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Sciences
International

The Marzano School Leader Evaluation Model

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1. The Research Base for the Marzano School Leader Evaluation Model

(For an in-depth examination of the research base of the Marzano School Leader Evaluation Model, please see: Carbaugh, Marzano, Toth, School Leadership for Results: Shifting the Focus of Leader Evaluation, *LSI: 2015.*

Research Background

The school leader evaluation model was developed based on four primary documents related to school leadership: (1) the Wallace study (Louis, Leithwood, Wahlstrom, & Anderson, 2010); (2) What Works in Oklahoma Schools (Marzano Research Laboratory, 2010); (3) the Marzano, Waters & McNulty (2005) meta-analysis of school leadership; and (4) the Marzano (2003) study of school effectiveness.

The Wallace Study

The most current and comprehensive study on the relationship between school administrator behaviors and actions and student academic achievement is the report funded by the Wallace Foundation and cooperatively conducted by the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota and the Ontario Institute for Studies in Education at The University of Toronto (Louis et al., 2010). This multiyear study, titled Investigating the Links to Improved Student Learning, involved survey data from 8,391 teachers and 471 school administrators; interview data from 581 teachers and administrators, 304 district level educators, and 124 state personnel; and observational data from 312 classrooms. Student achievement data for literacy and mathematics in elementary and secondary schools were also obtained using scores on state tests designed to measure Adequate Yearly Progress as mandated by the No Child Left Behind Act of 2002. To date, this study stands as the seminal examination of the relationship between school leader actions and behaviors and student academic achievement.

Marzano, Waters, and McNulty Meta-Analysis of School Leadership

This meta-analysis of school leadership research was published in the book School Leadership that Works (Marzano et al., 2005). The purpose of the study was to

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examine the research literature from 1978 to 2001 on those school leadership factors that have a statistically significant relationship with student achievement. More than 300 studies were examined and 69 met the criteria for inclusion, one of which was that student achievement data were correlated with school administrator actions or that correlations could be computed from the data available. In all, 2,802 K–12 schools were involved in the studies synthesized, with an estimated 14,000 teachers and 1,400,000 students. The overall finding was that school leadership has a statistically significant relationship with student achievement. Such leadership can be explained as 21 specific types of actions and behaviors enacted by school leaders.

2. About Robert Marzano and Learning Sciences International

Robert J. Marzano, PhD, is a nationally recognized researcher in education, speaker, trainer, and author of more than 30 books and 150 articles on topics such as instruction, assessment, writing and implementing standards, cognition, effective leadership, and school intervention. His books include *District Leadership That Works*, *School Leadership that Works*, *Making Standards Useful in the Classroom*, *The Art and Science of Teaching*, and *Effective Supervision*.

His practical translations of the most current research and theory into classroom strategies are internationally known and widely practiced by both teachers and administrators. He received a bachelor's degree from Iona College in New York, a master's degree from Seattle University, and a doctorate from the University of Washington. He is also Executive Director of the Learning Sciences Marzano Center located in West Palm Beach, Florida, and of Marzano Research in Colorado.

Dr. Marzano believes that great teachers make great students: His Marzano Teacher Evaluation Model has been adopted by school districts in all 50 states because it doesn't just measure teacher ability, it helps teachers get better, improving their instruction over time. Dr. Marzano has partnered with Learning Sciences International to develop and implement the Marzano Teacher Evaluation Model, the School Leader and District Leader Evaluation Models, and the Non-Classroom Instructional Personnel Evaluation model, four complimentary evaluation systems that may be used with the iObservation technology platform.

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Founded in 2002, **Learning Sciences International** partners with schools and districts to develop custom solutions for school improvement and professional development. With Robert Marzano, Learning Sciences co-developed the Marzano Evaluation Models and was selected as the statewide technical assistance provider for teacher evaluation implementation throughout the state of Florida. Learning Sciences was selected by the Michigan Department of Education's School Reform Office to provide monitoring and technical assistance to Priority Schools. Learning Sciences offers innovative technology, data analysis, research, consultation, and the tools and training to help schools meet their challenges and reach their greatest potential in today's high-stakes educational environment. For further information, visit www.LearningSciences.com.

