Marzano School Leadership Evaluation
FLORIDA MODEL

Domain I: A Data-Driven Focus on Student Achievement

I(1): The school leader ensures high expectations with measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

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

Evidences for Element 1 of Domain I (Required Evidence*)
• Learning goals are established for eliminating the achievement gap for all students*
• The school leader establishes high expectations for all students to show learning growth*
• Faculty and staff can explain how efforts to close the learning gap for all school subpopulations is eliminating the achievement gap*
• Learning goals are established based on state and district curriculum and academic standards*
• Learning goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments
• Learning goals are established for eliminating differences in achievement for students at different socioeconomic levels
• Learning goals are established for eliminating differences in achievement for all subgroups in the school
• Learning goals are established for eliminating the differences in achievement for English language learners
• Learning goals are established for eliminating the differences in achievement for students with disabilities
• School-wide achievement goals are posted so that faculty and staff see them on a regular basis
• School-wide achievement goals are discussed regularly at faculty and professional learning meetings

- Improvement goals are assigned to various departments and faculty
- Learning goals address the most critical and severe achievement deficiencies and guide planning for instruction
- School improvement plans and timelines contain specific benchmarks for each goal including individual(s) responsible for the goal

- The school improvement goals are focused on student learning and achievement
- When asked, faculty and staff can explain how goals eliminate differences in achievement for students of differing ethnicities
- When asked, faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels, English language learners, and students with disabilities
- When asked, faculty and staff can describe the school-wide achievement goals
- When asked, faculty and staff can identify the school's most critical needs goals
- Scales are in place to chart student and school progress towards meeting the curricular standards

I(2): The school leader ensures high expectations with measureable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school.

Scale Value	Description
Highly Effective+ (4)	The school leader ensures adjustments are made or new methods are utilized so that all faculty and students sufficiently understand the goals.
Highly Effective (3)	The school leader ensures each student has written achievement goals that are clear, measurable, and focused on appropriate needs AND regularly monitors teachers' and their students' achievement of individual student goals.
Effective (2)	The school leader ensures each student has written achievement goals that are clear, measurable and focused on appropriate needs.
Needs Improvement / Developing (1)	The school leader attempts to ensure that written achievement goals that are clear, measureable, and focused, are established for each student, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure that written achievement goals that are clear, measureable, and focused, are established for each student.

Evidences for Element 2 of Domain I **(Required Evidence*)**
• Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments*
• Faculty and staff work as a system focused on student learning*
• Student performance data and expectations for learning are communicated to all stakeholders*
• Learning goals accompanied by proficiency scales are established for each student in terms of their knowledge gain
• Students keep data notebooks regarding their individual goals
• Student led conferences focus on individual student's goals
• Parent teacher conferences focus on the individual student's goals
• Students perceive that their individual goals are academically challenging
• When asked, students are aware of their status on the achievement goals specific to them
• When asked, parents are aware of their child's achievement goals

I(3): The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning.

Scale Value	Description
Highly Effective+ (4)	The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines achievement goals or the tracking process as achievement data accrue.
Highly Effective (3)	The school leader ensures that data are available for tracking overall student achievement AND monitors the extent to which student data are used to track achievement of learning goals and to plan for improving instruction.
Effective (2)	The school leader regularly ensures that data are available for tracking overall student achievement.
Needs Improvement / Developing (1)	The school leader attempts to ensure that data are available for tracking overall student achievement, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure that data are available for tracking overall student achievement.

Evidences for Element 3 of Domain I
• Reports, graphs, and charts are available for analyzing overall student achievement and planning instruction
• Student achievement is examined from the perspective of value-added results
• Results from multiple types of assessments are regularly reported and used for instructional planning(e.g. benchmark, common assessments)
• Reports, graphs, and charts are regularly updated to track growth in student achievement
• School leadership teams regularly analyze school growth data for instructional planning
• Data briefings are conducted at faculty meetings and used to plan for instruction
• When asked, faculty and staff can describe the different types of reports available to them
• When asked, faculty and staff can explain how data are used to track growth in student achievement and plan for instruction

I(4): The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.

Scale Value	Description
Highly Effective+ (4)	The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines individual and student sub-groups achievement goals.
Highly Effective (3)	The school leader ensures student collected data are available AND monitors the extent to which data are used to track effectiveness of instruction and interventions for all student subgroups.
Effective (2)	The school leader collects student input data to ensure that data are used for determining effectiveness of instruction and implementing appropriate interventions.
Needs Improvement / Developing (1)	The school leader, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt.

