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1. The Research Base for the Marzano District Leader Evaluation Model

(For an in-depth examination of the research base of the Marzano District Leader Evaluation Model, please see: Marzano, Carbaugh, Toth: “Marzano District Leader Evaluation System”, 2013.

Research Background

This report is a description of the Marzano District Leader Evaluation System designed by Dr. Robert J. Marzano in partnership with Learning Sciences International for the Marzano Center. The model is based on an extensive review of the extant literature about district leader/administrator leadership. While it can be used independently, the Marzano District Leader Evaluation System is designed to be used in close conjunction with the Marzano School Leader Evaluation Model and the Marzano Teacher Evaluation Model. The Marzano Teacher Evaluation Model is based on the comprehensive instructional model detailed in the Art and Science of Teaching (see Marzano, 2007; Marzano, Frontier, & Livingston, 2011).

The Marzano evaluation models are integrated, cascading evaluation systems designed with improved student learning as the ultimate goal. In Teacher Evaluation that Makes a Difference (in press), Marzano and Toth suggest that the effectiveness of teacher evaluation is influenced by the effectiveness of school leader evaluation, which, in turn, is influenced by the effectiveness of district leader evaluation. . . . Student learning is not influenced by teacher effectiveness alone; rather, a chain of influences -- beginning with an effective district evaluation system, which influences the quality of district, school, and teacher leaders, which are themselves influenced by their respective evaluation systems -- combined to affect the quality of student learning. (p.136)

Based on research that indicates that the actions and behavior of district administrators do have an influence on student learning, the design of the district leader evaluation model began with a survey of the research on district administrator competence. From this review of the research literature, specific district leader actions and behaviors were identified that, historically, have had a relationship with student achievement.
The Review of Literature


The Wallace Study

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

Marzano and Toth (in press) write, “to a great extent, the Wallace Foundation study corroborated the findings of previous research showing that both school and district leadership can influence student achievement (albeit indirectly).”

At the district level, the authors [Louis, et al., (2010)] found that district leaders “should consider school leaders’ collective sense of efficacy for school improvement to be among the most important resources available to them for increasing student achievement” (p. 147). The study found that district leadership, school leadership, teacher actions, and student achievement represent a complex system of interacting influences. When all elements within this system are operating in concert, the effectiveness of K–12 schooling is maximized (p.140).
The Wallace study identified necessary leadership factors that impact student learning and offered recommendations which included:

- Empowering principals regarding their efforts and abilities to improve their schools
- Focusing on instruction
- Using data to guide decisions
- Assigning emphasis to the improvement of student achievement
- Emphasizing teamwork and professionalism
- Ensuring that teachers and school administrators have access to resources that strengthen their professional skills (Louis, Leithwood, Wahlstrom, & Anderson, 2010)

**What Works in Oklahoma Schools**

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

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

The Marzano Study of School Effectiveness

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

- School-level Factors
- A Guaranteed and Viable Curriculum
- Challenging Goals and Effective Feedback
- Parent and Community Involvement
- Safe and Orderly Environment
- Teacher-Level Factors
- Instructional Strategies
- Classroom Management
- Classroom Curriculum Design

While these eleven factors have been identified as influential for student achievement, leadership for these factors is also a necessary condition for effective reform relative to the school-level, the teacher-level, and the student-level factors. In What Works in Schools, Marzano writes that “leadership could be considered the single most important aspect of effective school reform” (2003, p. 172).

District Leadership that Works: Striking the Right Balance

In their meta-analysis of 27 studies completed or reported between 1970 and 2003, Marzano and Waters (2009) conclude that district leadership has a mea-
surable and definable relationship with student achievement. The authors note that their findings stand “in sharp contrast to the notion that district administration is a part of an amorphous blob that soaks up valuable resources without adding value to a district’s effectiveness. To the contrary, these findings suggest that when district leaders are carrying out their leadership responsibilities effectively, student achievement across the district is positively affected” (p. 5).

Marzano and Toth (in press) cite further district research findings in Teacher Evaluation that Makes a Difference (p. 139):

- Problem-solving orientations and actions at the district level are associated with higher degrees of program implementation and continuation at the school level (Louis, Rosenblum, & Molitor, 1981)
- Effective schools are often located in districts where improving teaching and learning is a high priority (Berman et al., 1981; Rosenholtz, 1989)
- District leadership can be a positive force for change in schools (Elmore & Burney, 1997)
- Districts can play a positive role in leveraging policies and resources to support local reforms (Fuhrman & Elmore, 1990; Spillane, 1996; Togneri & Anderson, 2003)

2. About Robert Marzano and Learning Sciences International

Robert J. Marzano, PhD, is a nationally recognized researcher in education, speaker, trainer, and author of more than 30 books and 150 articles on topics such as instruction, assessment, writing and implementing standards, cognition, effective leadership, and school intervention. His books include District Leadership That Works, School Leadership that Works, Making Standards Useful in the Classroom, The Art and Science of Teaching, and Effective Supervision.

His practical translations of the most current research and theory into classroom strategies are internationally known and widely practiced by both teachers and administrators. He received a bachelor’s degree from Iona College in New York, a master’s degree from Seattle University, and a doctorate from the University of Washington. He is also Executive Director of the Learning Sciences Marzano Center located in West Palm Beach, Florida, and of Marzano Research in Colorado.

Dr. Marzano believes that great teachers make great students: His Marzano Teacher Evaluation Model has been adopted by school districts in all 50 states because it doesn’t just measure teacher ability, it helps teachers get better, improving their...
instruction over time. Dr. Marzano has partnered with Learning Sciences International to develop and implement the Marzano Teacher Evaluation Model, the School Leader and District Leader Evaluation Models, and the Non-Classroom Instructional Personnel Evaluation model, four complimentary evaluation systems that may be used with the iObservation technology platform.

Founded in 2002, Learning Sciences International partners with schools and districts to develop custom solutions for school improvement and professional development. With Robert Marzano, Learning Sciences co-developed the Marzano Evaluation Models and was selected as the statewide technical assistance provider for teacher evaluation implementation throughout the state of Florida. Learning Sciences was selected by the Michigan Department of Education’s School Reform Office to provide monitoring and technical assistance to Priority Schools. Learning Sciences offers innovative technology, data analysis, research, consultation, and the tools and training to help schools meet their challenges and reach their greatest potential in today's high-stakes educational environment. For further information, visit www.LearningSciences.com.

3. Evidence of reliability, validity, and efficacy of the Marzano District Leader Evaluation Model

For full scales and evidences in the Marzano School Leader Evaluation Model, see Carbaugh, Marzano, Toth: School Leadership for Results, LSI: 2015.

Recent Research Validating the Marzano School Leader Evaluation Model

Four primary research efforts formed the basis for the Marzano School Leader Evaluation Model and the Marzano District Leader Evaluation Model. The two models complement and support each other through “cascading domains of influence” (see page 17). The desired outcome of the School Leader model is support for the teachers within the school; the desired outcome for the District Leader model is support for schools as a whole.
The Marzano District Leader Evaluation Model was a synthesis of the research on effective schooling published in the book *What Works in Schools* (Marzano, 2003). Although this study was reported as a review of the literature on school reform, it did so with an eye toward school leadership. The study was a synthesis of a number of previous syntheses of the research (Bo-skker, 1992; Bosker & Witziers, 1995, 1996; Edmonds, 1979a, 1979b, 1979c, 1981a, 1981b; Levine & Lezotte, 1990; Marzano, 2000; Sammons, 1999; Sammons, Hill-man, & Mortimore, 1995; Scheerens, 1992; Scheerens & Bosker, 1997). The study identified five school-level factors (as well as six other teacher- and student-level factors) that were well-established correlates of effective schools. Those five school-level correlates formed the basis of early versions of the Marzano School Leader Model. In order of their correlation with student achievement at the school level, these elements were: a guaranteed and viable curriculum, challenging goals and effective feedback, parent and community involvement, a safe and orderly environment, and collegiality and professionalism.

A sixty-eight-item survey was constructed for the model and ASCD distributed it. An initial reliability and validity study was conducted in 2004 (Marzano, 2004). Using a sample of more than 2,400 teachers who were asked to rate their principals’ behaviors relative to the elements of the model, alpha coefficients were computed that ranged from .56 to .75, along with a split-half reliability of .91 for the entire instrument. To establish construct validity, a factor analysis was conducted indicating support for the various factors in the model.

In 2007, the Marzano School Leader Model was adapted specifically for the Michigan Coalition of Educational Leadership to give feedback to principals (Shen et al., 2007). This effort might be considered the first third-party application and study of the model as a tool for feedback to school leaders and was a joint effort of the Michigan Department of Education, Western Michigan University, the Michigan Association of School Administrators, the Michigan Association of School Boards, the Michigan Association of Secondary School Principals, and the Michigan Elementary and Middle School Principals Association. The effort was funded in part by the Wallace Foundation. Based on a sample of 258 principals, the researchers concluded that “data indicate the instrument has a high level of reliability for all the subscales as well as for the whole instrument” (p. 2). The researchers also concluded that “confirmatory factor analyses through structural equation modeling indicate that the instrument has a high level of validity” (p. 2).
Since that study, the original sixty-eight-item survey has been administered to more than 66,000 teachers and administrators.

**Marzano, Waters, and McNulty Meta-Analysis of School Leadership**
To add perspective to the evaluation model, the original Marzano framework was cross-referenced with the research on general characteristics of effective school leaders. Specifically, a meta-analysis of school leadership research was published in the book *School Leadership That Works* (Marzano, Waters, & McNulty, 2005). The purpose of the study was to examine the research literature from 1978 to 2001 on those general school leadership factors that have a statistically significant relationship with student achievement. More than 300 studies were examined and sixty-nine met the criteria for inclusion, one of which was that student achievement data were correlated with school administrator characteristics, or correlations could be computed from the data available. In all, 2,802 K–12 schools were involved in the studies synthesized, with an estimated 14,000 teachers and 1.4 million students. The overall finding was that the characteristics of school leaders have a statistically significant relationship with student achievement. Additionally, twenty-one specific types of school leader characteristics (referred to as “responsibilities”) were found to correlate with student achievement.

The twenty-four elements of the Marzano School Leader Evaluation Model integrate quite well with the twenty-one responsibilities from the school leader research articulated in the literature between 1978 and 2001, and the elements of the model add detail to many of the twenty-one responsibilities.

Based on the cross-referencing with the twenty-one responsibilities from the Marzano et al. (2005) study, adaptations were made to the Marzano School Leader Evaluation Model to better incorporate the research on general school leadership characteristics.

**The Wallace Study**
A final cross-referencing was conducted on the Marzano School Leader Evaluation Model using the findings from a study The Wallace Foundation funded and was cooperatively conducted by the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota and the Ontario Institute for Studies in Education at the University of Toronto (Louis, Leithwood, Wahlstrom, & Anderson, 2010). This multiyear study, *Investigating the Links to Improved Student Learning*, is perhaps the most current and comprehensive study on the relationship between school administrator behaviors and actions and student academic achievement. The study involved survey data from 8,391 teachers and 471 school
administrators; interview data from 581 teachers and administrators, 304 district-level educators, and 124 state personnel; and observational data from 312 classrooms. Student achievement data for literacy and mathematics in elementary and secondary schools were also obtained using scores on state tests designed to measure Adequate Yearly Progress as mandated by the No Child Left Behind Act of 2001. The findings of this study as they relate specifically to school leadership were summarized in the report *The School Principal as Leader: Guiding Schools to Better Teaching and Learning* (*The Wallace Foundation, 2012*). The report identified five key functions of school leaders: shaping a vision of academic success for all students; creating a climate hospitable to education; cultivating leadership in others; improving instruction; and managing people, data, and processes to foster school improvement.

As with the twenty-one responsibilities from the Marzano et al. (2005) study, the Marzano School Leader Evaluation Model was cross-referenced with the findings of the Wallace study. Table 1 provides a very general cross-referencing of the Wallace 2012 report and Marzano School Leader Evaluation Model.

Based on a more specific analysis of the findings in an earlier, 2010 technical report from *The Wallace Foundation* (Louis et al., 2010), minor adaptations were made to the Marzano School Leader Evaluation Model in an attempt to keep the model as current as possible.

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**Table 1. Cross-Referencing of the Marzano School Leader Evaluation Model with the Wallace Study**

<table>
<thead>
<tr>
<th>The Wallace Perspective: The five key functions that effective principals perform well</th>
<th>The Marzano School Leader Evaluation Model: Domains and Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Creating a climate hospitable to education</td>
<td>2(1), 4(1), 5(3), 5(4)</td>
</tr>
<tr>
<td>5. Managing people, data, and processes to foster school improvement</td>
<td>1(5), 2(4), 5(5)</td>
</tr>
</tbody>
</table>
What Works in Oklahoma Schools

The final research effort (to date) that underpins the Marzano School Leader Evaluation Model was a study of what works in Oklahoma schools that was conducted by Marzano Research Laboratory for the Oklahoma State Department of Education (OSDE) over the 2009–2010 and 2010–2011 school years (Marzano Research Laboratory, 2011). This study was conducted to determine those elements that are related to being classified as an improvement school (i.e., a school that needs improvement) as opposed to a school that is not classified as needing improvement (i.e., schools not on improvement status). Fifty-nine matched elementary, middle, and high schools were involved in the study. Of those fifty-nine schools, thirty-two were classified as needing improvement and twenty-seven were not. Survey data from teachers, administrators, students, and parents were used in the study along with on-site observations of teachers, interviews with administrators, and videotapes of classroom activities. State test data in mathematics and the English language arts were the primary dependent measures when examining the effects of specific elements. From the fifty-nine matched schools, 1,117 teachers, 13,373 students, and 516 parents were involved.

The first phase of the study (see Marzano Research Laboratory, 2011) examined the relationship between nine general factors (referred to as the nine essential elements by the Oklahoma State Department of Education) and average student achievement in schools:

1. Curriculum
2. Classroom Evaluation/Assessment
3. Instruction
4. School Culture
5. Student, Family, and Community Support
6. Professional Growth, Development, and Evaluation
7. Leadership
8. Organizational Structure and Resources
9. Comprehensive and Effective Planning

For each of these nine elements, surveys were constructed of teachers and administrators using the twenty-four elements of the Marzano School Leader Evaluation Model to provide specificity. In effect, while the nine categories the Oklahoma State Department of Education specified were not derived from the evaluation model, the items used in the surveys pertaining to those categories were...
either directly taken or adapted from the evaluation model. Survey results were then analyzed in terms of how well they discriminated between schools that were classified as needing improvement or not.

For the teacher surveys, average scores for schools that were not classified as needing improvement were higher than average for schools needing improvement. All differences were statistically significant. For the administrator surveys, average scores for schools that were not classified as needing improvement were again higher than average for schools needing improvement, and six out of nine differences were statistically significant.

Average scores for each school were also correlated with average student achievement on the state's mathematics and reading tests. For the teacher survey, all correlations were positive and ranged from .08 to .39 in mathematics and .12 to .53 in reading. For the administrator survey, all correlations were positive and ranged from .28 to .58 in mathematics and .16 to .54 in reading.

4. Overview of the Marzano District Leader Evaluation Model and Rubrics

Based on the review of the research literature briefly outlined above, 21 categories of district leader actions and behaviors were identified. These 21 categories were organized into six domains: (1) a data-driven focus to support student achievement, (2) continuous support for improvement of instruction, (3) continuous support for a guaranteed and viable curriculum, (4) cooperation and collaboration, (5) district climate, and (6) resource allocation.
Domain I. A Data-Driven Focus to Support Student Achievement

(1) The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level.

(2) The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.

(3) The district leader ensures each district goal receives appropriate district, school-level, and classroom-level support to help all students meet individual achievement goals when data indicate interventions are needed.

Domain II. Continuous Support for Improvement of Instruction

(1) The district leader provides a clear vision regarding the district instructional model and how to guide personnel and schools in operationalizing the model.
(2) The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth plans.

(3) The district leader ensures that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.

(4) The district leader ensures that personnel are provided with job-embedded professional development that is directly related to their growth plans.

Domain III. Continuous Support for a Guaranteed and Viable Curriculum

(1) The district leader ensures that curriculum and assessment initiatives, and supporting operational practices, at the district and school levels adhere to federal, state, and district standards.

(2) The district leader ensures that district level programs, curricular, and operational initiatives are focused enough that they can be adequately addressed in the time available to the district and schools.

(3) The district leader ensures that students are provided with the opportunity to access educational programs and learn critical content.

Domain IV. Cooperation and Collaboration

(1) The district leader establishes clear guidelines regarding the areas for which schools are expected to follow explicit district guidance and the areas for which schools have autonomy of decision making.

(2) The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as a collaborative and cooperative workplace.

(3) The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) have effective ways to provide input to the district.

(4) The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

Domain V. District Climate

(1) The district leader is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice.
(2) The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that his or her actions are guided by what is best for all student populations and the district.

(3) The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and orderly.

(4) The district leader acknowledges the success of the whole district, as well as individual schools and employees within the district.

Domain VI. Resource Allocation

(1) The district leader manages the fiscal resources of the district in a way that focuses on effective instruction and achievement of all students and optimal district operations.

(2) The district leader manages the technological resources of the district in such a way that focuses on effective instruction and the achievement of all students and optimal efficiency throughout the district.

(3) The district leader manages the organization, operations, instructional programs and initiatives in ways to maximize the use of resources to promote effective instruction and achievement of all students.

Scales

For each of the 21 elements within the six domains, scales have been developed along with example evidences of success. To illustrate, consider element 1 (“The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level”) of Domain I (A Data-Driven Focus to Support Student Achievement). Figure 1 provides the scale for this element.

Domain I: A Data-Driven Focus to Support Student Achievement

(1) The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level.
The district leader ensures adjustments are made or new strategies are created so that all personnel know and attend to the achievement and operational goals.

<table>
<thead>
<tr>
<th>Innovating</th>
<th>Applying</th>
<th>Developing</th>
<th>Beginning</th>
<th>Not Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district leader ensures adjustments are made or new strategies are created so that all personnel know and attend to the achievement and operational goals.</td>
<td>The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level and monitors the extent to which personnel know and attend to these goals.</td>
<td>The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level.</td>
<td>The district leader attempts to ensure clear and measurable goals for all relevant areas of responsibility but does not complete the task or does so partially.</td>
<td>The district leader does not attempt to ensure clear and measurable goals for all relevant areas of responsibility.</td>
</tr>
</tbody>
</table>

To understand the logic of this scale and all others in the system, it is best to begin with “Applying,” which has a score value of 3. A score of “Applying” can be considered the level of performance that indicates proficiency regarding the element. In this case, the district leader ensures that clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs regarding improving student achievement and the needed operational support at the district, school, and individual student level.

In short, the district leader ensures goals have been set for critical needs and that the necessary operations to support student achievement are in place and monitored. Above this level is “Innovating,” which has a score value of 4. Here, in addition to score 3 actions and behaviors, the district leader ensures adjustments are made or new strategies are created. This level is usually associated with exceptional or excellent performance regarding the element. “Developing” is a step below the target of “Applying.” It has a score value of 2 and indicates that the district leader...
leader ensures clear and measurable goals **for all relevant areas of responsibility** are established but does not monitor to ensure goals are understood. This level of performance is usually associated with needing improvement regarding the element. Below this level is “Beginning,” which has a score value of 1. Here the district leader attempts to district leader ensures clear and measurable goals **for all relevant areas of responsibility** are established but does not complete the task or does so only partially. This level of performance is usually considered unsatisfactory. The lowest level on the scale is “Not Using,” which has a score value of 0. Here the district leader does not even attempt to ensure clear and measurable goals **for all relevant areas of responsibility**. This level is also considered unsatisfactory.

**Conclusion**

The system described here is offered as a comprehensive, cascading approach to district leader evaluation that is coordinated and compatible with the Marzano School Leader Evaluation Model, the Marzano Teacher Evaluation Model, and the Marzano Center Non-Instructional Support Personnel Evaluation Form. Learning Sciences Marzano Center for Teacher and Leader Evaluation can assist districts in further development and implementation of the model in collaboration with district and school leaders.

It is important to note that the model presented in this report employs scales and parts of scales developed by Robert J. Marzano and Learning Sciences Marzano Center for Teacher and Leader Evaluation. The copyright to these previously developed scales is held exclusively by Dr. Robert J. Marzano. This document in no way signals that Dr. Robert J. Marzano or Learning Sciences International is relinquishing this copyright.

**5. Process for Observations**

(Note: The process outlined below summarizes LSI recommendations for implementation and are reprinted from Carbaugh, Marzano, Toth, *School Leadership for Results: Shifting the Focus of Leader Evaluation*, LSI: 2015. Please see additional district attachments)

Districts planning implementation of the district leader evaluation model have to take one important preliminary step: achieve consensus on the need to move to an evaluation system focused on growth rather than merely compliance. Districts that have previously implemented growth-based teacher evaluation systems will often perceive the clear need to move their district leader evaluation system toward a growth-based model. But the focus on continuous leader professional growth must
be clearly communicated and understood throughout the district.

Districts may choose to implement all twenty-one elements in their first year, or the implementation team may identify specific domains to focus on in Year 1 and Year 2. We often recommend that districts use a phase-in process, where they identify one or two domains in which district leaders will be evaluated in Year 1. Often these chosen domains will coordinate with an aligned plan for school leaders and teachers. After Year 2 all twenty-one elements should be rated every year.

A second, equally effective option is that the committee selects a few elements from each of the five domains to focus on in Year 1 and adds in the remaining elements in Year 2.

With this evaluation model, the objective is for the district leader’s supervisor to collect formative pieces of evidence so that by year’s end, the supervisor can compile formative evidence and data for an end-of-year summative evaluation score. We believe the great benefit of this system is that district leaders are empowered to make adjustments and refine their actions throughout the course of the year, effectively taking control of their professional development as they increase their expertise.

Planning Support for Implementation

In planning for implementation, it is critical that both supervisors and district leaders understand that each element in the model has a desired result. During implementation, the implementation team will begin the work of constituting the body of evidence to demonstrate that the district leader is achieving desired results for each element. Creating this body of evidence is a developmental process, requiring a concerted effort from the implementation team and clear communication to district leaders. The sample evidences provided in the Marzano District Leader Evaluation Model are written in generic terms and can be customized to meet the expectations of individual districts.

In the absence of agreed-upon bodies of evidence, the implementation will most likely remain at the compliance level. However, when the team, with the buy-in of district leaders, moves into identifying specific evidence of desired effects, the model becomes a true growth model for development of expertise.
The Five Steps of the Evaluation Cycle

 Supervisors should plan to meet with each district leader during at least five designated points within the evaluation cycle. Before the initial meeting, it is recommended that district leaders conduct self-assessments on each element in the model.

6. Training Plan for Evaluators and Observers
(Please see district attachment)

7. Appendix

We highly recommend Carbaugh, Marzano, Toth, “Common Language Common Goals: How an Aligned Evaluation and Growth System for District Leaders, School Leaders, Teachers, and Support Personnel Drives Student Achievement.”
The Marzano District Leader Evaluation Model

District Leadership Evaluation Model Learning Map

Domains 1-3

Domain 1: A Data-Driven Focus to Support Student Achievement

Element 1:
The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level.

Element 2:
The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.

Element 3:
The district leader ensures each district goal receives appropriate district, school-level, and classroom-level support to help all students meet individual achievement goals when data indicate interventions are needed.

Domain 2: Continuous Support for Improvement of Instruction

Element 1:
The district leader provides a clear vision regarding the district instructional model and how to guide personnel and schools in operationalizing the model.

Element 2:
The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth plans.

Element 3:
The district leader ensures that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.

Element 4:
The district leader ensures that personnel are provided with job-embedded professional development that is directly related to their growth plans.

Domain 3: Continuous Support for a Guaranteed and Viable Curriculum

Element 1:
The district leader ensures that curriculum and assessment initiatives, and supporting operational practices, at the district and school levels adhere to federal, state, and district standards.

Element 2:
The district leader ensures that district-level program, curricular, and operational initiatives are focused enough that they can be adequately addressed in the time available to the district and schools.

Element 3:
The district leader ensures that students are provided with the opportunity to access educational programs and learn critical content.
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Marzano District Leader Evaluation System

Prepared by Learning Sciences Marzano Center for Teacher and Leader Evaluation

April 2013
OUR MISSION
The Learning Sciences Marzano Center for Teacher and Leader Evaluation promotes excellence in public education by providing and developing next-generation teacher and leader evaluation tools and training. Built on a foundation of expert research into best practices under the direction of national researcher and author Dr. Robert J. Marzano, the Marzano Center identifies, develops, and disseminates cutting-edge resources in educational best practices. Our goal is to support teachers to be highly effective, life-long learners, and in doing so, to significantly impact student growth and achievement over time.

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Introduction

This report is a description of the Marzano District Leader Evaluation System designed by Dr. Robert J. Marzano in partnership with Learning Sciences International for the Marzano Center. The model is based on an extensive review of the extant literature about district leader/administrator leadership. While it can be used independently, the Marzano District Leader Evaluation System is designed to be used in close conjunction with the Marzano School Leader Evaluation Model and the Marzano Teacher Evaluation Model. The Marzano Teacher Evaluation Model is based on the comprehensive instructional model detailed in the Art and Science of Teaching (see Marzano, 2007; Marzano, Frontier, & Livingston, 2011).

The Marzano evaluation models are integrated, cascading evaluation systems designed with improved student learning as the ultimate goal. In Teacher Evaluation that Makes a Difference (in press), Marzano and Toth suggest that the effectiveness of teacher evaluation is influenced by the effectiveness of school leader evaluation, which, in turn, is influenced by the effectiveness of district leader evaluation. . . . Student learning is not influenced by teacher effectiveness alone; rather, a chain of influences -- beginning with an effective district evaluation system, which influences the quality of district, school, and teacher leaders, which are themselves influenced by their respective evaluation systems -- combined to affect the quality of student learning. (p.136)

Based on research that indicates that the actions and behavior of district administrators do have an influence on student learning, the design of the district leader evaluation model began with a survey of the research on district administrator competence. From this review of the research literature, specific district leader actions and behaviors were identified that, historically, have had a relationship with student achievement.

The Review of Literature

Five primary documents were used in the review of literature: (1) the Wallace Foundation Study, Investigating the Links to Improved Student Learning: Final Report of Research Findings (Louis, Leithwood, Wahlstrom, & Anderson, 2010); (2) the study What Works in Oklahoma Schools (Marzano Research Laboratory, 2011); (3) School Leadership that Works: From Research to Results, the Marzano,

**The Wallace Study**

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

Marzano and Toth (in press) write, “to a great extent, the Wallace Foundation study corroborated the findings of previous research showing that both school and district leadership can influence student achievement (albeit indirectly).”

At the district level, the authors [Louis, et al., (2010)] found that district leaders “should consider school leaders’ collective sense of efficacy for school improvement to be among the most important resources available to them for increasing student achievement” (p. 147). The study found that district leadership, school leadership, teacher actions, and student achievement represent a complex system of interacting influences. When all elements within this system are operating in concert, the effectiveness of K–12 schooling is maximized (p.140).
The Wallace study identified necessary leadership factors that impact student learning and offered recommendations which included:

- Empowering principals regarding their efforts and abilities to improve their schools
- Focusing on instruction
- Using data to guide decisions
- Assigning emphasis to the improvement of student achievement
- Emphasizing teamwork and professionalism
- Ensuring that teachers and school administrators have access to resources that strengthen their professional skills (Louis, Leithwood, Wahlstrom, & Anderson, 2010)

**What Works in Oklahoma Schools**

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

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

The Marzano Study of School Effectiveness

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

- School-level Factors
- A Guaranteed and Viable Curriculum
- Challenging Goals and Effective Feedback
- Parent and Community Involvement
- Safe and Orderly Environment
- Teacher-Level Factors
- Instructional Strategies
- Classroom Management
- Classroom Curriculum Design

While these eleven factors have been identified as influential for student achievement, leadership for these factors is also a necessary condition for effective reform relative to the school-level, the teacher-level, and the student-level factors. In *What Works in Schools*, Marzano writes that “leadership could be considered the single most important aspect of effective school reform” (2003, p. 172).
District Leadership that Works: Striking the Right Balance

In their meta-analysis of 27 studies completed or reported between 1970 and 2003, Marzano and Waters (2009) conclude that district leadership has a measurable and definable relationship with student achievement. The authors note that their findings stand “in sharp contrast to the notion that district administration is a part of an amorphous blob that soaks up valuable resources without adding value to a district’s effectiveness. To the contrary, these findings suggest that when district leaders are carrying out their leadership responsibilities effectively, student achievement across the district is positively affected” (p. 5).

Marzano and Toth (in press) cite further district research findings in Teacher Evaluation that Makes a Difference (p. 139):

• Problem-solving orientations and actions at the district level are associated with higher degrees of program implementation and continuation at the school level (Louis, Rosenblum, & Molitor, 1981)
• Effective schools are often located in districts where improving teaching and learning is a high priority (Berman et al., 1981; Rosenholtz, 1989)
• District leadership can be a positive force for change in schools (Elmore & Burney, 1997)
• Districts can play a positive role in leveraging policies and resources to support local reforms (Fuhrman & Elmore, 1990; Spillane, 1996; Togneri & Anderson, 2003)

The Model

Based on the review of the research literature briefly outlined above, 21 categories of district leader actions and behaviors were identified. These 21 categories were organized into six domains: (1) a data-driven focus to support student achievement, (2) continuous support for improvement of instruction, (3) continuous support for a guaranteed and viable curriculum, (4) cooperation and collaboration, (5) district climate, and (6) resource allocation.
I. A Data-Driven Focus to Support Student Achievement

(1) The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level.

(2) The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.

(3) The district leader ensures each district goal receives appropriate district, school-level, and classroom-level support to help all students meet individual achievement goals when data indicate interventions are needed.

II. Continuous Support for Improvement of Instruction

(1) The district leader provides a clear vision regarding the district instructional model and how to guide personnel and schools in operationalizing the model.

(2) The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth plans.

(3) The district leader ensures that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.

(4) The district leader ensures that personnel are provided with job-embedded professional development that is directly related to their growth plans.

III. Continuous Support for a Guaranteed and Viable Curriculum

(1) The district leader ensures that curriculum and assessment initiatives, and supporting operational practices, at the district and school levels adhere to federal, state, and district standards.

(2) The district leader ensures that district level programs, curricular, and operational initiatives are focused enough that they can be adequately addressed in the time available to the district and schools.

(3) The district leader ensures that students are provided with the opportunity to access educational programs and learn critical content.

IV. Cooperation and Collaboration

(1) The district leader establishes clear guidelines regarding the areas for which schools are expected to follow explicit district guidance and the areas for which schools have autonomy of decision making.
(2) The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as a collaborative and cooperative workplace.

(3) The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) have effective ways to provide input to the district.

(4) The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

V. District Climate

(1) The district leader is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice.

(2) The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that his or her actions are guided by what is best for all student populations and the district.

(3) The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and orderly.

(4) The district leader acknowledges the success of the whole district, as well as individual schools and employees within the district.

VI. Resource Allocation

(1) The district leader manages the fiscal resources of the district in a way that focuses on effective instruction and achievement of all students and optimal district operations.

2) The district leader manages the technological resources of the district in such a way that focuses on effective instruction and the achievement of all students and optimal efficiency throughout the district.

(3) The district leader manages the organization, operations, instructional programs and initiatives in ways to maximize the use of resources to promote effective instruction and achievement of all students.

Scales

For each of the 21 elements within the six domains, scales have been developed along with example evidences of success. To illustrate, consider element 1 (“The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school,
and individual student level”) of Domain I (A Data-Driven Focus to Support Student Achievement). Figure 1 provides the scale for this element.

I: A Data-Driven Focus to Support Student Achievement

(1) The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level.

<table>
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<th>Innovating</th>
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<tbody>
<tr>
<td>The district leader ensures adjustments are made or new strategies are created so that all personnel know and attend to the achievement and operational goals</td>
<td>The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level and monitors the extent to which personnel know and attend to these goals</td>
<td>The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level</td>
<td>The district leader attempts to ensure clear and measurable goals for all relevant areas of responsibility but does not complete the task or does so partially</td>
<td>The district leader does not attempt to ensure clear and measurable goals for all relevant areas of responsibility</td>
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To understand the logic of this scale and all others in the system, it is best to begin with “Applying,” which has a score value of 3. A score of “Applying” can be considered the level of performance that indicates proficiency regarding the element. In this case, the district leader ensures that clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs regarding improving student achievement and the needed operational support at the district, school, and individual student level.
In short, the district leader ensures goals have been set for critical needs and that the necessary operations to support student achievement are in place and monitored. Above this level is “Innovating,” which has a score value of 4. Here, in addition to score 3 actions and behaviors, the district leader ensures adjustments are made or new strategies are created. This level is usually associated with exceptional or excellent performance regarding the element. “Developing” is a step below the target of “Applying.” It has a score value of 2 and indicates that the district leader ensures clear and measurable goals for all relevant areas of responsibility are established but does not monitor to ensure goals are understood. This level of performance is usually associated with needing improvement regarding the element. Below this level is “Beginning,” which has a score value of 1. Here the district leader attempts to ensure clear and measurable goals for all relevant areas of responsibility are established but does not complete the task or does so only partially. This level of performance is usually considered unsatisfactory. The lowest level on the scale is “Not Using,” which has a score value of 0. Here the district leader does not even attempt to ensure clear and measurable goals for all relevant areas of responsibility. This level is also considered unsatisfactory.

Conclusion

The system described here is offered as a comprehensive, cascading approach to district leader evaluation that is coordinated and compatible with the Marzano School Leader Evaluation Model, the Marzano Teacher Evaluation Model, and the Marzano Center Non-Instructional Support Personnel Evaluation Form. Learning Sciences Marzano Center for Teacher and Leader Evaluation can assist
districts in further development and implementation of the model in collaboration with district and school leaders.

It is important to note that the model presented in this report employs scales and parts of scales developed by Robert J. Marzano and Learning Sciences Marzano Center for Teacher and Leader Evaluation. The copyright to these previously developed scales is held exclusively by Dr. Robert J. Marzano. This document in no way signals that Dr. Robert J. Marzano or Learning Sciences International is relinquishing this copyright.

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References


Marzano, R. J., & Toth, M. D. (in press). Teacher evaluation that makes a difference: A new model teacher growth and student achievement. Alexandria, VA: ASCD.


Appendix A: Full Scales for the Marzano District Leader Evaluation Model

Marzano District Leadership Evaluation Model

I. A Data-Driven Focus to Support Student Achievement

(1) The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level.

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<tbody>
<tr>
<td>The district leader ensures adjustments are made or new strategies are created so that all personnel know and attend to the achievement and operational goals.</td>
<td>The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level.</td>
<td>The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level.</td>
<td>The district leader attempts to ensure clear and measurable goals for all relevant areas of responsibility but does not complete the task or does so partially.</td>
<td>The district leader does not attempt to ensure clear and measurable goals for all relevant areas of responsibility.</td>
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Sample District Leader Evidences for Element 1 of Domain I

- Goals are posted ... i.e., on-line, bulletin boards, meeting rooms.
- Goals are aligned with district and/or school goals.
- Goals are communicated at meetings.
- Operational support is clearly aligned to support improving student achievement.
- Operational goals are designed and prioritized to support student achievement.
- When asked, personnel know the goals in their area of responsibility.
- When asked, personnel can explain how operations focus on supporting student achievement.
(2) **The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.**

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<tr>
<td>The district leader ensures adjustments are made or new strategies are created so all data show progress toward the goals</td>
<td>The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals and monitors the extent to which the data show progress toward the goals</td>
<td>The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals</td>
<td>The district leader attempts to ensure data are analyzed, interpreted, or used but does not complete the task or does so partially</td>
<td>The district leader does not attempt to ensure data are analyzed, interpreted, or used</td>
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**Sample District Leader Evidences for Element 2 of Domain I**

- Accurate and timely data are available
- Data meetings are scheduled and held
- Data discussions are routinely part of meeting agendas ... i.e. cabinet level, department/division, principal meetings
- Data tracking systems are in place and data are available to track progress
- When asked, personnel report data is used routinely to monitor progress towards goals
- When asked, personnel report understanding of how data in their area of responsibility supports progress toward goals
(3) The district leader ensures each district goal receives appropriate district, school-level, and classroom-level support to help all students meet individual achievement goals when data indicate interventions are needed.

