



Marzano District Leader Evaluation Model

2018 Update

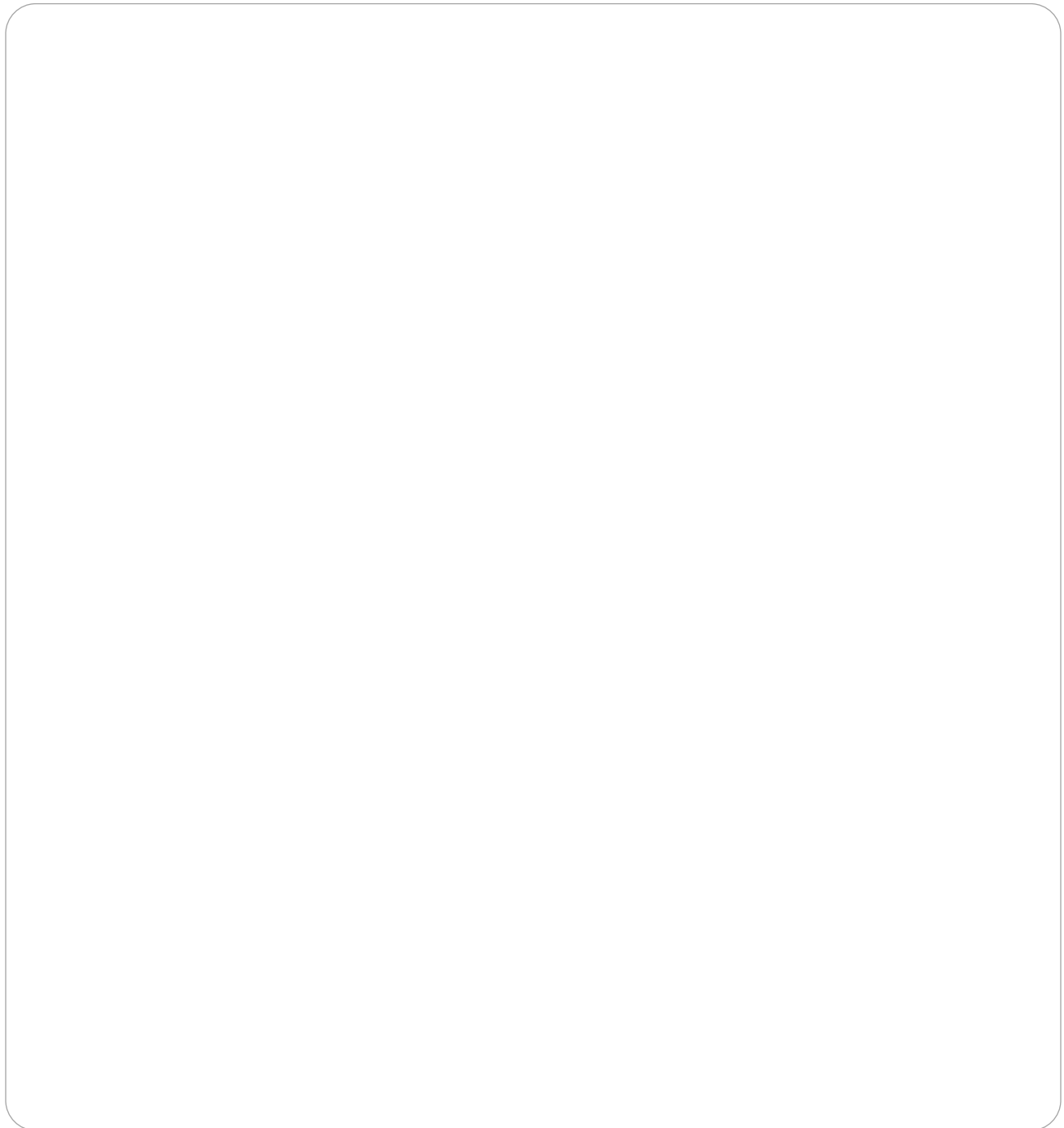
Participant Notebook

MARZANO Evaluation Center

Learning Targets

Participants will:

- 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



Does this sound familiar?

