

Marzano Focused School Leader Evaluation Model

Domain I: A Data-Driven Focus on School Improvement

I(1): The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.

I(2): The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.

I(3): The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.

Domain II: Instruction of a Viable and Guaranteed Curriculum

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

II(2): The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.

II(3): The school leader ensures that the school curriculum and accompanying assessments align with state and district standards.

II(4): The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.

II(5): The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.

Domain III: Continuous Development of Teachers and Staff

III(1): The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans.

III(2): The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.

III(3): The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.

Domain IV: Community of Care and Collaboration

IV(1): The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.

IV(2): The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

IV(3): The school leader ensures equity in a child-centered school with input from staff, students,

Domain V: Core Values

V(1): The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.

V(2): The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.

V(3): The school leader ensures that the school is perceived as safe and culturally responsive.

Domain VI: Resource Management

VI(1): The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.

VI(2): The school leader utilizes systematic processes to engage school district and external entities in support of school improvement.

VI(3): The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

parents, and the community.

IV(4): The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.

Domain I: A Data-Driven Focus on School Improvement

✓ I(1): The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.

Desired Effect: Everyone understands the school's most critical goals for improving student achievement.

Evidences:

Sample Evidences for Element 1 of Domain 1:

- ☐ Published goals focus on a plan for eliminating the achievement gap for each student
- ☐ Goals support the vision and mission of the school
- ☐ School improvement goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments
- ☐ Multiple sources of data are used to develop critical goals
- ☐ School-wide achievement goals are posted and discussed regularly at faculty and staff gatherings
- ☐ Written goals address the most critical and severe achievement deficiencies
- ☐ Written timelines contain specific benchmarks for each goal including who provides support for achieving the goal
- ☐ A school improvement or strategic plan delineates the critical goals
- ☐ Faculty and staff can explain how goals support and eliminate differences in achievement for students at different socioeconomic levels, English learners, and students with disabilities
- ☐ Faculty and staff can describe why the identified school-wide achievement goals are the most critical
- ☐ Data are available to identify how the most critical achievement goals of the school are supported

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

✓ I(2): The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.

Desired Effect: Data confirm students are making progress towards meeting their achievement goals.

Evidences:

Sample Evidences for Element 2 of Domain 1:

- ☐ Reports, charts, graphs, and other relevant data for each student are available for tracking status and growth
- ☐ Data are routinely analyzed for learning gaps
- ☐ Individual student results from multiple types of assessments are regularly reported and used (e.g. classroom formative, benchmark, summative/end of year)
- ☐ Individual student reports, graphs, and charts are regularly updated to track the progress of each student
- ☐ Teachers regularly meet to analyze school growth data for individual students
- ☐ School leadership teams regularly meet to analyze individual student performance
- ☐ Teachers utilize multiple sources of individual student data in planning to close achievement gaps
- ☐ Teachers regularly analyze data of their individual students, including all subgroups
- ☐ Students keep data logs regarding their individual goals and for tracking progress
- ☐ Student-led conferences focus on the student's achievement goals
- ☐ Parents have access to student achievement data systems to track student progress
- ☐ Parent-teacher conferences focus on individual student goals and progress
- ☐ Teacher plans address the learning goals of their students
- ☐ Each student has recorded achievement goals for classroom formative, benchmark, and summative assessments

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

✓ I(3): The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.

Desired Effect: Data confirm interventions help each student meet achievement goals.

Evidences:

Sample Evidences for Element 3 of Domain I:

- ☐ Processes are in place to identify students who need interventions
- ☐ Interventions take place during the school day or in extended day programs (e.g. Saturday school, summer school)
- ☐ Response to intervention measures and/or multi-tiered systems of support are in place and routinely measured for producing results
- ☐ Enrichment programs are in place
- ☐ Intervention, including enrichment, programs are constantly monitored to measure their effect on student achievement

