

2013

Compass Middle Charter SCHOOL LEADER EVALUATION SYSTEM Observation and Evaluation Forms and Procedures for Leadership Practice Effective July 1, 2013

A Comprehensive System for Professional Development and Annual
Evaluation of School Administrators.

Aligned with the Florida Principal Leadership Standards SBE Rule 6A-5.080
Reviewed and Approved by the Florida Department of Education

Submitted for Review and Approval
Florida Department of Education
4/5/2013



Compass Middle Charter School Leader Evaluation Model
 Based on Marzano School Leadership Evaluation Florida Model

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About Evaluation

For the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. Florida Statutes Section 1012.34 (1) (a).

What does this mean?

To accomplish the purpose defined in law, a district evaluation system for school administrator's must:

1. Be focused on school leadership actions that impact student learning, and;
2. Support professional learning on performance of duties and responsibilities that matter most for student learning, faculty and leadership development.

The evaluation system adopted by the district 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.
- ✓ 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).

A New Approach to Evaluation: This evaluation system is designed to support three processes:

- **Self-reflection** by the leader on current proficiencies and growth needs (What am I good at? What can I do better?)
- **Feedback** from the evaluator and others on what needs improvement.
- **An annual summative evaluation** that assigns one of the four performance levels required by law (i.e., Highly Effective, Effective, Needs Improvement, or Unsatisfactory).

What is Evaluated?

Evaluation of school leaders is based on observation and evidence about certain leadership behaviors AND the impact of a leader's behavior on others.

The portion of evaluation that involves "impact on others" comes in two components:

1. Student Growth Measures: At least 50% of a school leader's annual evaluation is based on the performance of students in the school on specific state or district assessments (e.g. FCAT, EOC exams).
2. The Leadership Practice: This component contributes the remaining percentage of the school leader's evaluation. Leadership Practice combines results of the Florida School Leader Assessment (FSLA) and an additional Metric – Deliberate Practice. The FSLA contribution to evaluation is based on observation of the leader's actions and the leader's impact on the actions and behaviors of others

The processes and forms described in the following pages are focused on the Leadership Practice component of evaluation.

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Training and Reflection

The content of MARZANO SCHOOL LEADERSHIP EVALUATION informs those evaluated and those doing evaluations of the issues to address and the processes to use. Compass Middle Charter has utilized a software system called “iObservation” developed by Learning Sciences, International (LSI) in conjunction with Dr. Marzano. In order to consistently apply a common language of instruction and leverage programs already in place, the school intends to utilize the Marzano School Leadership Model for our evaluation of site based leadership personnel (principals and assistant principals.) References to Dr. Marzano’s research and model will be provided throughout this document as well as a crosswalk to the various domains, elements and proficiencies.

- Those being evaluated use these documents to guide self-reflection on practices that improve your work.
- Evaluators provide both recurring feedback to guide growth in proficiency in district priorities and provide summative performance ratings.
- Those who are both evaluated by this system and evaluate other with it will do both.

Things to know:

1. The Research Framework(s) on which the evaluation system is based. Each research framework is associated with particular approaches to instruction or leadership. The research aligned with the schools framework is a useful source of deeper understanding of how to implement strategies correctly and in appropriate circumstances. Evaluators can provide better feedback to subordinates when they understand the research framework
2. Inter-rater reliability: Evaluators in the district should be able to provide subordinates similar feedback and rating so that there is consistent use of the evaluation system across the district. This is promoted by training on the following:
 - a. The “look fors” – what knowledge, skills, and impacts are identified as system priorities by inclusion of indicators in the evaluation system.
 - b. The Rubrics – how to distinguish proficient levels.
 - c. Rater reliability checks. Processes for verifying raters meet district expectations in using the rubrics.
3. Specific, Actionable, and Timely Feedback Processes: What evaluators observe does not promote improvement unless it is conveyed to employees as specific, actionable and timely manner. Training on how to do so is essential.
4. Conferences protocols and use of forms: Know what is required regarding meetings, conference procedures, use of forms, and records.

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5. Processes and procedures for implementing the evaluation system
 - a. Evidence gathering: What sources are to be used?
 - b. Timeframes, record keeping
 - c. Scoring rules

6. Student Growth Measures: What are the districts requirements regarding use of student growth measures in the district's evaluation system?

7. Sources of information about the evaluation system: Where can evaluators and employees access manuals, forms, documents etc. regarding the evaluation process.

8. Additional metrics: Training on any additional metrics use to supplement the practice

The Research Base

The research base that supports the Marzano School Leadership Evaluation is contemporary research, based on large scale professional research studies and meta---analyses on the impact of leadership practices on student learning growth and school administrator proficiency. Four primary documents were used in the review of literature: (1) the Wallace Foundation study (Louis, Leithwood, Wahlstrom, & Anderson, 2010), (2) the study of what works in Oklahoma schools (Marzano Research Laboratory, 2011), (3) the Marzano, Waters, and McNulty (2005) meta---analysis of school leadership, and (4) the Marzano (2003) study of effective schooling.