3. Evidence of reliability, validity, and efficacy of the Marzano School Leader Evaluation Model

Recent Research Validating the Marzano School Leader Evaluation Model

Four primary research efforts formed the basis for the Marzano School Leader Evaluation Model:

The Marzano Study of School Effectiveness

The original basis of the Marzano School Leader Evaluation Model was a syn- thesis of the research on effective schooling published in the book *What Works in Schools* (Marzano, 2003). Although this study was reported as a review of the literature on school reform, it did so with an eye toward school leadership. The study was a synthesis of a number of previous syntheses of the research (Bo- sker, 1992; Bosker & Witziers, 1995, 1996; Edmonds, 1979a, 1979b, 1979c, 1981a, 1981b; Levine & Lezotte, 1990; Marzano, 2000; Sammons, 1999; Sammons, Hill- man, & Mortimore, 1995; Scheerens, 1992; Scheerens & Bosker, 1997). The study identified five school-level factors (as well as six other teacher- and student- level factors) that were well-established correlates of effective schools. Those five school-level correlates formed the basis of early versions of the Marzano School Leader Model. In order of their

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correlation with student achievement at the school level, these elements were: a guaranteed and viable curriculum, challenging goals and effective feedback, parent and community involvement, a safe and orderly environment, and collegiality and professionalism.

A sixty-eight-item survey was constructed for the model and ASCD distributed it. An initial reliability and validity study was conducted in 2004 (Marzano, 2004). Using a sample of more than 2,400 teachers who were asked to rate their principals' behaviors relative to the elements of the model, alpha coefficients were computed that ranged from .56 to .75, along with a split-half reliability of .91 for the entire instrument. To establish construct validity, a factor analysis was conducted indicating support for the various factors in the model.

In 2007, the Marzano School Leader Model was adapted specifically for the Michigan Coalition of Educational Leadership to give feedback to principals (Shen et al., 2007). This effort might be considered the first third-party application and study of the model as a tool for feedback to school leaders and was a joint effort of the Michigan Department of Education, Western Michigan University, the Michigan Association of School Administrators, the Michigan Association of School Boards, the Michigan Association of Secondary School Principals, and the Michigan Elementary and Middle School Principals Association. The effort was funded in part by the Wallace Foundation. Based on a sample of 258 principals, the researchers concluded that "data indicate the instrument has a high level of reliability for all the subscales as well as for the whole instrument" (p. 2). The researchers also concluded that "confirmatory factor analyses through structural equation modeling indicate that the instrument has a high level of validity" (p. 2).

Since that study, the original sixty-eight-item survey has been administered to more than 66,000 teachers and administrators.

Marzano, Waters, and McNulty Meta-Analysis of School Leadership

To add perspective to the evaluation model, the original Marzano framework was cross-referenced with the research on general characteristics of effective school leaders. Specifically, a meta-analysis of school leadership research was published in the book *School Leadership That Works* (Marzano, Waters, & McNulty, 2005). The purpose of the study was to examine the research literature from 1978 to 2001 on those general school leadership factors that have a statistically significant relationship with student achievement. More than 300 studies were examined and sixty-nine met the criteria for inclusion, one of which was that student achievement data were correlated with school administrator characteristics, or correlations

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could be computed from the data available. In all, 2,802 K–12 schools were involved in the studies synthesized, with an estimated 14,000 teachers and 1.4 million students. The overall finding was that the characteristics of school leaders have a statistically significant relationship with student achievement. Additionally, twenty-one specific types of school leader characteristics (referred to as "responsibilities") were found to correlate with student achievement.

The twenty-four elements of the Marzano School Leader Evaluation Model integrate quite well with the twenty-one responsibilities from the school leader research articulated in the literature between 1978 and 2001, and the elements of the model add detail to many of the twenty-one responsibilities.

