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Marzano District Leader Evaluation Model
 Prepare for a successful session:

Start Time:
 End Time:









- Familiarize yourself with the Microphone and Camera buttons in the lower left area of screen. 
- Unmute so we can say hello! (I will mute everyone for parts of the session, but you can unmute when you have questions/comments.)
- Open the Chat box by clicking on the Chat icon and type in your name and email address for attendance.** We will use Chat throughout the session. I will also monitor it for questions that arise.
- You will need access to this Google Drive for some tasks. Please check to be sure you have access.
- Find materials here:

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Materials and Tools

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- Participant Notebook 
- Marzano Protocol/Map 
- Interactive Tools  →  padlet  
- Breakout Room 
- Chat 

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Learning Targets

- Understand how to use the model as a growth and evaluation tool
- Understand the desired effect of all twenty-one elements
- Identify evidences for all levels on the scale



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Agree or Disagree?

- A shared vision and approach is crucial, since no piece of the system operates independently of any other.



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“Leadership is not a solo act; it’s a team performance.”
Leaders of Learning (2011)

DuFour, R. & Marzano, R. J. (2011). Leaders of Learning: How district, school, and classroom leaders improve student achievement. Solution Tree Press.

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Leadership Matters

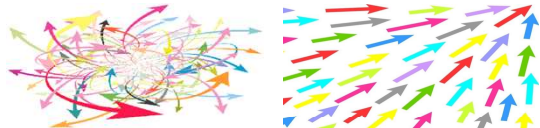
District Leader	School Leader	Teacher	Predicted Achievement Gain for 50 th Percentile Student
Average (50 th percentile)	Average (50 th percentile)	Average (50 th percentile)	0
Superior (84 th percentile)	Superior (84 th percentile)	Average (50 th percentile)	9
Excellent (98 th percentile)	Excellent (98 th percentile)	Average (50 th percentile)	17

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Can evaluation systems help align and focus the work in a district?



How do we align multiple initiatives into “one” coherent initiative?

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Cascading Domains of Influence

Achievement	Curriculum and Instruction		Cooperation and Collaboration	Climate	Resources
District Domain 1 A data-driven focus to support student achievement	District Domain 2 Continuous support for improvement of instruction	District Domain 3 Continuous support for a guaranteed and viable curriculum	District Domain 4 Community of care and collaboration	District Domain 5 District core values	District Domain 6 Resource allocation management
School Domain 1 A data-driven focus on school improvement	School Domain 2 Instruction of a viable and guaranteed curriculum	School Domain 3 Continuous development of teachers and staff	School Domain 4 Community of care and collaboration	School Domain 5 Core values	School Domain 6 Resource management

Teacher Domain: Professional Responsibilities
Teacher Domain: Conditions for Learning
Teacher Domain: Standards-Based Instruction
Teacher Domain: Standards-Based Planning

Non-Classroom Instructional Support Members

ACHIEVEMENT OF INDIVIDUAL STUDENTS

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District Leader Evaluation Model – 2018 Update

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 the most critical needs for improving student achievement.

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 appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.

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 implement 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.

Element 3: The district leader provides 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 to optimize professional capacity and support growth goals.

DOMAIN 3

Continuous Support for a Guaranteed and Viable Curriculum

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

Element 2: The district leader ensures that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.

Element 3: The district leader ensures that each student has equal opportunity to access and learn the critical content of the curriculum.

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District Leader Evaluation Model – 2018 Update

DOMAIN 4
Community of Care and Collaboration

Element 1: The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative.

Element 2: The district leader ensures equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents).

Element 3: The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

Element 4: The district leader establishes clear guidelines regarding adherence to district policies and for autonomous school decision making.

DOMAIN 5
District Core Values

Element 1: The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth.

Element 2: The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student 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 culturally responsive.

DOMAIN 6
Resource Allocation Management

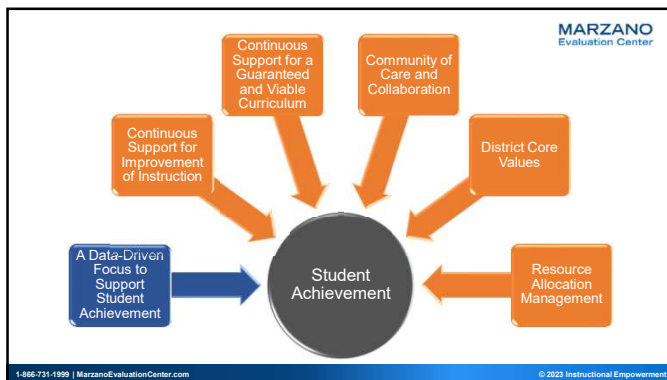
Element 1: The district leader uses systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student.

