

School District of
Santa Rosa
County



School Administrator Evaluation System



Dr. Karen Barber, Superintendent

BJ Price, Director of
Human Resources
Updated April 2022

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-2018, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2018.

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	#
Part II: Evaluation System Requirements	#
Part III: Evaluation Procedures	#
Part IV: Evaluation Criteria	#
A. Instructional Leadership	#
B. Other Indicators of Performance	#
C. Performance of Students	#
D. Summative Rating Calculation	#
Appendices	#
Appendix A – Evaluation Framework Crosswalk	#
Appendix B – Observation Instruments for School Administrators	#
Appendix C – Student Performance Measures	#
Appendix D – Summative Evaluation Forms	#

Part I: Evaluation System Overview

In Part I, the district shall describe the purpose and provide a high-level summary of the school administrator evaluation system.

Statement of Purpose

The focus of the new administrator evaluation system is to increase student achievement growth by improving the proficiency of instructional, administrative, and supervisory staff. Santa Rosa District Schools have a long history of high student performance. We believe this is due in part to the high expectations set by our school administrators. Santa Rosa District Schools have an administrative staff dedicated to high expectations on the part of teachers and students. We also have tremendous support from parents and our communities in these efforts and we included surveys from students, teachers, and parents.

Evaluation Process

All Administrators will be evaluated by their immediate supervisor each year: Principals evaluate Assistant Principals, Directors evaluate Principals and/or Coordinators, Assistant Superintendents evaluate Directors, and the Superintendent evaluates Assistant Superintendents. Training will be provided to all supervisors on an annual basis near the beginning of the school year. This training will be followed up periodically at Principal and Assistant Principal meetings held once a month during the school year. As part of this training Administrators will cover topics including the evaluation purpose, researched-based practices, and the use of forms and timelines. This Evaluation System will be reviewed each summer and the Administrative Evaluation Committee will make recommendations for adjustments as needed.

For our school-based administrators, we will use Marzano's Focused School Leader Evaluation Protocol. For district-based administrators and supervisors, we will use the Marzano's District Leader Evaluation Protocol. At the beginning of each school year, administrators will conduct a self-assessment. Once completed, the administrator and supervisor will develop a consensus assessment with areas of focus for professional growth for the coming year. Once these areas of focus have been identified, a Learning Plan with a goal statement and deliberate practices will be written for professional growth. This initial meeting will take place during the first nine weeks of the school year. At the end of the second quarter or beginning of the third quarter, there will be an observation/meeting for the supervisor to evaluate and provide feedback on the school/district leader. This observation will not count toward the overall evaluation score. This evaluation process will conclude with a final meeting which will take place during the summer session where the supervisor will conduct the school/district leader's formal observation and provide feedback. This observation score will count toward the overall evaluation.

The leader's supervisor will also evaluate the leader's performance on the Learning Plan at the end of the school year and will assign a score (1-4) based on the leader's goal statement, professional development hours, and deliberate practice on the plan.

Stakeholder input is also a part of the leader's overall evaluation. School leaders will receive a school-wide average score (1-4) based on student surveys (5% of overall evaluation),

School Administrator Evaluation System

parent/caregiver surveys (5% of overall evaluation), and employee engagement surveys (5% of overall evaluation). District leaders will receive a district-wide average score (1-4) for student and parent/caregiver surveys.

Lastly, student performance comprises 35% of the leader's evaluation. School-based leaders receive a school-wide average of all assessment scores used for student performance calculations and district-wide leaders receive a district-wide average. Scores will be pulled from the two prior academic years and an average will be calculated for the three years of data.

Scores for each area of the overall evaluation will be calculated and multiplied by the weight assigned to each area. These will be added together for an overall score.

This evaluation system is based on contemporary research that reveals educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development. It also is fully aligned with the Florida Principal Leadership Standards – a State Board of Education rule that sets expectations for principal performance (SBE Rule 6A-5.080).

Part II: Evaluation System Requirements

In Part II, the district shall provide assurance that its school administrator evaluation system meets each requirement established in section 1012.34, F.S., below by checking the respective box. School districts should be prepared to provide evidence of these assurances upon request.

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 administrators include indicators based on each of the Florida Principal Leadership Standards (FPLSS) 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 Inclusion 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

In Part III, the district shall provide the following information regarding the observation and evaluation of school administrators. The following tables are provided for convenience and may be customized to accommodate local evaluation procedures.

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
School Administrators	Beginning of the School Year	District leadership conducts overview training to refresh/update leaders on the evaluation process. The School District and Human Resources Department maintain webpages with information to be access at any time.
District Administrators	Beginning of the School Year	District leadership conducts overview training to refresh/update leaders on the evaluation process. The School District and Human Resources Department maintain webpages with information to be access at any time.
Mid-year Hires	Within two weeks of hire	Face-to-face training and online training opportunities. The School District and Human Resources Department maintain webpages with information to be access at any time.

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

Personnel Group	When Evidence is Collected	Method(s) of Collection
School Administrators	Once per semester and a final assessment in the summer	Supervisor conducts a consensus assessment with the leader in the first quarter and then conducts a mid-year observation to provide feedback in addition to conducting a final observation assessment in June.
District Administrators	Once per semester and a final assessment in the summer	Supervisor conducts a consensus assessment with the leader in the first quarter and then conducts a mid-year observation to provide feedback in addition to conducting a final observation assessment in June.
Mid-year Hires	Once per quarter and a final assessment in the summer	Supervisor conducts a consensus assessment with the leader within the first quarter after hire and then conducts a mid-year observation to provide feedback in addition to conducting a final observation assessment in June.

School Administrator Evaluation System

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
School Administrators	Once during the summer following the school year	Supervisor conducts a consensus assessment with the leader in the first quarter and then conducts a mid-year observation to provide feedback in addition to conducting a final observation assessment in June.	Electronically, after each observation.
District Administrators	Once during the summer following the school year	Supervisor conducts a consensus assessment with the leader in the first quarter and then conducts a mid-year observation to provide feedback in addition to conducting a final observation assessment in June.	Electronically, after each observation.
Mid-year Hires	Once during the summer following the school year	Supervisor conducts a consensus assessment with the leader within the first quarter after hire and then conducts a mid-year observation to provide feedback in addition to conducting a final observation assessment in June.	Electronically, after each observation.

Part IV: Evaluation Criteria

A. Instructional Leadership

In this section, the district shall provide the following information regarding the instructional leadership data that will be included for school administrator evaluations.

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 Santa Rosa County, instructional leadership accounts for 35% 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.

School Administrator Evaluation System

As noted in the Guidelines and Timeline above, 35% of the instructional leadership rating for teachers is based upon the average of scores gathered from observations throughout the school year. All observations are documented and scored within the iObservation system provided by the Marzano Evaluation Center. Evaluators provide scores for the observed Elements from the Marzano School Leader (or District Leader) Evaluation framework during the observation. The highest score received for each Element is carried over into the average for that Domain. The protocols and rubric for scoring is provided in Appendix B, below. Each Domain has an assigned weight based upon the research-based impact on student achievement. The scores and weights are automatically calculated as scores are updated so that both the leader and the evaluator know the running score at all times. Each element receives a score in the final observation.

School Leader Evaluation:

Domain 1: 14.2%

Domain 2: 24%

Domain 3: 14.2%

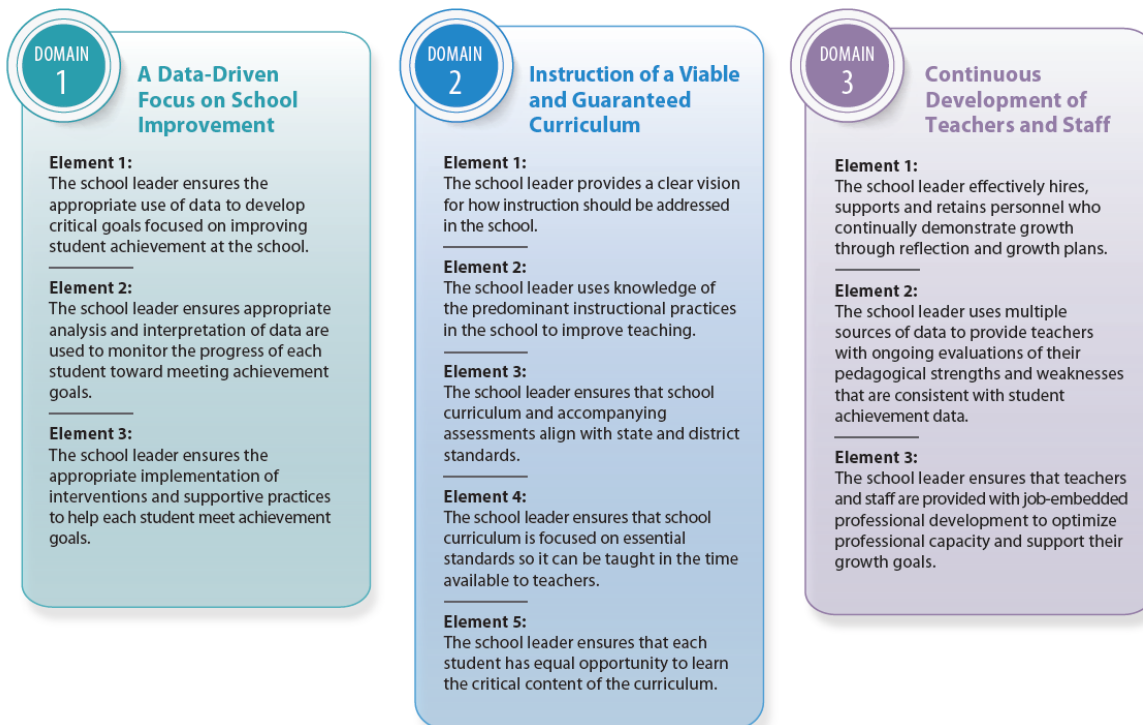
Domain 4: 19.1%

Domain 5: 14.2%

Domain 6: 14.2%



Marzano Focused School Leader Evaluation Model



School Administrator Evaluation System



Marzano Focused School Leader Evaluation Model



DOMAIN 4

Community of Care and Collaboration

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

Element 4:
The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.

DOMAIN 5

Core Values

Element 1:
The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.