Based on the cross-referencing with the twenty-one responsibilities from the Marzano et al. (2005) study, adaptations were made to the Marzano School Leader Evaluation Model to better incorporate the research on general school leadership characteristics.

The Wallace Study

A final cross-referencing was conducted on the Marzano School Leader Evaluation Model using the findings from a study The Wallace Foundation funded and was cooperatively conducted by the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota and the Ontario Institute for Studies in Education at the University of Toronto (Louis, Leithwood, Wahlstrom, & Anderson, 2010). This multiyear study, *Investigating the Links to Improved Student Learning*, is perhaps the most current and comprehensive study on the relationship between school administrator behaviors and actions and student academic achievement. The study involved survey data from 8,391 teachers and 471 school administrators; interview data from 581 teachers and administrators, 304 district-level educators, and 124 state personnel; and observational data from 312 classrooms. Student achievement data for literacy and mathematics in elementary and secondary schools were also obtained using scores on state tests designed to measure Adequate Yearly Progress as mandated by the No Child Left Behind Act of 2001. The findings of this study as they relate specifically to school leadership were summarized in the report *The School Principal as Leader: Guiding Schools to Better Teaching and Learning (The Wallace Foundation, 2012). The report identified five key functions* of school leaders: shaping a vision of academic success for all students; creating a climate hospitable to education; cultivating leadership in others; improving instruction; and managing people, data, and processes to foster school improvement.

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As with the twenty-one responsibilities from the Marzano et al. (2005) study, the Marzano School Leader Evaluation Model was cross-referenced with the findings of the Wallace study. Table 1 provides a very general cross- referencing of the Wallace 2012 report and Marzano School Leader Evaluation Model.

Based on a more specific analysis of the findings in an earlier, 2010 technical report from The Wallace Foundation (Louis et al., 2010), minor adaptations were made to the Marzano School Leader Evaluation Model in an attempt to keep the model as current as possible.

Table 1. Cross-Referencing of the Marzano School Leader Evaluation Model with the Wallace Study

The Wallace Perspective: The five key functions that effective principals perform well	The Marzano School Leader Evaluation Model: Domains and Elements
1. Shaping a vision of academic success for all students	1(1), 1(2), 1(3), 1(4), 3(3), 4(3), 5(1), 5(2)
2. Creating a climate hospitable to education	2(1), 4(1), 5(3), 5(4)
3. Cultivating leadership in others	4(1), 4(2), 4(3), 4(4), 4(5)
4. Improving instruction	1(5), 2(2), 2(3), 2(4), 2(5), 4(3)
5. Managing people, data, and processes to foster school improvement	1(5), 2(4), 5(5)

What Works in Oklahoma Schools

The final research effort (to date) that underpins the Marzano School Leader Evaluation Model was a study of what works in Oklahoma schools that was conducted by Marzano Research Laboratory for the Oklahoma State Department of Education (OSDE) over the 2009–2010 and 2010–2011 school years (Marzano Research Laboratory, 2011). This study was conducted to determine those elements that are related to being classified as an improvement school (i.e., a school that needs improvement) as opposed to a school that is not classified as needing improvement (i.e., schools not on improvement status). Fifty-nine matched elementary, middle, and high schools were involved in the study. Of those fifty-nine schools, thirty-two were classified as needing improvement and twenty-seven were not. Survey data from teachers, administrators, students, and parents were used in

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the study along with on-site observations of teachers, interviews with administrators, and videotapes of classroom activities. State test data in mathematics and the English language arts were the primary dependent measures when examining the effects of specific elements. From the fifty-nine matched schools, 1,117 teachers, 13,373 students, and 516 parents were involved.