Element 2: The district leader manages technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student.

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

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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.

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 appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.

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(1) The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.

Desired Effect: Personnel know and provide support for the most critical goals for improving student achievement.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies created so that all personnel know the critical goals for improving student achievement.
Applying (3)	The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement AND monitors the extent to which personnel know and provide support for the most critical goals for improving student achievement.
Developing (2)	The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.
Beginning (1)	The district leader attempts to ensure clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.

Sample Evidence for Element 1 of Domain 1

- Goals are posted (e.g., websites, bulletin boards, managers, meeting rooms)
- Goals are aligned with district and/or school goals
- A strategic plan delineates the most critical goals
- Goals focus on eliminating the achievement gap
- Multiple sources of data are used to identify the most critical needs for improving student achievement
- Goals for improving student achievement are communicated
- Operational support is clearly aligned to show support for improving student achievement
- Goals are S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, Time-bound)
- Goals are incorporated in daily work plans/schedules
- Personnel know the goals for their area of responsibility
- Personnel communicate goals (e.g., at staff meetings, community forums, via social media)
- Personnel can explain how operations focus on supporting student achievement
- Information/data indicates personnel know the most critical goals for improving student achievement (e.g., surveys, conferences, virtual media)
- Adaptations or adjustments are created when data indicate personnel do not know or attend to the most critical goals

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**Domain 1,
Element 1**

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Developmental Scale

	The district leader...
Developing	... ACHIEVES the focus statement, no errors or omissions

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Does this sound familiar?

The Chief Academic Officer of Webby School District calendars quarterly data progress monitoring meetings with her staff. State testing data is reviewed at each meeting and district interventions are set in motion for the district. The team assigns different programs and coaches for each school. Some support comes early while other support comes later in the school year as money is made available from a tight budget.

At the end of the year, test scores do not show much change.

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What about this?

The Chief Academic Officer of Webbly School District calendars monthly data progress monitoring meetings with her staff. The team reviews formative assessment data provided by each school; benchmark data is reviewed quarterly. State testing data is reviewed at each meeting to keep everyone focused on the end goal. Using the most current data available, the team works to provide schools with carefully designed interventions and district coaches to support the work. Most importantly, the team monitors feedback and results for each school. If the interventions do not result in improved student achievement, the team works to make adaptations to the interventions.

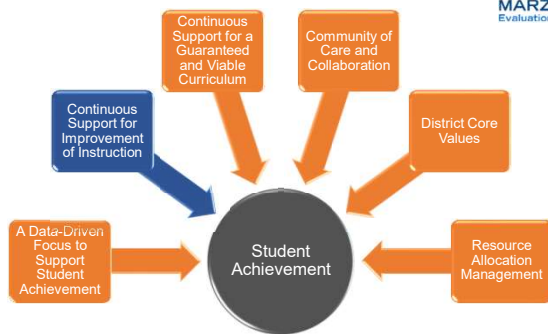
At the end of the year, test scores do not show much change.

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Gates Foundation Research

School system leaders, principals, and teachers must all work together to discover new and innovative ways of partnering across a continuum of instructional leadership that extends from the central office to the classroom. According to Max Silverman of the Center for Educational Leadership:

“Real change won’t happen unless the superintendent is willing to present a compelling rationale, to invest in professional development at the central office level, and to see this as a long-term strategy that ultimately implicates the central office as well as principals and teachers.”

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Domain 2: The district leader...

1
provides a clear vision regarding the district instructional model and how to implement...

2
effectively supports/retains leaders who enhance leadership skills through... growth plans.

3
provides ongoing evaluations of performance strengths and weaknesses... that are consistent with student achievement... data.

4
ensures that personnel are provided with job-embedded professional development...

