CALHOUN COUNTY
SCHOOL DISTRICT

2024 - 2025

School Administrator Evaluation System

Calhoun County School District
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Updated [1/15/2025]

Purpose

The purpose of this document is to provide the district with a template for its school administrator evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form AEST-2023, is incorporated by reference in Rule 6A-5.030, F.A.C., effective May 2023.

Instructions

Each of the sections within the evaluation system template provides specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. Where documentation or evidence is required, copies of the source documents (e.g., rubrics, policies and procedures, observation instruments) shall be provided at the end of the document as appendices in accordance with the Table of Contents.

Before submitting, ensure the document is titled and paginated.

Submission

Upon completion, the district shall email this form and any required supporting documentation as a Microsoft Word document for submission to DistrictEvalSysEQ@fldoe.org.

> Modifications to an approved evaluation system may be made by the district at any time. Substantial revisions shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.

Table of Contents

Part I: Evaluation System Overview

The Calhoun County School District is committed to leadership growth and development through the evaluation of school leaders. The evaluation framework utilized by the Calhoun County School District is the Marzano Focused School Leader Evaluation Model, Florida version. This model is based on a research framework that supports student learning and effective instruction and is aligned with the Florida Educational Leadership Standards (FELS), Rule 6A-5.030, F.A.C.

The Marzano Focused School Leader Evaluation Model system is aligned with the district instructional evaluation system (Marzano Focused Teacher/Non-Classroom Evaluation Models). The school leader evaluation system is designed to support teachers in the performance of their responsibilities for ensuring the achievement of individual students.

The Marzano Focused School Leader Evaluation Model consists of 21 elements, each with extensive evidences, across the six following domains:

> Domain 1: A Data-Driven Focus on School Improvement
> Domain 2: Instruction of a Guaranteed and Viable Curriculum
> Domain 3: Continuous Development of Teachers and Staff
> Domain 4: Community of Care and Collaboration
> Domain 5: Core Values
> Domain 6: Resource Management

The Marzano Focused School Leader Evaluation Model is aligned to the Florida Principal Leadership Standards. Please see the Crosswalk, School Appendix A.

The school's Marzano School Leadership Evaluation Model identifies five research-based performance levels with proficiency scales for each of the 21 elements within the six domains, along with evidences of success. The scales and evidences reflect school and state priorities and are the basis for providing feedback, designing professional learning, and determining the rating for the leadership practice component of a school leader's final annual summative evaluation rating. Please see the "Domains, Elements, Scales and Evidences," Appendix B.

Part II: Evaluation System Requirements

System Framework

☒ The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.

☒ The observation instrument(s) to be used for school principals and assistant principals include indicators based on each of the role-specific descriptors of the Florida Educational Leadership Standards (FELS) adopted by the State Board of Education.

Training

☒ The district provides training programs and has processes that ensure:

➢ Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
➢ Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data and Reporting

☒ The district may provide opportunities for parents and instructional personnel to provide input into performance evaluations, when the district determines such input is appropriate.

Evaluation Procedures

☒ The district's system ensures all school administrators are evaluated at least once a year.

☒ The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.:

➢ The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
➢ The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
➢ The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
➢ The evaluator must discuss the written evaluation report with the employee.
➢ The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
➢ The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
➢ The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

☒ The district has procedures for how evaluation results will be used to inform the

➢ Planning of professional development; and

❯   Development of school and district improvement plans.

☒ The district's system ensures school administrators who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

Notifications

☒ The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in section 1012.34(4), F.S.

☒ The district school superintendent shall annually notify the Department of Education of any school administrators who

❯   Receive two consecutive unsatisfactory evaluation ratings; or
❯   Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

☒ The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:

❯   Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
❯   Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
❯   Evaluators provide necessary and timely feedback to employees being evaluated;
❯   Evaluators follow district policies and procedures in the implementation of evaluation system(s);
❯   Use of evaluation data to identify individual professional development; and,
❯   Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

The individual responsible for supervising the employee will evaluate the employee's performance. In most cases the Superintendent will be responsible for evaluating the performance of school principals. School principals will evaluate assistant principals. An evaluator may consider input from other personnel trained in evaluation practices. Other evaluators may include the assistant superintendent, assistant principal, peers, district staff, department heads, grade level chairpersons, or team leaders. Trained personnel who observe teachers will review the results of their observation with the Superintendent. [Rule 6A-5.030(3)(d)1. c., F.A.C.].

1. Pursuant to section 1012.34(3)(b), F.S., all personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place. In the table below, describe when and how school administrators are informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process.

Personnel Group	When Personnel are Informed	Method(s) of Informing
Assistant Principals	July	The evaluation process for school administrators begins each year with an annual orientation and update of the evaluation system. This update will be conducted each summer usually in the month of July and is attended by all school administrators
Principals	July	The evaluation process for school administrators begins each year with an annual orientation and update of the evaluation system. This update will be conducted each summer usually in the month of July and is attended by all school administrators

2. Pursuant to section 1012.34(3)(a)3., F.S., evaluation criteria for instructional leadership must include indicators based upon each of the FELS adopted by the State Board of Education. In the table below, describe when and how evidence of demonstration of the FELS is collected.