The first phase of the study (see Marzano Research Laboratory, 2011) examined the relationship between nine general factors (referred to as the nine essential elements by the Oklahoma State Department of Education) and average student achievement in schools:

1. Curriculum
2. Classroom Evaluation/Assessment
3. Instruction
4. School Culture
5. Student, Family, and Community Support
6. Professional Growth, Development, and Evaluation
7. Leadership
8. Organizational Structure and Resources
9. Comprehensive and Effective Planning

For each of these nine elements, surveys were constructed of teachers and administrators using the twenty-four elements of the Marzano School Leader Evaluation Model to provide specificity. In effect, while the nine categories the Oklahoma State Department of Education specified were not derived from the evaluation model, the items used in the surveys pertaining to those categories were either directly taken or adapted from the evaluation model. Survey results were then analyzed in terms of how well they discriminated between schools that were classified as needing improvement or not.

For the teacher surveys, average scores for schools that were not classified as needing improvement were higher than average for schools needing improvement. All differences were statistically significant. For the administrator surveys, average scores for schools that were not classified as needing improvement were again higher than average for schools needing improvement, and six out of nine differences were statistically significant.

Average scores for each school were also correlated with average student achievement on the state's mathematics and reading tests. For the teacher survey,

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all correlations were positive and ranged from .08 to .39 in mathematics and .12 to .53 in reading. For the administrator survey, all correlations were positive and ranged from .28 to .58 in mathematics and .16 to .54 in reading.

Conclusion

The Marzano School Leader Evaluation Model has a rather long developmental history that began using Robert Marzano's meta-analytic syntheses of research as far back as 2000. Since then the model has been continually updated and cross-referenced with the most current research to keep it as current as possible a tool for school leader feedback. A third-party developer has also been adapted and examined it in terms of its reliability and validity. Research and development on the model continues to date, and adaptations will be made as new research dictates.

4. Overview of the Marzano School Leader Evaluation Model and Rubrics

While teachers are arguably the most powerful alterable variable in student achievement, research shows that they are certainly not the only variable. School leaders, too, have a measurable effect on student achievement, primarily because they are closer to teachers and classrooms, but only if they are managing learning, not buildings. "This view of the principalship — that it should center on instruction, not building management or other administrative matters — is one that has gained currency in recent years," notes Pamela Mendels (2012) in *The Effective Principal.* "So has the idea that if instruction is the heart of their job, principals have a vital role to play in school improvement" (p. 54).

Effective school leaders support teachers with meaningful feedback and goals geared toward student achievement. School leaders must ***lead*** toward improved student achievement; to do so, leaders need a deep understanding of instruction. School leaders must function as instructional leaders capable of helping teachers develop.

Like the Marzano Teacher Evaluation Model, the Marzano School Leader Evaluation Model is also built on a foundation of evidences and criteria; each element has clearly defined evidences of the desired effect, and each outcome is rated on the

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extent to which the desired effect was achieved. As with the Teacher Evaluation model, in the School Leader Evaluation Model, all actions and decisions are based on best practices to improve student learning.

The Five Domains

I. A Data-Driven Focus on Student Achievement

Actions and behaviors within this domain help ensure that the school as a unified whole as well as individual teachers have a clear focus on student achievement that is guided by relevant and timely data. Five specific categories of school administrator actions and behaviors constitute this domain:

> (1) The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.
>
> (2) The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.
>
> (3) The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.
>
> (4) The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals for individual students.
>
> (5) The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

II. Continuous Improvement of Instruction

The actions and behaviors in this domain help ensure that the school as a whole as well as individual teachers perceive teacher pedagogical skill as one of the most powerful instruments in enhancing student learning, and that both school and teachers are committed to enhancing those pedagogical skills on a continuous basis.

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Five specific categories of school administrator actions and behaviors constitute this domain:

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

(2) The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

(3) The school leader is aware of predominant instructional practices throughout the school.

(4) The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

(5) The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

III. A Guaranteed and Viable Curriculum

The actions and behaviors in this domain help ensure that the school curriculum is designed to optimize learning for all students and that all teachers follow the curriculum. Three specific categories of school administrator actions and behaviors constitute this domain:

(1) The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

(2) The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

(3) The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

IV. Cooperation and Collaboration

The actions and behaviors in this domain help ensure that teachers and staff have and engage in opportunities to address issues critical to the optimal functioning of

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the school and operate as a cohesive team. Five specific categories of school administrator actions and behaviors constitute this domain:

(1) The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

(2) The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.