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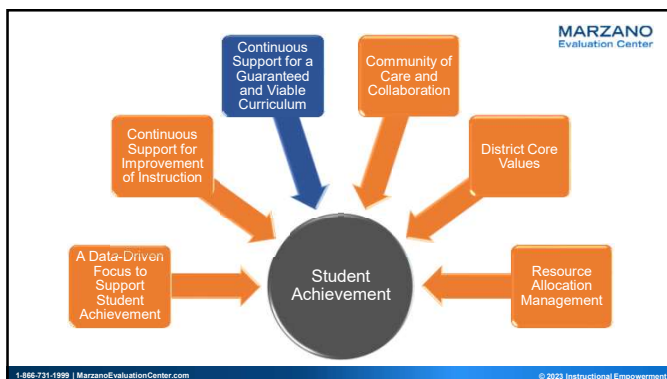
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Scenario Check

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Domain 3: Continuous Support for a Guaranteed and Viable Curriculum

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Adherence

- ...ensures that assessments and curriculum adhere to state and district guidelines

Time

- ...ensures that curriculum can be addressed in time available

Opportunity

- ...ensures all students have equal opportunity to access and learn the curriculum


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Educational Challenge Scenario:

How would you assess?

Create a scenario for your colleagues to score.



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Scenario: Element 1

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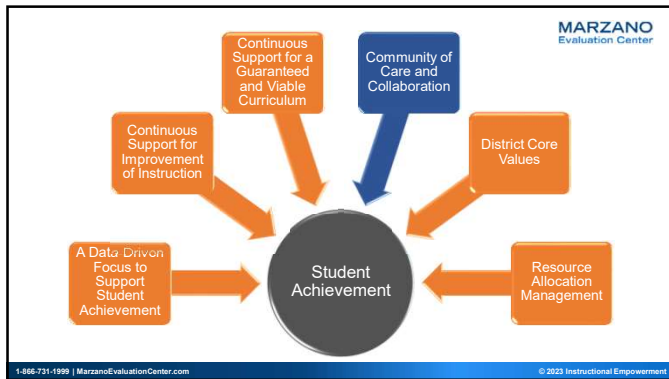
Ms. Hoopin, Director of Curriculum and Instruction, meets with her curriculum specialists and works to align the district curriculum maps with state and federal mandates. Once the district maps are developed, pacing guides are sent out to teachers of all grade levels.

Ms. Hoopin reviews the maps and pacing guides with specialists and principals on a quarterly basis to ensure that the appropriate curriculum is being followed district-wide and assesses any changes to pacing guides that may need to occur moving forward.

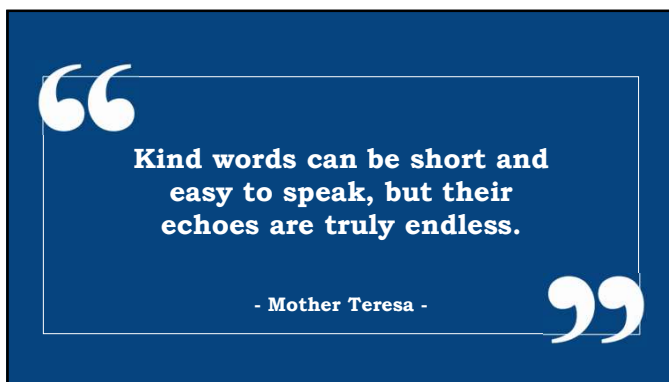
As the supervisor who evaluates this leader, what rating and feedback would you give her on Domain 3, Element 1?

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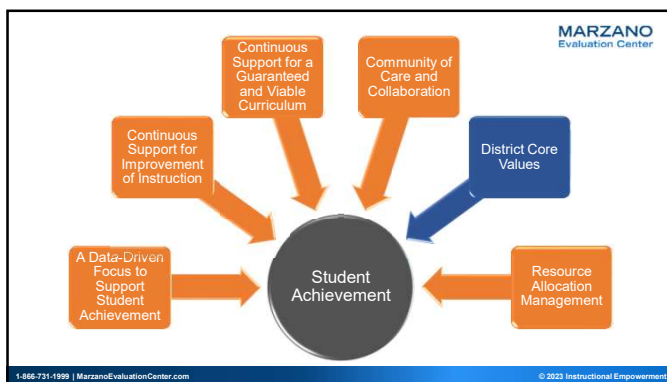
\$1 Summary

Summarize the gist of Domain 4 in a sentence of 10 or fewer words.



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What are District core values?

The organizational climate or core values in a school has been defined as the collective personality of the school based on an atmosphere distinguished by the social and professional interactions of individuals in the schools.

