect teacher input data which are used in the school’s decision-making process for efficiency throughout the school (e.g., online surveys).

Teacher leaders are accountable for maintaining a focus on instructional proficiency and student learning.

The school leader enables teacher leaders to proactively initiate, plan, implement, and monitor projects.

The school leadership team has critical roles in facilitating school initiatives.

The school leader engages faculty in constructive conversations on important school issues.

Data gathering techniques are in place to collect information from teachers.

**Notes:**

### IV(3): The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.

The school leader promotes practices that validate and value similarities and differences among all students and focuses on their success and well-being.

Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning.

The school leader uses PLC’s to communicate the relationships among academic standards, effective instruction, and student performance.

The school leader implements the Florida Continuous Improvement Model (FCIM).

**Notes:**

### IV(4): The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.

The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities.

The school leader effectively identifies potential leaders and guides them in career development.

The school leader models effective leadership practices and mentors emerging leaders.

Teacher leaders and other faculty are empowered to share in the leadership of the school.

Delegates responsibilities to emerging leaders in preparation for career advancement opportunities.

The school improvement team provides input to the school leader regarding the school improvement plan and its impact on the functioning of the school.

**Notes:**
IV(5): The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.

The school leader provides evidence of actively listening and learning from students, parents and community*

Data are available to support the leader engages students, parents and the community in constructive conversations about important school issues*

The school leader engages in virtual town hall meetings*

The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community*

The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment and uses the input for decision making and efficiency throughout the school*

The school leader can explain how the use of input from the school community has resulted in improved functioning of the school*

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:

DOMAIN V: SCHOOL CLIMATE

V(1): The school leader is the recognized leader of the school and continually assesses progress on his or her practice priorities.

The school leader has a written annual growth plan with deliberate practice goals and priorities*

The school leader is recognized as highly visible by the faculty, student, parents, and community and actively engages them in the work of the school*

The school leader uses facts and data in decision making and when prioritizing decisions that impact the priority goals of the school*

The school leader adheres to the Florida Code of Ethics and the Principles of Professional Conduct*

The school leader has demonstrated his or her ability to use thinking skills to solve problems and identify solutions*

The school leader has a track record of using facts and data when making tough decision to keep learning and teacher effectiveness as priorities*

The school leader constantly evaluates decisions for their effectiveness, equity, intended and actual outcomes and revises plans as needed*

The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses*

The school leader uses prior evaluative feedback to identify professional development activities consistent with his or her deliberate practice plan*

Notes:

V(2): The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.

The school leader actively promotes practices and policies acknowledging the diversity in the school*

The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success*

The school leader demonstrates resiliency by staying focused on the school vision and reacting constructively to barriers*

The school leader reacts constructively and overcomes barriers to success that could include disagreement and descent with leadership*

The school leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local communities*

The school leader can identify how learning from adversity has enabled him/her to be a focused leader*

Notes:
V(3): The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment.

Instructional and behavioral routines and procedures are in place to support student engagement in learning*
The school leader maintains a school climate to support student engagement in learning*
School leader provides ongoing feedback to teachers regarding the learning environment*
Continuous feedback is provided to teachers regarding the learning environment in their classrooms and the school*
Highly engaged classroom practices are routine at the school*

Notes:

V(4): The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.

Instructional strategies for highly engaged classrooms are part of the school learning environment*
The school leader ensures that skills necessary to be contributing members of society and participate in a global community are listed among the essential elements*
The school leader ensures students are ready to be contributing members of society and participate in a global community*.
When asked, students, parents and community describe the school as safe, respectful and student centered *

Notes:

V(5): The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

The school leader manages and imposes deadlines on self and the organization that effect the operation of the school*
The school leader manages time effectively in order to maximize focus on instruction *
The school leader successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds) *
The school leader appropriately plans, budgets, and directs the use of technology to improve teaching and learning*

Notes:

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

The school leader plans for and celebrates the success of the diverse populations in the school *

Notes:

Leader's Signature ________________________ Date ________________________
Evaluator's Signature ________________________ Date ________________________
ATTACHMENT E