(3) The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

(4) The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.

(5) The school leader ensures that students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

V. School Climate

The actions and behaviors in this domain help ensure that all constituents perceive the school as positive and well-functioning. Six specific categories of school administrator actions and behaviors constitute this domain:

(1) The school leader is recognized as the leader of the school who continually improves his or her professional practice.

(2) The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.

(3) The school leader ensures that faculty and staff perceive the school environment as safe and orderly.

(4) The school leader ensures that students, parents, and the community perceive the school environment as safe and orderly.

(5) The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

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(6) The school leader acknowledges the success of the whole school, as well as individuals within the school.

Scales

For each of the 24 elements within the six domains, scales have been developed along with example evidences of success. To illustrate, consider element 1 ("The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.") of Domain I (A Data-Driven Focus on Student Achievement). Figure 1 provides the scale for this element.

Domain I: A Data-Driven Focus on Student Achievement I(1): The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

Scale Value	Description
Innovating (4)	The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals.
Applying (3)	The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level AND regularly monitors that everyone has understanding of the goals.
Developing (2)	The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.
Beginning (1)	The school leader attempts to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.

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Sample Evidences for Element 1 of Domain I
• Written goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments • School-wide achievement goals are posted and discussed regularly at faculty and staff gatherings • Written goals are established for eliminating the achievement gap for all students • Written goals address the most critical and severe achievement deficiencies • Written timelines contain specific benchmarks for each goal including individual(s) responsible for the goal • Scales are in place to chart student and school progress toward meeting the standards • When asked, faculty and staff can explain how goals eliminate differences in achievement for students of differing ethnicities • When asked, faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels, English language learners, and students with disabilities • When asked, faculty and staff can describe the school-wide achievement goals • When asked, faculty and staff can identify the school's most critical needs goals

To understand the logic of this scale and all others in the system, it is best to begin with "Applying," which has a score value of 3. A score of "Applying" can be considered the level of performance that indicates proficiency regarding the element. In this case, the school ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level AND regularly monitors that everyone has understanding of the goals.

In short, the school leader ensures goals have been set for critical needs and regarding student achievement are in place and monitored. Above this level is "Innovating," which has a score value of 4. Here, in addition to score 3 actions and behaviors, the school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals.

This level is usually associated with exceptional or excellent performance regarding the element. "Developing" is a step below the target of "Applying." It has a score value of 2 and indicates that the school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level. This level of performance is usually associated with needing improvement regarding the element. Below this level is "Beginning," which has a score value of 1. Here the school leader attempts to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level but does not complete the task or does so partially. This level of performance is usually considered unsatisfactory. The lowest level on the scale is "Not Using," which has a score value of 0. The school leader does not attempt to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level. This level is also considered unsatisfactory.

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For full scales and evidences in the Marzano School Leader Evaluation Model, see Carbaugh, Marzano, Toth: School Leadership for Results*, LSI: 2015.*

5. Process for Observations

(Note: The process outlined below summarizes LSI recommendations for implementation and are reprinted from Carbaugh, Marzano, Toth, *School Leadership for Results: Shifting the Focus of Leader Evaluation*, LSI: 2015. Please see additional district attachments)

Schools planning implementation of the school leader evaluation model have to take one important preliminary step: achieve consensus on the need to move to an evaluation system focused on growth rather than merely compliance. Districts that have previously implemented growth-based *teacher* evaluation systems will often perceive the clear need to move their leader evaluation system toward a growth-based model. But the focus on continuous leader professional growth must be clearly communicated and understood throughout the district.

Schools may choose to implement all twenty-four elements in their first year, or the implementation team may identify specific domains to focus on in Year 1 and Year 2. We often recommend that schools use a phase-in process, where they identify one or two domains in which school leaders will be evaluated in Year 1. Based on our experience, if a district uses the phase-in approach, we recommend phasing in Domain 1 and 2 in Year 1, and Domains 3 through 5 in Year 2. After Year 2, as we have noted, all twenty-four elements should be rated every year.