The Wallace Study

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

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What Works in Oklahoma Schools

The study of what works in Oklahoma schools was conducted by Marzano Research Laboratory for the Oklahoma State Department of Education (OSDE) over the 2009/2010 school year and the 2010/2011 school year. This study was conducted to determine those elements that are related to being classified as an *improvement school* (i.e., a school that needs improvement) as opposed to a school that is not classified as needing improvement (i.e., schools not on improvement status). Fifty---nine matched elementary, middle, and high schools were involved in the study. Of those 59 schools, 32 were classified as needing improvement and 27 were not. Survey data from teachers, administrators, students, and parents were used in the study along with on---site observations of teachers, interviews with administrators, and videotapes of classroom activities. State test data in mathematics and the English language arts were the primary dependent variable when examining the effects of specific elements. From the 59 matched schools, 1,117 teachers, 13,373 students, and 516 parents were involved. General results indicated that specific actions on the part of administrators are statistically related to student academic achievement.

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

This meta---analysis of school leadership research was published in the book *School Leadership that Works* (Marzano et al., 2005). The purpose of the study was to examine the research literature from 1978 to 2001 on those school leadership factors that have a statistically significant relationship with student achievement. Over 300 studies were examined and 69 met the criteria for inclusion, one of which was that student achievement data were correlated with school administrator actions, or that correlations could be computed from the data available. In all, 2,802 K-12 schools were involved in the studies synthesized, with an estimated 14,000 teachers and 1,400,000 students. The overall finding was that school leadership has a statistically significant relationship with student achievement. Such leadership can be explained as 21 specific types of actions and behaviors enacted by school leaders.

The Marzano Study of School Effectiveness

The Marzano study of effective schools was published in the book *What Works in Schools* (Marzano, 2003). Although it did not focus specifically on school leadership, the study did specify 11 factors that schools must attend to if they are to enhance student achievement and the school leadership implications regarding those 11 factors.

Framework: Leadership Evaluation

MARZANO SCHOOL LEADERSHIP EVALUATION is based on The Marzano School Leadership Evaluation Model which is organized into 5 Domains with 26 Elements of school leader behavior that links contemporary research---based strategies to student achievement.

Compass Middle Charter School Leader Evaluation Model Based on Marzano School Leadership Evaluation Florida Model

A summary of the domains and elements are as follows:

Domain 1 – A Data---Driven Focus on Student Achievement (5 elements);

Domain 2 – Continuous Improvement of Instruction (6 elements);

Domain 3 – A guaranteed and Viable Curriculum (4 elements);

Domain 4 – Communication, Cooperation and Collaboration (5 elements);

Domain 5 – School Climate (6 elements)

Elements in the Marzano Model are parallel to Indicators in the Florida School Leader Assessment (FSLA). Domains are identified by I, II, III, IV, V, and the supporting Elements are identified in parenthesis, i.e. (1). The crosswalk (Attachment A) demonstrates alignment of elements in the Marzano Leadership Evaluation Model to indicators in the FSLA.

In addition to the Domains and Elements, Evidences of specific actionable leadership behaviors are identified for each element. The Evidences for each Element are used to assign a scale value on a rubric for each Element. Applying is considered the proficient target on each scale (Attachment B). The Domains, Elements, and Evidences support the evaluation criteria required by State Statues and SBE rules. Evidences indicated with an * are required evidences for the related element.

The Marzano School Leadership Model aligns with the Florida Principal Leadership Standards (FPLS) (Attachment C). The Marzano School Leadership Model also aligns with the State adopted teacher evaluation system using the common language of instruction and research based strategies linking school leadership with student achievement.

Although the language in the Marzano model is unique to the model, it is a developmental model that supports professional growth and deliberate practice by the school leader.

Conference/Proficiency Status Short Form

The leader and evaluator will have a discussion at least 3 times throughout the year to ensure progress is being made on each of the five domains. These discussions will allow the leader and supervisor to focus on the successful implementation of the domains and elements and the Deliberate Practice. Through the use of the Conference/Evaluation Form which utilizes a five point rubric, the administrator will know the status of the Leadership Practice portion of the Final Evaluation (Attachment D).

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Additional Metric: Deliberate Practice Guidelines

Deliberate Practice: The leaders work on specific improvements in mastery of educational leadership is a separate metric and is combined with the Status Score for the Leadership Practice Score which is added to the Student Growth Score to determine a Final Leadership Effectiveness Score.

Deliberate Practice (DP) Domain (s) and Element(s) for School Leader Growth
<p><u>Deliberate Practice Priorities:</u> The leader and the evaluator identify 1 to 4 specific and measurable priority learning goals related to teaching, learning, or school leadership practices that impact student learning growth. One – three elements are recommended.</p> <p>The goal of a deliberate practice process is an intended result and will include “scales” that guide the leader toward highly effective levels of personal mastery; The leader takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities. The evaluator monitors progress and provides feedback. The elements are “thin slices” of behaviors – not broad overviews or long term goals taking years to accomplish. Deliberate practice ratings are based on comparison of proficiency at a “start point” and proficiency at a designated “evaluation point”. The start point data will be based on a preceding year’s evaluation data on a specific element or domain, or determined by school leader and evaluator either at the end of the preceding work year or at the start of the new work year in which the DP elements will be used for evaluation.</p> <p><u>Relationship to other measures of professional learning:</u> Deliberate Practice elements are specific and deep learning related to teaching, learning, or school leadership practices that impact student learning. The DP learning processes establish career---long patterns of continuous improvement and lead to high quality instructional leadership.</p> <p><u>Selecting Growth Elements (examples):</u> Growth target 1: An issue that addresses a school improvement need related to student learning and either selected by the district or approved by leader’s supervisor. The focus should be on complex issues that take some time to master such as providing observation and feedback of high---effect size instructional practices. Growth target 2: An issue related to a knowledge base or skill set relevant to instructional leadership selected by leader). Growth target 3---4: Optional: additional issues as appropriate. The addition of more targets should involve estimates of the time needed to accomplish targets 1 and 2. Where targets 1 and 2 are projected for mastery in less than half of a school year, identify additional target(s). The description of a target should be modeled along the lines of learning goals. A concise description (rubric) of what the leader will know or be able to do Of sufficient substance to take at least 6 weeks to accomplish Includes scales or progressive levels of progress that mark progress toward mastery of the goal. Rating Scheme Unsatisfactory = no significant effort to work on the targets Needs Improvement = evidence some of the progress points were accomplished but not all of the targets Effective = target accomplished Highly effective = exceeded the targets and able to share what was learned with others</p>