Personnel Group	When Evidence is Collected	Method(s) of Collection
Assistant Principals	Throughout the school year	Evidence such as artifacts, and documents are gathered by the school administrator and their supervisor that provides insights on the leader's proficiency on the agreed upon indicators.
Principals	Throughout the school year	Evidence such as artifacts, and documents are gathered by the school administrator and their supervisor that provides insights on the leader's proficiency on the agreed upon indicators.

3. Pursuant to section 1012.34(3)(a), F.S., a performance evaluation must be conducted for each employee at least once a year. In the table below, describe when and how many summative evaluations are conducted for school administrators.

Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
Assistant Principals	1	Annual Report of Instructional Leadership Practice Rating: Completed by June 30th each year Summative Evaluation of Instructional Leadership Practice and Student Performance: Completed by October 30th annually	Final evaluation results are communicated in October of the following school year.
Principals	1	Annual Report of Instructional Leadership Practice Rating: Completed by June 30th each year Summative Evaluation of Instructional Leadership Practice and Student Performance: Completed by October 30th annually	Final evaluation results are communicated in October of the following school year.

Part IV: Evaluation Criteria

A. Instructional Leadership

1. Pursuant to section 1012.34(3)(a)3., F.S., at least one-third of the evaluation must be based upon instructional leadership. In Calhoun County, instructional leadership accounts for 50% of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the instructional leadership rating for school administrators, including performance standards for differentiating performance.

   Step 1: Elements in each domain are rated using the specific element proficiency scales outlined in Appendix B. Below is a general rating scale.

   Table 1: General Rating Scale for Marzano Instructional Leadership Practice Elements

	4	3	2	1	0
Rating Used For Each Domain Element	Innovating	Applying	Developing	Beginning	Not Using

   Step 2: If no evidence is recorded for an element, the element is not scored or included in the leadership practice calculation.
   Step 3: All element scores are added and averaged for a final leadership practice score.
   Step 5: Compare the score to the scale for a final instructional leadership practice status rating. See Table 2.

   Table 2: Leadership Practice Ratings

❒ HIGHLY EFFECTIVE (4)	❒ EFFECTIVE (3)	❒ NEEDS IMPROVEMENT (2)	❒ UNSATISFACTORY (1)
Overall Status Score of 3.50 – 4.00	Overall Status Score of 2.50 – 3.49	Overall Status Score of 1.50 – 2.49	Overall Status Score of 0.00 – 1.49

   Step 6: In the calculation of the overall final summative evaluation score, the Leadership Practice Rating will be multiplied by 50%.

B. Other Indicators of Performance

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. In Calhoun County, other indicators of performance account for 0% of the school administrator performance evaluation.
2. Description of additional performance indicators, if applicable.
3. Description of the step-by-step calculation for determining the other indicators of performance rating for school administrators, including performance standards for differentiating performance.

C. Performance of Students

1. Pursuant to section 1012.34(3)(a)1., F.S., at least one-third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the administrator's school(s) over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by administrative responsibilities. In Calhoun County, performance of students accounts for 50% of the school administrator performance evaluation.

For Calhoun County school leaders, the evaluation system will include data on the academic performance of all students assigned to the school leader's building. This data will comprise 50% of the summative evaluation rating for a school leader.

Performance data for all students enrolled at a school leader's building are included in the calculation. Performance on all assessments administered for students at a school shall be part of the calculation for the school leader's student performance rating. At least one, but no more than three years of most recent data will be used, including the current year and the two years immediately preceding the current year, when available. The percentage of the evaluation that is based on performance of students when there are three years of data available is 50%. When there are less than three years of data available, the percentage of the evaluation that is based on the performance of students is also 50%.

2. Description of the step-by-step calculation for determining the student performance rating for school administrators, including performance standards for differentiating performance.

For all school administrators, 50% of the evaluation is based on the performance of student's criterion as outlined in s. 1012.34(3)(a)1., F.S.

Three years of student performance data will be used for all school administrators, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available will be used. If more than three years of student performance data are used, the years will be specified.

For school administrators, the school-wide state-provided Value-Added Measure (VAM) will be used to determine the performance of students.

Student Performance (50% of Final Evaluation)

1. Student Performance Score (50% of Final Evaluation Rating)			
Directions: Attach a copy of the student learning growth data from the principals' assigned school			
School Wide VAM Score _____			
❐ **HIGHLY EFFECTIVE (4)**	❐ **EFFECTIVE (3)**	❐ **NEEDS IMPROVEMENT (2)**	❐ **UNSATISFACTORY (1)**
School Wide VAM 3.50-4.00	School Wide VAM 2.50-3.49	School Wide VAM 1.50-2.49	School Wide VAM 0.00-1.49

Appendix C shows how to calculate the Student Performance Score.

D. Summative Rating Calculation

1. Description of the step-by-step calculation for determining the summative rating for school administrators, including performance standards for differentiating performance.

The final / summative evaluation score and rating for school leaders is calculated using the Leadership Practice (LP) score (50%) and the Student Performance Evaluation (SPE) Score (50%).

District's Steps for Calculation of Final/ Summative Evaluation Score and Rating
Step 1: Multiply Leadership Practice (LP) Score from formal observation ratings by 0.50
Step 2: Obtain Student Performance Evaluation (SPE) Score from Table 2 and multiply by 0.50
Step 3: Add to determine final Overall Score
Step 4: Refer to Final Evaluation Rubric for Final Overall Rating (see Table 3 below)

Table 3: District's Final Evaluation Rating Rubric

☐ HIGHLY EFFECTIVE (4)	☐ EFFECTIVE (3)	☐ NEEDS IMPROVEMENT (2)	☐ UNSATISFACTORY (1)
Overall Status Score of 3.50 – 4.00	Overall Status Score of 2.50 – 3.49	Overall Status Score of 1.50 – 2.49	Overall Status Score of 0.00 – 1.49

As noted in the table above, a school leader's Final Evaluation Rating Score can fall into one of four (4) levels of performance, as required by and delineated in Statute.