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 3:
The school leader ensures that the school is perceived as safe and culturally responsive.

DOMAIN 6

Resource Management

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 utilizes systematic processes to engage district and external entities in support of school improvement.

Element 3:
The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

Page 2

©2017 Robert J. Marzano. Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

877.411.7114 | MarzanoCenter.com

School Administrator Evaluation System

District Leader Evaluation:

Domain 1: 15%
Domain 2: 20%
Domain 3: 15%
Domain 4: 20%
Domain 5: 15%
Domain 6: 15%



Marzano District Leader Evaluation Model

- 2018 Update -



A Data-Driven Focus to Support Student Achievement

Element 1:

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

Element 2:

The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.

Element 3:

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



Continuous Support for Improvement of Instruction

Element 1:

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

Element 2:

The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth.

Element 3:

The district leader provides ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.

Element 4:

The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals.



Continuous Support for a Guaranteed and Viable Curriculum

Element 1:

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

Element 2:

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

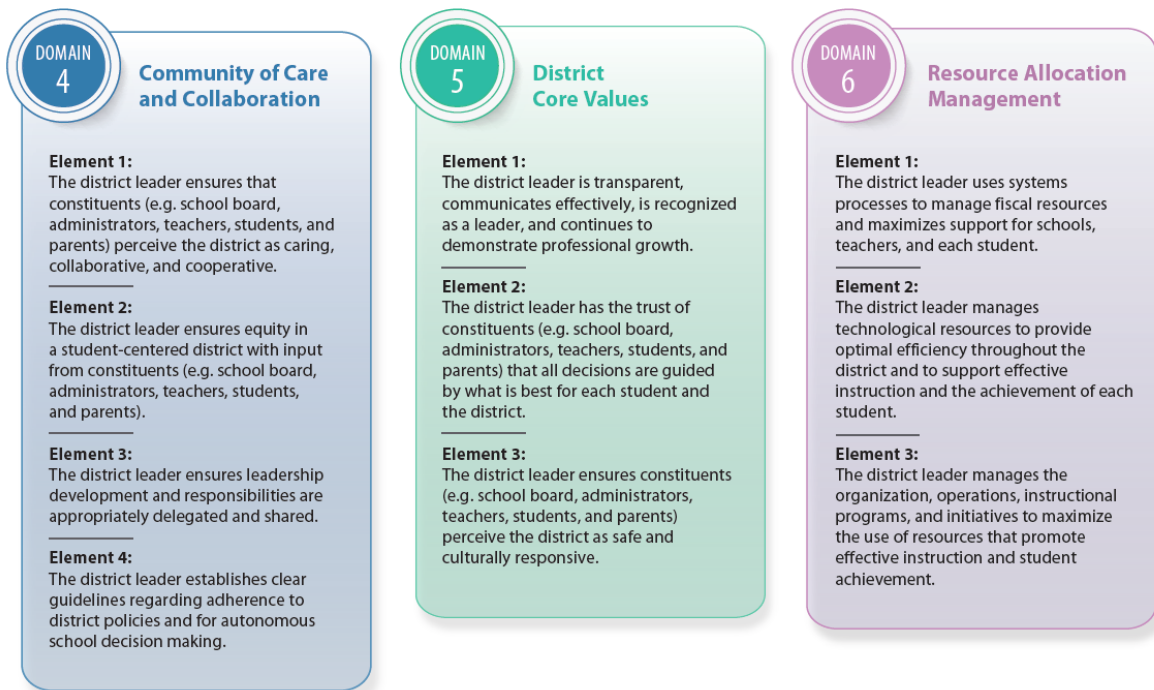
Element 3:

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

Page 1

©2017 Robert J. Marzano. Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International® Updated 11-10-2017 MC23-01

877.411.7114 | MarzanoCenter.com



B. Other Indicators of Performance

In this section, the district shall provide the following information regarding any other indicators of performance that will be included for school administrator evaluations.

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 Santa Rosa County, other indicators of performance account for 30% 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.

Surveys: (Counts as 15% of the overall Instructional Evaluation Rating)

This section will include three surveys – Parent/Caregiver, Student, and Employee. These surveys will be conducted near the end of each school year. The school wide results from the end of the year survey will be used on the administrator evaluation. In these surveys, the parents/caregivers, students, and employees will answer questions concerning their school/department. In order to address the reading comprehension level of the students, the student surveys will be divided into three levels: Elementary and Middle, High. A copy of each survey is included below. Each survey will count 5% of the teacher evaluation for a total of 15% of the overall evaluation. These surveys were constructed with the help of EducatorReady, a division of the Studer Group. The Studer Group is also responsible for

School Administrator Evaluation System

conducting the surveys and providing the results. Their consultants will also provide feedback and discussion with district level administrators regarding survey results. The data from the end of the year surveys should be available by June 10 of each school year.

Head Start and Pre-K students will not complete a student survey. Administrators of these students will count parent survey results as 10% of their evaluation. The parents of students at Santa Rosa Adult School and Locklin Technical Center will not complete surveys. Administrators of these students will count student survey results as 10% of their evaluation. District leaders will receive employee scores based on the responses from the District Support Card Survey.

The Studer Group's research with surveys is based on a 5.0 scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree. The Studer Group believes changing the scale would not support the research conducted on surveys. The state of Florida's evaluation system is based on a 4.0 scale: 1= Highly Effective, 2=Effective, 3= Needs Improvement, 4= Unsatisfactory. In order to use the results of the Studer surveys (student and parent) we will use the following conversion scale.

Studer Group School Wide Survey Results

4.00 – 5.00

2.75 - 3.99

2.00 – 2.74

Below 2.00

Evaluation Score

Highly Effective (4.0)

Effective (3.0)

Needs Improvement (2.0)

Unsatisfactory (1.0)



Santa Rosa County District Schools

Parent Survey

This survey will count as 5% of the annual evaluation of teachers and administrators in this school. (10% for T.R. Jackson Pre-K Center)

Respond to each of the following statements using the following scale:

- Strongly Agree (5)
- Agree (4)
- Neutral (3)
- Disagree (2)
- Strongly Disagree (1)

1. My child's learning is a high priority at this school.
2. School rules/discipline plans are enforced consistently at this school.
3. I regularly receive feedback from school staff on how well my child is learning.
4. My family is treated with respect at this school.
5. My child has every opportunity to be successful at this school.
6. My child has the necessary classroom supplies and equipment for effective learning.
7. I would recommend this school to other parents.
8. This school provides a safe environment for my child to learn.
9. My child is recognized for good work and behavior at this school.
10. The school is clean and well maintained.
11. The teachers, staff, and administration at this school demonstrate a genuine concern for my child.
12. I receive positive phone calls or notes about my child from the school.
13. I am proud to say I have a student at this school.
14. The principal at this school is an effective leader.
15. The principal at this school is approachable and reachable.
16. The Superintendent of the Santa Rosa County School District is an effective leader.

School Administrator Evaluation System

17. The Superintendent of Santa Rosa County School District makes decisions that are in the best interest of children of the School District.
 18. The school provides materials and training to help parents and guardians work with their children to improve their children's achievement.
 19. I receive information about the quality of my child's teachers.
 20. I receive information about my child's academic progress in school (report cards, test results, progress reports, etc.)
 21. I feel the special areas (art, music, and P.E.) available at my child's school help make my child's educational experience more well-rounded.
 22. I receive information about the progress of my child's school (the yearly progress review including grade and Adequate Yearly Progress report, etc.).
 23. I receive information about the school's parent/guardian involvement policy.
 24. Information in the *Santa Rosa County District School's Family Guide* helps me understand my child's school work.
 25. I have opportunities for involvement at my child's school.
 26. My child has elective opportunities that promote career readiness.
 27. My child has opportunities to participate in programs that promote success after graduation.
- Elementary Schools (excluding Gulf Breeze Elementary) and King Middle School only.**
28. Signing a parent/guardian "compact" (agreement) helps me understand the responsibility that I accept as a parent/guardian to help educate my child.

Open Ended Questions

1. What is working well at your child's school?
2. Is there anything that could be improved at your child's school?
3. Is there anyone at your child's school that you want to recognize for good work?





School Administrator Evaluation System



Elementary School Student Engagement Survey [Grades K – 5]

School Name: _____

We need your help. Choose the face or number response that best describes how you feel about your school.

					
1. Learning is important at my school.	①	②	③	④	⑤
2. I enjoy art, music and P.E.	①	②	③	④	⑤
3. My teacher cares about me.	①	②	③	④	⑤
4. I feel safe at my school.	①	②	③	④	⑤
5. School rules are fair.	①	②	③	④	⑤
6. My school is clean.	①	②	③	④	⑤
7. My principal is a good leader.	①	②	③	④	⑤
8. I feel safe on the bus (only answer if you ride the bus).	①	②	③	④	⑤
9. There is healthy food for me to eat at lunch.	①	②	③	④	⑤
10. When I have a problem, I know how to get help.	①	②	③	④	⑤
11. I set learning goals and track my progress.	①	②	③	④	⑤
12. My teachers challenge me to think.	①	②	③	④	⑤
13. My teachers ask me how I learn best.	①	②	③	④	⑤
14. My teachers recognize me for good work and behavior.	①	②	③	④	⑤
15. Students are nice to each other at my school.	①	②	③	④	⑤
16. I like going to my school each day.	①	②	③	④	⑤
17. Learning is fun at my school.	①	②	③	④	⑤



©2017 Huron Consulting Group Inc. and affiliates. Use and distribution prohibited except through written agreement with Huron. Trademarks used in this document are registered or unregistered trademarks of Huron or its licensors.

School Administrator Evaluation System



Middle School Student Engagement Survey [Grades 6 – 8]

Take a few minutes to carefully respond to each of the items on this survey. The survey is intended to measure your perception of how well your school is providing a positive learning environment for all students.