Evidences for Element 4 of Domain I (Required Evidence*)
• The school leader achieves results on the school's learning goals*
• Student learning results are evidenced by growth and progress on district and state assessments*
• The school leader analyzes achievement data for student subgroups within the school*
• Individual student results from multiple types of assessments are regularly reported and used (e.g. benchmark, common assessments)*
• Data are analyzed for instructional planning, interpreted, and used to regularly monitor progress toward achievement goals for individual students*
• Reports, charts, and graphs are available for individual students depicting their status and learning growth
• Individual student achievement is examined from the perspective of value-added results
• Individual student reports, graphs, and charts are regularly updated to track growth in student achievement
• Teachers regularly analyze school growth data for individual students
• School leadership teams regularly analyze individual student performance data
• When asked, individual students and their parents can describe their achievement status and growth
• When asked, faculty can describe the different types of individual student reports available to them
• When asked, faculty and staff can analyze data of their individual students including all subgroups

I(5): The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups in order to help all students meet individual achievement goals .

Scale Value	Description
Highly Effective+ (4)	The school leader continually examines and expands the process for using individual student response data.
Highly Effective (3)	The school leader ensures teachers collect student response data AND monitors to determine if the data are used for determining effectiveness of instruction and implementing of appropriate interventions school-wide for all student sub-groups to help all students meet their individual achievement goals.
Effective (2)	The school leader ensures that teacher collected student response data are used to determine effectiveness of instruction and school-wide interventions for all subpopulations to help all students meet individual achievement goals.
Needs Improvement / Developing (1)	The school leader attempts to use teacher collected student response data to determine the effectiveness of instruction and school-wide interventions, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to collect student response data to ensure that data are used for determining effectiveness of instruction and school-wide interventions for all sub-groups.

Evidences for Element 5 of Domain I (Required Evidence*)
• The school leader ensures differentiated instruction is a predominant instructional practice*
• When asked, students report their teachers provide culturally relevant instruction that helps them learn*
• The school leader is focused on opportunities for students to continuously improve and be successful
• Student response data are utilized to determine effectiveness of instruction and school level interventions
• Data are available to show differentiated instruction is a predominant instruction practice
• When asked, students report their teachers provide culturally relevant instruction that helps them learn
• The school leader routinely analyzes student response data to determine programs needed to extend the school day, week, and/or year
• The school schedule is designed so that students can receive academic help while in school
• Individual student completion of programs designed to enhance their academic achievement is monitored (i.e. gifted and talented, advanced placement, STEM, etc.)
• Response to intervention measures are in place
• Tutorial and enrichment programs are in place when data support the need for these interventions
• Data are collected and available to monitor student participation in intervention or enrichment programs
• When asked, teachers can explain the interventions in place to help individual students met their goals
• When asked, student and/or parents can identify interventions in place to help them meet their goals
• When asked, students report their school has programs in place to help them meet their achievement goals
• When asked, students report their responses are analyzed and used by the school leader

Domain II: Continuous Improvement of Instruction

II(1): The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

Scale Value	Description
Highly Effective+ (4)	The school leader continually examines and makes adjustments so that all faculty and staff understand the nuances of the instructional model and integrates new instructional initiatives into the school instructional model.
Highly Effective (3)	The school leader communicates goals and expectations using the Florida common language of instruction AND monitors the extent to which the faculty, students and parents understand the instructional model, its goals and impact on the school population.
Effective (2)	The school leader communicates goals and expectations using the Florida common language of instruction.
Needs Improvement / Developing (1)	The school leader attempts to communicate goals and expectations using the Florida common language of instruction but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to communicate goals and expectations using the Florida common language of instruction.

Evidences for Element 1 of Domain II (Required Evidence*)
• The school leader demonstrates understanding of the Florida Educator Accomplished Practices and uses them as a priority instructional improvement model*
• The common language of instruction is used to communicate expectations for teacher and student performance
• The school leader utilizes multiple media sources to communicates local, state and federal learning standards to teachers, students and parents
• The school-wide model of instruction utilizes strategies to promote learning for subgroups within the school
• The school-wide common language of instruction is used regularly by faculty in their professional learning communities
• The school-wide common language of instruction is used regularly in faculty and department meetings
• Professional development opportunities are provided for new teachers regarding the school-wide model of instruction
• Professional development opportunities are provided for all teachers regarding the school-wide model of instruction
• New initiatives are prioritized and limited in number to support the instructional model
• The school-wide common language of instruction is used regularly by faculty in their informal conversations
• When asked, teachers can describe the major components of the school-wide model of instruction
• When asked, teachers can explain how strategies in the instructional framework promote learning for the school's diverse population

II(2): The school leader effectively employs, supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population.

Scale Value	Description
Highly Effective+ (4)	The school leader regularly intervenes with and supports teachers who are not meeting their growth goals or adequately enhancing the achievement of their students.
Highly Effective (3)	The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress, AND monitors the extent to which teachers achieve their growth goals to effectively serve the school population.
Effective (2)	The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress.
Needs Improvement / Developing (1)	The school leader attempts to ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to employ teachers with instructional skills to meet the needs of the school population and does not ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress.