2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for school administrators must differentiate across four levels of performance. Using the district's calculation methods and cut scores described above in sections A – C, illustrate how an elementary principal and a high school assistant principal can earn a highly effective and an unsatisfactory summative performance rating respectively.

The elementary principal and the secondary principal student performance score will be determined from the school wide VAM.

SUMMATIVE EVALUATION SCORE

Final Administrative Evaluation Score

	Score	Weight	Weighted Score
Instructional Leadership		0.50	
Student Performance		0.50	
		Total Score	
Overall Effectiveness Level			
4.00-3.50 Highly Effective	3.49-2.50 Effective	2.49-1.50 Needs Improvement	1.49-0.00 Unsatisfactory

Elementary Administrator Summative Performance Rating of Highly Effective

	Score	Weight	Weighted Score
Instructional Leadership	4.0	0.50	2.0
Student Performance	3.0	0.50	1.5
		Total Score	3.5
Overall Effectiveness Level			Highly Effective
4.00-3.50 Highly Effective	3.49-2.50 Effective	2.49-1.50 Needs Improvement	1.49-0.00 Unsatisfactory

High School Administrator Summative Performance Rating of Unsatisfactory

	Score	Weight	Weighted Score
Instructional Leadership	1.0	0.50	.5
Student Performance	1.0	0.50	.5
		Total Score	1.00
Overall Effectiveness Level			Unsatisfactory
4.00-3.50 Highly Effective	3.49-2.50 Effective	2.49-1.50 Needs Improvement	1.49-0.00 Unsatisfactory

The summative evaluation forms are included in Appendix E.

Appendix A – Evaluation Framework Standards

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	**Evaluation Indicators**
1. Professional and Ethical Norms	**Marzano Domain & Element**
Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:	
a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	Domain 5 – Element 2
b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;	Domain 2 – Element 5
c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	Domain 5 – Element 3
d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	Domain 5 – Element 2
2. Vision and Mission	
Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. Assistant principals:	
a. Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	Domain 1 - Element 1 Domain 6 - Element 3
b. Collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students;	Domain 1 - Element 1
c. Collaborate, support, and model the development and implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;	Domain 5 - Element 1
d. Assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	Domain 5 - Element 1
e. Recognize individuals for contributions toward the school vision and mission.	Domain 5 - Element 1
3. School Operations, Management, and Safety	
Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. Assistant principals:	
a. Collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	Domain 6 - Element 1
b. Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;	Domain 6 - Element 1
c. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning;	Domain 6 - Element 1

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	**Evaluation Indicators**
d. Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	Domain 1 - Element 2
e. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders;	Domain 5 – Element 1; Domain 6 – Element 1; Domain 6 -Element 2; Domain 6 - Element 3
f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	Domain 5 – Element 3
g. Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	Domain 5 – Element 1; Domain 6 – Element 1; Domain 6 -Element 2; Domain 6 - Element 3
h. Develop and maintain effective relationships with the district office and governing board;	Domain 5 – Element 1; Domain 6 – Element 1; Domain 6 -Element 2; Domain 6 - Element 3
i. Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	Domain 5 – Element 3
j. Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	Domain 5 – Element 3 Domain 6 – Element 2
k. Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	Domain 5 – Element 3
l. Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	Domain 5 – Element 1; Domain 6 – Element 1; Domain 6 -Element 2; Domain 6 - Element 3
4. Student Learning and Continuous School Improvement	
Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. Assistant principals:	
a. Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students;	Domain 1 – Element 2 Domain 1 – Element 3
b. Monitor and ensure the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;	Domain 2 – Element 1; Domain 2 – Element 3; Domain 6 – Element 3
c. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;	Domain 2 – Element 3
d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;	Domain 1 – Element 2
e. Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning;	Domain 1 – Element 2 Domain 1 – Element 3
f. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and	Domain 1 – Element 3
g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	Domain 1 – Element 3

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	**Evaluation Indicators**
5. Learning Environment	
Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. Assistant principals:	
a. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment;	Domain 2 – Element 5
b. Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	Domain 4 – Element 3; Domain 4 – Element 4; Domain 5 – Element 2; Domain 5 - Element 3
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and	Domain 2 – Element 2; Domain 2 Element 3; Domain 2 – Element 4; Domain 3 – Element 1; Domain 3 – Element 3
d. Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	Domain 1 – Element 3; Domain 2 – Element 4; Domain 4 – Element 3
6. Recruitment and Professional Learning	
Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. Assistant principals:	
a. Assist with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	Domain 3 - Element 1
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	Domain 3 - Element 3
c. Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	Domain 3 - Element 2
d. Collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	Domain 3 - Element 3
e. Collaborate with the school principal to develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;	Domain 3 - Element 3
f. Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement;	Domain 3 - Element 3
g. Collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement;	Domain 4 – Element 1 Domain 2 – Element 2
h. Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	Domain 5 – Element 1
i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	Domain 3 - Element 3