Name of your school: _____

Please choose the best response.	Strongly Disagree	Disagree	Mixed Feelings	Agree	Strongly Agree
1. Learning is important at my school.	①	②	③	④	⑤
2. I enjoy art, music and P.E.	①	②	③	④	⑤
3. My teacher cares about me.	①	②	③	④	⑤
4. I feel safe at my school.	①	②	③	④	⑤
5. School rules are fair.	①	②	③	④	⑤
6. My school is clean.	①	②	③	④	⑤
7. My principal is a good leader.	①	②	③	④	⑤
8. I feel safe on the bus (only answer if you ride the bus).	①	②	③	④	⑤
9. There are healthy food choices for me to eat at lunch.	①	②	③	④	⑤
10. When I have a problem, I know how to get help.	①	②	③	④	⑤
11. I set learning goals and track my progress.	①	②	③	④	⑤
12. My teachers challenge me to think.	①	②	③	④	⑤
13. My teachers ask me how I learn best.	①	②	③	④	⑤
14. My teachers recognize me for good work and behavior.	①	②	③	④	⑤
15. Students show respect for each other at this school.	①	②	③	④	⑤
16. I like going to my school each day.	①	②	③	④	⑤
17. Learning is fun at my school.	①	②	③	④	⑤



©2017 Huron Consulting Group Inc. and affiliates. Use and distribution prohibited except through written agreement with Huron. Trademarks used in this document are registered or unregistered trademarks of Huron or its licensors.

School Administrator Evaluation System



High School Student Engagement Survey [Grades 9 – 12]

Take a few minutes to carefully respond to each of the items on this survey. The survey is intended to measure your perception of how well your school is providing a positive learning environment for all students.

Name of your school: _____

Please choose the best response.	Strongly Disagree	Disagree	Mixed Feelings	Agree	Strongly Agree
1. My learning is important at my school.	①	②	③	④	⑤
2. Special area classes such as art, music and P.E. add to my school experience.	①	②	③	④	⑤
3. The teachers, staff, and administrators at my school demonstrate genuine concern for me.	①	②	③	④	⑤
4. I feel safe at school.	①	②	③	④	⑤
5. School rules/disciplines plans are enforced consistently at my school.	①	②	③	④	⑤
6. My school is clean and well maintained.	①	②	③	④	⑤
7. The principal at my school is an effective leader.	①	②	③	④	⑤
8. I feel safe on the bus (only answer if you ride the bus).	①	②	③	④	⑤
9. I am satisfied with the healthy food choices provided by Food Services.	①	②	③	④	⑤
10. When I have a problem, I know how to get help.	①	②	③	④	⑤
11. I set learning goals and track my progress.	①	②	③	④	⑤
12. My teachers challenge me to think.	①	②	③	④	⑤
13. My teachers ask me how I learn best.	①	②	③	④	⑤
14. I am recognized for good work and behavior at my school.	①	②	③	④	⑤
15. Students at this school are respectful of each other.	①	②	③	④	⑤
16. I would recommend my school to others.	①	②	③	④	⑤
17. My family is treated with respect at my school.	①	②	③	④	⑤
18. I regularly receive feedback from school staff about my academic progress.	①	②	③	④	⑤
19. I have opportunities to be successful at my school.	①	②	③	④	⑤



©2017 Huron Consulting Group Inc. and affiliates. Use and distribution prohibited except through written agreement with Huron. Trademarks used in this document are registered or unregistered trademarks of Huron or its licensors.

School Administrator Evaluation System

Employee Engagement Survey

The purpose of this survey is to evaluate your level of satisfaction with your work environment at your school or in your department. You will first check your home school or department, which is the department or school in which your immediate supervisor or principal works. Please answer each question using the scale provided to evaluate your experience in that respective school or department. This survey is anonymous.

Name of school or department where your immediate supervisor is located: _____

Choose the response that best describes your experience.	Strongly Agree	Agree	Mixed Feelings	Disagree	Strongly Disagree
1. My principal/supervisor provides me good processes and resources to do my job.	⑤	④	③	②	①
2. My principal/supervisor provides feedback on my strengths as an employee.	⑤	④	③	②	①
3. Principal/supervisor led staff meetings make efficient use of time and are productive.	⑤	④	③	②	①
4. My principal/supervisor recognizes good performance.	⑤	④	③	②	①
5. My principal/supervisor demonstrates a genuine concern for my welfare.	⑤	④	③	②	①
6. My principal/supervisor makes the best use of available funds.	⑤	④	③	②	①
7. My principal/supervisor consults me on the decisions that affect my job.	⑤	④	③	②	①
8. The expectations for judging my performance are clear.	⑤	④	③	②	①
9. My principal/supervisor provides the support needed to accomplish my work objectives.	⑤	④	③	②	①
10. My principal/supervisor provides feedback concerning areas for improving my performance.	⑤	④	③	②	①
11. The superintendent manages district finances effectively.	⑤	④	③	②	①
12. The superintendent uses a variety of methods to promote effective communication throughout the district.	⑤	④	③	②	①
13. The superintendent makes decisions that are in the best interest of the school district.	⑤	④	③	②	①
14. If given a choice, I would recommend that a parent select this district for his or her child.	⑤	④	③	②	①

What is working well in the school district?

What areas in the school district could be improved?

Is there anyone in the school district that you would like to recognize for good work?

[StuderEducation](#)

School Administrator Evaluation System

Santa Rosa County School District Support Card Survey

Please complete the survey that follows. The Support Card Survey measures your satisfaction as a school leader with the services that you receive from district departments based on systems and processes used by each department. The data from the survey will assist district departments in identifying opportunities for improvement to ensure excellent service from all departments to all schools.

Please rate each of the categories (Accessibility, Accuracy, Attitude, Operations, Timeliness) using the following scale: 1 (very poor), 2 (poor), 3 (average), 4 (good), 5 (very good). {NA does not affect the score of the department.}

Accessibility: Can we reach a live person or use an electronic tool to reach someone?

Accuracy: Did we receive the right product/service or was a variation communicated?

Attitude: Was it a nice experience? Did you receive service with a smile?

Operations: Do day to day operations run efficiently and effectively?

Timeliness: Was the response or solution delivered when promised?

Please choose the best response for each item and each category.	Accessibility	Accuracy	Attitude	Operations	Timeliness
Administrative Services/Construction					
Alternative Programs					
Continuous Improvement					
Curriculum, Instruction, Assessment					
Custodial					
Data Processing					
Elementary Education					
Exceptional Student Education					
Federal Programs (Title 1)					
Food Service					
High School Education					
Human Resource					
Literacy					
Maintenance					
Middle School Education					
PreK Department					
Professional Development Center					
Purchasing					
Risk Management					
Student Services					
Transportation					
Virtual Education Program					
Workforce Education					

Why a very poor?

C. Performance of Students

In this section, the district shall provide the following information regarding the student performance data that will be included for school administrator evaluations.

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 Santa Rosa County, performance of students accounts for 35% of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for school administrators, including performance standards for differentiating performance.

Student Performance

This section will count 35% of the total administrator evaluation. This section will be completed as soon as the data has been received and appropriately processed. The assessments and assignment of assessment scores reflect the current legislative requirements based upon the students that teachers serve with regard to their assignment. An employee's assignment is identified by a job code. Each job code is classified as receiving a "S" for Schoolwide Score, or "D" for District-wide score for calculating the instructor's student performance score.

School Wide: This includes staff that serve/impact the entire student population for the school. The data used is based upon all school academic performance data that have been approved and are appropriate for the assignment.

District: This includes staff that serve/impact the entire district student population for the district. The data used is based upon all school academic performance data that have been approved and are appropriate for the assignment.

Each course assigned to an instructor will have an associated assessment. For all courses, a local End of Course or End of Year assessment will be developed/determined. All students scheduled for a course will take the assessment associated with the course. Each student will receive an assessment "Raw Score" which will utilize a conversion scale that has been developed based upon specific content that will return a "Scaled Score" of a 1, 2, 3 or 4. (See **Appendix D.**)

Students who are identified due to special considerations such as SWD (Students with Disabilities), ELL (English Language Learners), or students at alternative schools that take local end of course or end of year exams will use an alternate conversion scale to return a scale score of 1, 2, 3 or 4. Each student's scaled score will be used as part of the teacher's student performance score unless they have been removed from the Roster Verification Tool due to failure to meet the following minimum attendance requirements:

Once students receive a converted scale score, each student's score for a specific instructor's course will be added together. The sum of the student's scores which are associated with an instructor will be divided by the total number of student scores included in the sum. The result

will equate to the administrator's overall student performance score. The administrator's overall student performance score will count as 35% of the overall evaluation score.

Appendix C provides a list of Student Academic Performance Measures utilized in the calculation of student performance.

D. Summative Rating Calculation

In this section, the district shall provide the following information regarding the calculation of summative evaluation ratings for school administrators.

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

The summative evaluation is comprised of four categories that each count a percentage of the overall evaluation score.

- **FPLS Score:** This score is calculated based on observation data. Administrative staff receive a 1-4 score in each element of the Marzano framework. SRCSD calculates the average based on the highest score in each element and dividing by the total number of elements. This score is weighted 35% of the overall evaluation score.
- **Learning Plan:** This score is based on a plan the administrator designs to grow in a school/district leadership practice. The plan is developed based on student performance, school, district, or leader need, and leader self-assessment. After developing the plan, an supervisor reviews and approves it and the leader will participate in professional development and deliberate practice to grow in the area(s) specified in the plan. At the end of the school year, the supervisor assigns a score (1-4) based a targeted area for growth, well-written goal statement, and professional development and deliberate practice completed to meet the goal(s). This score is weighted 15% of the overall evaluation score.
- **Student Performance:** This score is calculated based on assessments specifically designated by class/grade level according to Appendix D. A raw score (1-4) is assigned to each student's test based on the scales also found in Appendix D. An instructor's student performance score is calculated by totaling the raw scores and dividing by the number of students for an average score. Scores will be pulled from the two prior academic years and an average will be calculated for the three years of data. This score is weighted 35% of the overall evaluation score.
- **Stakeholder Surveys:** This score is based on a parent/caregiver survey, student survey, and employee survey taken in the spring of each year. Staff receive a score (1-4) based on the average for each survey. Student surveys count 5% of the overall score, parent/caregiver surveys count 5% of the overall score, and employee surveys count 5% of the overall score.
 - Locklin Technical College and Santa Rosa Adult School student surveys count 10% of the overall score.
 - TR Jackson Pre-K Center parent/caregiver surveys count 10% of the overall score.
- For the overall calculation of the summative rating, each category score is multiplied by the associated percentage weight for that category and the sum is calculated. Each

School Administrator Evaluation System

instructional staff member will receive an overall score between 1-4. The summative rating is assigned based on the scale below.