- ☐ Completion rates of programs designed to enhance academic achievement are monitored (e.g. gifted and talented, advanced placement, STEM, etc.)
- ☐ Processes for ongoing progress monitoring are used to appropriately place students and, when appropriate, redirect students into intervention support groups
- ☐ Push-in or other in-class interventions are utilized when appropriate
- ☐ Interventionist and classroom teachers regularly work together to track student progress
- ☐ Teachers can explain how implemented interventions help individual students meet their goals
- ☐ Students and/or parents can identify how interventions helped close their achievement gap

Resources:Scale**Scale:**

Not Applicable Not Using Beginning Developing Applying Innovating

Domain II: Instruction of a Viable and Guaranteed Curriculum**✓ II(1): The school leader provides a clear vision for how instruction should be addressed in the school.****Desired Effect:** Teachers use the instructional model.**Evidences:****Sample Evidences for Element 1 of Domain II:**

- ☐ A written document articulating the school-wide model of instruction is in place
- ☐ The school-wide language of instruction is used regularly by faculty in their professional learning communities and in faculty and/or department meetings
- ☐ The school-wide language of instruction is used regularly by faculty in their informal conversations
- ☐ Professional development opportunities are provided for new and experienced teachers regarding the school-wide model of instruction
- ☐ Implementation of the instructional model is evident in daily classroom instruction
- ☐ Intentional planning to use the instructional model is evident in teacher lesson plans
- ☐ New initiatives are prioritized and limited in number to support the instructional model
- ☐ Teachers can describe the major components of the school-wide model of instruction
- ☐ Teachers can explain how strategies in the instructional framework promote learning for the school's diverse population
- ☐ Data are available to support teacher implementation of the instructional model (e.g. lesson plans, observations, PLC notes)
- ☐ The vision for instruction is shared throughout the school and community

Resources:Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

✓ **II(2): The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.**

Desired Effect: Teachers improve instructional practices when leader provides feedback regarding predominant instructional practices.

Evidences:**Sample Evidences for Element 2 of Domain II:**

- ☐ Walk-through or other observation data are aggregated to disclose predominant instructional practices in the school
- ☐ Accurate feedback is provided to each teacher regarding instructional practices
- ☐ Systems are in place to monitor the effect of predominant instructional practices for each subgroup
- ☐ Feedback is provided to each teacher regarding instructional practices needed to address learning gaps and diverse student populations
- ☐ Predominant instructional practices and trends are documented and regularly shared with teachers
- ☐ Effective instructional practices and problems of practice are accurately described by the school leader
- ☐ Data shows teachers implement new instructional strategies when provided feedback
- ☐ Data regarding predominant instructional practices are used to inform professional development opportunities
- ☐ Observation data confirm that teachers improve instructional practices
- ☐ Student achievement data improves as teachers improve in the use of instructional strategies
- ☐ Teachers can describe the predominant instructional practices used in the school and how they affect student achievement

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

✓ **II(3): The school leader ensures that the school curriculum and accompanying assessments align with state and district standards.**

Desired Effect: Assessments accurately measure student progress towards achieving the adopted standards.

Evidences:**Sample Evidences for Element 3 of Domain II:**

- ☐ An understanding of the alignment of curriculum and assessments is demonstrated by the school leader
- ☐ Curriculum documents are in place that correlate the written curriculum to state and district standards
- ☐ Resources to support curriculum align to standards
- ☐ Rubrics or scales are in place that clearly delineate student levels of performance on essential standards
- ☐ Classroom/formative, benchmark, and summative/end of year assessment data are consistently analyzed for alignment to standards
- ☐ School teams regularly analyze the relationship between the written curriculum/standards, taught curriculum, and assessments, and makes adaptations when needed
- ☐ Assessments accurately measure adopted standards
- ☐ Interventions are in place when standards are required and not incorporated
- ☐ Implemented assessments reflect knowledge of child development and learning theories
- ☐ Teachers can describe the essential standards for their subject area and/or grade level

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

✓ II(4): The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.

Desired Effect: Teachers have time to teach the core or essential standards.