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	**Evaluation Indicators**
7. Building Leadership Expertise	
Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students. Assistant principals:	
a. Develop and support open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content;	Domain 4 – Element 1 Domain 4 - Element 2
b. Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders;	Domain 4 – Element 3 Domain 4 – Element 4
c. Develop capacity in teacher leaders and hold them accountable; and	Domain 4 – Element 1 Domain 4 – Element 2
d. Plan for and provide opportunities for mentoring new personnel.	Domain 4 – Element 1 Domain 4 – Element 2
8. Meaningful Parent, Family, and Community Engagement	
Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:	
a. Understand, value, and employ the community's cultural, social, and intellectual context and resources;	Domain 5 – Element 3
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	Domain 5 – Element 2 Domain 6 – Element 3
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	Domain 4 – Element 3 Domain 5 – Element 2
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	Domain 4 – Element 3; Domain 4 – Element 4; Domain 5 – Element 2
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	Domain 6 – Element 1 Domain 6 – Element 2

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	**Evaluation Indicators**
1. Professional and Ethical Norms	**Marzano Domain & Element**
Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:	
a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	Domain 5 – Element 2
b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;	Domain 2 – Element 5
c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	Domain 5 – Element 3
d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	Domain 5 – Element 2

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	**Evaluation Indicators**

2. Vision and Mission

Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. School principals:

a. Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	Domain 1 - Element 1 Domain 6 - Element 3
b. Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students;	Domain 1 - Element 1
c. Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;	Domain 5 - Element 1
d. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	Domain 1 - Element 1
e. Recognize individuals for contributions toward the school vision and mission.	Domain 5 - Element 1

3. School Operations, Management, and Safety

Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:

a. Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	Domain 6 - Element 1
b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;	Domain 6 – Element 1
c. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning;	Domain 6 – Element 1
d. Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	Domain 1 – Element 2
e. Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders;	Domain 5 – Element 1; Domain 6 – Element 1; Domain 6 -Element 2; Domain 6 - Element 3
f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	Domain 5 - Element 3
g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	Domain 5 – Element 1; Domain 6 – Element 1; Domain 6 -Element 2; Domain 6 - Element 3
h. Develop and maintain effective relationships with the district office and governing board;	Domain 5 – Element 1; Domain 6 – Element 1; Domain 6 -Element 2; Domain 6 - Element 3
i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	Domain 5 - Element 3
j. Ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	Domain 5 – Element 3 Domain 6 – Element 2
k. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	Domain 5 - Element 3
l. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	Domain 5 - Element 1 Domain 6 – Element 1

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	**Evaluation Indicators**
	Domain 6 – Element 3

4. Student Learning and Continuous School Improvement	
Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. School principals:	
a. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;	Domain 1 – Element 2 Domain 1 – Element 3
b. Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;	Domain 2 – Element 1 Domain 2 – Element 3 Domain 6 – Element 3
c. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs;	Domain 2 – Element 3
d. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;	Domain 1 – Element 2
e. Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S.;	Domain 1 – Element 2 Domain 1 – Element 3
f. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and	Domain 1 – Element 3
g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	Domain 1 – Element 3

5. Learning Environment	
Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. School principals:	
a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment;	Domain 2 – Element 5
b. Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	Domain 4 – Element 3; Domain 4 – Element 4; Domain 5 – Element 2; Domain 5 - Element 3
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and	Domain 2 – Element 2; Domain 2 Element 3; Domain 2 – Element 4; Domain 3 – Element 1; Domain 3 – Element 3
d. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	Domain 1 – Element 3; Domain 2 – Element 4; Domain 4 – Element 3

6. Recruitment and Professional Learning	
Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. School principals:	
a. Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	Domain 3 – Element 1

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	**Evaluation Indicators**
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	Domain 3 – Element 3
c. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	Element 3; Domain 2
d. Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	Domain 3 – Element 3
e. Develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;	Domain 3 – Element 3
f. Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement;	Domain 3 – Element 3
g. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;	Doman 4 – Element 1 Domain 2 – Element 2
h. Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	Domain 5 – Element 1
i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	Domain 3 – Element 3
7. Building Leadership Expertise	
Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students. School principals:	
a. Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content;	Domain 4 – Element 1 Domain 4 - Element 2
b. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;	Domain 4 – Element 3 Domain 4 - Element 4
c. Develop capacity by delegating tasks to other school leaders and holding them accountable; and	Domain 4 – Element 1 Domain 4 - Element 2
d. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	Domain 4 – Element 1 Domain 4 - Element 2
8. Meaningful Parent, Family, and Community Engagement	
Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:	
a. Understand, value, and employ the community's cultural, social, and intellectual context and resources;	Domain 5 – Element 3
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	Domain 5 – Element 2 Domain 6 - Element 3
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	Domain 5 – Element 2 Domain 4 - Element 3
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	Domain 5 – Element 2 Domain 4 - Element 3 Domain 4 – Element 4

Alignment to the Florida Educational Leadership Standards, Assistant Principal Descriptors	
Practice	**Evaluation Indicators**
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	Domain 6 – Element 1 Domain 6 - Element 2