A second, equally effective option is that the committee selects a few elements from each of the five domains to focus on in Year 1 and adds in the remaining elements in Year 2.

With this evaluation model, the objective is for the school leader's super- visor to collect formative pieces of evidence so that by year's end, the super- visor can compile formative evidence and data for an end-of-year summative evaluation score. We believe the great benefit of this system is that school leaders are empowered to make adjustments and re ne their actions throughout the course of the year, effectively taking control of their professional development as they in-crease their expertise.

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Planning Support for Implementation

In planning for implementation, it is critical that both supervisors and school leaders understand that each element in the model has a desired result. During implementation, the district implementation team will begin the work of constituting the body of evidence to demonstrate that the school leader is achieving desired results for each element. Creating this body of evidence is a developmental process, requiring a concerted e ort from the implementation team and clear communication to school leaders. The sample evidences provided in the Marzano School Leader Evaluation Model are written in generic terms and can be customized to meet the expectations of individual districts.

In the absence of agreed-upon bodies of evidence, the implementation will most likely remain at the compliance level. However, when the team, with the buy-in of school leaders, moves into identifying specific evidence of desired effects, the model becomes a true growth model for development of expertise.

The Five Steps of the Evaluation Cycle

Supervisors should plan to meet with each school leader during at least five designated points within the evaluation cycle. Before the initial meeting, it is recommended that school leaders conduct self-assessments on each element in the model.

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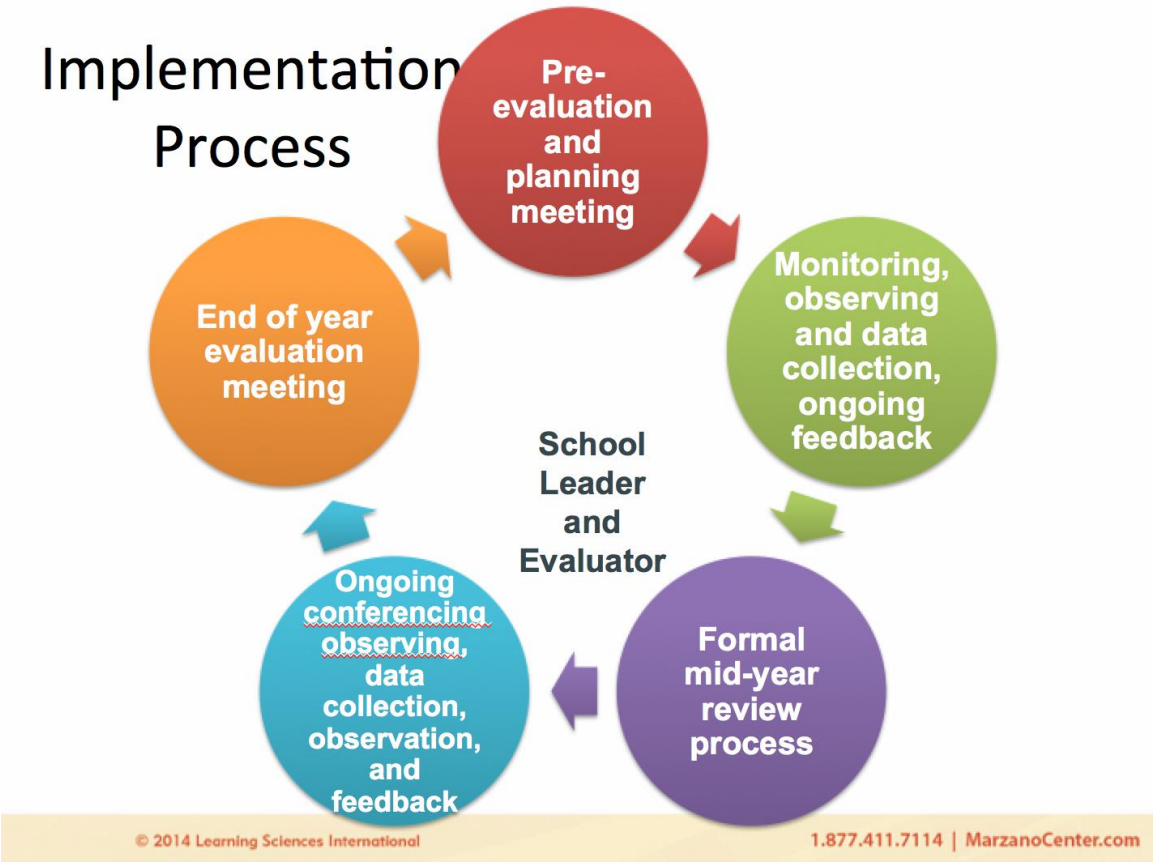