Sample:

Target: Leader will be able to provide feedback to classroom teachers on the effectiveness of learning goals with scales in focusing student engagement on mastery of state standards.

Scales:

Level 3: Leader develops and implements a process for monitoring the alignment of classroom assessments to track trends in student success on learning goals.

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Level 2: Leader develops and implements a process for routinely visits classes and engaging students in discussion on what they are learning and compares student perceptions with teacher’s learning goals.

Level 1: Leader can locate standards in the state course description for each course taught at the school and completes the on-line module on Learning Goals (both at www.floridastandards.org) and engages teachers in discussion on how they align instruction and learning goals with course standards.

Deliberate Practice Growth Target

School Leader’s Name and Position: _____
Evaluators Name and Position: _____
Target for school year: _____ Date Growth Elements Approved: _____
School Leader’s Signature: _____
Evaluator’s Signature _____
Deliberate Practice Growth Element #: (Insert element identification number here, the check one category below)
<input type="checkbox"/> District Growth Target <input type="checkbox"/> School Growth Target <input type="checkbox"/> Leader’s Growth target
Focus issue(s): Why is the element worth pursuing?
Growth Target: <i>Describe what you expect to know or be able to do as a result of this professional learning effort.</i>
Anticipated Gain(s): What do you hope to learn?
•
•
Plan of Action: A general description of how you will go about accomplishing the element.
Progress Points: List progress points or steps toward fulfilling your goal that enable you to monitor your progress.
1.
2.
3.
Notes:

Deliberate Practice will take the place of the Individual Leadership Development Plan in 2013-2014.

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MARZANO SCHOOL LEADERSHIP EVALUATION Domains and Elements

MARZANO SCHOOL LEADERSHIP EVALUATION is based on the Marzano School Leadership Evaluation Model which consists of five Domains and 26 Elements (Attachment E)

A summary of the domains and elements are as follows:

Domain 1:

A Data--Driven Focus on Student Achievement

- 5 Elements

Domain 2:

Continuous Improvement of Instruction

- 6 elements

Domain 3:

A guaranteed and Viable Curriculum

- 4 elements

Domain 4:

Communication, Cooperation and Collaboration

- 5 elements

Domain 5 – School Climate

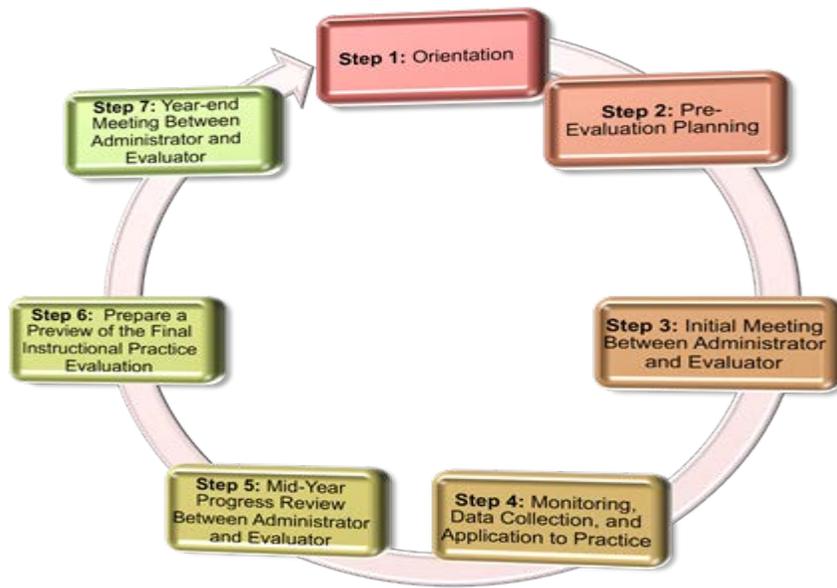
- 6 elements

Evidences, which are provided for each element, are specific actionable leadership behaviors and are used to assign a scale value on a rubric for each element.