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	**Evaluation Indicators**
1. Professional and Ethical Norms	
Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:	
a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;	Domain 5 – Element 2
b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;	Domain 2 – Element 5
c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and	Domain 5 – Element 3
d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.	Domain 5 – Element 2
2. Vision and Mission	
Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. School principals:	
a. Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;	Domain 1 – Element 1
b. Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students;	Domain 1 – Element 1
c. Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;	Domain 1 – Element 1
d. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and	Domain 1 – Element 1
e. Recognize individuals for contributions toward the school vision and mission.	Domain 1 – Element 1
3. School Operations, Management, and Safety	
Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:	
a. Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;	Domain 6 – Element 1
b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;	Domain 6 – Element 1
c. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning;	Domain 6 – Element 1
d. Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;	Domain 6 – Element 2

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	**Evaluation Indicators**
e. Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders;	Domain 5 – Element 1: Domain 6 – Element 1: Domain 6 – Element 2: Domain 6 – Element 3
f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;	Domain 5 – Element 3
g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;	Domain 5 – Element 1: Domain 6 – Element 1: Domain 6 – Element 2: Domain 6 – Element 3
h. Develop and maintain effective relationships with the district office and governing board;	Domain 5 – Element 1: Domain 6 – Element 1: Domain 6 – Element 2: Domain 6 – Element 3
i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;	Domain 5 – Element 3
j. Ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;	Domain 5 – Element 3 Domain 6 – Element 2
k. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and	Domain 5 – Element 3
l. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	Domain 5 – Element 1: Domain 6 – Element 1: Domain 6 – Element 2: Domain 6 – Element 3

4. Student Learning and Continuous School Improvement

Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. School principals:

a. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;	Domain 1 – Element 2 Domain 1 – Element 3
b. Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;	Domain 2 – Element 1 Domain 2 – Element 3 Domain 6 – Element 3
c. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs;	Domain 2 – Element 3
d. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;	Domain 1 – Element 3
e. Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S.;	Domain 1 – Element 2 Domain 1 – Element 3
f. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and	Domain 1 – Element 3
g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	Domain 1 – Element 3

5. Learning Environment

Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. School principals:

a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment;	Domain 2 – Element 5

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	**Evaluation Indicators**
b. Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;	Domain 4 – Element 3: Domain 4 – Element 4: Domain 5 – Element 2 Domain 5 – Element 3
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and	Domain 2 – Element 2: Domain 2 – Element 3: Domain 2 – Element 4: Domain 3 – Element 1: Domain 3 – Element 3
d. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.	Domain 1 – Element 3 Domain 2 – Element 4 Domain 4 – Element 3
6. Recruitment and Professional Learning	
Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. School principals:	
a. Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;	Domain 3 – Element 1
b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;	Domain 3 – Element 3
c. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;	Domain 3 – Element 2
d. Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;	Domain 3 – Element 3
e. Develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;	Domain 3 – Element 3
f. Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement;	Domain 3 – Element 3
g. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;	Domain 4 – Element 1 Domain 2 – Element 2
h. Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and	Domain 5 – Element 1
i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.	Domain 3 – Element 3
7. Building Leadership Expertise	
Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students. School principals:	
a. Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content;	Domain 4 – Element 1 Domain 4 – Element 2
b. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;	Domain 4 – Element 3 Domain 4 – Element 4

Alignment to the Florida Educational Leadership Standards, School Principal Descriptors	
Practice	**Evaluation Indicators**
c. Develop capacity by delegating tasks to other school leaders and holding them accountable; and	Domain 4 – Element 1 Domain 4 – Element 2
d. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	Domain 4 – Element 1 Domain 4 – Element 2
8. Meaningful Parent, Family, and Community Engagement	
Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:	
a. Understand, value, and employ the community's cultural, social, and intellectual context and resources;	Domain 5 - Element 3
b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;	Domain 5 – Element 2 Domain 6 – Element 3
c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;	Domain 4 – Element 3 Domain 5 – Element 2
d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and	Domain 4 – Element 3: Domain 4 – Element 4: Domain 5 – Element 2
e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.	Domain 6 – Element 1 Domain 6 – Element 2

Appendix B – Observation Instruments for School Administrators

SCHOOL LEADER EVALUATION SYSTEM

CALHOUN COUNTY SCHOOL DISTRICT

OBSERVATION INSTRUMENTS

FOR

SCHOOL LEADERS (PRINCIPALS AND ASSISTANT PRINCIPALS):

MARZANO FOCUSED SCHOOL LEADER MODEL

Marzano Focused School Leader Evaluation Model

Domain I. A Data-Driven Focus on School Improvement

(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.

Innovating	Applying	Developing	Beginning	Not Using
The school leader ensures adjustments are made or new strategies are utilized so that all stakeholders sufficiently understand the critical goals.	The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school AND regularly monitors that everyone understands the critical goals for improving student achievement.	The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.	The school leader attempts to use appropriate data to develop critical goals focused on improving student achievement at the school, but does not complete the task or is not successful.	The school leader does not attempt to use appropriate data to develop critical goals focused on improving student achievement at the school.

Sample School Leader Evidences for Element 1 of Domain I

- 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

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 confirms students are making progress towards meeting their achievement goals.

Innovating	Applying	Developing	Beginning	Not Using
The school leader ensures that multiple sources of data are analyzed to provide the most relevant information and re-addresses achievement goals using accrued achievement data.	The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals AND monitors the extent to which student data are used to track progress toward goal.	The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.	The school leader attempts to ensure appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals, but does not complete the task or is not successful.	The school leader does not attempt to ensure appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.