Evidences:

Sample Evidences for Element 4 of Domain II:

- ☐ A written list of essential standards is in place and available to each teacher
- ☐ Written curriculum has been unpacked in such a manner that essential elements/standards have been identified
- ☐ A curriculum audit has been conducted that delineates how much time it would take to adequately address the essential standards
- ☐ Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps)
- ☐ Time available for specific classes and courses meets the state or district specifications for those classes and courses
- ☐ Schedules are protected to allow teachers time to teach the essential curriculum/standards
- ☐ A plan is in place to monitor that the essential curriculum is taught in the time available to teachers
- ☐ Teachers can describe which elements are essential and can be taught in the scheduled time
- ☐ Students report they have time to learn the essential curriculum/standards
- ☐ Processes are implemented at the school to ensure teachers teach the essential curriculum/standards
- ☐ Data are available to show that teachers teach the essential curriculum/standards
- ☐ Technology systems support essential standards

Resources:Scale**Scale:**

Not Applicable Not Using Beginning Developing Applying Innovating

✓ II(5): The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.**Desired Effect:** Each teacher teaches the essential standards so every student has the opportunity to learn the essential standards**Evidences:****Sample Evidences for Element 5 of Domain II:**

- ☐ Tracking systems are in place that examine each student's access to the essential elements/standards of the curriculum
- ☐ Parents are aware of their child's current access to the essential elements/standards of the curriculum
- ☐ Each student has equal access to advanced placement or other rigorous courses
- ☐ Each student has a prescribed program of study that documents access to appropriate courses
- ☐ Data are available to show teachers have completed appropriate content area training in their subject area courses
- ☐ Each student has equal access to courses that directly address the essential elements/standards of the required curriculum
- ☐ Data are available to verify student achievement in critical content and standards
- ☐ Teachers can describe the content strategies that result in the highest student learning for specific courses and topics
- ☐ Student data/feedback reveal that they are given the opportunity to learn the critical content of the curriculum
- ☐ Data are available to show that students are ready to be contributing members of society and participate in a global community (e.g. graduation rates, CTE certifications, post-graduation enrollment)
- ☐ Data are available to show that students are college and career ready
- ☐ Appropriate technology is in place to support and enhance instruction and curriculum
- ☐ The process in place to ensure that each student has an equal opportunity to learn the critical content/standards can be explained by the school leader

Resources:Scale**Scale:**

Not Applicable Not Using Beginning Developing Applying Innovating

Domain III: Continuous Development of Teachers and Staff

✓ III(1): The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans.

Desired Effect: Teachers and staff continue to grow as they meet their growth goals.

Evidences:

Sample Evidences for Element 1 of Domain III:

- ☐ Each teacher provides written pedagogical growth goals
- ☐ Teachers regularly track their progress towards meeting pedagogical growth goals
- ☐ Evaluation results, growth plans, and interventions for struggling personnel are available
- ☐ Meetings are regularly scheduled with personnel regarding their growth goals and tracking progress
- ☐ A teacher induction program is in place to support new teachers
- ☐ Teacher leaders are identified, supported, and provided opportunities to develop
- ☐ Personnel records reveal the leader hires and retains effective personnel
- ☐ Standardized interview processes and/or protocols are utilized
- ☐ Nondiscriminatory hiring practices are evident
- ☐ Personnel records document that support system(s) are utilized to ensure personnel meet their goals
- ☐ Teachers can describe their progress on their pedagogical growth goals
- ☐ Staff members demonstrate continuous growth in their area of responsibility
- ☐ Personnel can share documented examples of how reflection has improved their craft

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

✓ III(2): The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.

Desired Effect: Teacher observation/evaluation data are consistent with student achievement data.

Evidences:

Sample Evidences for Element 2 of Domain III:

- ☐ Specific evaluation scales are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses

- ☐ Teacher feedback and evaluation data are based on multiple sources of information including but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers
- ☐ A schedule of teacher observations is in place to ensure all observations are completed in the designated timeframe
- ☐ Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers
- ☐ Data show the school leader provides frequent observations and meaningful feedback to teachers
- ☐ Data are available to support that teacher evaluations are consistent with student achievement data
- ☐ Achievement data from classroom formative, benchmark and/or summative/end of year assessments are consistent with teacher evaluation feedback
- ☐ Teachers can describe how implementation of specific instructional strategies affects student achievement
- ☐ When observation data are not consistent with student achievement data, the leader works to update accuracy in assigning observational feedback
- ☐ When observation data reveal inconsistencies with student achievement data, the leader provides teachers with appropriate support and interventions

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

✓ III(3): The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.