MARZANO SCHOOL LEADERSHIP EVALUATION Process

- **Guides to self-reflection** on what's important to succeed as a school leader
- **Criteria for making judgments** about proficiency that are consistent among raters
- **Specific and actionable feedback** from colleagues and supervisors focused on improving proficiency
- **Summative evaluations** of proficiency and determination of performance levels

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The seven steps of MARZANO SCHOOL LEADERSHIP EVALUATION are described below:

Step 1: Orientation:

The orientation step can occur at the start of a new work year, at the start of a new school year, or at the start of assignment (or new assignment) as a principal. The depth and detail of orientation may vary based on prior training and whether changes in evaluation model have occurred, but an annual orientation or re-fresher orientation will occur. The orientation step should include:

- The school will provide orientation and training on the Florida Principal Leadership Standards (FPLS), Student Success Act, applicable State Board of Education rules, and specific expectations that are subject to the evaluation system.
- All administrators and evaluators will have access to the content and processes that are subject to the evaluation system. All administrators and evaluators will have access to the same information and expectations. This may be provided by the administrator’s review of district evaluation documents or online modules where awareness of processes and expectations are identified.
- At the orientation step, each school administrator is expected to engage in personal reflection on the connection between his/her practice and the FPLS and the Domains and elements in the evaluation system. This is a “what do I know and what do I need to know” self-check aligned with the FPLS and the evaluation system indicators.

Step 2: Pre-evaluation Planning:

After orientation processes, the administrator and evaluator prepare for a formal conference to address evaluation processes and expectations. Two things occur:

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- Administrator's self-assessment from the orientation step moves to more specific identification of improvement priorities. These may be student achievement priorities or leadership practice priorities. The administrator gathers any data or evidence that supports an issue as an improvement priority. This may include Data Dialogue information ~ School Improvement Plan (SIP), student achievement data, prior faculty evaluations, and evidence of systemic processes that need work.
- The evaluator articulates a perspective on strengths and growth needs for the administrator and for student achievement issues at the school.

Step 3: Initial Meeting between administrator and evaluator:

A meeting on "expectations" held between administrator and evaluator to address the following:

- Evaluation processes are reviewed and questions answered.
- Perceptions (of both) from Pre-evaluation Planning are shared.
- Domain and Elements from evaluation system that will be focus issues are identified and discussed.
- Student growth measures that are of concern are discussed.
- Relationship of evaluation indicators to the SIP, student achievement and District supported initiatives are discussed.
- Proposed elements for Deliberate Practice (additional metric) are discussed and determined, or a timeframe for selection of Deliberate Practice elements are set. While a separate meeting or exchange of information may be implemented to complete the Deliberate Practice targets, they should be discussed at the Step 3 Conference given their importance to the administrator's growth and the summative evaluation.

Step 4: Monitoring, Data Collection, and Application to Practice:

Evidence is gathered that provides insights on the administrator's proficiency on the issues in the evaluation system by those with input into the administrator's evaluation.

- The administrator shares with evaluator evidence of practice on which the administrator seeks feedback or wants the evaluator to be informed.
- The evaluator accumulates data and evidence on administrator's actions or impact of administrator's actions during the routine conduct of work. Such data and evidence may come from site visits, be provided by the administrator, from formal or informal observations, or from evidence, artifacts or input provided by others. The accumulated information is analyzed in the context of the evaluation system indicators.
- As evidence and observations are obtained that generate specific and actionable feedback, it is provided to the administrator in a timely manner. Feedback may be provided face-to-face, via iObservation forms, via email or telephone, or via memoranda.
- These monitoring actions occur before and continue after the mid-year Progress Check (step 5).

Step 5: Mid-year Progress Review between administrator and evaluator:

At a mid-year point, a progress review is conducted.

- Actions and impacts of actions taken on priorities identified in Step 3 Initial Meeting are reviewed.

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- Any indicators which the evaluator has identified for a specific status update are reviewed. (The administrator is given notice of these indicators prior to the Progress Check, as the feedback expected is more specific than that for the general indicator overview.)
- The administrator is prepared to provide a general overview of actions/processes that apply to all of the domains and proficiency areas and may include any of the indicators in the district system. Any indicator that the evaluator or the administrator wishes to address should be included.
- Strengths and progress are recognized.
- Priority growth needs are reviewed.
- Where there is no evidence related to an element and no interim judgment of proficiency can be provided, a plan of action must be made:
 - If the evaluator decides that the absence of evidence indicates unsatisfactory proficiency because actions or impacts of action should be evident if administrator was proficient, the administrator is provided notice that the element(s) will be addressed in a follow-up meeting.
 - The absence of evidence is explained by lack of opportunity for the evaluator to note anything relevant, and administrator is asked to provide follow-up data on the element prior to the year-end conference.
 - The lack of evidence on one element is balanced by substantial evidence on other elements in the same proficiency area. No follow-up is required until evidence supporting a Developing (D), Beginning (B) or Not Using (NU) rating emerges.
- Any actions or inactions which might result in an unsatisfactory rating on a domain or element area if not improved are communicated.
- Any element(s) for which there is insufficient evidence to rate proficiency at this stage, but which will be a priority for feedback in remainder of the year, are noted.
- MARZANO SCHOOL LEADERSHIP EVALUATION: Evaluation Form is used to provide feedback on all indicators for which there is sufficient evidence to rate proficiency. Notes or memorandums may be attached to the forms as appropriate to reflect what is communicated in the Progress Check.

Step 6: Prepare a preview of the final Instructional Practice evaluation:

The summative evaluation form is prepared by the evaluator and a performance rating assigned.