Sample School Leader Evidences for Element 2 of Domain I
• 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

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

Desired Effect: Data confirms6 interventions help each student meet achievement goals.

Innovating	Applying	Developing	Beginning	Not Using
The school leader continually examines and expands the options for individual students to make adequate progress towards meeting their achievement goals.	The school leader ensures that appropriate interventions and supportive practices are implemented to help each student meet achievement goals AND monitors whether interventions help each student meet achievement goals.	The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.	The school leader attempts to ensure the appropriate implementation of interventions and supportive practices to help each student meet achievement goals, but does not complete the task or is not successful.	The school leader does not attempt to ensure the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.

Sample School Leader 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

Domain II. Instruction of a Viable and Guaranteed Curriculum

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

Desired Effect: Teachers use the instructional model.

Innovating	Applying	Developing	Beginning	Not Using
The school leader continually examines and provides updates so that all teachers use the instructional model.	The school leader provides a clear vision for how instruction should be addressed in the school AND monitors the extent to which the teachers use the instructional model.	The school leader provides a clear vision for how instruction should be addressed in the school.	The school leader attempts to provide a clear vision for how instruction should be addressed in the school, but does not complete the task or is not successful.	The school leader does not attempt to provide a clear vision for how instruction should be addressed in the school.

Sample School Leader 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 learning 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 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

(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.

Innovating	Applying	Developing	Beginning	Not Using
The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are implemented.	The school leader uses knowledge of the predominant instructional practices in the school to improve teaching AND monitors the extent to which teachers improve their instructional practices.	The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.	The school leader attempts to use knowledge of the predominant instructional practices in the school to improve teaching, but does not complete the task or is not successful	The school leader does not attempt to use knowledge of the predominant instructional practices in the school to improve teaching.

Sample School Leader 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.   • 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 learning 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

(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.

Innovating	Applying	Developing	Beginning	Not Using
The school leader ensures that the assessment and reporting system focuses on state and district standards and intervenes with teachers who do not utilize adopted standards.	The school leader ensures that the school curriculum and accompanying assessments align with state and district standards AND monitors the extent to which the assessments accurately measure student progress toward achieving the adopted standards.	The school leader ensures that the school curriculum and accompanying assessments align with state and district standards.	The school leader attempts to ensure that the school curriculum and accompanying assessments align with state and district standards, but does not complete the task or is not successful.	The school leader does not attempt to ensure that the school curriculum and accompanying assessments align with state and district standards.

Sample School Leader 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

(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.

Innovating	Applying	Developing	Beginning	Not Using
The school leader ensures that essential standards are regularly examined and revised to ensure teachers have time to teach the essential standards.	The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers AND monitors the extent to which the essential standards are few enough to allow adequate time for students to learn them.	The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.	The school leader attempts to ensure that the school curriculum is focused on essential standards so it can be taught in the time available to teachers, but does not complete the task or is not successful.	The school leader does not attempt to ensure that the school curriculum is focused on essential standards so it can be taught in the time available to teachers.

Sample School Leader 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

(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

Innovating	Applying	Developing	Beginning	Not Using
The school leader intervenes with teachers who do not teach essential standards that guarantee students have equal access to learning the critical content of the curriculum.	The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum AND monitors the extent to which each teacher teaches the essential standards to each student.	The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.	The school leader attempts to ensure that each student has equal opportunity to learn the critical content of the curriculum, but does not complete the task or is not successful.	The school leader does not attempt to ensure that each student has equal opportunity to learn the critical content of the curriculum.

Sample School Leader 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/standards elements 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

Domain III. Continuous Development of Teachers and Staff

(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.

Innovating	Applying	Developing	Beginning	Not Using
The school leader provides interventions and support for teachers and staff who are not meeting their growth goals	The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans AND monitors the extent to which teachers and staff achieve their growth goals and continue to grow.	The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans.	The school leader attempts to effectively hire, support, and retain personnel who continually demonstrate growth through reflection and growth plans, but does not complete the task or is not successful.	The school leader does not attempt to effectively hire, support, and retain personnel who continually demonstrate growth through reflection and growth plans.

Sample School Leader 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

(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.

Innovating	Applying	Developing	Beginning	Not Using
The school leader ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data.	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 AND monitors the extent to which teacher evaluations are consistent with student achievement data.	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.	The school leader attempts to use multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data, but does not complete the task or is not successful.	The school leader does not attempt to use multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.

Sample School Leader 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

(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 learning.

Innovating	Applying	Developing	Beginning	Not Using
The school leader continually re-evaluates the professional learning program to ensure that it remains job-embedded and focused on instructional growth goals and intervenes with personnel who are not making sufficient progress toward achieving growth goals.	The school leader ensures that teachers and staff are provided with job-embedded professional learning to optimize professional capacity and support their growth goals AND monitors the extent to which teachers and staff improve their skills	The school leader ensures that teachers and staff are provided with job-embedded professional learning to optimize professional capacity and support their growth goals.	The school leader attempts to ensure that teachers and staff are provided with job-embedded professional learning to optimize professional capacity and support their growth goals, but does not complete the task or is not successful.	The school leader does not attempt to ensure that teachers and staff are provided with job-embedded professional learning to optimize professional capacity and support their growth goals.