The Chief Academic Officer of Webbly 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.

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.

Scenario: Domain 2, Element 1

Dr. Academia, the Chief Academic Officer, has interest in a new instructional model that he believes will increase teacher effectiveness and student achievement in the district.

He introduces administrative staff to the model throughout the school year and begins securing and allocating the necessary resources to support the model. The entire administrative staff has in-service and training over the summer on strategies used in the model and work together to set goals related to the model for the ensuing school year.

When a survey is made of teachers asking them to identify the common language of the model, the majority of the teachers can successfully explain the district's instructional model.

- Rating?
- Feedback?

Scenario: Domain 2, Element 2

Dr. Academia's job as deputy superintendent is to supervise multiple departments at the district. He conducts a survey of his administrative staff after hearing from board members and patrons that some principals and teachers do not understand how the new instructional model improves instruction.

He utilizes the results from the survey and meets individually with his staff to review their understanding of the instructional model, its effects on instruction and student achievement. He then assists them in creating professional goals to enhance their understanding of the model and how they can support schools in understanding the district instructional model.

He sets future appointments with the staff members and visits schools and classrooms to observe, give specific feedback, and lend support. He regularly checks with staff for understanding of the model and its desired effect on teaching and learning.

- Rating?
- Feedback?

Scenario: Domain 2, Element 3

Dr. Tally, Executive Director of Elementary Education, uses a highly specific evaluation rubric that provides principals with accurate feedback regarding specific instructional leadership practices. He uses this feedback while observing and working with building administrators. He continues to deepen their expertise in the use of the scale to reflect the changes in student achievement data and instructional practices, as well as statewide assessment data.

Principals meet with him to discuss their instructional leadership strengths and weaknesses. After the meeting, he makes it a point to do a few more informal observations and asks for documentation from the principals to determine how they are implementing the district instructional model and expectations as well as being an instructional leader.

He is pleased with what the data says when he checks in on Principal Supera. At the end of the year, she shares with him her student achievement data which shows that her staff's use of the district instructional model has resulted in a dramatic improvement in her students' achievement.

- Rating?
- Feedback?

Scenario: Domain 2, Element 4

Ms. Busser, Director of Transportation, examines the student discipline data for bus referrals. Upon reviewing the data she surveys drivers to explore how she can support individual growth in this area. After examining the surveys she determines that bus drivers need job-embedded training for managing student discipline issues on the bus.

Ms. Busser works with several curriculum specialists to provide training on Positive Behavior Intervention strategies, a district initiative, which can be used on the bus to reduce discipline issues.

- Rating?
- Feedback?

Educational Challenge Scenario: How would you assess?

Write a one paragraph scenario that another group would score at the assigned level for the assigned element. Will another group score it at that level?

Domain:

Element:

Scenario:

Scenario: Domain 3, Element 1

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.

- Rating?
- Feedback?

Scenario: Domain 3, Element 3

Tuttle School District's Assistant Superintendent is proud of the passing rate in algebra and other advanced courses that the district requires in eighth grade. As the new school year begins, the Superintendent questions her about the number of students enrolled in advanced courses as compared to the overall enrollment of the district. After reviewing the data, a major discrepancy is noted between enrollment in advanced classes and standard or even remedial classes. When questioned about the criteria for enrollment in advance classes, it was soon discovered that the criteria was so stringent that it effectively eliminated all students except for those who scored at the highest levels on state achievement tests. The entrance requirements were effectively limiting equal opportunity to access and learn curriculum for the majority of eighth grade students in the district. The Assistant Superintendent talked to principals about the situation, and they decided that it was best to keep the high standards so the district could have a high passing rate.

- Rating?
- Feedback?

\$1 Summary: Domain 4

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

Scenario: Domain 4, Element 1 or 2?