Desired Effect: Teachers and staff improve their skills as a result of attending professional development.

Evidences:

Sample Evidences for Element 3 of Domain III:

- ☐ Teachers and staff have ongoing opportunities to participate in job-embedded professional development or training
- ☐ Online professional development courses and resources are available to teachers and staff regarding their growth goals
- ☐ Teachers and staff participation in professional development activities is recorded and tracked
- ☐ Teacher-led professional development is available to teachers regarding their instructional growth goals
- ☐ Instructional coaching is available to teachers to help them achieve their instructional growth goals
- ☐ Data are collected linking the effectiveness of professional development/training to the improvement of teacher and/or staff practices
- ☐ Data are available documenting how deliberate practice is improving teacher performance
- ☐ Teachers and staff can describe how professional development supports attainment of growth goals
- ☐ Teachers and staff implement new strategies after attending professional development

- ☐ Interventions are documented for staff who do not utilize professional development opportunities
- ☐ Interventions are in place to support personnel who do not continue to grow in their area of responsibility

Resources:Scale**Scale:**

Not Applicable Not Using Beginning Developing Applying Innovating

Domain IV: Community of Care and Collaboration

✓ IV(1): The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.

Desired Effect: Teachers working in collaborative groups enhance instruction and student achievement.

Evidences:**Sample Evidences for Element 1 of Domain IV:**

- ☐ Professional Learning Communities (PLCs) are in place and meet regularly
- ☐ PLCs have written goals
- ☐ Progress of PLCs towards their goals is regularly examined by the school leader
- ☐ Classroom assessments are created by PLCs
- ☐ Formative student achievement and growth data are analyzed by PLCs
- ☐ Teachers have opportunities to observe other teachers
- ☐ Teachers work collaboratively to write standards-based unit plans and assessments
- ☐ Teachers unpack standards and write learning targets demonstrating a progression of knowledge
- ☐ Teachers routinely examine student work for alignment to standards
- ☐ Progress of each PLC team toward reaching its goals is regularly reviewed
- ☐ To maintain a focus on student achievement, the school leader collects and reviews minutes, notes, and goals from PLC meetings
- ☐ Teachers can explain how being a member of a PLC has helped them grow their pedagogy
- ☐ Teachers can explain the process the PLC uses to analyze data to identify appropriate instructional practices
- ☐ PLCs that are working effectively or ineffectively are identified by the school leader
- ☐ Ongoing interventions are in place for teams or teachers who do not work as a PLC
- ☐ Student data reveal that PLCs are enhancing student achievement

Resources:

Scale**Scale:**

Not Applicable Not Using Beginning Developing Applying Innovating

✓ IV(2): The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

Desired Effect: Through shared decision making the school continues to improve its overall effectiveness.

Evidences:**Sample Evidences for Element 2 of Domain IV:**

- ☐ Teachers are made aware of the specific types of decisions in which they will have direct input
- ☐ Data-gathering techniques are in place to collect information from teachers
- ☐ Notes and reports are in place that describe how teacher input was used when making specific decisions or changes
- ☐ Virtual tools are utilized to collect and report teacher opinions regarding specific decisions (e.g. online surveys)
- ☐ Groups of teachers are selected and utilized to provide input regarding specific decisions
- ☐ Teacher leaders are enabled to proactively initiate, plan, implement, and monitor projects
- ☐ The school leadership team has critical roles in facilitating school initiatives
- ☐ Data are available to show how input is used by the school leader
- ☐ Teachers report that their input is valued and taken into consideration by the school leader
- ☐ Data are available to reveal the school improves its overall effectiveness through a shared decision-making process
- ☐ School leader can describe the systematic processes in place to solicit teacher input
- ☐ Initiatives are analyzed to evaluate their effect on teaching and learning

Resources:Scale**Scale:**

Not Applicable Not Using Beginning Developing Applying Innovating

✓ IV(3): The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.

