



Marzano Focused School Leader Evaluation Model Inter-Rater Agreement

Participant Notebook

MARZANO

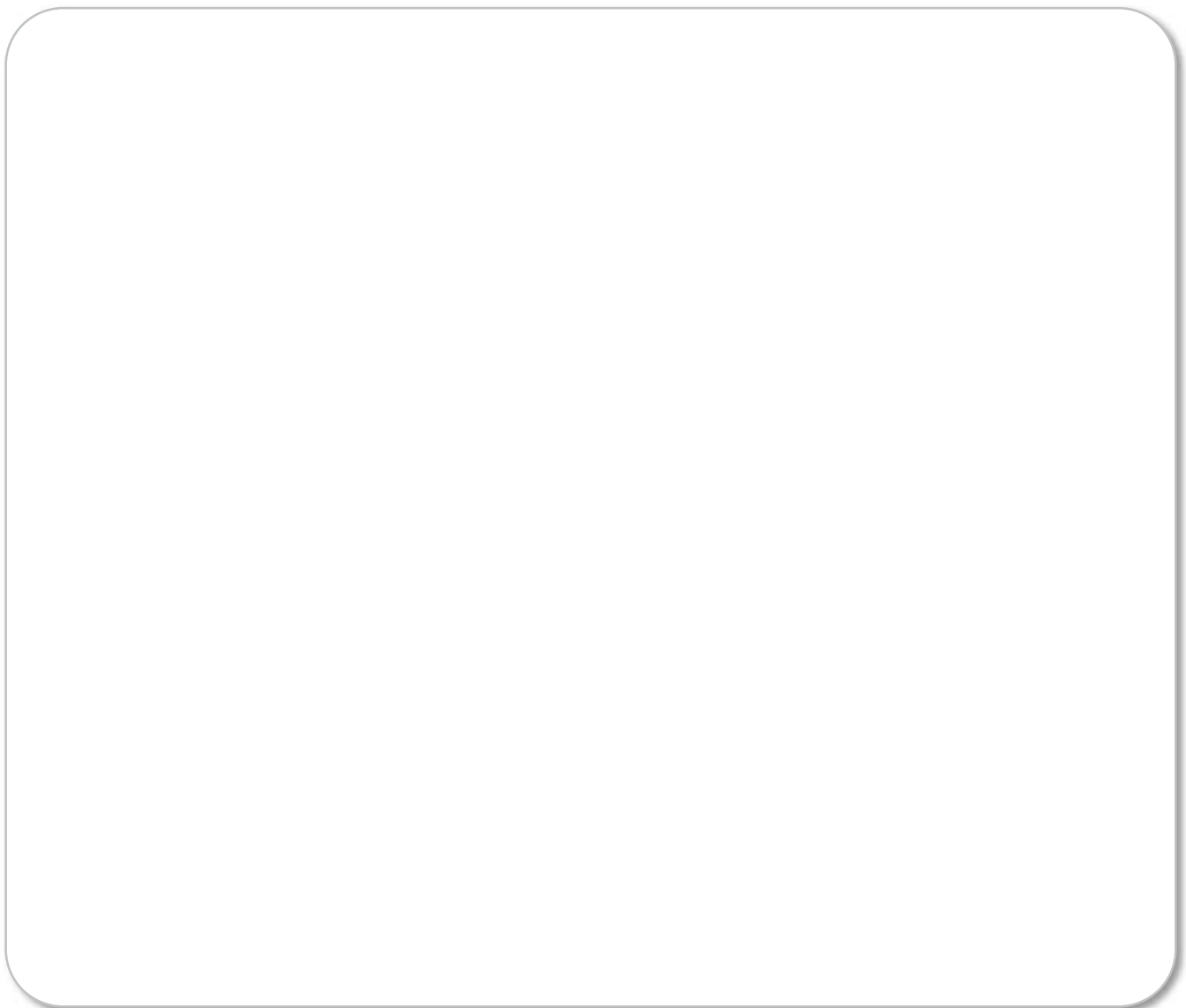
Evaluation Center

Learning Targets

Participants will:

- Understand how the six domains of the Focused School Leader Evaluation Model guide school leaders in improving instruction and student achievement
- Use the scale for accurately scoring and giving feedback to school leaders
- Identify areas of strengths and weakness to establish areas of professional development and learning

Notes:



Marzano Focused School Leader Evaluation Model

DOMAIN

1

A Data-Driven Focus on School Improvement

Element 1:

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

Element 2:

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

Element 3:

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

DOMAIN

2

Instruction of a Viable and Guaranteed Curriculum

Element 1:

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

Element 2:

The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.