Learning Map – Domains and Elements
### MARZANO SCHOOL LEADER EVALUATION MODEL

**LEARNING MAP**

<table>
<thead>
<tr>
<th>Domain 1</th>
<th>Domain 2</th>
<th>Domain 3</th>
<th>Domain 4</th>
<th>Domain 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Data-Driven Focus On Student Achievement</strong></td>
<td><strong>Continuous Improvement of Instruction</strong></td>
<td><strong>A Guaranteed and Viable Curriculum</strong></td>
<td><strong>Cooperation and Collaboration</strong></td>
<td><strong>School Climate</strong></td>
</tr>
<tr>
<td><strong>Element 1:</strong> The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.</td>
<td><strong>Element 1:</strong> The school leader provides a clear vision as to how instruction should be addressed in the school.</td>
<td><strong>Element 1:</strong> The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.</td>
<td><strong>Element 1:</strong> The school leader ensures that teachers have opportunities to observe and discuss effective teaching.</td>
<td><strong>Element 1:</strong> The school administrator is recognized as the leader of the school who continually improves his or her professional practice.</td>
</tr>
<tr>
<td><strong>Element 2:</strong> The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.</td>
<td><strong>Element 2:</strong> The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.</td>
<td><strong>Element 2:</strong> The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.</td>
<td><strong>Element 2:</strong> The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.</td>
<td><strong>Element 2:</strong> 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.</td>
</tr>
<tr>
<td><strong>Element 3:</strong> The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.</td>
<td><strong>Element 3:</strong> The school leader is aware of predominant instructional practices throughout the school.</td>
<td><strong>Element 3:</strong> The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.</td>
<td><strong>Element 3:</strong> 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.</td>
<td><strong>Element 3:</strong> The school leader ensures that faculty and staff perceive the school environment as safe and orderly.</td>
</tr>
<tr>
<td><strong>Element 4:</strong> The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.</td>
<td><strong>Element 4:</strong> 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.</td>
<td><strong>Element 4:</strong> 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.</td>
<td><strong>Element 4:</strong> The school leader ensures that students, parents, and the community perceive the school environment as safe and orderly.</td>
<td><strong>Element 4:</strong> The school leader ensures that students, parents, and the community perceive the school environment as safe and orderly.</td>
</tr>
<tr>
<td><strong>Element 5:</strong> 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.</td>
<td><strong>Element 5:</strong> The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.</td>
<td><strong>Element 5:</strong> The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.</td>
<td><strong>Element 5:</strong> 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.</td>
<td><strong>Element 5:</strong> The school leader acknowledges the success of the whole school, as well as individuals within the school.</td>
</tr>
</tbody>
</table>

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ATTACHMENT F

Scoring Guide

The Marzano School Leadership Evaluation Model describes five domains with 26 elements of school administrator behavior that research shows has an impact on raising student achievement. The domains and elements are broken down as follows:

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

Scoring for the Marzano School Leadership Evaluation Model

The Marzano School Leadership Evaluation Model includes three components for Leadership Assessment:

- Leadership Practice
- Deliberate Practice
- Student Growth Data

The scoring process for the Marzano School Leadership Evaluation Model is similar to how teachers are scored in the Marzano Causal Teacher Evaluation Model. The steps are outlined in the next section, Scoring for Leadership Evaluation.
## Scoring for Leadership Evaluation

<table>
<thead>
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</table>

**Step 1:** Rank elements in each domain and find the average if there are multiple scores for an element.

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

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

If no evidence is recorded for an element the lowest score is used: 1
**Scoring for Deliberate Practice**

Deliberate Practice is an Additive model and up to one point will be added to the Final Status Score.

\[
\text{(Growth Plan Score-Minimum possible score)/(Maximum possible score- Minimum possible score)} = \% \text{ of maximum score}
\]

Then multiply the percent by 1 to calculate the bonus that is to be added to the instructional practice score.

**Example:**

If a person received a 2.5 on a growth plan with a scale of 1-4:

\[
\frac{2.5-1}{4-1} = 50\%
\]

\[1 \times 0.50 = 0.50\]

The Bonus to Leadership Practice Score (out of 67) would be .5 points.

Adding the bonus cannot cause a score greater than 67, the top score on your scale. The bonus will only bring the Leadership Practice Score to 67. It will not go over.

The final Leadership Practice Score will be the \((\text{Status Score} \times 16.75) + \text{Deliberate Practice}\)

**Example:**

\[(2.794 \times 16.75) + .5 = 47.299\]

The Leadership Practice Score will be added to the final Student Growth Score to determine the final Leadership Effectiveness Score using the scale below.

**Final Proficiency Levels**

- 80 - 100 = Highly Effective
- 52 - 79.999 = Effective
- 26 - 51.999 = Needs Improvement
- Lower than 26 = Unsatisfactory
Deliberate Practice Growth Plan
This form is digitized in
iObservation.

<table>
<thead>
<tr>
<th>School Administrator's Name and Position:</th>
<th>Evaluator's Name and Position:</th>
</tr>
</thead>
</table>

Element(s) for school year: Date Growth Elements Approved:

School Administrator's Signature: Evaluator's Signature

Deliberate Practice Growth Element #: (Insert element identification number here, the check one category below)

(  ) District Growth Element (  ) School Growth Element (  ) Administrator's Growth Element

Focus issue(s): Why is the element worth pursuing?

Growth Element: Describe what you expect to know or be able to do as a result of this professional learning effort.

Anticipated Gain(s): What do you hope to learn?

Plan of Action: A general description of how you will go about accomplishing the element.

Progress Points: List progress points or steps toward fulfilling your goal that enable you to monitor your progress.

1.  
2.  
3.  