Desired Effect: Equity is evident for each student.

Evidences:**Sample Evidences for Element 3 of Domain IV:**

- ☐ Data collection systems are in place to collect opinion data from staff, students, parents, and community regarding equity for each student
- ☐ Use of input data is made transparent
- ☐ Examples of how equity is ensured are available
- ☐ Data are available to show that input from the school's diverse population is valued and used
- ☐ Use of interactive or social media is provided for staff, students, parents, and community to provide input
- ☐ An inclusive culture is evident (e.g. student engagement in school-sponsored activities, attendance, behavior data, enrollment patterns)
- ☐ Focus group meetings with students and parents are routinely scheduled
- ☐ School leader hosts and/or speaks at community/business events
- ☐ Examples of how input from the school community results in change and improvements are available
- ☐ Processes are made available for how data gathered from subpopulations at the school is incorporated in school planning
- ☐ Survey data indicates that the school is perceived as a child-centered school where equity is evident
- ☐ Staff, students, parents, and community members report that their input is valued and used by the school leader to improve the functioning of the school

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

✓ IV(4): The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.

Desired Effect: Each member of the school feels valued and honored.

Evidences:

Sample Evidences for Element 4 of Domain IV:

- ☐ Accomplishments of individual teachers, teams of teachers, and the whole school are celebrated in a variety of ways (e.g. faculty celebrations, newsletters to parents, announcements, websites, social media)
- ☐ Incremental successes of students and teachers are routinely recognized
- ☐ Successes of the diverse school community are celebrated
- ☐ Faculty and staff report that accomplishments of the school and their individual accomplishments have been adequately acknowledged and celebrated
- ☐ Perception inventories and other feedback data document that each member of the school feels valued and honored
- ☐ Adaptations to current practices are made after analysis of feedback data
- ☐ Staff, students, parents, and community report that their accomplishments are adequately acknowledged and celebrated
- ☐ Actions of the school leader demonstrate that the leader accepts responsibility for the success of each student

- ☐ Celebrations demonstrate understanding of the cultures represented in the school

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Domain V: Core Values

✓ V(1): The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.

Desired Effect: The school leader is recognized in the school community as a leader who continues to enhance his/her leadership skills.

Evidences:

Sample Evidences for Element 1 of Domain V:

- ☐ Core values of the school are modeled by the school leader
- ☐ Goals, mission, and vision of the school are clearly communicated
- ☐ A published annual growth plan is in place to address how the school leader will address strengths and weaknesses
- ☐ Professional development activities consistent with the leader's growth plan have been identified
- ☐ Evidence of leadership initiatives is available
- ☐ Problem-solving and decision-making skills are demonstrated
- ☐ Regular interactions with an identified mentor are documented
- ☐ Communication is clear and accurate
- ☐ Multiple media sources are utilized to communicate with staff and community
- ☐ Faculty and staff identify the school administrator as the leader of the school
- ☐ Faculty and staff describe the school leader as uncompromising regarding raising student achievement
- ☐ Data indicate that school and community members perceive the leader as visible, welcoming, and approachable
- ☐ Faculty and staff describe the school leader as an effective communicator of non-negotiable factors that have an impact on student achievement

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

✓ **V(2): The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.**

Desired Effect: All decisions are measured by how they impact students.

Evidences:

Sample Evidences for Element 2 of Domain V:

- ☐ Perception inventories and/or other data indicate that the school leader is recognized by the school community as one who is willing to "take on tough issues"
- ☐ Ethical decisions and practices are evident in all aspects of the work performed by the leader
- ☐ Student policies and procedures are fair, unbiased, and culturally responsive
- ☐ Perception inventories and/or other data show that the school leader performs with integrity and in the best interest of each student
- ☐ Data reveal that the school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan to ensure success for each student
- ☐ Faculty and staff describe the school leader as an individual whose actions are guided by a desire to ensure the well-being of each student and to help each student learn
- ☐ Faculty and staff describe the school leader as an individual who will follow through with his/her initiatives
- ☐ Faculty and staff describe the school leader as one whose actions support his/her talk and expectations
- ☐ Positive relationships are developed with staff, faculty, students, parents, and community

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

✓ **V(3): The school leader ensures that the school is perceived as safe and culturally responsive.**

Desired Effect: The school is safe and inclusive of each student.