Element 3:

The school leader ensures that school curriculum and accompanying assessments align with state and district standards.

Element 4:

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

Element 5:

The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.

DOMAIN

3

Continuous Development of Teachers and Staff

Element 1:

The school leader effectively hires, supports and retains personnel who continually demonstrate growth through reflection and growth plans.

Element 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.

Element 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.

Marzano Focused School Leader Evaluation Model

DOMAIN
4

Community of Care and Collaboration

Element 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.

Element 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.

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

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

DOMAIN
5

Core Values

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

Element 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.

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

DOMAIN
6

Resource Management

Element 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.

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

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

Scenarios: Domain 1

Mr. Jameson, school principal, established a school improvement team over the summer to initially examine all student achievement data and to identify primary areas in which student achievement were lagging. After careful analysis, the critical content areas were introduced to the entire faculty and later to the school's community parent group. The initial school improvement team members established and refined the goal statements to ensure they were measurable, included timelines and individual(s) responsible for each goal.

- What element would you use to give feedback? Level?
- What feedback score would you provide?

The school principal has established data walls in a work room near the main office. One wall contains the results of formative assessments in reading and mathematics and another, science and writing. Formative assessments are administered approximately once a month or at the conclusion of a major instructional unit. As the year goes on, achievement levels are monitored on a huge chart. The work room is typically open for staff members to visit. A small committee of subject area leaders, chosen by the principal, update the data walls regularly.

- What element would you use to give feedback? Level?
- What feedback score would you provide?

Scenario: Domain 2

Mr. Stample has shown a great deal of interest in the district's new instructional model that he believes will increase teacher effectiveness in his school.

He introduces his staff to the model at the beginning of the school year and allocates the necessary resources to support the model. The entire staff has in-service throughout the year on strategies used in the model and work together to set goals related to this new model.

As the principal does walkthroughs and reads lesson plans, he sees the language of the new model being incorporated by most of the teachers. He notes a few holdouts who have not embraced the model. So, he schedules a small group PD to share how they can implement the model. Over time, he sees all the holdouts slowly implementing the model of instruction.

- What element would you use to give feedback? Level?
- What feedback score would you provide?

Scenario: Domain 3

Ms. Deposit is aware of her professional development plan because she created the goals along with her principal. While reviewing the results of several observations from her school administrator, she realizes that she hasn't had the time to implement the new instructional practice that she stated she would try. She knows that the administrators are too busy to check in on her. Since she is tenured, she doesn't worry.

- What element would you use to give feedback? Level?
- What feedback score would you provide?

Domain 3

List 3 new pieces of knowledge or ideas you're developing about Domain 3.

Domain	Evidence Sources of Desired Effect	Possible Action Step
1		
2		
3		
4		
5		
6		

Scenario: Domain 4

Ms. Brynski, principal of Jamestown High, is meticulous about gathering data and input in a variety of ways. She includes groups representative of the school's diverse population and community. The information is organized, catalogued, and entered into her comprehensive database. She gathers information regularly to add to this data.

As the evaluator of Ms. Brynski, what will you need to know about this impressive data to determine at which level she is operating on the scale?

Scenario: Domain 5

When his mid-year staff surveys are compiled, the results indicate that Mr. Ford is a straight shooter. Teachers appreciate his willingness to take on tough decisions. They say he always thinks first of what will benefit the students, what will guide their school to the highest achievement levels, and he constantly thinks of individual students.

They also like that he doesn't start new projects just start them; that if they have a new initiative to pursue, he always shares the whys and wherefores, and he always makes sure that they are successful with the current initiative before jumping ship to something else. In addition, he doesn't let small things, or even big things, get in the way when important decisions must be made. Disagreeing with him is acceptable and teachers indicate they can express their opinions.

- What element would you use to give feedback? Level?
- What feedback score would you provide?

Scenario: Create Your Own

Element:

Level:

Scenario: Domain 6

Ms. James has a reputation for finding funding for her school in a variety of ways. She has sought and obtained grants for various programs, has encouraged teachers to do the same, and helps them manage those resources effectively. Hometown High has been able to add a small orchestral group, a few athletic teams, and a drama program because of this additional funding. Through parent, student, and teacher feedback, as well as concrete measurements on benchmark and statewide achievement testing, Ms. James knows that these opportunities are proving to be valuable.

- What element would you use to give feedback? Level?
 - What feedback score would you provide?

Four-Square Reflection

<p>What domain and/or element is currently strongest for you?</p>	<p>What are your critical questions about this model and/or about your evaluation?</p>
<p>What specific elements are areas for growth for you?</p>	<p>What action steps will you take to grow in these areas?</p>

Notes and Questions

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