Graphic: The evaluation cycle for the Marzano School Leader Model

Step 1 in the evaluation cycle is the pre-evaluation and planning meeting between the supervisor and school leader or between the school leader and his assistant principal. This meeting provides an opportunity for the leader who is being evaluated to share his goals and vision for the year and identify potential growth areas. This meeting is also a good time for the supervisor to outline his own potential goals for the school leader. We recommend that one result of this meeting is the school leader not only formulates goals but also develops a growth plan for the year.

Step 2 of the cycle is a focus on ongoing monitoring and data collection so that the supervisor can provide feedback regarding the leader's growth plan. Such monitoring typically includes face-to-face visits with the school leader in the school building to discuss performance data, test data, surveys, and so on, and should be a dynamic, ongoing process. These regular meetings, which provide a space for

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mentoring, collaboration, and feedback, are an important component of a growth model.

By midyear, in Step 3, the supervisor will want to conduct the first formal review to ensure that the leader is on track for obtaining desired results. We stress that supervisors and school leaders can and will prioritize certain elements to work on and discuss during each meeting in Year 1 and Year 2 of implementation. It is not necessary to cover all twenty-four elements of the model in every meeting, or even all elements during the entire first year. The elements under discussion at the beginning of the year will likely differ from the elements focused on at the end. How the school leader and supervisor choose to prioritize the elements will depend on many factors: the specific needs of the school during different times of year, the growth areas of most concern to the leader and supervisor, and so on.

The evaluation cycle continues to Step 4, which is about ongoing conferencing, monitoring, and feedback. Typically, observations of principal behavior include not only formal and informal school visits but other opportunities where the supervisor can witness the principal in action—town hall meetings and community forums, conference presentations, school board meetings, school celebrations, and so on. The final step in the cycle is for the supervisor to conduct an end-of-year evaluation meeting to take all the formative pieces collected throughout the year and aggregate them to produce the summative school leadership score. (For a guide to scoring, see: Carbaugh, Marzano, Toth: *School Leadership for Results*, LSI: 2015.)

Deliberate practice as an added measure

Many districts provide a deliberate practice score as an optional measure. Deliberate practice is a mindful, systematic, highly structured effort to continuously seek solutions to clearly defined problems. School leaders use deliberate practice to grow expertise in clearly identified areas through a series of planned activities, reflection, and collaboration. A leader including a deliberate practice growth plan will be scored and given feedback as she deliberately practices to improve. Growth from the beginning of the school year in selected elements is credited toward the final evaluation. The purpose is to align and incentivize growth, professional development, and evaluation into a single initiative.

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6. Training Plan for Evaluators and Observers

(Please see district attachment)

7. Appendix

We highly recommend Carbaugh, Marzano, Toth, *School Leadership for Results*: *Shifting the Focus of Leader Evaluation*, LSI: 2015, for districts implementing the Marzano School Leader Evaluation Model.