Evidences for Element 2 of Domain II
• The school leader employs teachers with instructional skills to serve the school population
• The school leader meets regularly with teachers regarding their growth goals
• Individual teachers have written statements of their pedagogical growth goals
• Individual teachers keep track of their progress on their pedagogical growth goals
• The school leader has demonstrated a track record of hiring effective and highly effective teachers
• The school leader has a system in place to effectively evaluate the selection process for hiring new teachers
• The school leader has a system in place to effectively evaluate and revise the new teacher induction program
• The school leader has a track record of retaining effective teachers
• The school leader documents and tracks the growth of each teacher on their pedagogical goals
• When asked, teachers can describe their progress on their pedagogical growth goals
• When asked, the school leader can produce evaluation results, growth plans, and supports for struggling teachers
• When asked, teachers can share documented examples of how reflection has improved their instructional practice

II(3): The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

Scale Value	Description
Highly Effective+ (4)	The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating.
Highly Effective (3)	The school leader ensures that information about predominant instructional strategies in the school is collected, regularly gives teachers feedback regarding the effectiveness of these strategies, AND monitors the extent to which the information is used to identify effective and ineffective practices and the impact on student achievement.
Effective (2)	The school leader ensures that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies.
Needs Improvement / Developing (1)	The school leader attempts to ensure that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure that information about predominant instructional strategies in the school is collected.

Evidences for Element 3 of Domain II (Required Evidence*)
• Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school*
• The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model*
• The school leader can describe effective practices and problems of practice of the teachers in the school*
• The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning*
• The school leader ensures instructional practices are appropriate for the level of text complexity
• The school leader has systems in place to monitor the effect of the predominant instructional practices for all subgroups in the school including ESOL and ESE
• When asked, teachers can describe the predominant instructional practices used in the school
• When asked, teachers can explain the relationship between professional practice and student achievement
• When asked, students can explain why they learn from their teacher

II(4): The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies and teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.

Scale Value	Description
Highly Effective+ (4)	The school leader ensures that teacher feedback processes are updated regularly to ensure the results are consistent with student achievement data.
Highly Effective (3)	The school leader ensures that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources AND monitors the extent to which teacher feedback on the use of high effect size strategies improves instruction and is consistent with student achievement data.
Effective (2)	The school leader ensures that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources.
Needs Improvement / Developing (1)	The school leader attempts to ensure that specific feedback data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure that specific feedback data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources.

Evidences for Element 4 of Domain II **(Required Evidence*)**
• Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses*
• The school leader monitors improvement in teacher practice to increase the percentage of instructional personnel evaluated at the innovative and applying levels*
• Teacher feedback and evaluation data on the use of high effect size strategies 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*
• The school leader can link teacher evaluation data with student achievement data*
• When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement*
• Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction*
• Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers
• School leader provides frequent observations and meaningful feedback regarding the use of high effect strategies to teachers utilizing virtual and face-to-face conferencing
• Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data

II(5): District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data.

Scale Value	Description
Highly Effective+ (4)	The school leader continually re-evaluates instructional initiatives and professional development programs to ensure that it remains job-embedded and focused on instructional growth goals and intervenes with teachers who are not making sufficient progress toward achieving growth goals.
Highly Effective (3)	The school leader ensures instructional initiatives and job-embedded professional development and learning is provided to teachers that is directly related to their instructional growth goals AND monitors the extent to which professional learning results in teachers improving their instructional practices.
Effective (2)	The school leader ensures that job-embedded professional development that is directly related to their instructional growth goals is provided to teachers.
Needs Improvement / Developing (1)	The school leader attempts to implement instructional initiatives and to ensure that job--embedded professional development is provided to teachers that is directly related to their instructional growth goals, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to implement instructional initiatives and does not ensure that job-embedded professional development is provided to teachers that are directly related to their instructional growth goals.

Evidences for Element 5 of Domain II
• Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction*
• The school leader uses data to measure teacher progress toward instructional initiative goals
• Professional development courses and resources are available to teachers regarding their professional learning and instructional growth goals
• The school leader tracks teacher participation in professional development activities
• Teacher-led professional development is available to teachers regarding their instructional growth goals
• Instructional coaching is available to teachers regarding their instructional growth goals
• Data are collected linking the effectiveness of professional development to the improvement of teacher practices
• Data are available supporting deliberate practice is improving teacher performance
• Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction
• Online professional learning courses are available to teachers to support instructional initiatives
• The school leader tracks teacher participation in professional development activities to support deliberate practice
• The school leader uses data to measure teacher progress toward instructional initiative goals
• When asked, teachers can describe how professional development supports their attainment of professional learning and instructional growth goals

II(6): The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class.