- Highly Effective: 3.25 to 4.0
- Effective: 2.5 to 3.24
- Needs Improvement/Developing: 2.49 to 1.75
- Unsatisfactory: 1.74 and below

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 principal can earn a highly effective and an unsatisfactory summative performance rating respectively.

Example of how elementary principal can earn a highly effective summative performance rating: The leader can achieve a FPLS score of 4 (Innovating), a Learning Plan score of 4, a Student Performance score of 3 based on the average of student performance scores on the assessments, a Student Survey score of 4, a Parent/Caregiver Survey score of 4, and an Employee Survey score of 4.

- FPLS: $4 \times 0.35 = 1.4$
- Learning Plan: $4 \times 0.15 = 0.6$
- Student Performance: $3 \times 0.35 = 1.05$
- Parent/Caregiver Survey: $4 \times 0.05 = 0.2$
- Student Survey: $4 \times 0.05 = 0.2$
- Employee Survey: $4 \times 0.05 = 0.2$
- Total Score: $1.4 + 0.6 + 1.05 + 0.2 + 0.2 + 0.2 = 3.65$ (Highly Effective)

Example of how an elementary principal can earn an unsatisfactory summative performance rating: The leader can achieve a FPLS score of 2 (Developing), a Learning Plan score of 1, a Student Performance score of 1 based on the average of student performance scores on the assessments, a Student Survey score of 3, a Parent/Caregiver Survey score of 3, and an Employee Survey score of 3.

- FPLS: $2 \times 0.35 = 0.7$
- Learning Plan: $1 \times 0.15 = 0.15$
- Student Performance: $1 \times 0.35 = 0.35$
- Parent/Caregiver Survey: $3 \times 0.05 = 0.15$
- Student Survey: $3 \times 0.05 = 0.15$
- Employee Survey: $3 \times 0.05 = 0.15$
- Total Score: $0.7 + 0.15 + 0.35 + 0.15 + 0.15 + 0.15 = 1.65$ (Unsatisfactory)

Example of how a high school principal can earn a highly effective summative performance rating: The leader can achieve a FPLS score of 4 (Innovating), a Learning Plan score of 4, a Student Performance score of 3 based on the average of student performance scores on the semester exams for the classes, a Student Survey score of 4, a Parent/Caregiver Survey score of

4, and an Employee Survey score of 4.

- FPLS: $4 \times 0.35 = 1.4$
- Learning Plan: $4 \times 0.15 = 0.6$
- Student Performance: $3 \times 0.35 = 1.05$
- Parent/Caregiver Survey: $4 \times 0.05 = 0.2$
- Student Survey: $4 \times 0.05 = 0.2$
- Employee Survey: $4 \times 0.05 = 0.2$

- Total Score: $1.4 + 0.6 + 1.05 + 0.2 + 0.2 + 0.2 = 3.65$ (Highly Effective)

Example of how a high school principal can earn an unsatisfactory summative performance rating: The teacher can achieve a FEAPS score of 2 (Developing), a Learning Plan score of 1, a Student Performance score of 1 based on the average of student performance scores on the semester exams for the classes, a Student Survey score of 3, a Parent/Caregiver Survey score of 3, and an Employee Survey of 3.

- FEAPS: $2 \times 0.35 = 0.7$
- Learning Plan: $1 \times 0.15 = 0.15$
- Student Performance: $1 \times 0.35 = 0.35$
- Parent/Caregiver Survey: $3 \times 0.05 = 0.15$
- Student Survey: $3 \times 0.05 = 0.15$
- Employee Survey: $3 \times 0.05 = 0.15$

- Total Score: $0.7 + 0.15 + 0.35 + 0.15 + 0.15 + 0.15 = 1.65$ (Unsatisfactory)

Appendix A – Evaluation Framework Crosswalk

In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each of the Florida Principal Leadership Standards (FPLSs).

Alignment to the Florida Principal Leadership Standards	
Practice	Evaluation Indicators
Domain 1: Student Achievement	
1. Student Learning Results	
<i>Effective school leaders achieve results on the school's student learning goals.</i>	
a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and,	Domain 1, Element 1 Domain 2, Elements 1, 3, 5
b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	Domain 1, Elements 2, 3
2. Student Learning as a Priority	
<i>Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.</i>	
a. Enables faculty and staff to work as a system focused on student learning;	Domain 1, Elements 1, 2, 3 Domain 2, Elements 1-5
b. Maintains a school climate that supports student engagement in learning;	Domain 2, Elements 2, 5 Domain 4, Elements 3, 4
c. Generates high expectations for learning growth by all students; and,	Domain 1, Element 1 Domain 2, Element 2
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	Domain 1, Elements 1-3 Domain 4, Elements 1, 3, 4 Domain 5, Elements 2, 3
Domain 2: Instructional Leadership	
3. Instructional Plan Implementation	
<i>Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments.</i>	
a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;	
b. Engages in data analysis for instructional planning and improvement;	Domain 1, Element 2
c. Communicates the relationships among academic standards, effective instruction, and student performance;	Domain 1, Element 1 Domain 2, Elements 1, 2
d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and,	Domain 2, Elements 3, 5 Domain 4, Element 4 Domain 5, Element 3
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	Domain 1, Elements 1-3 Domain 2, Element 3
4. Faculty Development	
<i>Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.</i>	
a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;	Domain 3, Elements 2, 3
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;	Domain 3, Elements 1, 2
c. Employs a faculty with the instructional proficiencies needed for the school population served;	Domain 3, Elements 1, 3

School Administrator Evaluation System

Alignment to the Florida Principal Leadership Standards	
Practice	Evaluation Indicators
d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;	Domain 3, Element 2
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,	Domain 3, Element 3 Domain 4, Elements 1, 3, 4 Domain 5, Elements 2, 3
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	Domain 3, Element 3
5. Learning Environment	
<i>Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.</i>	
a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;	Domain 4, Elements 3, 4 Domain 5, Elements 2, 3
b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;	Domain 4, Element 4 Domain 5, Element 3
c. Promotes school and classroom practices that validate and value similarities and differences among students;	Domain 4, Element 4 Domain 5, Element 3
d. Provides recurring monitoring and feedback on the quality of the learning environment;	Domain 1, Elements 2, 3 Domain 2, Element 5 Domain 3, Elements 1, 2
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and,	Domain 1, Elements 1-3 Domain 2, Elements 1, 5 Domain 4, Elements 3 Domain 5, Elements 2, 3
f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	Domain 1, Elements 1-3 Domain 4, Elements 3, 4 Domain 5, Element 2
Domain 3: Organizational Leadership	
6. Decision Making	
<i>Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.</i>	
a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;	Domain 1, Elements 1-3 Domain 2, Element 1 Domain 3, Elements 2, 3 Domain 4, Element 1
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;	Domain 4, Element 2
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;	Domain 4, Elements 2, 4 Domain 5, Elements 2, 3 Domain 6, Element 1
d. Empowers others and distributes leadership when appropriate; and,	Domain 4, Element 2 Domain 6, Element 2
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.	Domain 6, Element 1
7. Leadership Development	
<i>Effective school leaders actively cultivate, support, and develop other leaders within the organization.</i>	
a. Identifies and cultivates potential and emerging leaders;	Domain 3, Elements 1, 3 Domain 4, Element 2
b. Provides evidence of delegation and trust in subordinate leaders;	Domain 3, Elements 1, 3 Domain 4, Element 2
c. Plans for succession management in key positions;	Domain 3, Elements 1, 3 Domain 4, Element 2

School Administrator Evaluation System

Alignment to the Florida Principal Leadership Standards	
Practice	Evaluation Indicators
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,	Domain 3, Elements 1, 3 Domain 4, Element 2
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	Domain 5, Elements 1, 2 Domain 6, Element 2
8. School Management	
<i>Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</i>	
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;	Domain 6, Elements 1, 2
b. Establishes appropriate deadlines for him/herself and the entire organization;	Domain 6, Elements 1, 2
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,	Domain 4, Elements 1, 2 Domain 6, Elements 1, 2
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	Domain 6, Elements 1, 3
9. Communication	
<i>Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.</i>	
a. Actively listens to and learns from students, staff, parents, and community stakeholders;	Domain 4, Element 2 Domain 5, Elements 1, 2 Domain 6, Element 2
b. Recognizes individuals for effective performance;	Domain 3, Element 2
c. Communicates student expectations and performance information to students, parents, and community;	Domain 5, Element 1
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;	Domain 5, Element 1
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	Domain 5, Elements 1, 2 Domain 6, Element 2
f. Utilizes appropriate technologies for communication and collaboration; and,	Domain 5, Element 1 Domain 6, Elements 1, 2
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	Domain 5, Elements 1, 2 Domain 6, Element 3
Domain 4: Professional and Ethical Behavior	
10. Professional and Ethical Behavior	
<i>Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.</i>	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.;	Domain 6, Element 3
b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;	Domain 1, Element 1 Domain 2, Element 1 Domain 4, Elements 2, 3 Domain 5, Elements 1-3 Domain 6, Element 2
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;	Domain 1, Elements 1-3 Domain 2, Elements 1, 4 Domain 3, Elements 1-3 Domain 4, Elements 1-4 Domain 5, Elements 2, 3 Domain 6, Element 2
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;	Domain 2, Element 2 Domain 3, Elements 1-3
e. Demonstrates willingness to admit error and learn from it; and,	Domain 5, Element 1

School Administrator Evaluation System

Alignment to the Florida Principal Leadership Standards	
Practice	Evaluation Indicators
	Domain 6, Element 2
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	Domain 6, Elements 2, 3

Appendix B – Observation Instruments for School Administrators

In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional leadership data for school administrators.

Marzano Focused School Leader Evaluation Model



Marzano Focused School Leader Evaluation Model

Domain I: A Data-Driven Focus on School Improvement

I(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.

Scale Value	Description
Innovating (4)	The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the critical goals.
Applying (3)	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.
Developing (2)	The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.
Beginning (1)	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.
Not Using (0)	The school leader does not attempt to use appropriate data to develop critical goals focused on improving student achievement at the school.

Sample 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

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International*

Page 1



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

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

Scale Value	Description
Innovating (4)	The school leader continually examines and expands the options for individual students to make adequate progress towards meeting their achievement goals.
Applying (3)	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.
Developing (2)	The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.
Beginning (1)	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.
Not Using (0)	The school leader does not attempt to ensure the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.

Sample 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

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International*

Page 3



I(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 confirm students are making progress towards meeting their achievement goals.

Scale Value	Description
Innovating (4)	The school leader ensures that multiple sources of data are analyzed to provide the most relevant information and readdresses achievement goals using accrued achievement data.
Applying (3)	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.
Developing (2)	The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.
Beginning (1)	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.
Not Using (0)	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 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

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International*

Page 2



Domain II: Instruction of a Viable and Guaranteed Curriculum

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

Desired Effect: Teachers use the instructional model.

Scale Value	Description
Innovating (4)	The school leader continually examines and provides updates so that all faculty and staff understand the nuances of the instructional model.
Applying (3)	The school leader provides a clear vision for how instruction should be addressed in the school AND monitors the extent to which the faculty and staff understand the instructional model.
Developing (2)	The school leader provides a clear vision for how instruction should be addressed in the school.
Beginning (1)	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.
Not Using (0)	The school leader does not attempt to provide a clear vision for how instruction should be addressed in the school.

Sample 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 development 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 diverse 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

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International*

Page 4

School Administrator Evaluation System



II(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.

Scale Value	Description
Innovating (4)	The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are implemented.
Applying (3)	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.
Developing (2)	The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.
Beginning (1)	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.
Not Using (0)	The school leader does not attempt to use knowledge of the predominant instructional practices in the school to improve teaching.

Sample 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 and diverse student populations
- 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 development 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

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 5



II(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.

Scale Value	Description
Innovating (4)	The school leader ensures that essential standards are regularly examined and revised to ensure teachers have time to teach the essential standards.
Applying (3)	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.
Developing (2)	The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.
Beginning (1)	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.
Not Using (0)	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 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

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 7



II(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.

Scale Value	Description
Innovating (4)	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.
Applying (3)	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.
Developing (2)	The school leader ensures that the school curriculum and accompanying assessments align with state and district standards.
Beginning (1)	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.
Not Using (0)	The school leader does not attempt to ensure that the school curriculum and accompanying assessments align with state and district standards.

Sample 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

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 6



II(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

Scale Value	Description
Innovating (4)	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.
Applying (3)	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.
Developing (2)	The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.
Beginning (1)	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.
Not Using (0)	The school leader does not attempt to ensure that each student has equal opportunity to learn the critical content of the curriculum.

Sample 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

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 8

School Administrator Evaluation System



Domain III: Continuous Development of Teachers and Staff

III(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.

Scale Value	Description
Innovating (4)	The school leader provides interventions and support for teachers and staff who are not meeting their growth goals.
Applying (3)	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.
Developing (2)	The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans.
Beginning (1)	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.
Not Using (0)	The school leader does not attempt to effectively hire, support, and retain personnel who continually demonstrate growth through reflection and growth plans.

Sample 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

© 2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 9



III(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 development.

Scale Value	Description
Innovating (4)	The school leader continually re-evaluates the professional development 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.
Applying (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 AND monitors the extent to which teachers and staff improve their skills.
Developing (2)	The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.
Beginning (1)	The school leader attempts to ensure that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.

Sample Evidences for Element 3 of Domain III

- Teachers and staff have ongoing opportunities to participate in job-embedded professional development or training
- Online professional development courses and resources are available to teachers and staff regarding their growth goals
- Teachers and staff participation in professional development 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 development/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 development 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 development opportunities
- Interventions are in place to support personnel who do not continue to grow in their area of responsibility

© 2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 11



III(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.

Scale Value	Description
Innovating (4)	The school leader ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data.
Applying (3)	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.
Developing (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.
Beginning (1)	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.
Not Using (0)	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 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

© 2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 10



Domain IV: Community of Care and Collaboration

IV(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.

Scale Value	Description
Innovating (4)	The school leader ensures that group goals relative to curriculum, assessment, and instruction are regularly revised to reflect the changes in student achievement data and intervenes and supports teacher teams whose goals do not adequately address the achievement of all students.
Applying (3)	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.
Developing (2)	The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.
Beginning (1)	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.
Not Using (0)	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 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

© 2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 12

School Administrator Evaluation System



IV(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.

Scale Value	Description
Innovating (4)	The school leader continually seeks new venues for teacher input regarding important decisions and the effectiveness of the school.
Applying (3)	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.
Developing (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.
Beginning (1)	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.
Not Using (0)	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 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

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 13



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

Desired Effect: Equity is evident for each student.

Scale Value	Description
Innovating (4)	The school leader intervenes and seeks assistance if the school does not provide equity for each student.
Applying (3)	The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community AND monitors the extent to which the input creates equity for each student.
Developing (2)	The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.
Beginning (1)	The school leader attempts to ensure equity in a child-centered school with input from staff, students, parents, and the community, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure equity in a child-centered school with input from staff, students, parents, and the community.

Sample Evidences for Element 3 of Domain IV

- Data collection systems are in place to collect opinion data from staff, students, parents, and community regarding equity for each student
- Use of input data is made transparent
- Examples of how equity is ensured are available
- Data are available to show that input from the school's diverse population is valued and used
- Use of interactive or social media is provided for staff, students, parents, and community to provide input
- An inclusive culture is evident (e.g. student engagement in school-sponsored activities, attendance, behavior data, enrollment patterns)
- 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 where equity is evident
- 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

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 14



IV(4): The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.

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

Scale Value	Description
Innovating (4)	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.
Applying (3)	The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student AND monitors the extent to which people feel honored for their contributions.
Developing (2)	The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.
Beginning (1)	The school leader attempts to acknowledge the successes of the school and celebrates the diversity and culture of each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to acknowledge the successes of the school or celebrate the diversity and culture of each student.

Sample 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 diverse 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
- Celebrations demonstrate understanding of the cultures represented in the school

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 15



Domain V: Core Values

V(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.

Scale Value	Description
Innovating (4)	The school leader actively seeks expertise/mentors for validation and feedback to enhance leadership skills.
Applying (3)	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.
Developing (2)	The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.
Beginning (1)	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.
Not Using (0)	The school leader does not attempt to be transparent, communicate effectively, and continue to demonstrate professional growth.

Sample 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 development 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

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 16

School Administrator Evaluation System



V(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.

Scale Value	Description
Innovating (4)	The school leader actively seeks for validation and feedback from multiple sources regarding perception in the school community.
Applying (3)	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.
Developing (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.
Beginning (1)	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.
Not Using (0)	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 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, unbiased, and culturally responsive
- 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

© 2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 17



Domain VI: Resource Management

VI(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.

Scale Value	Description
Innovating (4)	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.
Applying (3)	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.
Developing (2)	The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.
Beginning (1)	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.
Not Using (0)	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 Evidences for Element 1 of Domain VI

- Budgets are clearly aligned and prioritized to support instruction and achievement
- Resources and materials reflect the cultural assets and 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

© 2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 19



V(3): The school leader ensures that the school is perceived as safe and culturally responsive.

Desired Effect: The school is safe and inclusive of each student.

Scale Value	Description
Innovating (4)	The school leader ensures that rules and procedures are regularly reviewed and updated as necessary to ensure a safe and culturally responsive environment.
Applying (3)	The school leader ensures that the school is perceived as safe and culturally responsive AND monitors the extent to which the school is safe and inclusive of each student.
Developing (2)	The school leader ensures that the school is perceived as safe and culturally responsive.
Beginning (1)	The school leader attempts to ensure that the school is perceived as safe and culturally responsive, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that the school is perceived as safe and culturally responsive.

Sample Evidences for Element 3 of Domain V

- Each student is treated respectfully
- Institutional practices are regularly analyzed to safeguard against any bias relating to individuality, culture, and/or diversity
- Decision-making reflects cultural considerations and responsiveness
- 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 as inclusive and 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

© 2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 18



VI(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.

Scale Value	Description
Innovating (4)	The school leader continually examines and expands options for utilizing systematic processes to engage school district and external entities in support of school improvement.
Applying (3)	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.
Developing (2)	The school leader utilizes systematic processes to engage school district and external entities in support of school improvement.
Beginning (1)	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.
Not Using (0)	The school leader does not attempt to utilize systematic processes to engage school district and external entities in support of school improvement.

Sample 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

© 2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 20



VI(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.

Scale Value	Description
Innovating (4)	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.
Applying (3)	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.
Developing (2)	The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.
Beginning (1)	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.
Not Using (0)	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 Evidences for Element 3 of Domain VI
<ul style="list-style-type: none"> • 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

School Administrator Evaluation System

Marzano District Leader Evaluation Model



Marzano District Leader Evaluation Model – 2018 Update

Domain I: A Data-Driven Focus to Support School Achievement

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

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

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

Sample Evidences for Element 1 of Domain I

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

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 1



I(3): The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.

Desired Effect: Interventions improve student achievement.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so results show all intervention programs are achieving results.
Applying (3)	The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement AND monitors the extent to which interventions improve student achievement.
Developing (2)	The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.
Beginning (1)	The district leader attempts to ensure appropriate support is provided to schools when data indicate interventions are needed to improve student achievement, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.

Sample Evidences for Element 3 of Domain I

- Programs and other resources are aligned to support needed interventions
- Professional development is aligned to support needed interventions
- Intervention programs are in place and needed support is provided
- Personnel have data to show the interventions are improving student achievement
- Personnel communicate how support is provided for needed interventions
- District-wide interventions are implemented when data indicate a need
- Monitoring of interventions is ongoing and analyzed for results
- Adjustments or adaptations are made when interventions are not working

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 3



I(2): The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.

Desired Effect: Data reveal progress toward goals.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so data show progress toward the goals.
Applying (3)	The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals AND monitors the extent to which data reveal progress toward goals.
Developing (2)	The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.
Beginning (1)	The district leader attempts to ensure data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.

Sample Evidences for Element 2 of Domain I

- Accurate and timely data are identified and available
- Appropriate sources of data are used for monitoring progress
- Benchmark data are established and used to analyze and monitor progress
- Ongoing data monitoring meetings track progress towards goals
- Data discussions are routinely part of meeting agendas (e.g. cabinet level, department/division, principal meetings)
- Data tracking systems are in place and used to track progress
- Personnel report data are used routinely to monitor progress towards goals
- When goals are not being met interventions are implemented
- Adaptations or adjustments are created when data indicate progress is not advancing toward the goals

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 2



Domain II: Continuous Support for Improvement of Instruction

II(1): The district leader provides a clear vision regarding the district instructional model and how to implement the model.

Desired Effect: Personnel provide support for implementing the instructional model.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all personnel know and implement the instructional model.
Applying (3)	The district leader provides a clear vision regarding the district instructional model and how to implement the model AND monitors the extent to which personnel provide support for implementing the instructional model.
Developing (2)	The district leader provides a clear vision regarding the district instructional model and how to implement the model.
Beginning (1)	The district leader attempts to provide a clear vision regarding the district instructional model and how to implement the model, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to provide a clear vision regarding the district instructional model and how to implement the model.

Sample Evidences for Element 1 of Domain II

- The District Leader:
 - Establishes a clear vision within their area of responsibility of how to support the district instructional model
 - Articulates the vision of the instructional model within their area of responsibility
 - Monitors the actions of personnel to determine if they provide support for the instructional model
 - Holds personnel accountable for supporting the instructional model
- Implementation of the instructional model is evident district-wide
- Personnel can explain how their actions support the instructional model
- Adaptations or adjustments are created when data indicate the instructional model is not implemented/supported

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 4

School Administrator Evaluation System



II(2): The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth.

Desired Effect: Personnel continue to demonstrate professional growth.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all personnel continue to grow and develop expertise.
Applying (3)	The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth AND monitors the extent to which personnel continue to demonstrate professional growth.
Developing (2)	The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth.
Beginning (1)	The district leader attempts to effectively support and retain school and department leaders who continually enhance their leadership skills through reflection and professional growth, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to effectively support and retain school and department leaders who continually enhance their leadership skills through reflection and professional growth.

Sample Evidences for Element 2 of Domain II

The District Leader:

- Hires and retains effective personnel
- Hires personnel with a proven track record of continued professional growth
- Meets regularly with personnel regarding their performance and/or growth plans
- Supports and assists personnel who do not continue to develop expertise
- Documents reflective practices as related to professional growth
- Uses appropriate procedures to release personnel who do not continue to develop expertise
- Personnel report that the district leader supports development of expertise
- Adaptations or adjustments are created when data indicate personnel need to continue to grow and develop expertise

©2017 Robert J. Marzano. Observation is a registered trademark of Learning Sciences International®
Can only be digitized in iObservation.

Page 5



II(3): The district leader provides ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.*

Desired Effect: Evaluation data are consistent with student achievement and operational data.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all performance evaluations are consistent with student achievement and operational data.
Applying (3)	The district leader provides ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data AND monitors the extent to which evaluation data are consistent with student achievement and operational data.
Developing (2)	The district leader provides ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.
Beginning (1)	The district leader attempts to provide ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to provide ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.

Sample Evidences for Element 3 of Domain II

- Evaluations accurately reflect strengths and weaknesses of performance as indicated by data
- Achievement data are routinely used as part of the evaluation process
- Student achievement data is consistent with evaluation data
- Operational data are routinely used as part of the evaluation process
- Personnel report that their evaluations accurately reflect their strengths and weaknesses
- Adaptations or adjustments are created when data indicate evaluations are not consistent with student achievement and operational data

*This element is not applicable if the leader does not evaluate other personnel and would not be scored as part of the evaluation.

©2017 Robert J. Marzano. Observation is a registered trademark of Learning Sciences International®
Can only be digitized in iObservation.

Page 6



II(4): The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals.

Desired Effect: Personnel continue to grow professionally and meet professional growth goals.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so professional development results in all personnel meeting their professional growth goals.
Applying (3)	The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals AND monitors the extent to which personnel continue to grow professionally and meet professional growth goals.
Developing (2)	The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals.
Beginning (1)	The district leader attempts to ensure that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals.

Sample Evidences for Element 4 of Domain II

- Professional development courses and resources are available to personnel to support their growth goals
- Personnel participation is tracked to document professional development activities
- Coaching and support are available to personnel regarding their growth goals
- Data are collected linking the effectiveness of professional development to the improvement of appropriate practices
- Online professional learning courses are available as appropriate
- Personnel can describe how professional development supports attainment of growth goals
- Instructional coaching is available to help personnel achieve professional growth goals
- Interventions are documented for personnel who do not utilize professional development opportunities
- Opportunities are available for personnel to provide input regarding their professional development needs
- Interventions are in place to support personnel who do not grow in their area of responsibility
- Adaptations or adjustments are created when data indicate personnel are not meeting growth goals

©2017 Robert J. Marzano. Observation is a registered trademark of Learning Sciences International®
Can only be digitized in iObservation.

Page 7



Domain III: Continuous Support for a Guaranteed and Viable Curriculum

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

Desired Effect: Curriculum and assessments align with established standards.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so curriculum and assessment initiatives align with established standards.
Applying (3)	The district leader ensures that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards AND monitors the extent to which curriculum and assessments align with established standards.
Developing (2)	The district leader ensures that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards.
Beginning (1)	The district leader attempts to ensure that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards.

Sample Evidences for Element 1 of Domain III

- Documents are in place reflecting that support for curriculum and assessment initiatives adhere to federal, state, and district standards
- Information is available examining the extent to which assessments accurately measure the written and taught curriculums
- Analyzes the relationship between the written curriculum, taught curriculum, and assessments, for rigor and cultural relevance
- Demonstrates awareness of how implementation of federal, state, and district standards are impacted by operational practices
- Uses appropriate federal, state, and district standards when making decisions to support curriculum and assessment initiatives
- Personnel can describe how they support the essential content and standards in their area of responsibility
- Personnel can explain how curriculum and assessments are aligned to improve student achievement
- Personnel report they receive information in a timely manner regarding updates to state and federal standards
- Adaptations or adjustments are created when data indicate curriculum and assessments do not align with established standards

©2017 Robert J. Marzano. Observation is a registered trademark of Learning Sciences International®
Can only be digitized in iObservation.

Page 8

School Administrator Evaluation System



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

Desired Effect: Adequate time is available for implementation of initiatives.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so personnel have time to implement district-level programs, curricula, and other initiatives as in the time allocated.
Applying (3)	The district leader ensures that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools AND monitors the extent to which adequate time is available for implementation of initiatives.
Developing (2)	The district leader ensures that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.
Beginning (1)	The district leader attempts to ensure that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.

Sample Evidences for Element 2 of Domain III

- Audits indicate there is time to adequately address district and school initiatives
- Plans for implementation of programs, curricula, and other initiatives are clearly communicated
- Teams regularly meet to discuss and review the progression and viability of programs, curriculum, and operational initiatives
- Communication is ongoing with personnel to focus on prioritization of initiatives
- A plan is in place to monitor that the curriculum is taught in the time available
- Personnel report they have time and resources to implement programs, curricula, and supporting operational initiatives
- Adaptations or adjustments are created when data initiatives cannot be implemented in the time allocated

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 9



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

Desired Effect: Each student has equal opportunity to learn the critical content of the curriculum.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so each student has equal opportunity to access and learn the critical content of the curriculum.
Applying (3)	The district leader ensures that each student has equal opportunity to access and learn the critical content of the curriculum AND monitors the extent to which each student has equal opportunity to learn the critical content of the curriculum.
Developing (2)	The district leader ensures that each student has equal opportunity to access and learn the critical content of the curriculum.
Beginning (1)	The district leader attempts to ensure that each student has equal opportunity to access and learn the critical content of the curriculum, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure that each student has equal opportunity to access and learn the critical content of the curriculum.

Sample Evidences for Element 3 of Domain III

- Tracking systems are in place that examine each student's access to the essential elements of the curriculum
- Parents have access to their child's education programs and placement
- All students have access to appropriate educational choices (e.g. the arts, career and technical, advanced placement, or other rigorous courses)
- Personalized learning opportunities are available
- Teachers have access to and complete appropriate content area training in their subject-area courses
- Data are available to verify the diversity of students enrolled in advanced placement or other rigorous courses
- Student data reveal each student has equal access to rigorous courses
- Data collection systems are in place to collect feedback data regarding equity for each student
- Examples of how equal access to learn the critical content are available
- All stakeholders report that each student has equal opportunities to learn from highly qualified teachers
- Adaptations or adjustments are created so each student has equal access to the curriculum

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 10



Domain IV: Community of Care and Collaboration

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

Desired Effect: Constituents feel valued and desire to be part of the district.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so constituents perceive the district as caring, collaborative, and cooperative.
Applying (3)	The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative AND monitors the extent to which constituents feel valued and desire to be part of the district.
Developing (2)	The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative.
Beginning (1)	The district leader attempts to ensure that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative.

Sample Evidences for Element 1 of Domain IV

- Provides evidence of actively listening and learning from constituents
- Successes of individuals, teachers, departments, schools, and the district are celebrated in multiple events (e.g. district-level celebrations, school-level celebrations, newsletters, public announcements, social media)
- Incremental success is routinely recognized and celebrated
- Feedback from constituents supports that the district leader is collaborative and cooperative
- Examples of communication reveal collaboration and cooperation is the norm within the workplace
- Successes of the diverse district community are celebrated
- Personnel report that accomplishments have been adequately acknowledged and celebrated
- Diversity is recognized and celebrated
- Policies, supported by training, are established for how to work collaboratively with district constituents
- Data reveal that the district leader is perceived as creating a collaborative and cooperative workplace
- Data indicate constituents perceive the district is a good place for staff and students
- Adaptations or adjustments are created when data indicate the district is not perceived as caring, collaborative, and cooperative

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 11



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

Desired Effect: Input is used to create a student-centered district.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all input is used to create a student-centered district.
Applying (3)	The district leader ensures equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents) AND monitors the extent to which input is used to create a student-centered district.
Developing (2)	The district leader ensures equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents).
Beginning (1)	The district leader attempts to ensure equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents), but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents).

Sample Evidences for Element 2 of Domain IV

- Data are available to support that constituents have opportunities for constructive conversations about important student issues
- Each student has equal access to all district programs and services
- Enrollment in the district reflects stability and/or growth
- Appropriate technologies and websites are available for constituents to provide input regarding the district and/or schools
- Data collection systems are in place to collect opinion and other data from constituents and the manner in which these data are used is made transparent
- Student success is the district's priority (e.g. in budgeting, extra-curricular activities, elective classes, class size, teacher quality)
- Inclusive practices are evident in sports, academics, and extra-curricular activities
- Participates in district, community, and/or business events
- Data gathered from subpopulations are incorporated in district planning and procedures
- Decisions are made in the best interest of each student (e.g. access to courses, extra-curricular activities, new initiatives)
- Use of input data is made transparent
- Examples of how equity is ensured are available
- Focus group meetings with constituents are routinely scheduled
- Constituents report that their input is valued and used by the district leader
- Adaptations or adjustments are created when data indicate a need for a more student-centered focus

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 12

School Administrator Evaluation System



IV(3): The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

Desired Effect: Leadership development enhances the functioning of the district.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all potential leaders have opportunities for leadership development.
Applying (3)	The district leader ensures leadership development and responsibilities are appropriately delegated and shared AND monitors the extent to which leadership development enhances the functioning of the district.
Developing (2)	The district leader ensures leadership development and responsibilities are appropriately delegated and shared.
Beginning (1)	The district leader attempts to ensure leadership development and responsibilities are appropriately delegated and shared, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure leadership development and responsibilities are appropriately delegated and shared.

Sample Evidences for Element 3 of Domain IV

- The District Leader:
- Identifies and mentors potential leaders
 - Makes succession planning transparent and provides appropriate growth opportunities
 - Empowers others to share in leadership
 - Delegates responsibilities to emerging leaders in preparation for career advancement opportunities
 - Provides examples of how delegating and sharing responsibilities improves department/district performance (e.g. providing services to students and schools)
 - Models effective leadership practices and mentors emerging leaders
 - Effectively identifies potential leaders and guides them in career development
 - Identifies how leadership development leads to advancement opportunities
 - Makes hiring practices and advancement opportunities transparent
- Emerging leaders report opportunities for leadership development
 - Emerging leaders report responsibilities are effectively delegated and shared
 - Adaptations or adjustments are created when data indicate potential leaders need opportunities for leadership development

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 13



Domain V: District Core Values

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

Desired Effect: The district leader enhances the functioning of the district.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so his or her leadership enhances the functioning of the district.
Applying (3)	The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth AND monitors the extent to which his or her leadership enhances the functioning of the district.
Developing (2)	The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth.
Beginning (1)	The district leader attempts to be transparent, communicate effectively, be recognized as a leader, and continue to demonstrate professional growth, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to be transparent, communicate effectively, be recognized as a leader, and continue to demonstrate professional growth.

Sample Evidences for Element 1 of Domain V

- The District Leader:
- Models the core values of the district
 - Clearly communicates the vision and mission of the district
 - Provides a written annual growth plan with deliberate practice goals and priorities
 - Is recognized as highly visible
 - Uses multiple data sources when decision making and when prioritizing decisions that impact district goals
 - Communicates in a clear and accurate manner
 - Uses multiple media sources to communicate with the community
 - Demonstrates the ability to use critical thinking skills to solve problems and identify solutions
 - Constantly evaluates decisions for effectiveness, equity, intended and actual outcomes and revises plans as needed
 - Can describe leadership strengths and weaknesses and how to address the weaknesses
 - Models and expects ethical leadership for self and others
- Personnel report the leader demonstrates ongoing professional growth
 - Personnel report the leader is a recognized leader in his or her area of responsibility
 - Adaptations or adjustments are created when data indicate the leader should continue to demonstrate professional growth

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 15



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

Desired Effect: Schools follow district guidelines for autonomous decision making.

Scale Value	Description
Innovating (4)	The district leader ensure adjustments are made or new strategies are created so all schools follow district guidelines in decision making.
Applying (3)	The district leader establishes clear guidelines regarding adherence to district policies and for autonomous school decision making AND monitors the extent to which schools follow district guidelines for autonomous decision making.
Developing (2)	The district leader establishes clear guidelines regarding adherence to district policies and for autonomous school decision making.
Beginning (1)	The district leader attempts to set clear guidelines regarding adherence to district policies and for autonomous school decision making, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to set clear guidelines regarding adherence to district policies and for autonomous school decision making.

Sample Evidences for Element 4 of Domain IV

- Standard operating procedures are available for all schools and personnel
- Operational, curricular, and procedural documents clearly delineate district roles and responsibilities
- Audits confirm adherence to federal and state regulations
- Clear guidelines regarding adherence to district policy and procedures are communicated by each district leader as they relate to their area of responsibility
- Personnel know the decisions made at the district level versus at the school level
- Adaptations or adjustments are created when data indicate schools need to follow district guidelines in decision making

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 14



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

Desired Effect: The decisions of the leader enhance the functioning of the district.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all constituents trust the actions of the district leader.
Applying (3)	The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district AND monitors the extent to which decisions enhance the functioning of the district.
Developing (2)	The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.
Beginning (1)	The district leader attempts to have the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to have the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.

Sample Evidences for Element 2 of Domain V

- Ethical decision-making practices are evident in all aspects of the work of the leader
- Personnel describe the district leader as an individual whose actions are guided by a desire to help all students learn
- Personnel describe the district leader as an individual who will follow through with his/her initiatives
- Personnel describe the district leader as one whose actions support his/her talk and expectations
- Personnel describe the district leader as one who speaks with candor and "takes on tough issues"
- Acknowledges when goals have not been met or initiatives have failed and revises the plan for success
- Perception data reveal constituents trust the district leader (e.g. surveys, community forums, social media)
- Adaptations or adjustments are created when data indicate initiatives have failed and revises the plan to ensure trust of constituents

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 16

School Administrator Evaluation System



VI(3): The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive.

Desired Effect: The district is safe and culturally responsive.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all constituents perceive the district as safe and culturally responsive.
Applying (3)	The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive AND monitors the extent to which the district is safe and culturally responsive.
Developing (2)	The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive.
Beginning (1)	The district leader attempts to ensure constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to ensure constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive.

Sample Evidences for Element 3 of Domain V

- Input from constituents about safety in the district is actively collected, analyzed and used for decision making as appropriate
- Personnel know emergency management procedures and how to implement them for specific incidents
- Practicing of emergency management procedures for specific incidents is recorded and available
- Updates to emergency management plans are communicated as appropriate
- Culturally responsive practices are evident throughout the school (e.g. lesson plans, events, artifacts, etc.)
- Constituents describe the district (e.g. through surveys, social media, news media) as a safe and orderly place
- Constituents describe the district leader as highly visible and accessible
- Constituents describe the district as focused on learning
- Decision making reflects cultural responsiveness and considerations
- Adaptations or adjustments are created when data indicate constituents do not perceive the district as safe and culturally responsive

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 17



Domain VI: Resource Allocation Management

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

Desired Effect: Fiscal resources and support enhance effective instruction and student achievement.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all fiscal resources and supports enhance effective instruction and student achievement.
Applying (3)	The district leader uses systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student AND monitors the extent to which fiscal resources and support enhance effective instruction and student achievement.
Developing (2)	The district leader uses systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student.
Beginning (1)	The district leader attempts to use systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to use systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student.

Sample Evidences for Element 1 of Domain VI

- Budgets are clearly aligned and prioritized to support instruction and achievement
- Audits reveal systems processes are used to manage fiscal resources
- Accesses and leverages a variety of fiscal resources (e.g. grants, local, state, and federal funds)
- Effectively manages human resources to provide support for instruction and student achievement
- Faculty and staff report that they have adequate materials to teach effectively
- Faculty and staff report that systems processes (e.g. computer grading and planning systems, blended learning, etc.) facilitate more time to teach
- Adaptations or adjustments are created when data indicate systems processes do not provide maximum support for schools, teachers, and each student

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 18



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

Desired Effect: Technological resources enhance effective instruction and student achievement.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all technical resources support effective instruction and student achievement.
Applying (3)	The district leader manages technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student AND monitors the extent to which technological resources enhance effective instruction and student achievement.
Developing (2)	The district leader manages technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student.
Beginning (1)	The district leader attempts to manage technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to manage technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student.

Sample Evidences for Element 2 of Domain VI

- Budgets, plans for, and directs the use of technology to improve teaching and learning
- Supports and provides adequate training for the technology that teachers and other personnel are expected to use
- Reports confirm technology improves quality and efficiency within the district/department
- Audits reveal appropriate use of technology resources to support instruction
- Personnel report that technology facilitates optimal efficiency in district operations
- Adaptations or adjustments are created when data indicate lack of improvement in student achievement

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 19



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

Desired Effect: Management of resources enhances effective instruction and student achievement.

Scale Value	Description
Innovating (4)	The district leader ensures adjustments are made or new strategies are created so all management of resources promotes effective instruction and student achievement.
Applying (3)	The district leader manages the organization, operations, instructional programs, and other initiatives to maximize the use of resources that promote effective instruction and student achievement AND monitors the extent to which the management of resources enhances effective instruction and student achievement.
Developing (2)	The district leader manages the organization, operations, instructional programs, and other initiatives to maximize the use of resources that promote effective instruction and student achievement.
Beginning (1)	The district leader attempts to manages the organization, operations, instructional programs, and other initiatives to maximize the use of resources that promote effective instruction and student achievement, but does not complete the task or is not successful.
Not Using (0)	The district leader does not attempt to manage the organization, operations, instructional programs, and other initiatives to maximize the use of resources that promote effective instruction and student achievement.

Sample Evidences for Element 3 of Domain VI

- Manages and imposes deadlines that effect the operation of district, department, or schools
- Effectively manages materials, time, and resources to fulfill district, state, or federal specifications
- Instructional materials and resources are available to support student achievement
- Budgets and projects, with plans and objectives, are organized to keep the focus on instruction
- Initiatives are evaluated for their effect on the district, departments, and/or schools
- Instructional programs improve student achievement
- Adaptations or adjustments are created when data indicate lack of improvement in student achievement

©2017 Robert J. Marzano.
Can only be digitized in iObservation. iObservation is a registered trademark of Learning Sciences International®

Page 20

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.

School Leaders receive the school-wide average of all student performance measures taken for evaluation purposes. The types and scales are listed below.