Evidences:

Sample Evidences for Element 3 of Domain V:

- ☐ Each student is treated respectfully
- ☐ Institutional practices are regularly analyzed to safeguard against any bias relating to individuality, culture, and/or diversity
- ☐ Decision making reflects cultural considerations and responsiveness
- ☐ Clear and specific rules and procedures are in place
- ☐ Faculty and staff are provided the means to communicate about the safety of the school
- ☐ Emergency management procedures for specific incidents are practiced

- ☐ Updates and communication to the faculty and staff regarding emergency management plans are available
- ☐ Faculty and school community describe the school as a safe and orderly place
- ☐ Faculty and school community describe the school as inclusive and focused on supporting learning
- ☐ Social media is utilized so that students may anonymously report potential incidents
- ☐ Students have choice, work in groups, feel empowered, and demonstrate self-efficacy
- ☐ Systems are in place for mass communication to parents (e.g. a call out system, mass texting)
- ☐ Teachers foster positive relationships with students and the community
- ☐ Coordination with local law enforcement agencies regarding school safety issues is a routine event
- ☐ Students, parents, and community provide input regarding issues of school safety

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Domain VI: Resource Management

✓ VI(1): The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.

Desired Effect: Management of fiscal, technological, and physical resources support instruction and student achievement.

Evidences:

Sample Evidences for Element 1 of Domain VI:

- ☐ Budgets are clearly aligned and prioritized to support instruction and achievement
- ☐ Resources and materials reflect the cultural assets and interests of students in the community
- ☐ Effective management of human resources that provide support for instruction and achievement (i.e. support staff) is documented by the school leader
- ☐ Faculty and staff report that they have adequate materials to teach effectively
- ☐ Faculty and staff report that they have adequate time to plan, teach, and incorporate appropriate resources
- ☐ Student achievement can be linked to effective use of resources
- ☐ Technology improves the quality and efficiency of operational management
- ☐ Analysis of utilized technology confirms how it supports effective teaching and improved learning

Resources:

Scale**Scale:**

Not Applicable Not Using Beginning Developing Applying Innovating

✓ **VI(2): The school leader utilizes systematic processes to engage school district and external entities in support of school improvement.**

Desired Effect: Data confirms that use of resources supports school improvement.

Evidences:**Sample Evidences for Element 2 of Domain VI:**

- ☐ Success with accessing and leveraging a variety of resources (e.g. grants, local, state, and federal funds) is evident
- ☐ Budgets and projects, with plans and objectives, are organized in such a way that the focus on instruction is maintained
- ☐ District resources are utilized to maximize improvement of the school (e.g. academic/curriculum support)
- ☐ University partnerships are utilized to provide support for the school
- ☐ Processes used by the leader to improve the school are evident and readily explained
- ☐ Partnerships with external entities are actively pursued
- ☐ Partnerships are monitored to determine how they impact the school
- ☐ Documentation of how outside resources support school improvement is available

Resources:Scale**Scale:**

Not Applicable Not Using Beginning Developing Applying Innovating

✓ **VI(3): The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.**

Desired Effect: The compliance to rules and regulations supports effective instruction and student achievement.

Evidences:**Sample Evidences for Element 3 of Domain VI:**

- ☐ Deadlines are managed to enhance overall instructional effectiveness
- ☐ Operations and facility resources are managed effectively to provide support for instruction
- ☐ Curriculum materials and other resources meet district, state, or federal specifications
- ☐ Data reveal how compliance to rules and regulations supports instruction and student achievement

- ☐ Adherence to district and state policies and procedures is evident
- ☐ Compliance documents are available for each auditable department (e.g. Title funds, grants, special education)
- ☐ When compliance to rules and regulations is not evident, interventions are put in place

Resources:Scale**Scale:**

Not Applicable Not Using Beginning Developing Applying Innovating

Signatures**Observer Signature:****Date:**

Learner Signature:**Date:**