Scale Value	Description
Highly Effective+ (4)	The school leader continually monitors instruction and when needed seeks new strategies to ensure all ESOL students receive appropriate instruction.
Highly Effective (3)	The school leader monitors the school and classrooms to ensure ESOL students receive instruction utilizing appropriate ESOL strategies AND monitors the extent to which the utilization of ESOL strategies are appropriate for the students in the class.
Effective (2)	The school leader monitors the school and classrooms to ensure ESOL students receive instruction utilizing appropriate ESOL strategies
Needs Improvement / Developing (1)	The school leader attempts to monitor the school and classrooms to ensure ESOL students receive instruction utilizing appropriate ESOL strategies, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to monitor the school and classrooms to ensure ESOL students receive instruction utilizing appropriate ESOL strategies.

Evidences for Element 6 of Domain II
• The school leader can readily identify effective ESOL instructional strategies when conducting classroom visitations and provide meaningful feedback to teachers   • Professional development courses and resources are available for teachers to learn ESOL teaching strategies   • Instructional coaching is available to teachers to provide feedback regarding the use of appropriate ESOL strategies   • Data are available supporting deliberate practice with ESOL strategies results in improved teacher and student performance   • Online professional learning courses are available to teachers to support learning of ESOL instructional strategies   • The school leader tracks teacher participation in professional learning activities related to learning ESOL strategies   • When asked, teachers can describe how professional development supports their attainment of learning ESOL instructional strategies   • When asked, ESOL students report their teacher uses strategies that help them learn   • When asked, ESOL student can identify specific strategies that help them learn   • The school leader tracks teacher participation in professional learning activities related to learning ESOL strategies

Domain III: A Guaranteed and Viable Curriculum

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

Scale Value	Description
Highly Effective+ (4)	The school leader ensures that the assessment and reporting system focuses on state and district standards and the leader intervenes with teachers who do not follow the state and district standards.
Highly Effective (3)	The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards AND monitors the extent to which the curriculum is effectively delivered and the assessments properly administered.
Effective (2)	The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards.
Needs Improvement / Developing (1)	The school leader attempts to ensure that both the written curriculum and accompanying assessments adhere to state and district standards, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure that both the written curriculum and accompanying assessments adhere to state and district standards.

Evidences for Element 1 of Domain III (Required Evidence*)
• The school leader provides faculty timely information regarding changes in state and district curriculum standards and their impact on student learning requirements*
• Curriculum documents are in place that correlate the written curriculum to state and district standards
• Rubrics or proficiency scales are in place that clearly delineates student levels of performance on essential elements of state and district standards.
• Information is available correlating what is taught in the classrooms (i.e., the taught curriculum) and the written curriculum
• Information is available examining the extent to which assessments accurately measure the written and taught curriculums
• School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments and for rigor and cultural relevance
• The school leader ensures the alignment of the curriculum and assessment measures in a manner that promotes rigor
• Evidence is available demonstrating the assessments are accurately measuring the state and district standards
• When asked, teachers can describe the essential content and standards for their subject area(s) or grade level(s)
• When asked, teachers demonstrate understanding of how the curriculum and assessments are aligned to improve student achievement
• When asked, teachers report they receive information in a timely manner regarding updates to learning and academic requirements and decisions from state and federal departments

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

Scale Value	Description
Highly Effective+ (4)	The school leader ensures that essential elements of the curriculum are regularly examined and revised with an eye toward making instruction more focused and efficient.
Highly Effective (3)	The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified AND monitors the extent to which the essential elements are few enough to allow adequate time for students to learn them.
Effective (2)	The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified.
Needs Improvement / Developing (1)	The school leader attempts to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified.

Evidences for Element 2 of Domain III
• A written list of essential elements is in place
• Essential elements have been articulated as proficiency scales or rubrics
• A curriculum audit has been conducted that delineates how much time it would take to adequately address the essential elements
• 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)
• The school leader has a plan in place to monitor the curriculum is taught in the time available to teachers
• When asked, teachers can describe which elements are essential and can be taught in the scheduled time
• When asked, students report the learning environment of the school is preparing them to contribute to society and be part of a global community
• When asked, students report they have time and resources to learn the curriculum

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

Scale Value	Description
Highly Effective+ (4)	The school leader intervenes with teachers whose students do not have adequate access to essential elements and instructional strategies that most strongly increase their chances of learning the essential elements.
Highly Effective (3)	The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum AND monitors the extent to which those courses and classes utilize instructional strategies that most strongly increase their chances of learning the essential elements.
Effective (2)	The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum
Needs Improvement / Developing (1)	The school leader attempts to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum.