Dr. Bob Jones is a new superintendent in the Progress School District. He made several promises prior to accepting the position that he would offer multiple opportunities for constituents to offer feedback and collaborate with district and school personnel. To that end, Dr. Jones identified a number of forums for constituents to collaborate and provide input. These included dinners with district leaders, monthly second cup of coffee opportunities for informal discussion, attendance at school events and a parent advisory council that assisted with the distribution and promotion of a district-wide parent and student survey that was used in conjunction with a staff survey. Feedback on the survey determined that the community felt they had many opportunities to connect with the superintendent; however, the teachers who responded, felt they had few opportunities to provide input. For the following year, Dr. Jones identified Teacher Design groups where he offered teachers selected by the bargaining unit monthly meeting times to provide input on the district initiatives. Dr. Jones sent three-question informal surveys to random teachers to gauge their feelings throughout the next year.

- Rating?
- Feedback?

Scenario: Domain 4, Element 3

Ms. Young, who works in the Communications Office, creates promotional material to share some of the key highlights from the district to generate support for its work. During the development of district promotional material, Ms. Young asks some key people to share information about what is happening throughout the district in their buildings. She tends to check in with the same people, which saves her time since they know what she is looking for in terms of the subject and the format that best accommodates her needs. As a result, there is often not equal coverage of the events in all of the buildings and some people feel that they do not receive the same kind of attention or that the work in their building is not promoted equally. Additionally, the promotional materials often look very similar to prior materials.

- Rating?
- Feedback?

Scenario: Domain 4, Element 4

Ms. Smith, the District Literacy Coordinator, identifies a list of possible interventions for the schools to select for their literacy intervention program. She lists them by grade span and focus area having the document of choices readily available on the district website. Ms. Smith allows the schools to determine the schedule for use of the identified interventions and provides some guidelines for how to target groups of students based on their data for these interventions. Schools are required to submit lists of the groups and classes held for intervention in this subject area.

- Rating?
- Feedback?

Scenario: Domain 5, Element 2

Dr. Scott, the Assistant Superintendent for Curriculum and Instruction, is overseeing the implementation of the new elementary math program which requires extensive use of technology. Many veteran teachers continue to use the old materials rather than the new materials. Dr. Scott directs building administrators to collect all of the old materials. She then sets up more professional development in each of the buildings regarding how to use the new materials.

- Rating?
- Feedback?

Scenario: Domain 5, Element 2

The Director of Human Resources posts all positions on public sites. Qualifications are clearly spelled out and the top candidates receive interviews. She makes a point of interviewing many different people for each position. Qualified people that she knows from her club always get an interview. A disproportionate number of people from her club are hired by the district. Although it is hard to discover social club membership on an application, school board members and other personnel are starting to hear insinuations about the connection between club membership and hiring, and are asking tough questions.

- Rating?
- Feedback?

Scenario: Domain 5, Element 2

Mr. Ammond, the Director of Secondary Schools, explains to the School Board at their monthly meeting that, as a result of recent events in schools across the country, he has met with local law enforcement and together they have reviewed and updated the district crisis plan. He intends to have exterior numbers placed on exits at every building so that communication will be clear in case of an emergency. He is requesting funds to update the locks on all classroom doors and to make sure all intercom systems are functioning and can be heard throughout entire buildings.

- Rating?
- Feedback?

Assess Yourself: Domain 5

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

My evidence is

An action step I can take to grow is

Applying Your Learning: Domain 5

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.

Scenario: Domain 6

Dr. Strong is the Assistant Superintendent for Teaching and Learning in a mid-sized district that is implementing common core and online testing. She is focused on curriculum and improving instruction. She does not get involved with the instructional technology department as she thinks it is their job to make sure all the technology is in place to begin online testing, and it is also their job to make sure classrooms have updated technology. She has invested the department's resources on more traditional materials as she believes most teachers do not need the latest technology in order to be an effective teacher.

- Element?
- Rating?
- Feedback?