Paper: Carbaugh, Marzano, Toth, "Common Language Common Goals: How an Aligned Evaluation and Growth System for District Leaders, School Leaders, Teachers, and Support Personnel Drives Student Achievement." http://www.marzanocenter.com/files/MarzanoCenter-Hierarchical-Evaluation-20130529.pdf

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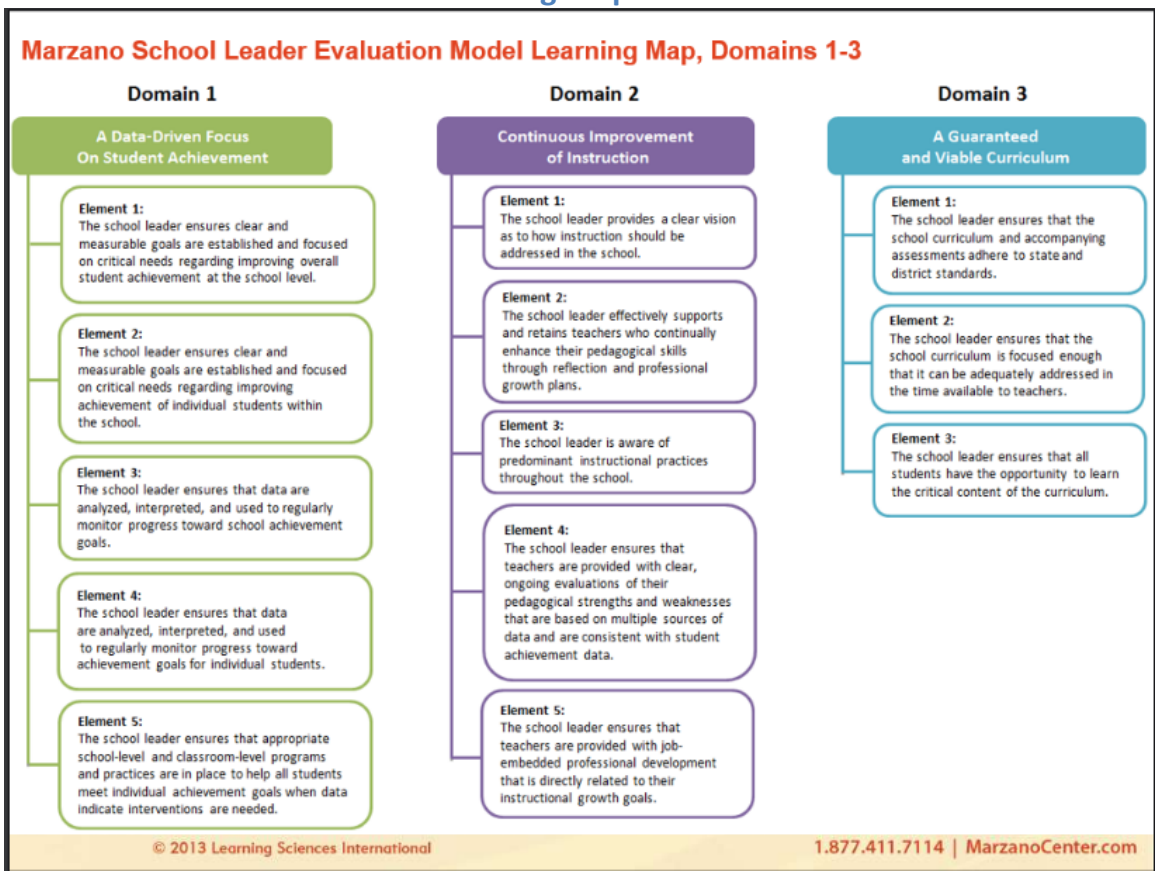
The School Leader Evaluation Learning Map



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Marzano School Leader Evaluation Model Learning Map, Domains 4-5

Domain 4

Cooperation and Collaboration

Element 1: The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

Element 2: The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.

Element 3: The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Element 4: The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.

Element 5: The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

Domain 5

School Climate

Element 1: The school administrator is recognized as the leader of the school who continually improves his or her professional practice.

Element 2: The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.

Element 3: The school leader ensures that faculty and staff perceive the school environment as safe and orderly.

Element 4: The school leader ensures that students, parents, and the community perceive the school environment as safe and orderly.

Element 5: The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

Element 6: The school leader acknowledges the success of the whole school, as well as individuals within the school.

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