Evidences for Element 3 of Domain III
(Required Evidence*)

- The school leader ensures teachers have completed appropriate training for content specific strategies to minimize or eliminate achievement gaps*
- Tracking systems are in place that examine each student's access to the essential elements of the curriculum
- Parents are aware of their child's current access to the essential elements of the curriculum
- All students have access to advanced placement or other rigorous courses
- All students have a prescribed program of study that documents access to courses
- The school leader ensures teachers have completed appropriate content area training in their subject area courses
- Data are available to verify student achievement and growth in critical content and standards
- Data are available to verify the diversity of students enrolled in advanced placement or other rigorous courses
- When asked, teachers can describe the content strategies that result in the highest student learning for specific courses and topics
- When asked, students report they have access to rigorous courses
- When asked, students report they have opportunities to learn the critical content of the curriculum

III(4): The school leader ensures monitoring of text complexity by monitoring teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event.

Scale Value	Description
Highly Effective+ (4)	The school leader intervenes with teachers who do not implement these instructional processes as routine events.
Highly Effective (3)	The school leader ensures teacher implementation of reading strategies with cognitively challenging text AND monitors the extent to which these processes are routine events.
Effective (2)	The school leader ensures teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event
Needs Improvement / Developing (1)	The school leader attempts to ensure teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event.

Evidences for Element 4 of Domain III
• Tracking systems are in place that examine teacher use of reading strategies with cognitively challenging text
• Data are available to ensure the use of close reading rereading of complex text are routinely used by teachers
• School leader understands the research to support complex text and tasks as prescribed in the Common Core State Standards
• Teachers are trained in the dimensions of text complexity
• School leader is able to identify effective instructional practices when observing the use of complex text, complex tasks, and the use of scaffolding strategies
• Literacy actions plans are established school-wide
• School leader actively monitors the literacy action plan and participates in the school's Reading Leadership team meetings
• School leader supports the role of the literacy coach and shares a common vision for the coach's role with the faculty
• When asked, teachers can describe the instructional strategies that result in the highest student learning for cognitively complex text
• When asked, students report they have access reading resources with cognitively complex text

Domain IV: Communication, Cooperation and Collaboration

IV(1): The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching.

Scale Value	Description
Highly Effective+ (4)	The school leader seeks new strategies to maximize the operations of the school to provide resources and supports to teachers who do not actively participate in opportunities to meet their goals regarding effective instructional practices.
Highly Effective (3)	The school leader manages the organization, operations, and facilities to ensure that teachers have regular opportunities for professional learning, time to interact regarding effective instructional practices and to observe specific examples of effective teaching AND monitors the extent to which teachers actively participate in those opportunities to meet their priority professional goals.
Effective (2)	The school leader manages the organization, operations and facilities to ensure that teachers have regular opportunities for professional learning, time to interact collegially regarding effective instructional practices and observe specific examples of effective teaching.
Needs Improvement / Developing (1)	The school leader attempts to facilitate and lead professional learning by managing the school in such a manner to ensure that teachers have regular opportunities to interact collegially regarding effective instructional practices and observe specific examples of effective teaching, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to facilitate and lead professional learning by managing the school in such a manner to ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching.

Evidences for Element 1 of Domain IV
(Required Evidence*)

- The school leader can describe the school's procedures for scheduling teachers to observe and discuss effective instructional practices*
- Teachers have regular times to meet collegially and discuss effective instructional practices (e.g. lesson study, professional learning communities)*
- The school leader manages the organization, operations and facilities to provide teachers time and resources for professional learning to reach their goals
- The school leader manages time effectively in order to maximize focus on instruction
- Teachers have opportunities to engage in instructional rounds
- Teachers have opportunities to view and discuss video-based examples of exemplary teaching
- Teachers have opportunities to interact about effective teaching via technology
- Instructional practices are regularly discussed at faculty and department meetings
- Video segments of instructional practices are regularly viewed and discussed at faculty and department meetings
- Information is available regarding participation of teachers in opportunities to observe and discuss effective teaching

- Information is available regarding teacher participation in virtual discussions regarding effective teaching
- When asked, teachers report their participation in observing other teachers results in individual self-reflection and growth
- When asked, teachers can explain how the operation of the school ensures time and resources for professional learning

IV(2): The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.

Scale Value	Description
Highly Effective+ (4)	The school leader continually seeks new venues for teacher input regarding important decisions.
Highly Effective (3)	For specific types of decisions, the school leader communicates and ensures that formal processes are in place to collect data from all teachers regarding their preferences AND monitors the extent to which those data are used to make decisions and the transparency of those decisions.
Effective (2)	For specific types of decisions, the school leader ensures that formal processes are in place to collect data from all teachers regarding their preferences.
Needs Improvement / Developing (1)	The school leader attempts to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions.