Sample School Leader Evidences for Element 3 of Domain III
• Teachers and staff have ongoing opportunities to participate in job-embedded professional development or training • Online professional learning courses and resources are available to teachers and staff regarding their growth goals • Teachers and staff participation in professional learning 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 learning/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 learning 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 learning opportunities • Interventions are in place to support personnel who do not continue to grow in their area of responsibility

Domain IV. Community of Care and Collaboration

(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.

Innovating	Applying	Developing	Beginning	Not Using
The school leader continually re-evaluates that teachers work in collaborative groups to enhance instruction and student achievement and intervenes with groups who are not enhancing instruction and student achievement.	The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student AND monitors the extent to which working in collaborative groups enhances instruction and student achievement.	The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.	The school leader attempts to ensure that teachers work in collaborative groups to discuss and plan effective instruction, curriculum, assessment, and the achievement of each student, but does not complete the task or is not successful.	The school leader does not attempt to ensure that teachers work in collaborative groups to discuss and plan effective instruction, curriculum, assessment, and the achievement of each student.

Sample School Leader 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

(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.

Innovating	Applying	Developing	Beginning	Not Using
The school leader continually seeks new venues for teacher input regarding important decisions and the effectiveness of the school.	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 AND monitors the extent to which the decision-making process improves the effectiveness of the school.	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.	The school leader attempts to ensure a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school, but does not complete the task or is not successful.	The school leader does not attempt to ensure a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

Sample School Leader 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

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

Desired Effect: A child-centered school is evident for each student.

Innovating	Applying	Developing	Beginning	Not Using
The school leader intervenes and seeks assistance if the school does not provide for each student.	The school leader ensures a child-centered school with input from staff, students, parents, and the community.	The school leader ensures a child-centered school with input from staff, students, parents, and the community.	The school leader attempts to ensure a child-centered school with input from staff, students, parents, and the community, but does not complete the task or is not successful.	The school leader does not attempt to ensure a child-centered school with input from staff, students, parents, and the community.

Sample School Leader Evidences for Element 3 of Domain IV
• Data collection systems are in place to collect opinion data from staff, students, parents, and community
• Use of input data is made transparent
• Data are available to show that input from the school's population is valued and used
• Use of interactive or social media is provided for staff, students, parents, and community to provide input
• 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
• 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

(4) The school leader acknowledges the successes of the school and celebrates each student.

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

Innovating	Applying	Developing	Beginning	Not Using
The school leader actively seeks a variety of methods for acknowledging individual and school-wide success that meet the unique needs of faculty and staff.	The school leader acknowledges the successes of the school and celebrates each student AND monitors the extent to which people feel honored for their contributions.	The school leader acknowledges the successes of the school and celebrates each student.	The school leader attempts to acknowledge the successes of the school and celebrates each student, but does not complete the task or is not successful.	The school leader does not attempt to acknowledge the successes of the school or celebrate each student.

Sample School Leader 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 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

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Domain V. Core Values

(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.

Innovating	Applying	Developing	Beginning	Not Using
The school leader actively seeks expertise/mentors for validation and feedback to enhance leadership skills.	The school leader is transparent, communicates effectively, and continues to demonstrate professional growth AND monitors the extent to which the school community perceives that the leader continues to enhance his/her leadership skills.	The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.	The school leader attempts to be transparent, communicate effectively, and continue to demonstrate professional growth, but does not complete the task or is not successful.	The school leader does not attempt to be transparent, communicate effectively, and continue to demonstrate professional growth.

Sample School Leader 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 learning 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

(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.

Innovating	Applying	Developing	Beginning	Not Using
The school leader actively seeks for validation and feedback from multiple sources regarding perception in the school community.	The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student AND monitors how decisions impact students	The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.	The school leader attempts to have the trust of the staff and school community that all decisions are guided by what is best for each student, but does not complete the task or is not successful.	The school leader does not attempt to have the trust of the staff and school community that all decisions are guided by what is best for each student.

Sample School Leader 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, and unbiased   •   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

(3) The school leader ensures that the school is perceived as safe.

Desired Effect: The school is safe for each student.

Innovating	Applying	Developing	Beginning	Not Using
The school leader ensures that rules and procedures are regularly reviewed and updated as necessary to ensure a safe environment.	The school leader ensures that the school is perceived as safe AND monitors the extent to which the school is safe for each student.	The school leader ensures that the school is perceived as safe.	The school leader attempts to ensure that the school is perceived as safe, but does not complete the task or is not successful.	The school leader does not attempt to ensure that the school is perceived as safe.

Sample School Leader Evidences for Element 3 of Domain V
•   Each student is treated respectfully   •   Institutional practices are regularly analyzed to safeguard against any bias   •   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 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

Domain VI. Resource Management

(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.

Innovating	Applying	Developing	Beginning	Not Using
The school leader ensures adjustments are made or new strategies are created so that all fiscal, technological, and physical resources support effective instruction and student achievement.	The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student AND monitors the extent to which fiscal resources support effective instruction and student achievement.	The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.	The school leader attempts to ensure that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, but does not complete the task or is not successful.	The school leader does not attempt to ensure that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.

Sample School Leader Evidences for Element 1 of Domain VI
• Budgets are clearly aligned and prioritized to support instruction and achievement
• Resources and materials reflect the 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

(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.

