

# The Marzano School Leadership Evaluation Model at a Glance

## For Use in the 2014-15 School Year – Version 2.0

Criterion 1	Criterion 2
<b>Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.</b>	<b>Providing for school safety.</b>
<p><b>Domain II: Continuous Improvement of Instruction</b>  <b>II (1):</b> The school leader provides a clear vision as to how instruction should be addressed in the school.</p> <p><b>Domain IV: Cooperation and Collaboration</b>  <b>IV (2):</b> The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.</p> <p><b>IV (4):</b> 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.</p> <p><b>Domain V: School Climate</b>  <b>V (1) :</b> The school administrator is recognized as the leader of the school who continually improves his or her professional practice.</p> <p><b>V (2):</b> 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.</p> <p><b>V (6):</b> The school leader acknowledges the success of the whole school, as well as individuals within the school.</p>	<p><b>Domain V: School Climate</b>  <b>V (3):</b> The school leader ensures that faculty and staff perceive the school environment as safe and orderly.</p> <p><b>V (4):</b> The school leader ensures that students, parents, and the community perceive the school environment as safe and orderly.</p>
Criterion 3	Criterion 4
<b>Leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements</b>	<b>Assisting instructional staff with alignment of curriculum , instruction , and assessment with state and local district learning goals</b>
<p><b>Domain I: A Data-Driven Focus on Student Achievement</b>  <b>I (3):</b> The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.</p> <p><b>I (4):</b> The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.</p> <p><b>Student Growth</b>  <b>SG 3:</b> Provides evidence of student growth that results from the school improvement planning process.</p>	<p><b>Domain III: A Guaranteed and Viable Curriculum</b>  <b>III (1):</b> The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.</p> <p><b>III (2):</b> The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.</p> <p><b>III (3):</b> The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.</p> <p><b>Domain IV: Cooperation and Collaboration</b>  <b>IV (3):</b> 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.</p>

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Criterion 5	Criterion 6
<p><b>Monitoring, assisting, and evaluating effective instruction and assessment practices</b></p> <p><b>Domain II: Continuous Improvement of Instruction</b>  <b>II (2):</b> The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.</p> <p><b>II (3):</b> The school leader is aware of predominant instructional practices throughout the school.</p> <p><b>II (4):</b> 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.</p> <p><b>Domain IV: Cooperation and Collaboration</b>  <b>IV (1):</b> The school leader ensures that teachers have opportunities to observe and discuss effective teaching.</p> <p><b>Student Growth</b>  <b>SG 5:</b> Provides evidence of student growth of selected teachers.</p>	<p><b>Managing both staff and fiscal resources to support student achievement and legal responsibilities</b></p> <p><b>Domain II: Continuous Improvement of Instruction</b>  <b>II (5):</b> The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.</p> <p><b>Domain V: School Climate</b>  <b>V (5):</b> 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.</p>
Criterion 7	Criterion 8
<p><b>Partnering with the school community to promote student</b></p> <p><b>Domain IV: Cooperation and Collaboration</b>  <b>IV (5):</b> The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.</p>	<p><b>Demonstrating commitment to closing the achievement gap</b></p> <p><b>Domain I: A Data-Driven Focus on Student Achievement</b>  <b>I (1):</b> The school leader ensures clear and measureable goals are established and focused on critical needs regarding improving overall student achievement at the school level.</p> <p><b>I (2):</b> The school leader ensures clear and measureable goals are established and focused on critical needs regarding improving achievement of individual students within the school.</p> <p><b>I (5):</b> 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.</p> <p><b>Student Growth</b>  <b>SG 8:</b> Provides evidence of growth in student learning.</p>