- Consider including relevant and appropriate evidence by any party entitled to provide input into the administrator's evaluation.
- Review evidence on administrator's proficiency on elements.
- Use accumulated evidence and ratings on elements to rate each Domain.
- Consolidate the ratings on the elements into Domain ratings.
- Consolidate Domain ratings, using MARZANO SCHOOL LEADERSHIP EVALUATION weights, to calculate an instructional practice score.

Step 7: Year-end Meeting between administrator and evaluator:

The year-end meeting addresses the Leadership Practice Score and Student Growth Measures.

- The overall ratings of the elements are reviewed and a Status Score assigned.
- The administrator's growth on the Deliberate Practice elements is reviewed and a Deliberate Practice Score assigned.
- The Status Score and Deliberate Practice Score are combined (as per weighting formula) to generate a Leadership Practice Score.

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- If the Student Growth Measurement (SGM) score is known, inform the administrator how the Leadership Practice Score and SGM Score combine to a summative performance level of Highly Effective, Effective, Needs Improvement, or Unsatisfactory.
- If SGM score is not known, inform administrator of possible performance levels based on known Leadership Practice Score and various SGM outcomes.
- If recognitions or employment consequences are possible based on performance level, inform administrator of District process moving forward.
- Review priority growth issues that should be considered at next year's Step 2 and Step 3 processes.

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Scoring Guide for MARZANO SCHOOL LEADERSHIP EVALUATION Metrics

An evaluation system that is aligned with the purpose of Section 1012.34, F.S. and applicable State Board rules (e.g., 6A---5.065, 6A---5.080) has two functions:

- Providing quality feedback during a work year that focuses improvement effort on essential proficiencies.
- Generating an annual summative performance level based on the proficiency exhibited during the work year.

For School Administrators being evaluated using MARZANO SCHOOL LEADERSHIP EVALUATION, which is based on the state approved Marzano School Leadership Evaluation Model, the summative annual performance level is based on three factors:

- **Leadership Practice Score**: An assessment of the administrator’s proficiency on the Florida Principal Leadership Standards (FPLS). A system for feedback and growth based on the administrator’s work and impact of that work on others. This represents 30% of the Final Leadership Effectiveness Score.
- **Deliberate Practice (DP)**: Deep learning and growth on a few very specific aspects of educational leadership. This represents 20% of the Final Leadership Effectiveness Score.
- **Student Growth Measures Score (SGM)**: The performance of students under the administrator’s supervision. The specific growth measures used and “cut points” applied will conform to Florida Statutes and State Board rules. This represents 50% of the Final Leadership Effectiveness Score.

Summary of Scoring Processes

The Marzano School Leadership Evaluation Model describes five domains with 26 elements of school leader behavior that research shows has an impact on raising student achievement. The domains, elements and weight are broken down as follows:

Domain 1 – A Data---Driven Focus on Student Achievement (20%) Element 1 (5%)
Element 2 (4%)
Element 3 (3%)
Element 4 (3%)
Element 5 (5%)

Domain 2 – Continuous Improvement of Instruction (40%) Element 1 (10%)

Element 2 (9%)
Element 3 (8%)
Element 4 (4%)
Element 5 (4%)
Element 6 (5%)

Domain 3 – A Guaranteed and Viable Curriculum (20%) Element 1 (8%)
Element 2 (4%)
Element 3 (4%)
Element 4 (4%)

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Domain 4 – Communication, Cooperation and Collaboration (10%) Element 1 (3%)
 Element 2 (2%)
 Element 3 (2%)
 Element 4 (2%)
 Element 5 (1%)

Domain 5 – School Climate (10%) Element 1 (2%)
 Element 2 (2%)
 Element 3 (2%)
 Element 4 (2%)
 Element 5 (1%)
 Element 6 (1%)

RatingScaleforDomainElements

	4	3	2	1	0
FormativeRatings usedforeach DomainElement	Innovating	Applying	Developing	Beginning	NotUsing

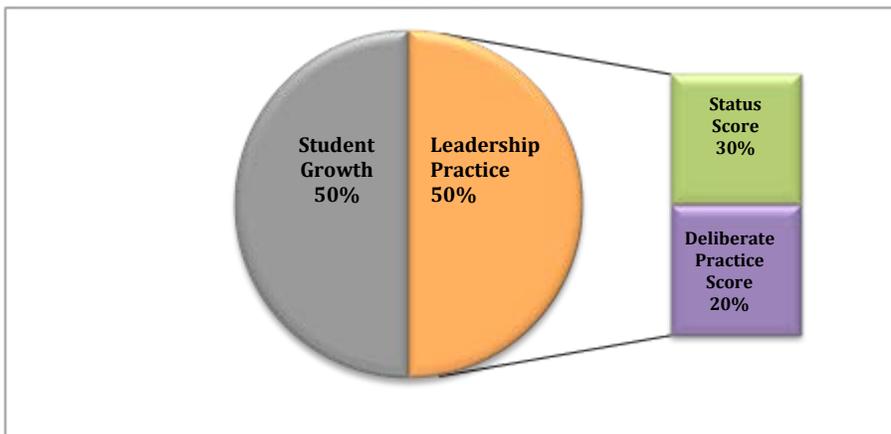
Scoring for MARZANO SCHOOL LEADERSHIP EVALUATION based on the Marzano School Leadership Evaluation Model