District Leaders receive the district-wide average of all student performance measures taken for evaluations purposes.

Student Performance Measures		
Teaching Assignment	Assessment(s)	Performance Standard(s)
Pre-Kindergarten (PK)	ESE Pre-K: COR Monitoring System General Education Pre-K: Average of Local End of Year Assessments	Alternate Scale (ESE & ESOL) 4=Student Growth Average of 0.6 or above 3=Student Growth Average of 0.5 2=Student Growth Average of 0.4 1=Student Growth Average of 0.3 or below General Education Student: 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39
Kindergarten (K)	Local End of Year Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
First Grade (1)	Local End of Year Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Second Grade (2)	Local End of Year Assessment	General Education Student 4=Student Achievement Score 80-100

School Administrator Evaluation System

Student Performance Measures		
Teaching Assignment	Assessment(s)	Performance Standard(s)
		3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Third Grade (3)	Local End of Year ELA Assessment Local End of Year Math Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Fourth Grade (4)	Local End of Year ELA Assessment Local End of Year Math Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Fifth Grade (5)	Local End of Year ELA Assessment Local End of Year Math Assessment Local End of Year Science Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Other (K-5) (including non-classroom instructional personnel)	Self-Contained ESE Classes – VB-MAPP, Brigance, or iReady Assessment Non-Classroom Instructional Personnel – School-wide average of all assessments given	For Self-Contained ESE Classes, see tables D1, D2, or D3.

School Administrator Evaluation System

Student Performance Measures		
Teaching Assignment	Assessment(s)	Performance Standard(s)
English/Language Arts, Reading Courses (6-8)	Local Semester Exam	<p>General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39</p> <p>Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29</p>
Math Courses (6-8)	Local Semester Exam	<p>General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39</p> <p>Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29</p>
Science Courses (8)	Local Semester Exam	<p>General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39</p> <p>Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29</p>
Other (6-8) (including non-classroom instructional personnel)	<p>Other General Education Classes – Local Semester Exam</p> <p>Self-Contained ESE Classes – VB-MAPP, Brigance, or iReady Assessment</p> <p>Non-Classroom Instructional Personnel – School-wide average of all assessments given</p>	<p>Other General Education Classes:</p> <p>General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39</p> <p>Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29</p>

School Administrator Evaluation System

Student Performance Measures		
Teaching Assignment	Assessment(s)	Performance Standard(s)
		For Self-Contained ESE Classes, see tables D1, D2, or D3.
English 1	Local Semester Exam	<p>General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39</p> <p>Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29</p>
English 2	Local Semester Exam	<p>General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39</p> <p>Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29</p>
English 3	Local Semester Exam	<p>General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39</p> <p>Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29</p>
English 4	Local Semester Exam	<p>General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39</p> <p>Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29</p>
AP English Comp	Local Semester Exam	<p>General Education Student 4=Student Achievement Score 80-100</p>

School Administrator Evaluation System

Student Performance Measures		
Teaching Assignment	Assessment(s)	Performance Standard(s)
		3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Algebra 1 (Honors); Algebra 1B	Local End of Year Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Pre-AICE Mathematics 1	Local End of Year Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
IB Middle Years Algebra 1 Honors	Local End of Year Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Geometry (Honors)	Local End of Year Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39

School Administrator Evaluation System

Student Performance Measures		
Teaching Assignment	Assessment(s)	Performance Standard(s)
		Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
IB Middle Years Geometry Honors	Local End of Year Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Pre-AICE Mathematics 2	Local End of Year Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Biology 1 (Honors); Biology Technology; Biology 1 Pre-IB; Integrated Science 3 (Honors)	Local End of Year Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29
Pre-AICE Biology	Local End of Year Assessment	General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49

School Administrator Evaluation System

Student Performance Measures		
Teaching Assignment	Assessment(s)	Performance Standard(s)
		1=Student Achievement Score 0-29
IB Middle Years Biology Honors	Local End of Year Assessment	<p>General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39</p> <p>Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29</p>
Civics	Local End of Year Assessment	<p>General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39</p> <p>Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29</p>
U.S. History	Local End of Year Assessment	<p>General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39</p> <p>Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29</p>
ROTC	Local Semester Exam	<p>General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39</p> <p>Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29</p>

School Administrator Evaluation System

Student Performance Measures		
Teaching Assignment	Assessment(s)	Performance Standard(s)
Other (9-12) (including non-classroom instructional personnel)	Other General Education Classes – Local Semester Exam Self-Contained ESE Classes – VB-MAPP, Brigance, or iReady Assessment Non-Classroom Instructional Personnel – School-wide average of all assessments given	Other General Education Classes: General Education Student 4=Student Achievement Score 80-100 3=Student Achievement Score 60-79 2=Student Achievement Score 40-59 1=Student Achievement Score 0-39 Alternate Scale (ESE & ESOL) 4=Student Achievement Score 70-100 3=Student Achievement Score 50-69 2=Student Achievement Score 30-49 1=Student Achievement Score 0-29 For Self-Contained ESE Classes, see tables D1, D2, or D3.
District Non-Classroom Instructional Personnel	District-wide average of all assessments given	See above scales.

Table D1: VB MAPP: STUDENT ACHIEVEMENT

Level	Previous Rubric	Rubric Conversion to Scale 17
4	Increase of 6% or more	Increase of 6% = 70 Increase of 7% = 80 Increase of 8% = 90 Increase of 9% = or more 100
3	Increase of 0-5%	Increase of 5% = 69 Increase of 4% = 65 Increase of 3% = 60 Increase of 2% = 58 Increase of 1% = 55 Increase of 0% = 50
2	Increase of -1 to -5 %	Increase of -1% = 49 Increase of -2% = 45 Increase of -3% = 40 Increase of -4% = 35% Increase of -5% = 30
1	-6% or lower	Increase of -6% or lower = 29

Table D2: BRIGANCE: STUDENT ACHIEVEMENT

Level	Previous Rubric	Rubric Conversion to Scale 17
4	Average increase of more than 6 months	Increase of 6 months = 70 Increase of 7 months = 80 Increase of 8 months = 90

School Administrator Evaluation System

		Increase of 9 months or more= 100
3	Average increase of 4-5.11 months	Increase of 5.11 months= 69 Increase of 5 months= 60 Increase of 4 months= 50
2	Average increase of 2-3.11 months	Increase of 3.11 months= 49 Increase of 3 months= 40 Increase of 2 months= 30
1	Average increase of 0-1.11 months	Increase of 1.11 months = 29 Increase of 1 month= 20 Increase of 0 months= 10

Table D3: I-READY: STUDENT ACHIEVEMENT

Level	Previous Rubric	New Rubric
4	Increase of 21 or greater	Increase of 21= 70 Increase of 25=80 Increase of 30=90 Increase of 40 or more= 100
3	Increase 10-20	Increase of 20=69 Increase of 18 to 19= 65 Increase of 16-17 = 60 Increase of 14-15= 58 Increase of 12-13= 55 Increase of 10-11= 50
2	Increase of 0-9	Increase of 8-9= 49 Increase of 6-7= 45 Increase of 4-5= 40 Increase of 2-3= 35 Increase of 0-1= 30
1	Below 0	0 or Below = 29

Appendix D – Summative Evaluation Forms

In Appendix D, the district shall include the summative evaluation form(s) to be used for school administrators.

School Administrator Evaluation System

Santa Rosa County School District
Administrative Summative Evaluation
2022-2023

Last Name _____ First Name _____ MI _____ Last 4's SSN _____

Position _____ Location _____ Contract Status _____

FPLS (Observation = 35%)-----

Domain 1: Data-Driven Focus on School Improvement

- Element 1
- Element 2
- Element 3

Employee's Signature _____

Date _____

Domain 2: Instruction of a Viable and Guaranteed Curriculum

- Element 1
- Element 2
- Element 3
- Element 4
- Element 5

Evaluator's Signature _____

Date _____

Domain 3: Continuous Development of Teachers and Staff

- Element 1
- Element 2
- Element 3

Domain 4: Community of Care and Collaboration

- Element 1
- Element 2
- Element 3
- Element 4

Domain 5: Core Values

- Element 1
- Element 2
- Element 3

Domain 6: Resource Management

- Element 1
- Element 2
- Element 3

LEARNING PLAN (15%)-----

STUDENT PERFORMANCE (35%)-----

PARENT/CAREGIVER SURVEY (5%)-----

STUDENT SURVEY (5%)-----

EMPLOYEE ENGAGEMENT SURVEY (5%)-----

FINAL SUMMATIVE SCORE-----

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT OR DEVELOPING	UNSATISFACTORY
4.0 – 3.25	3.24 – 2.5	2.49 – 1.75	1.74 AND BELOW

Employee's Signature _____ Evaluator's Signature _____

Date _____

Date _____

School Administrator Evaluation System

Santa Rosa County School District
District Administrative Summative Evaluation
2022-2023

Last Name _____ First Name _____ MI _____ Last 4#s SSN _____

Position _____ Location _____ Contract Status _____

FPLS (Observation = 35%)-----

Domain 1: Data-Driven Focus to Support Student Achievement

- Element 1
- Element 2
- Element 3

Employee's Signature _____

Date _____

Domain 2: Continuous Support for Improvement of Instruction

- Element 1
- Element 2
- Element 3
- Element 4

Evaluator's Signature _____

Date _____

Domain 3: Continuous Support for a Guaranteed and Viable Curriculum

- Element 1
- Element 2
- Element 3

Domain 4: Community of Care and Collaboration

- Element 1
- Element 2
- Element 3
- Element 4

Domain 5: District Core Values

- Element 1
- Element 2
- Element 3

Domain 6: Resource Allocation Management

- Element 1
- Element 2
- Element 3

LEARNING PLAN (15%)-----

STUDENT PERFORMANCE (35%)-----

PARENT/CAREGIVER SURVEY (5%)-----

STUDENT SURVEY (5%)-----

EMPLOYEE ENGAGEMENT SURVEY (5%)-----

FINAL SUMMATIVE SCORE-----

HIGHLY EFFECTIVE	EFFECTIVE	NEEDS IMPROVEMENT OR DEVELOPING	UNSATISFACTORY
4.0 – 3.25	3.24 – 2.5	2.49 – 1.75	1.74 AND BELOW

Employee's Signature _____ Evaluator's Signature _____

Date _____ Date _____