Evidences for Element 2 of Domain IV (Required Evidence*)
• The school leader provides evidence of actively listening and learning from faculty and staff*
• The school leader utilizes electronic tools to collect teacher input data which are used in the school's decision making process for efficiency throughout the school (e.g. online surveys)*
• The school leader engages faculty in constructive conversations on important school issues*
• Teacher leaders are accountable for maintaining a focus on instructional proficiency and student learning*
• The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects*
• The school leadership team has critical roles in facilitating school initiatives*
• Data-gathering techniques are in place to collect information from teachers*
• Data are available to support the leader engages faculty in constructive conversations about important school issues
• Notes and reports are in place that describe how teacher input was used when making specific decisions
• Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school
• When asked, teachers report they feel their input is valued and used by the school leader to enhance the school

IV(3): The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.

Scale Value	Description
Highly Effective+ (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.
Highly Effective (3)	The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals and plans relative to curriculum, assessment, and instruction AND monitors the extent to which these goals and plans are designed to accelerate the achievement of the diverse school population.
Effective (2)	The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals and plans relative to curriculum, assessment, and instruction.
Needs Improvement / Developing (1)	The school leader attempts to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals and plans relative to curriculum, assessment, and instruction, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals and plans relative to curriculum, assessment, and instruction.

Evidences for Element 3 of Domain IV (Required Evidence*)
• The school leader promotes practices that validate and value similarities and differences among all students and focuses on their success and well -being*
• Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning*
• The school leader uses PLC's to communicate the relationships among academic standards, effective instruction and student performance*
• The school leader implements the Florida Continuous Improvement Model (FCIM)*
• Professional learning communities (PLCs) are in place
• PLCs have written goals for improving instructional practices and student learning
• The school leader regularly examines the PLC's progress toward goals
• Common assessments are created by PLCs
• Data teams are in place
• Data teams have written goals and develop instructional plans to meet their goals
• The school leader regularly examines each data team's progress toward goals
• The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement
• When asked, teachers can explain how PLC's analyze data to identify appropriate instructional practices for all students

IV(4): The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.

Scale Value	Description
Highly Effective+ (4)	The school leader intervenes and provides support when delegation of authority and cultivating of emerging leaders is not working.
Highly Effective (3)	The school leader actively identifies and cultivates emerging leaders and ensures appropriate delegation of responsibilities, AND monitors the extent to which emerging leaders are prepared for career advancement.
Effective (2)	The school leader actively identifies and cultivates emerging leaders by appropriately delegating responsibilities and prepares the emerging leaders for career advancement.
Needs Improvement / Developing (1)	The school leader attempts to actively identify and cultivate emerging leaders by appropriately delegating responsibilities and preparing emerging leaders for career advancement, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to actively identify and cultivate emerging leaders by appropriately delegating responsibilities and preparing emerging leaders for career advancement.

Evidences for Element 4 of Domain IV (Required Evidence*)
• The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities*
• Teacher leaders and other faculty are empowered to share in the leadership of the school*
• Delegates responsibilities to emerging leaders in preparation for career advancement opportunities*
• The school leader models effective leadership practices and mentors emerging leaders*
• The school leader effectively identifies potential leaders and guides them in career development*
• The school leader encourages faculty members to continue their education and assists them with career planning
• The school leader demonstrate ongoing mentoring of teacher leaders
• When asked, emerging leaders explain opportunities for leadership development
• The school leader has a track record of identifying potential leaders

IV(5): The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.

Scale Value	Description
Highly Effective+ (4)	The school leader intervenes and provides support when students, parents, and community input are not working to optimize the function of the school.
Highly Effective (3)	The school leader communicates and ensures that input is regularly collected from students, parents, and community AND monitors the extent to which the inputs are contributing to the optional functioning of the school learning environment.
Effective (2)	The school leader communicates and ensures that input is regularly collected from students, parents, and community.
Needs Improvement / Developing (1)	The school leader attempts to communicate and ensure that input is regularly collected from students, parents, and community, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to communicate and ensure that input is regularly collected from students, parents, and community.

Evidences for Element 5 of Domain IV (Required Evidence*)
• The school leader provides evidence of actively listening and learning from students, parents and community*
• Data are available to support the leader engages students, parents and the community in constructive conversations about important school issues*
• The school leader engages in virtual town hall meetings*
• The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community*
• The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment and uses the input for decision making and efficiency throughout the school*
• The school leader can explain how the use of input from the school community has resulted in improved functioning of the school*
• When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning of the school*
• Data collection systems are in place to collect opinion data from students, parents, and community regarding the optimal functioning of the school
• Data are archived and reports regularly generated regarding these data
• The manner in which these data are used is made transparent
• The school leader conducts focus group meetings with students and parents
• The school leader hosts or speaks at community/business events
• The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning and procedures

Domain V: School Climate

V(1): The school leader is the recognized leader of the school and continually assesses progress on his or her deliberate practice priorities.