Innovating	Applying	Developing	Beginning	Not Using
The school leader continually examines and expands options for utilizing systematic processes to engage school district and external entities in support of school improvement.	The school leader utilizes systematic processes to engage school district and external entities in support of school improvement AND monitors data to determine if the resources support school improvement.	The school leader utilizes systematic processes to engage school district and external entities in support of school improvement.	The school leader attempts to utilize systematic processes to engage school district and external entities in support of school improvement, but does not complete the task or is not successful.	The school leader does not attempt to utilize systematic processes to engage school district and external entities in support of school improvement.

Sample School Leader 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

(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.

Innovating	Applying	Developing	Beginning	Not Using
The school leader continually examines for compliance to district, state, and federal rules and regulations and implements interventions when compliance is not working to support effective instruction and the achievement of each student.	The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student AND monitors the extent to which compliance to rules and regulations supports effective instruction and student achievement.	The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.	The school leader attempts to ensure compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student, but does not complete the task or is not successful.	The school leader does not attempt to ensure compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

Sample School Leader 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

                                                               FORM AEST-2023

Appendix B: Marzano School Leader Evaluation Model Learning Map

Domain 1 **A Data-Driven Focus on School Improvement**	Domain 2 **Instruction of a Viable and Guaranteed Curriculum**	Domain 3 **Continuous Development of Teachers and Staff**
Element 1: The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.	**Element 1:** The school leader provides a clear vision for how instruction should be addressed in the school.	**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 ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.	**Element 2:** The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.	**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 the appropriate implementation of interventions and supportive practices to help each student meet achievement goals	**Element 3:** The school leader ensures that school curriculum and accompanying assessments align with state and district standards.	**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.
	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.	

Marzano School Leader Evaluation Model Learning Map

Domain 4	Domain 5	Domain 6
Community of Care and Collaboration	**Core Values**	**Resource Management**
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 1:** The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.	**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 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 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 2:** The school leader utilizes systematic processes to engage district and external entities in support of school improvement.
Element 3: The school leader ensures a child-centered school with input from staff, students, parents, and the community.	**Element 3:** The school leader ensures that the school is perceived as safe.	**Element 3:** The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.
Element 4: The school leader acknowledges the successes of the school and celebrates each student.		

Name: _____ Date: _____

Marzano Focused School Leader Instructional Leadership Practice Score Sheet

Proficiency Level	From	To
Highly Effective	3.50	4.00
Effective	2.50	3.49
Developing	1.50	2.49
Unsatisfactory	0.00	1.49

Domain 1	
Element 1	
Element 2	
Element 3	
Domain 2	
Element 1	
Element 2	
Element 3	
Element 4	
Element 5	
Domain 3	
Element 1	
Element 2	
Element 3	
Domain 4	
Element 1	
Element 2	
Element 3	
Element 4	
Domain 5	
Element 1	
Element 2	
Element 3	
Domain 6	
Element 1	
Element 2	
Element 3	
Instructional Leadership Score	

Appendix C – Student Performance Measures

In Appendix C, the district shall provide the student performance measures to be used for calculating the performance of students for school administrators.

The FAST ELA and Math (grades 4 – 10) school wide state-provided VAM will be used to determine the student performance score. The school VAM scores are the average of the teacher VAM scores within the school. Three years of student performance data from the administrator's assigned school will be used for all school administrators, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available will be used. If more than three years of student performance data are used, the years will be specified.

Appendix D – Summative Evaluation Forms

SCHOOL LEADER EVALUATION SYSTEM

CALHOUN COUNTY SCHOOL DISTRICT

SCHOOL LEADER SUMMATIVE EVALUATION FORM

Calhoun County School District

Instructional Leader Performance Appraisal Instrument

Name _____   Title_____
Evaluator _____   Title_____
School _____   School Year_____

1. Instructional Leader Performance Score (50% of Final Evaluation Rating)			
Marzano Protocol – Leadership Practice (LP) Score			
☐ HIGHLY EFFECTIVE (4)	☐ EFFECTIVE (3)	☐ NEEDS IMPROVEMENT (2)	☐ UNSATISFACTORY (1)
Overall Status Score of 3.50 – 4.00	Overall Status Score of 2.50 – 3.49	Overall Status Score of 1.50 – 2.49	Overall Status Score of 0.00 – 1.49

2. Student Performance Score (50% of Final Evaluation Rating)			
Directions: Attach a copy of the student learning growth data from the principals' assigned school			
School Wide VAM Score _____			
☐ HIGHLY EFFECTIVE (4)	☐ EFFECTIVE (3)	☐ NEEDS IMPROVEMENT (2)	☐ UNSATISFACTORY (1)
School Wide VAM 3.10-4.00	School Wide VAM 2.10-3.09	School Wide VAM 1.10-2.09	School Wide VAM 0.00-1.09

3. Final Principal Evaluation Score			
The final score reflects the average of the Principal Performance Score and Student Performance Score calculations.			
☐ HIGHLY EFFECTIVE (4)	☐ EFFECTIVE (3)	☐ NEEDS IMPROVEMENT (2)	☐ UNSATISFACTORY (1)
Overall Final Score of 3.50 – 4.00	Overall Final Score of 2.50 – 3.49	Overall Final Score of 1.50 – 2.49	Overall Final Score of 0.00 – 1.49

4. Signatures

Evaluator's Signature:

_____

Evaluator Comments:

Date:

_____

Principal's Signature:

_____

Signature of Principal does not necessarily imply agreement with the evaluation, but rather acknowledges it has been discussed with the Superintendent.

Date:

_____

Principal Comments: