

## Marzano District Leader Evaluation Model v2

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

1. Clear, measurable goals focused on improving student achievement
2. Data driven progress monitoring
3. Data driven interventions

### **Domain 2: Continuous Support for Improvement of Instruction**

4. Clear vision for a district model of instruction
5. Supports and retains leader who enhance their skills
6. Ongoing evaluations consistent with supporting data
7. Relevant, job embedded professional development

### **Domain 3: Continuous Support for a Guaranteed and Viable Curriculum**

8. Adherence to federal and state standards
9. A viable curriculum
10. A guaranteed curriculum with equal access

### **Domain 4: Cooperation and Collaboration**

11. Clear guidance for district determine decisions
12. Constituents perceive the district as collaborative and cooperative
13. Ensures constituents have effective ways to provide district feedback
14. Shared leadership and delegation

### **Domain 5: District Climate**

15. Recognized as a leader
16. Trust of constituents
17. Constituents perceive the district as safe and orderly
18. Acknowledges success

### **Domain 6: Resource Allocation**

19. Manages fiscal resources
20. Manages technological resources
21. Maximizes resources to focus on instruction and achievement

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

### ▼ **Clear, measurable goals focused on improving student achievement**

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.

#### **Sample District Leader Evidences:**

- 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

**Resources:**Scale**Scale:**

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**▼ Data driven progress monitoring**

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

**Sample District Leader Evidences:**

- 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

**Resources:**Scale**Scale:**

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**▼ Data driven interventions**

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.

**Sample District Leader Evidences:**

- 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

**Resources:**Scale**Scale:**

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**Domain 2: Continuous Support for Improvement of Instruction****▼ Clear vision for a district model of instruction**

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

**Sample District Leader Evidences:**

- 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

**Resources:**Scale**Scale:**

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**▼ Supports and retains leader who enhance their skills**

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

**Sample District Leader Evidences:**

- Hires and employs 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

**Resources:**Scale**Scale:**

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**▼ Ongoing evaluations consistent with supporting data**

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.

**Sample District Leader Evidences:**

- 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 weakness

**Resources:**Scale**Scale:**

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**▼ Relevant, job embedded professional development**

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

**Sample District Leader Evidences:**

- 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

**Resources:**Scale**Scale:**

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**Domain 3: Continuous Support for a Guaranteed and Viable Curriculum****▼ Adherence to federal and state standards**

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.

**Sample District Leader Evidences:**

- 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

**Resources:**Scale

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**✓ A viable curriculum**

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.

**Sample District Leader Evidences:**

- 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

**Resources:**

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**✓ A guaranteed curriculum with equal access**

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

**Sample District Leader Evidences:**

- Tracking systems are in place that examine each student's access to the essential elements of the curriculum
- Parents are aware of their child's current access to the essential elements of the curriculum
- All students have access to 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

**Resources:**

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## Domain 4: Cooperation and Collaboration

### ▼ Clear guidance for district determine decisions

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.

#### Sample District Leader Evidences:

- 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

#### Resources:

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### ▼ Constituents perceive the district as collaborative and cooperative

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

#### Sample District Leader Evidences:

- 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

**Resources:**

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**▼ Ensures constituents have effective ways to provide district feedback**

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

**Sample District Leader Evidences:**

- 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

**Resources:**

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**▼ Shared leadership and delegation**

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

**Sample District Leader Evidences:**

- 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

**Resources:**Scale**Scale:**

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**Domain 5: District Climate****▼ Recognized as a leader**

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

**Sample District Leader Evidences:**

- 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

**Resources:**Scale**Scale:**

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### ▼ Trust of constituents

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.

#### Sample District Leader Evidences:

- 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”

#### Resources:

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### ▼ Constituents perceive the district as safe and orderly

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

#### Sample District Leader Evidences:

- 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

#### Resources:

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**✓ Acknowledges success**

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

**Sample District Leader Evidences:**

- 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

**Resources:**

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**Domain 6: Resource Allocation****✓ Manages fiscal resources**

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.

**Sample District Leader Evidences:**

- 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

**Resources:**

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**Scale:**

Not Using   Beginning   Developing   Applying   Innovating

▼ **Manages technological resources**

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.

**Sample District Leader Evidences:**

- 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

**Resources:**

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Not Using   Beginning   Developing   Applying   Innovating

▼ **Maximizes resources to focus on instruction and achievement**

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.

**Sample District Leader Evidences:**

- 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
- Effectively manages materials, time and resources 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

**Resources:**

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**Signatures**

**Observer Signature:**

**Date:**

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**Learner Signature:**

**Date:**

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