Notes:
# 2015-16 CLEM Information for Administrators

| Element Alignment | 12 elements in Round 1 (.50) plus Deliberate Practice  
|                  | 12 elements in Round 2 (.50) plus Deliberate Practice |

| Number of Observations (2-3) | 1<sup>st</sup> Round - Required: all principals  
| New Principals: 1-3 years of experience | 2<sup>nd</sup> Round - Required: all principals  
|                                | • Plus any element scored at scoring Beginning and Developing in Round 1  
|                                | 3<sup>rd</sup> Round - Required  
|                                | • New Principals  
|                                | o all Beginning and Developing in Round 1 or Round 2 plus Deliberate Practice  
|                                | o may choose additional elements as long as total does not exceed 6 elements  
| Experienced Principals: more than 3 years of experience | 3<sup>rd</sup> Round - Optional  
|                                | • Experienced Principals  
|                                | o choice of elements [not to exceed 3 total elements]  

| Structure of Visits | Teams visit same schools for all rounds  
|                    | To request different team for Round 3 contact Deputy Superintendent |

| Team Composition | Two former principals from specific grade-level (elementary or secondary)  
| Deputy Superintendent and HR Executive Director will join teams as observer on random basis |

| Team Observations | 5 teams  
| 10 observations each round per team (3<sup>rd</sup> Round visits not represented) |

| Deputy Superintendent Scores | D1E1 and D1E3 after Data Dialogue and BOY Conference (Round 1)  
|                            | DPG after MOY Conference (Round 2)  

### Element Alignment

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<tr>
<th>Element</th>
<th>Weight</th>
<th>Round 1 Oct - Dec</th>
<th>Round 2 Jan - Feb</th>
<th>Weight</th>
<th>Round 1 Oct - Dec</th>
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<td>3 Elements</td>
<td>Team</td>
<td>Stump MOY</td>
</tr>
</tbody>
</table>

### General Information

1. **Deliberate Practice submission date for all school-based administrators [August 31]**
   - **Principals:** Deputy Superintendent will select one and principal will select two
     - Deputy Superintendent will approve goals during the BOY Conference
     - **DPGs will be scored by Team during Round 1; Deputy Superintendent will score during MOY Conference for Round 2**
   - **APs:** Supervising principal will select one and AP will select two
     - Principal must approve AP’s Growth Plan in iObservation by August 31

2. **BOY/MOY/EOY Conferences**
   - **Principals:** Deputy Superintendent will score the following elements
     - Domain 1/Element 1 and Domain 1/Element 3 will be scored during Data Dialogue and BOY Conference
       - Additional evidence can be submitted within the 5-day window after score notification
     - **Principals:** EOY Conference with Deputy Superintendent will occur prior to end of contract in June
       - Deputy Superintendent will print signature page and principal will sign at conference
       - Provide signed/dated copy of AP final evaluation at conference
3. **Observation schedule for all school-based administrators [principals and assistant principals]**

- **Round 1:** October – December
- **Round 2:** January – February
- **Round 3:** March – April

**Principals:** Discussion with Deputy Superintendent regarding all school-based administrative evaluations at the BOY, MOY, and EOY Conferences.

### CLEM Procedures

- Each team will conduct a 2-3 hour observation with each school within the designated group
- During the observation the team will
  - Conduct the pre-conference with principal
  - Review relevant documents as presented by the principal
  - Discuss relevant elements with principal
  - Conduct walk-thru with principal
  - Attend meetings if possible
  - Speak with staff and students
  - Meet with principal if follow-up is necessary
  - Score elements
  - Conduct post-conference with principal
    - Provide principal option to upload documentation via iObservation for elements rated below Applying
    - Principal has 5 working days from observation date to upload documentation
- After observation the team will
  - Review any additional documentation provided by principal
  - Provide focused feedback via iObservation on elements scored at Not Using, Beginning, Developing, and Innovating
    - Feedback submitted within 10 working days of observation date

### Observation Groups

<table>
<thead>
<tr>
<th>Team 1 Schools</th>
<th>Team 2 Schools</th>
<th>Team 3 Schools</th>
<th>Team 4 Schools</th>
<th>Team 5 Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPM</td>
<td>MMS</td>
<td>VOE</td>
<td>PCR</td>
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<tbody>
<tr>
<td>Sandra Eaton*</td>
<td></td>
<td>Administrative Director/District Operations</td>
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<td>Tammy Caraker</td>
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<tr>
<td>Tim Kutz*</td>
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<tr>
<td>Terrie Mitev*</td>
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<tr>
<td>Jennifer Kincaid*</td>
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<td>Valerie Wenrich</td>
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<tr>
<td>Jan Messer*</td>
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<tr>
<td>Maureen Ungarean</td>
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<td>Director/Pre-K</td>
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<td>Karen Stelmacki</td>
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<td>Maria Torres</td>
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<td>Patrick Woods</td>
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<tr>
<td>Sheryl Alvies</td>
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