Scale Value	Description
Highly Effective+ (4)	The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve leadership skills.
Highly Effective (3)	The school leader continually engages in deliberate practice activities to improve his or her professional practices AND monitors the extent to which these activities enhance leadership skills and the staff's confidence about his or her ability to lead.
Effective (2)	The school leader continually engages in activities to improve his or her professional practices.
Needs Improvement / Developing (1)	The school leader attempts to engage in activities to improve his or her professional practices, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to engage in activities to improve his or her professional practices.

Evidences for Element 1 of Domain V (Required Evidence*)
• The school leader has a written annual growth plan with deliberate practice goals and priorities*
• The school leader is recognized as highly visible by the faculty, student, parents, and community and actively engages them in the work of the school*
• The school leader uses facts and data in decision making and when prioritizing decisions that impact the priority goals of the school*
• The school leader adheres to the Florida Code of Ethics and the Principles of Professional Conduct*
• The school leader has demonstrated his or her ability to use thinking skills to solve problems and identify solutions*
• The school leader has a track record of using facts and data when making tough decision to keep learning and teacher effectiveness as priorities*
• The school leader constantly evaluates decisions for their effectiveness, equity, intended and actual outcomes and revises plans as needed*
• The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses*
• The school leader uses prior evaluative feedback to identify professional development activities consistent with his or her deliberate practice plan*
• The school leader models effective leadership practices and mentors emerging leaders
• The school leader models ethical leadership for self and has the same expectation for faculty and staff
• The school leader has a record of inspiring others in their practice
• The school leader models effective leadership practices and mentors emerging leaders
• When asked, faculty and staff identify the school administrator as the leader of the school
• When asked, faculty and staff generally agree as to the vision provided by the school leader

V(2): The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.

Scale Value	Description
Highly Effective+ (4)	The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve how he or she performs or is perceived.
Highly Effective (3)	The school leader demonstrates resiliency and integrity in pursuit of continuous school improvement AND monitors the extent to which the school community perceives those actions are guided by the desire to continually improve the school and help all students learn.
Effective (2)	The school leader demonstrates resiliency and integrity in pursuit of continuous school improvement
Needs Improvement / Developing (1)	The school leader attempts to demonstrate resiliency in pursuit of continuous school improvement, but does so sporadically or inconsistently.
Unsatisfactory (0)	The school leader does not attempt to demonstrate resiliency in pursuit of continuous school improvement.

Evidences for Element 2 of Domain V (Required Evidence*)
• The school leader demonstrates resiliency by staying focused on the school vision and reacting constructively to barriers*
• The school leader can identify how learning from adversity has enabled him/her to be a focused leader*
• The school leader reacts constructively and overcomes barriers to success that could include disagreement and dissent with leadership*
• The school leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local communities*
• The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success*
• The school leader actively promotes practices and policies acknowledging the diversity in the school*
• Faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn
• Faculty and staff describe the school leader as uncompromising in regards to raising student achievement
• Faculty and staff describe the school leader as one who "walks the walk and talks the talk"
• The school leader demonstrate his or her ability to follow through with initiatives
• Faculty and staff describe the school leader as effectively communicating those non-negotiable factors that have an impact on student achievement
• Faculty and staff describe the school leader as one who speaks with candor
• Faculty and staff describe the school leader as one who is willing to "take on tough issues"
• When asked, students describe the leader as one who makes their school better
• When asked, students describe the leader as one who helps them overcome obstacles to learning

V(3): The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment.

Scale Value	Description
Highly Effective+ (4)	The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by school faculty and staff.
Highly Effective (3)	The school leader ensures that well-defined routines and procedures are in place that lead to safe and orderly conduct AND monitors the extent to which faculty and staff share the perception that the school environment is safe and orderly to support an environment focused on student learning.
Effective (2)	The school leader ensures that well-defined routines and procedures are in place that lead to orderly conduct and keep a focus on learning.
Needs Improvement / Developing (1)	The school leader attempts to ensure that well-defined routines and procedures are in place that lead to orderly conduct and keep a focus on learning, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure that well-defined routines and procedures are in place that lead to orderly conduct and keep a focus on learning.

Evidences for Element 3 of Domain V (Required Evidence*)
• Instructional and behavioral routines and procedures are in place to support student engagement in learning*
• Continuous feedback is provided teachers regarding the learning environment in their classrooms and the school*
• The school leader maintains a school climate to support student engagement in learning*
• School leader provides ongoing feedback to teachers regarding the learning environment*
• Highly engaged classroom practices are routine at the school*
• The school leader provides a means for faculty and staff to communicate about the safety of their school
• Faculty and staff know the emergency management procedures and how to implement them for specific incidents
• The school leader can provide evidence of practicing emergency management procedures for specific incidents
• The school leader can provide evidence of updates to the emergency management plans and communication of them to the faculty and staff
• When asked, faculty and staff describe the school as a safe and orderly place focused on learning
• When asked, the faculty and staff describe the leader as highly visible and accessible

V(4): The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy .

Scale Value	Description
Highly Effective+ (4)	The school leader ensures that the learning environment supports student engagement and regularly reviews and updates actions and procedures to ensure the perception of the school community is that the school is preparing students for life in a democratic society and global economy.
Highly Effective (3)	The school leader ensures that the school learning environment supports student engagement AND monitors the extent to which students, parents, and the community share the perception that the school learning environment supports students engagement and is preparing students for life in a democratic society and global economy.
Effective (2)	The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.
Needs Improvement / Developing (1)	The school leader attempts to ensure that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure that students, parents, and the community recognize the school learning environment supports student engagement.

Evidences for Element 4 of Domain V (Required Evidence*)
• The school leader ensures that skills necessary to be contributing members of society and participate in a global community are listed among the essential elements*
• The school leader ensures students are ready to be contributing members of society and participate in a global community*
• Instructional strategies for highly engaged classrooms are part of the school learning environment*
• When asked, students, parents and community describe the school as a safe, respectful and student centered*
• The school leader cultivates relationships with parents and community leaders to improve the school
• Clear and specific rules and procedures are in place to maintain an environment focused on learning
• The school leader has a means of communicating to parents about issues regarding school safety (e.g. call out system, virtual media)
• The school leader employs social media so that students may anonymously report potential incidents
• The school leader coordinates with local law enforcement agencies regarding school safety issues
• The school leader engages parents and community regarding issues of school safety to ensure an environment focused on learning
• When asked, students, parents, and community members perceive the school as safe and orderly

V(5): The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

Scale Value	Description
Highly Effective+ (4)	The school leader actively seeks and procures extra resources to enhance instruction priorities and the learning.
Highly Effective (3)	The school leader ensures strategic instructional resourcing by managing the fiscal, operational, and technological resources necessary for systemic support of effective teaching AND monitors the extent to which plans, resources and efficiencies enhance instructional priorities and the learning environment.
Effective (2)	The school leader ensures strategic instructional resourcing by managing the fiscal, operational, and technological resources necessary to support instructional priorities and the learning environment.
Needs Improvement / Developing (1)	The school leader attempts to ensure strategic instructional resourcing and attempts to manage the fiscal, operational, and technological resources necessary to support instructional priorities and a supportive learning environment, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to ensure strategic instructional resourcing and does not manage the fiscal, operational, and technological resources necessary to support instructional priorities and a supportive learning environment.

Evidences for Element 5 of Domain V (Required Evidence*)
- The school leader manages and imposes deadlines on self and the organization that effect the operation of the school*   - The school leader successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds)*   - The school leader manages time effectively in order to maximize focus on instruction*   - The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning*   - The school leader effectively manages materials, time and resources for specific classes and courses meet the state or district specifications for those classes and courses   - The school leader effectively manages human, fiscal and facility resources to provide support for instruction   - The school leader provides adequate training for the instructional technology teachers are expected to use   - When asked, faculty and staff report that they have adequate materials to teach effectively   - When asked, faculty and staff report that they have adequate time to teach effectively   - When asked, faculty and staff report projects, with plans and objectives, are organized in such a way that keeps the focus on instruction

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

Scale Value	Description
Highly Effective+ (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.
Highly Effective (3)	The school leader at the appropriate time acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school AND monitors the extent to which people –delete and change to teachers and students feel honored for their success and contributions.
Effective (2)	The school leader at the appropriate time acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school.
Needs Improvement / Developing (1)	The school leader attempts to acknowledge and celebrate the accomplishments of the school as a whole and the accomplishments of individuals within the school, but does not complete the task or does so partially.
Unsatisfactory (0)	The school leader does not attempt to acknowledge and celebrate the accomplishments of the school as a whole and the accomplishments of individuals within the school.

Evidences for Element 6 of Domain V (Required Evidence*)
• The school leader plans for and celebrates the success of the diverse populations in the school*
• The school leader recognizes the accomplishments of individual teachers, teams of teachers, and the whole school in a variety of ways (e.g. faculty celebrations, newsletters to parents, announcements, websites, social media)
• The school leader recognizes incremental success of students and teachers
• The school leader recognizes the success of individual departments
• The school leader regularly celebrates the success of a variety of types of individuals (e.g. teacher of the year, support staff employee of the year)
• When asked, faculty and staff report that the accomplishments of the school have been adequately acknowledged and celebrated
• When asked, faculty and staff report that their individual accomplishments have been adequately acknowledged and celebrated