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<tr>
<td>The district leader ensures adjustments are made or new strategies are created so results show all intervention programs are working</td>
<td>The district leader ensures each district goal receives appropriate district, school-level, and classroom-level support and practices to help all students meet individual achievement goals when data indicate interventions are needed and monitors the extent to which results show intervention programs are working</td>
<td>The district leader ensures each district goal receives appropriate district, school-level, and classroom-level support to help all students meet individual achievement goals when data indicate interventions are needed</td>
<td>The district leader attempts to ensure each district goal receives appropriate district, school-level, and classroom-level support but does not complete the task or does so partially</td>
<td>The district leader does not attempt to ensure each district goal receives appropriate district, school-level, and classroom-level support</td>
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Sample District Leader Evidences for Element 3 of Domain I

- Programs are aligned to support needed interventions
- Professional development is aligned to support needed interventions
- Intervention programs are in place and appropriately supported
- Data systems show specific support provided
- When asked, personnel have data to show the interventions are working
- When asked, personnel report how they support needed interventions
II. Continuous Support for Improvement of Instruction

**1) The district leader provides a clear vision regarding the district instructional model and how to guide personnel and schools in operationalizing the model.**

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<tr>
<td>The district leader ensures adjustments are made or new strategies are created so all personnel know and support the instructional model</td>
<td>The district leader provides a clear vision regarding the district instructional model and how to guide personnel and schools in operationalizing the model and monitors the extent to which personnel know and support the instructional model</td>
<td>The district leader provides a clear vision regarding the district instructional model and how to guide personnel and schools in operationalizing the model</td>
<td>The district leader attempts to provide a clear vision regarding the district instructional model but does not complete the task or does so partially</td>
<td>The district leader does not attempt to provide a clear vision regarding the district instructional model</td>
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**Sample District Leader Evidences for Element 1 of Domain II**

- Articulates the vision of the instructional model within their area of responsibility
- Articulates a clear vision of how to support the district instructional model
- Monitors the actions of personnel to determine if they provide support for the instructional model
- Holds personnel accountable for supporting the instructional model
- Evidence/artifacts are available to document support provided for the instructional model
- When asked, personnel can explain how their actions support the instructional model
(2) The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth plans.

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<tr>
<td>The district leader ensures adjustments are made or new strategies are created so all personnel continue to grow and develop expertise</td>
<td>The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth plans and monitors the extent to which personnel continue to grow and develop expertise</td>
<td>The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth plans</td>
<td>The district leader attempts to effectively support and retain school and department leaders but does not complete the task or does so partially</td>
<td>The district leader does not attempt to effectively support or retain school and department leaders</td>
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Sample District Leader Evidences for Element 2 of Domain II

- Hires and employees personnel who continue to grow and enhance their skills
- Meets regularly with personnel regarding their performance and/or growth plans
- Hires and retains effective personnel
- Supports and assists personnel who do not continue to develop expertise
- Uses appropriate procedures to release personnel who do not continue to develop expertise
- When asked, personnel report the district leader supports development of expertise
(3) The district leader ensures that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.

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<tr>
<td>The district leader ensures adjustments are made or new strategies are created so all performance evaluations are consistent with student achievement and operational data</td>
<td>The district leader ensures that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data and monitors the extent to which performance evaluations are consistent with student achievement and operational data</td>
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<td>The district leader attempts to ensure that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses but does not complete the task or does so partially</td>
<td>The district leader does not attempt to ensure that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses</td>
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**Sample District Leader Evidences for Element 3 of Domain II**

- Evaluations accurately reflect strengths and weaknesses of performance as indicated by data
- Achievement data are routinely used as part of the evaluation process
- Operational data are routinely used as part of the evaluation process
- Evaluation data are available to show consistency with student achievement data and/or operational data
- When asked, personnel report their evaluations accurately reflect their strengths and weaknesses
(4) The district leader ensures that personnel are provided with job-embedded professional development that is directly related to their growth plans.

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<tr>
<td>The district leader ensures adjustments are made or new strategies are created so professional development results in all personnel meeting their growth goals</td>
<td>The district leader ensures that employees are provided with job-embedded professional development that is directly related to their growth plans and monitors the extent to which professional development results in personnel meeting their growth goals</td>
<td>The district leader ensures that employees are provided with job-embedded professional development that is directly related to their growth plans</td>
<td>The district leader attempts to ensure that employees are provided with job-embedded professional development but does not complete the task or does so partially</td>
<td>The district leader does not attempt to ensure that employees are provided with job-embedded professional development</td>
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Sample District Leader Evidences for Element 4 of Domain II

- Professional development courses and resources are available to personnel regarding their growth goals
- Tracks personnel participation in professional development activities
- Coaching and support are available to personnel regarding their growth goals
- Data are collected linking the effectiveness of professional development to the improvement of appropriate practices
- Online professional learning courses are available as appropriate
- When asked, personnel can describe how professional development supports their attainment of growth goals
III. Continuous Support for a Guaranteed and Viable Curriculum

(1) The district leader ensures that curriculum and assessment initiatives, and supporting operational practices, at the district and school levels adhere to federal, state, and district standards.

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<tbody>
<tr>
<td>The district leader ensures adjustments are made or new strategies are created so all operational and curriculum initiatives adhere to required standards and are executed in a manner that enhances student achievement</td>
<td>The district leader ensures that curriculum and assessment initiatives, and supporting operational practices, at the district and school levels adhere to federal, state, and district standards and monitors the extent to which operational and curriculum initiatives are executed in a manner that enhances student achievement</td>
<td>The district leader ensures that curriculum and assessment initiatives, and supporting operational practices, at the district and school levels adhere to federal, state, and district standards</td>
<td>The district leader attempts to ensure that curriculum and assessment initiatives, and supporting operational practices, adhere to federal, state, and district standards but does not complete the task or does so partially</td>
<td>The district leader does not attempt to ensure that curriculum and assessment initiatives, and supporting operational practices, adhere to federal, state, and district standards</td>
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Sample District Leader Evidences for Element 1 of Domain III

- Documents are in place reflecting that of support of curriculum and assessment initiatives adhere to district, state and federal standards
- Information is available examining the extent to which assessments accurately measure the written and taught curriculums
- Regularly analyze the relationship between the written curriculum, taught curriculum, and assessments and for rigor and cultural relevance
- Aware of district, state and federal standards that impact their operational practices
- Uses appropriate district, state and federal standards when making decisions to support curriculum and assessment initiatives
- When asked, personnel can describe how they support the essential content and standards in their area of responsibility
- When asked, personnel can explain how curriculum and assessments are aligned to improve student achievement
- When asked, personnel report they receive information in a timely manner regarding updates about state and federal standards about state and federal standards
(2) The district leader ensures that district-level program, curricular, and operational initiatives are focused enough that they can be adequately addressed in the time available to the district and schools.

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<tbody>
<tr>
<td>The district leader ensures adjustments are made or new strategies are created so all personnel have time to implement curriculum and supporting operational initiatives and execute programs, curriculums, and initiatives as planned</td>
<td>The district leader ensures that district level program, curricular, and operational initiatives are focused enough that they can be adequately addressed in the time available to the district and schools <strong>and</strong> monitors the extent to which programs, curriculums, and initiatives are executed as planned</td>
<td>The district leader ensures that district level program, curricular, and operational initiatives are focused enough that they can be adequately addressed in the time available to the district and schools</td>
<td>The district leader attempts to ensure that district level program, curricular, and operational initiatives are focused enough but does not complete the task or does so partially</td>
<td>The district leader does not attempt to ensure that district level program, curricular, and operational initiatives are focused enough</td>
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</table>

**Sample District Leader Evidences for Element 2 of Domain III**

- An audit that delineates how much time it would take to adequately address essential initiatives
- Teams regularly meet to discuss and review the progression and viability of programs, curriculum and operational initiatives
- A plan is in place to monitor that the curriculum is taught in the time available.
- When asked, personnel report they have time and resources to implement programs, curriculum and supporting operational initiatives
(3) The district leader ensures that students are provided with the opportunity to access educational programs and learn critical content.

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<tr>
<td>The district leader ensures adjustments are made or new strategies are created so all students have equal opportunities to learn and take advantage of those opportunities</td>
<td>The district leader ensures that students are provided with the opportunity to access educational programs and learn critical content and monitors the extent to which students take advantage of those opportunities</td>
<td>The district leader ensures that students are provided with the opportunity to access educational programs and learn critical content</td>
<td>The district leader attempts to ensure that students are provided with the opportunity to access educational programs and learn critical content but does not complete the task or does so partially</td>
<td>The district leader does not attempt to ensure that students are provided with the opportunity to access educational programs and learn critical content</td>
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Sample District Leader Evidences for Element 3 of Domain III

- Tracking systems are in place that examine each student’s access to the essential elements of the curriculum
- Parents are aware of their child’s current access to the essential elements of the curriculum
- All students have access to appropriate educational choices... i.e., the arts, career and technical, advanced placement or other rigorous courses
- Teachers have access to and complete appropriate content area training in their subject area courses
- Data are available to verify the diversity of students enrolled in advanced placement or other rigorous courses
- When asked, students report they have access to rigorous courses
- When asked, all stakeholders report students have equal opportunities to learn
IV. Cooperation and Collaboration

(1) The district leader establishes clear guidelines regarding the areas for which schools are expected to follow explicit district guidance and the areas for which schools have autonomy of decision making.

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<tr>
<td>The district leader ensures adjustments are made or new strategies are created so all schools follow district guidelines in decision making</td>
<td>The district leader establishes clear guidelines regarding the areas for which schools are expected to follow explicit district guidance and the areas for which schools have autonomy of decision making and monitors the extent to which schools follow district guidelines in decision making</td>
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<td>The district leader does not attempt to establish clear guidelines regarding the areas for which schools are expected to follow explicit district guidance</td>
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Sample District Leader Evidences for Element 1 of Domain IV

- Operational, curricular and procedural documents clearly delineate district roles and responsibilities
- Operational, curricular and procedural documents clearly delineate school roles and responsibilities
- Adherence to federal and state regulations
- When asked, personnel know the difference between the areas of responsibility for decision making at the district versus school levels
(2) The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as a collaborative and cooperative workplace.

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<tr>
<td>The district leader ensures adjustments are made or new strategies are created so all constituents in the district perceive the district as collaborative and cooperative, and that collaboration and cooperation enhance the functioning of the district.</td>
<td>The district leader ensures that constituents perceive the district as a collaborative and cooperative workplace, and monitors the extent to which collaboration and cooperation enhance the functioning of the district.</td>
<td>The district leader attempts to ensure that constituents perceive the district as a collaborative and cooperative workplace.</td>
<td>The district leader does not attempt to ensure that constituents perceive the district as a collaborative and cooperative workplace.</td>
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**Sample District Leader Evidences for Element 2 of Domain IV**

- Examples of actively listening and learning from constituents
- Examples of feedback from district constituents supports that the district leader is collaborative and cooperative
- Examples of communication reveal collaboration and cooperation is the norm within the workplace
- Training and policies are established for working collaboratively with district constituents
- Documentation of the use of social media as a tool to enhance collaboration between district leader and constituents
- When asked, district constituents report the district leader establishes a collaborative and cooperative workplace
(3) The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) have effective ways to provide input to the district.

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<tr>
<td>The district leader ensures adjustments are made or new strategies are created so all constituents’ input is being recognized or used</td>
<td>The district leader ensures that constituents have effective ways to provide input to the district and monitors the extent to which constituents’ input is being recognized or used</td>
<td>The district leader ensures that constituents have effective ways to provide input to the district</td>
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Sample District Leader Evidences for Element 3 of Domain IV

- Data are available to support that constituents’ have opportunities to be engaged in constructive conversations about important issues
- Appropriate technologies and website are available for constituents to provide input regarding the district and/or schools
- Data collection systems are in place to collect opinion and other data from constituents and the manner in which these data are used is made transparent
- Reports document appearances at community and/or business events
- Data gathered from subpopulations at the district are incorporated in district planning and procedures
- When asked, constituents report their input is valued and used by the district leader
(4) The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

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<tr>
<td>The district leader ensures adjustments are made or new strategies are created so all potential leaders are being developed and leadership is shared appropriately in a way that enhances the functioning of the district.</td>
<td>The district leader ensures leadership development and responsibilities are appropriately delegated and shared and monitors the extent to which these activities enhance the functioning of the district.</td>
<td>The district leader attempts to ensure leadership development and responsibilities are appropriately delegated and shared but does not complete the task or does so partially.</td>
<td>The district leader does not attempt to ensure leadership development and responsibilities are appropriately delegated or shared.</td>
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**Sample District Leader Evidences for Element 4 of Domain IV**

- Identifies and mentors potential leaders to develop a succession plan and provides appropriate growth opportunities.
- Empowers others to share in leadership.
- Delegates responsibilities to emerging leaders in preparation for career advancement opportunities.
- Models effective leadership practices and mentors emerging leaders.
- Effectively identifies potential leaders and guides them in career development.
- When asked, emerging leaders explain opportunities for leadership development.
- When asked, emerging leaders report responsibilities are effectively delegated and shared.
V. District Climate

(1) The district leader is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice.

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<td>The district leader ensures adjustments are made or new strategies are created so his or her professional practice and development improve and enhance the functioning of the district.</td>
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<td>The district leader attempts to be recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice.</td>
<td>The district leader does not attempt to be recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice.</td>
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Sample District Leader Evidences for Element 1 of Domain V

- A written annual growth plan with deliberate practice goals and priorities
- Recognized as highly visible
- Uses facts and data in decision making and when prioritizing decisions that impact the priority district goals
- Demonstrates his or her ability to use critical thinking skills to solve problems and identify solutions
- Constantly evaluates decisions for their effectiveness, equity, intended and actual outcomes and revises plans as needed
- Can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses
- Models ethical leadership for self and has the same expectation for all
- When asked, personnel report the leader demonstrates ongoing professional growth
- When asked, personnel report the leader is a leader in their area of responsibility
(2) The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that his or her actions are guided by what is best for all student populations and the district.

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<td>The district leader ensures adjustments are made or new strategies are created so all constituents trust the actions of the district and that trust enhances the functioning of the district.</td>
<td>The district leader has the trust of constituents that his or her actions are guided by what is best for all student populations and the district.</td>
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Sample District Leader Evidences for Element 2 of Domain V

- Recognized as one who is willing to “take on tough issues”
- Acknowledges when goals have not been met or initiatives have failed and revises the plan for success
- When asked, personnel describe the district leader as an individual whose actions are guided by a desire to help all students learn
- When asked, personnel describe the district leader as an individual who will follow through with his/her initiatives
- When asked, personnel describe the district leader as one whose actions support his/her talk and expectations
- When asked, personnel describe the district leader as one who speaks with candor and “takes on tough issues”
(3) The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and orderly.

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<td>The district leader does not attempt to ensure constituents perceive the district as safe or orderly.</td>
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**Sample District Leader Evidences for Element 3 of Domain V**

- Constituents are provided the means to communicate about the safety of the district.
- Personnel know emergency management procedures and how to implement them for specific incidents.
- Practices emergency management procedures for specific incidents.
- Updates to the emergency management plans, and communication of those plans.
- Constituents are engaged in opportunities to give input regarding issues of district safety.
- When asked, constituents describe the district as a safe and orderly place.
- When asked, the constituents describe the district leader as highly visible and accessible.
- When asked, constituents describe the district as focused on learning.
(4) The district leader acknowledges the success of the whole district, as well as individual schools and employees within the district.

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<tr>
<td>The district leader ensures adjustments are made or new strategies are created so all personnel are acknowledged for their successes and that those acknowledgements enhance the functioning of the district.</td>
<td>The district leader acknowledges the success of the whole district, as well as individual schools and employees within the district, and monitors the extent to which those acknowledgements enhance the functioning of the district.</td>
<td>The district leader acknowledges the success of the whole district, as well as individual schools and employees within the district.</td>
<td>The district leader attempts to acknowledge the success of the whole district, as well as individual schools and employees within the district, but does not complete the task or does so partially.</td>
<td>The district leader does not attempt to acknowledge the success of the whole district, individual schools, or employees within the district.</td>
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Sample District Leader Evidences for Element 4 of Domain V

- The accomplishments of individuals, teachers, departments, schools, and the district are celebrated in a variety of ways (e.g., district level celebrations, newsletters to constituents, public announcements, websites, social media).
- The incremental successes of personnel and/or schools is routinely recognized.
- The successes of the diverse district community are celebrated.
- When asked, personnel report that accomplishments have been adequately acknowledged and celebrated.
- When asked, constituents report their accomplishments are adequately acknowledged and celebrated.
- When asked, personnel can explain how acknowledging their success enhances the functioning of their department and/or the district.
VI. Resource Allocation

(1) The district leader manages the fiscal resources of the district in a way that focuses on effective instruction and achievement of all students and optimal district operations.

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<tr>
<td>The district leader ensures adjustments are made or new strategies are created so that all fiscal resources support effective instruction and student achievement</td>
<td>The district leader manages the fiscal resources of the district in a way that focuses on effective instruction and achievement of all students and optimal district operations and monitors the extent to which fiscal resources support effective instruction and student achievement</td>
<td>The district leader manages the fiscal resources of the district in a way that focuses on effective instruction and achievement of all students and optimal district operations</td>
<td>The district leader attempts to manage the fiscal resources of the district but does not complete the task or does so partially</td>
<td>The district leader does not attempt to manage the fiscal resources of the district</td>
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Sample District Leader Evidences for Element 1 of Domain VI

- Budgets clearly aligned and prioritized to support instruction and achievement
- Successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds)
- Effectively manages human, resources to provide support for instruction and achievement
- 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
(2) The district leader manages the technological resources of the district in such a way that focuses on effective instruction and the achievement of all students and optimal efficiency throughout the district.

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<tr>
<td>The district leader ensures adjustments are made or new strategies are created so all technical resources support effective instruction and student achievement</td>
<td>The district leader manages the technological resources of the district in such a way that focuses on effective instruction and the achievement of all students and optimal efficiency throughout the district, and monitors the extent to which technical resources support effective instruction and student achievement.</td>
<td>The district leader manages the technological resources of the district in such a way that focuses on effective instruction and the achievement of all students and optimal efficiency throughout the district.</td>
<td>The district leader attempts to manage the technological resources of the district operations but does not complete the task or does so partially.</td>
<td>The district leader does not attempt to manage the technological resources of the district.</td>
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Sample District Leader Evidences for Element 2 of Domain VI
- Appropriately plans, budgets and directs the use of technology to improve teaching and learning
- Supports and provides adequate training for the technology teachers and other personnel are expected to use
- Data shows the extent that technical resources support instruction and student achievement
- When asked, personnel report technological resources support instructional
- When asked, personnel report technology facilitates the district operating at optimal efficiency
(3) The district leader manages the organization, operations, instructional programs, and initiatives in ways to maximize the use of resources to promote effective instruction and achievement of all students.

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<td>The district leader ensures adjustments are made or new strategies are created so all resources are maximized to support effective instruction and student achievement and that these efforts support effective instruction and student achievement</td>
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Sample District Leader Evidences for Element 3 of Domain VI

- Manages and imposes deadlines on self and the organization that effect the operation that support effective instruction
- Effectively manages facility and operations resources to provide support for instruction and
- Effectively manages materials, time and resources for to meet district, state or federal specifications
- Data reveals how management of resources supports instruction and student achievement
- When asked, personnel report instructional materials and resources are available to support student achievement
- When asked, personnel report budgets and projects, with plans and objectives, are organized in such a way that keeps the focus on instruction
Appendix B: Marzano District Leader Evaluation Model Learning Map

Domain 1

A Data-Driven Focus to Support Student Achievement

Element 1:
The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level.

Element 2:
The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.

Element 3:
The district leader ensures each district goal receives appropriate district, school-level, and classroom-level support to help all students meet individual achievement goals when data indicate interventions are needed.

Domain 2

Continuous Support for Improvement of Instruction

Element 1:
The district leader provides a clear vision regarding the district instructional model and how to guide personnel and schools in operationalizing the model.

Element 2:
The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth plans.

Element 3:
The district leader ensures that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.

Element 4:
The district leader ensures that personnel are provided with job-embedded professional development that is directly related to their growth plans.

Domain 3

Continuous Support for a Guaranteed and Viable Curriculum

Element 1:
The district leader ensures that curriculum and assessment initiatives, and supporting operational practices, at the district and school levels adhere to federal, state, and district standards.

Element 2:
The district leader ensures that district-level program, curricular, and operational initiatives are focused enough that they can be adequately addressed in the time available to the district and schools.

Element 3:
The district leader ensures that students are provided with the opportunity to access educational programs and learn critical content.
Marzano District Leader Evaluation Model Learning Map

Domain 4

Cooperation and Collaboration

Element 1: The district leader establishes clear guidelines regarding the areas for which schools are expected to follow explicit district guidance and the areas for which schools have autonomy of decision making.

Element 2: The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as a collaborative and cooperative workplace.

Element 3: The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) have effective ways to provide input to the district.

Element 4: The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

Domain 5

District Climate

Element 1: The district leader is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice.

Element 2: The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that his or her actions are guided by what is best for all student populations and the district.

Element 3: The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and orderly.

Element 4: The district leader acknowledges the success of the whole district, as well as individual schools and employees within the district.

Domain 6

Resource Allocation

Element 1: The district leader manages the fiscal resources of the district in a way that focuses on effective instruction and achievement of all students and optimal district operations.

Element 2: The district leader manages the technological resources of the district in such a way that focuses on effective instruction and the achievement of all students and optimal efficiency throughout the district.

Element 3: The district leader manages the organization, operations, instructional programs, and initiatives in ways to maximize the use of resources to promote effective instruction and achievement of all students.

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