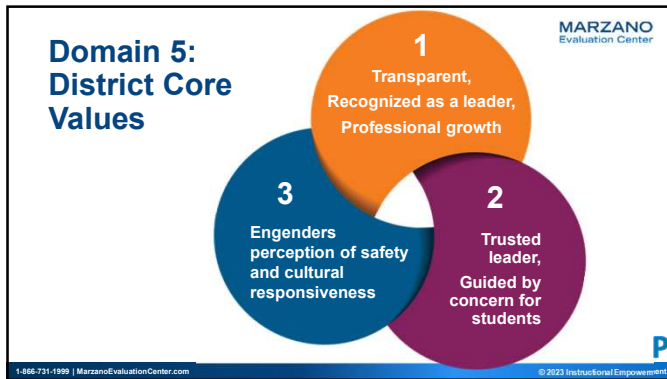
Refers to the set of internal characteristics that distinguish one school from another and influence the behaviors of each school's members (Hoy and Miskel, 2005).



Hoy, W. & Miskel, C. (2005). Educational administration: Theory, research, and practice (7th ed.). McGraw-Hill.


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Assess Yourself



I am currently at the _____ level
for Element ____ of Domain 5.

My evidence is _____.

An action step I can take to grow
is _____.

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Apply Your Learning!

Write a short scenario for one of the
elements in this domain that demonstrates
a district leader who works in your area of
responsibility and is performing at the
applying level for that element.

Be sure to give a short description of what
that leader does to monitor in order for
him/her to be at the applying level.

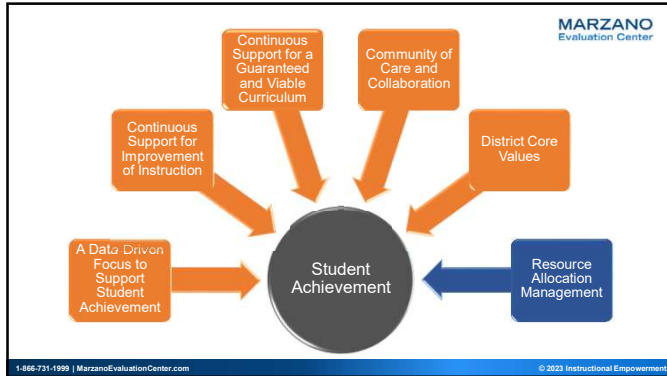


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Domain 6:
Resource Allocation Management

Element 1: The district leader uses systems processes to manage fiscal resources and maximizes support for schools, teachers and each student.

Element 2: The district leader manages technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student.

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

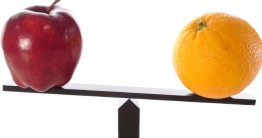






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Compare and Contrast

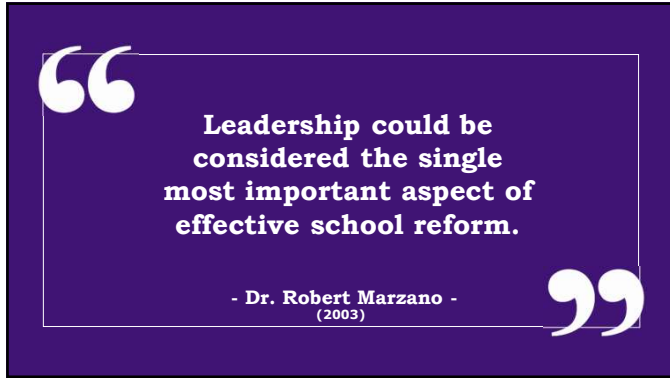
- What are the constructs of Elements 1, 2, and 3?
- What is the desired effect of Domain 6?
- What evidence should be monitored?



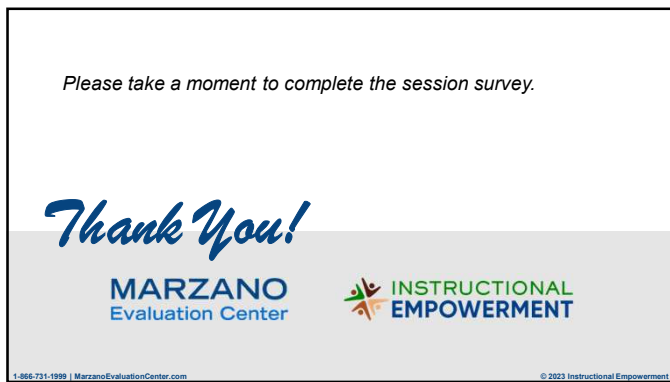




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