MARZANO SCHOOL LEADERSHIP EVALUATION includes three components for Final Leadership Effectiveness Score:

- Student Growth
- Leadership Practice
- Deliberate Practice

The model's focus:

- Student Growth, Leadership Practice, and Deliberate Practice
- Reflects administrators' performance across all elements within the framework (Domains 1-5)
- Assigns weight to the domain with greatest impact on student achievement (Domain 2)
- Acknowledges administrators' focus on deliberate practice by measuring improvement over time on *specific* elements within the framework



Leadership Practice Score (Status Score + Deliberate Practice) 50%
Student Growth Score 50%

Final Leadership Effectiveness Score 100%

The scoring process for MARZANO SCHOOL LEADERSHIP EVALUATION is similar to how teachers are scored in the Marzano Causal Teacher Evaluation Model. The steps are as follows:

Step 1: Rank elements in each domain and find the average if there are multiple scores for an element.

Step 2: Multiply the score for each element by the weight for the element. If no evidence is recorded for an element the lowest score is used: 1

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Step 3: Add together weighted scores for a final score.

Step 4: This score will be used as the Final Leadership Practice Score.

Step 5: Calculate the Deliberate Practice average growth level.

Step 6: Find the Deliberate Practice score based on the scoring rules.

Step 7: Add Leadership Practice, Deliberate Practice, and Student Growth Scores for the Final Leadership Effectiveness Score and Proficiency Rating. (Attachment F)

Distinguishing between proficiency ratings:

The “Effective” level describes leadership performance that has local impact (i.e., within the school) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the school. The majority of the leadership workforce will be in the effective area once they have a clear understanding of what the FPLS require and have made the adjustments and growth necessary to upgrade performance. The previous rating system of “satisfactory “ and “unsatisfactory” does not provide any guidance as to where those who repeat past performance levels will fall in the shift to research and standards---based assessments. Both school administrators and evaluators should reflect on performance based on the new FPLS and the rubrics of MARZANO SCHOOL LEADERSHIP EVALUATION.

The “Highly Effective” level is reserved for truly outstanding leadership as described by very demanding criteria. Performance at this level is dramatically superior to “Effective” in its impact on students, staff members, parents, and the school district. Highly effective leadership results from recurring engagement with “deliberate practice.” In brief, the “Highly Effective” administrator helps every other element within the organization become as good as they are. In normal distributions, some administrators will be rated highly effective on some indicators, but very few administrators will be rated highly effective as a summative performance level.

The “Needs Improvement” level describes principals who understand what is required for success, are willing to work toward that goal, and, with coaching and support, can become proficient. Needs improvement rating will occur where expectations have been raised and standards made more focused and specific. Professional behavior and focused professional learning will guide school administrators toward increasingly effective performance.

Performance at the “Unsatisfactory” level describe administrators who do not understand what is required for proficiency or who have demonstrated through their actions and/or inactions that they choose not to become proficient on the strategies, knowledge bases, and skills sets needed for student learning to improve and faculties to develop.

Student Growth Scores

Florida Statute 1012.34(3)(a) requires at least 40-50% of the school based administrator performance evaluation must be based upon data and indicators of student learning growth assessed by statewide assessments or, for subjects and grade levels not measured by statewide assessments, by school district assessments.

Each district must use the state adopted formula for measuring student learning growth in all courses associated with the statewide assessments and must select an equally appropriate formula for measuring student learning

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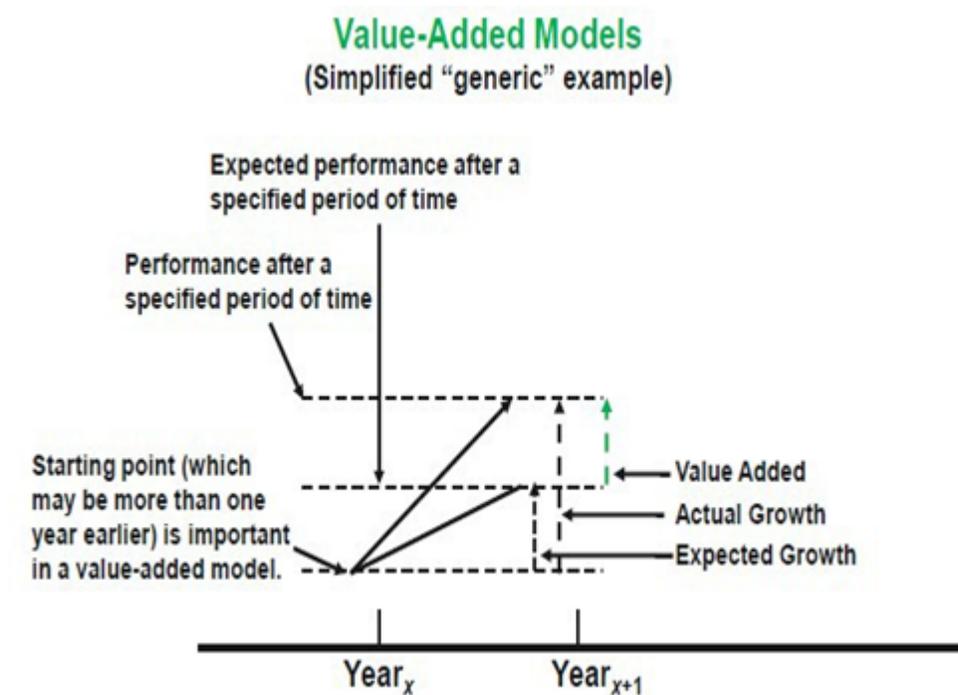
growth for all other grades and subjects. The statute further required in 1012.34(7)(b) that beginning in the 2011-2012 school year, each school district shall measure student learning growth using the formula approved by the commissioner of education for courses associated with the FCAT, and that each school district shall implement the additional student learning growth measures selected by the commissioner for the remainder of the statewide assessments included under s.1008.22 as they become available. Beginning in the 2014-15 school year, for grades and subjects not assessed by statewide assessments, but otherwise assessed as required under s.1008.22(8), each school district shall measure student growth using an equally appropriate formula.

Last year the Florida Department of Education has convened a committee of stakeholders (Student Growth Implementation Committee) to identify the type of model and the factors that should be accounted for in Florida's value-added model. To provide expertise the Department contracted with the American Institutes for Research (AIR) to help the SGIC develop the recommended model that was adopted. The SGIC is composed of twenty seven members from across the state and includes teachers across various subjects and grade levels, including exceptional education, school administrators, district level administrators, postsecondary teacher educators, representatives from the business community and parents. After exploring eight different models, the SGIC recommended a model from the class of covariate adjustment models. The SGIC process, including the presence of national expertise, allowed for questions, in-depth discussions and multiple perspectives.

The SGIC's value-added model was adopted by the Commissioner with no additions, deletions, or changes. The value-added model is a statistical model that uses student-level growth scores to differentiate teacher performance in the area of student learning growth. It is intended to measure the contribution of the individual teacher to the learning growth of the student. The measure is made by using student-level test scores collected over a period of time.

The diagram below is a simplified model depicting how the value added model is used. Using the covariate model in a regression analysis a prediction is made regarding how the student should perform on a standardized test based upon past performance. The difference between the predicted performance and the actual performance is called the "value added" by the instruction the student receives from the teacher.

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Controlling variables were selected by the committee to level the playing field by accounting for the differences in the proficiency and characteristics of the students assigned to the teacher. The controlling variables chosen were: up to two prior years of achievement scores (the strongest predictor in student growth), number of subject-relevant courses, disability status, English Language Learner status, gifted status, student mobility, attendance, difference from modal age, class size and homogeneity of prior test scores.

The overall value-added measure takes into account the teacher effect, which is the portion of the student growth attributed to the classroom teacher. The number estimate provided gives a comparison of teachers in the same school as to how they are performing compared to one another. The overall score also takes into account the school effect, which provides a comparison of the school across the state as to how the school is performing. This overall value-added score combines the teacher effect and $\frac{1}{2}$ of the school effect to give the teacher an overall value-added number. The value-added score for the school-based administrator will be the overall school score, the same that is attributed to the teaching staff that is not assigned an individual score, based on their students' FCAT scores. If a school-based administrator receives an unsatisfactory rating in this portion of the evaluation, their overall evaluation is unsatisfactory as set forth in Senate Bill 736.

The school maintains the right to amend a school leader's assessment within 90 days after the release of the value added measures, in the same way they will review the results from teachers.

Implementation of the Marzano School Leadership Evaluation Model

The governing board will collaborate the principal to develop a one vision---one voice plan to train, support, and collect data in a timely manner that will allow for feedback that will build instructional leadership. The school will develop and refine the implementation plan in the spring of 2013 that will include a plan for monitoring the work of the evaluators as well as the evaluatees to ensure the reliability of the assessment and feedback. Learning Sciences International will be called upon for technical support throughout the school year for their outside perspective and expertise on the matter.

Compass Middle Charter School has exercised the option to count the Student Growth Measure as only 40% of the principal and assistant principal evaluation for school year 2012-13, as three years of data do not exist. For *2012-2013 only*, the percentages will be: Student Growth Measures=40%, Status Score= 48%, and Deliberate Practice= 12% of the overall rating. In the following year all leaders for whom three years of growth data is available, will measured at 50% Student Growth Scores.

Implementation Timelines

Date	Activity
October 25, 2012	Principal and assistant principal receive Day 1 Training for new evaluation system with Learning Sciences International.
December 14, 2012	Principals and assistant principals receive Day 2 Training for new evaluation system with Learning Sciences International.
April 2, 2012	The governing board and the principal receives an overview of the new evaluation system from Learning Sciences International, and begin the process of aligning evidences to the school improvement plan and identified needs based on data. The principal and the governing board will begin discussions regarding the process and begin the reflection process.
April, 2013	Assistant principals receive an overview of the new evaluation system and begin discussions with principals regarding the process and begin the reflection process
June, 2012	Upon approval of the evaluation system, documents will be posted at http://compassmiddlecharter.net
September, 2013	Initial meetings are held between the evaluatees and the evaluator
October- December, 2013	Data is collected, monitored, and feedback is shared relative to improving leadership practice
January- February, 2014	Mid-point evaluations take place between evaluatee and evaluator. The governing board and principal will meet to calibrate their findings and discuss needs for support and training

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January – May, 2014	Data is collected, monitored, and feedback is shared relative to improving leadership practice
May- June, 2014	Consolidated leadership assessment forms are prepared
June-July, 2014	Year-end meeting between evaluatee and evaluator

Annual evaluations will follow the same timeline for the years after 2013-2014.

Input Mechanisms

The governing board will be responsible for the evaluation of the principal. The principal will be responsible for the assistant principals who work in the school.

The governing board recommended that input surveys are developed to seek information consistent with the school leadership evaluation system with the assistance of representative school leaders. Surveys are available to students, parents, and support personnel. Evaluating administrators may request input from the governing board as needed or when an area of weakness has been identified that will require coaching or mentoring. The results of the surveys would be reflected in Domain 5. The surveys may be viewed in appendix H

Continuous Improvement

Upon completion of an initial meeting, the evaluator will input the observation data in the school's digital system for the purpose of feedback within 3 days after the meeting. This timely feedback will allow the administrator to identify professional development in areas that need improvement or development.

Upon completion of data collection and evidence for the mid-year discussion, the administrator will complete the post observation conference form and meet for a reflective conversation with the evaluator. Areas in need of development or improvement identified by the supervisor and/or the instructor will be discussed as well as professional development related to the identified needs. Objective, actionable written feedback will be provided to the instructor within 10 days.

Upon completion of the annual evaluation the administrator and evaluator will identify areas in need of development or improvement for incorporation into the next cycle of individual professional development planning.

The administrator and evaluator will identify up to 3 target elements for growth and professional development during the end of year evaluation conference. This Deliberate Practice will become part of the instructor's Professional Growth Plan for the following year.

Professional development is integral to the success of this evaluation system. All professional development will be aligned to the Florida Principal Leadership Standards and the Framework prior to the 2013-2014 school year.

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Requirements for Reporting

Florida Statute 1012.34(6) requires school boards to establish a procedure for annually reviewing instructional personnel and school administrator evaluation and assessment systems to determine compliance with expectations for teacher and principal evaluation. Additionally the approved system must be reviewed and approved by the governing board before being used to evaluate instructional personnel or school administrators. The governing board and principal in October, of every year, will review the results of the evaluations for consistency and a report will be given to the board no later than December, of every year, including any necessary adjustments that will need to be made through training and support for principals or teachers who are in need of assistance.

ATTACHMENTS

ATTACHMENT A

**Crosswalk: Marzano School Leadership Evaluation Model to
 Florida School Leader Assessment**

Florida School Leader Assessment(FSLA)

A Multidimensional Leadership Assessment

4 Domains- 10 Proficiency Areas- 45 Indicators

A summative performance level is based 50% on Student Growth Measures (SGM) that conform to the requirements of s.1012.34, F.S., and 50% on a Leadership Practice Score. In the Florida State Model, the Leadership Practice Score is obtained from two metrics:

- Florida School Leader Assessment (FSLA)
- Deliberate Practice Score

The school leader's FSLA score is combined with a Deliberate Practice Score to generate a Leadership Practice Score. The tables below list the school leader performance proficiencies addressed in the four domains of the FSLA and the Deliberate Practice Metric.

Domain 1: The focus is on leadership practices that impact prioritization and results for student achievement on priority learning goals-- knowing what's important, understanding what's needed, and taking actions that get results.

Domain 1: Student Achievement 2 Proficiency Areas-8 Indicators This domain contributes 20% of the FSLA Score	Marzano Leadership Model ¹
Proficiency Area 1-- Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-- based curricula.	
Indicator 1.1- <u>Academic Standards</u> : The leader demonstrates understanding of student requirements and academic standards (Common Core and NGSSS).	I(1) III(1*2)
Indicator 1.2- <u>Performance Data</u> : The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.	I(1,3) II(3*,4*)
Indicator 1.3- <u>Planning and Goal Setting</u> : The leader demonstrates planning and goal setting to improve student achievement.	I(1,2)
Indicator 1.4- <u>Student Achievement Results</u> : The leader demonstrates evidence of student improvement through student achievement results.	I(2,4*)
Proficiency Area 2-- Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support learning organization focused on student success.	
Indicator 2.1- <u>Learning Organization</u> : The leader enables faculty and staff to work as a system focused on student learning and engages faculty and staff in effort to close	I(1,2,4*) II(1*,3*)

¹ See the Marzano School Leadership Evaluation Model for additional information. The Marzano Leadership Model column provides the Domain number in roman numeral (I, II, III, IV, or V), followed by the numeric element number that aligns to the respective FSLA Indicator.

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² The placement of an asterisk (*) denotes the element contains required evidences. See the Marzano School Leadership Evaluation Model for additional information.

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learning performance gaps among student subgroups within the school.	IV(3)
Indicator 2.2– <u>School Climate</u> : The leader maintains a school climate that supports student engagement in learning.	III(3) IV(3,4) V(2*)
Indicator 2.3– <u>High Expectations</u> : The leader generates high expectations for learning growth by all students.	I(1)
Indicator 2.4– <u>Student Performance Focus</u> : The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.	III(1*)

Domain 2: The focus is on instructional leadership–what the leader does and enables others to do that support teaching and learning.

Domain 2: Instructional Leadership 3 Proficiency Areas–17 Indicators This domain contributes 40% of the FSLA Score	Marzano Leadership Model
Proficiency Area 3-- Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.	
Indicator 3.1– <u>FEAPs</u> : The leader aligns the school’s instructional programs and practices with the Florida Educator Accomplished Practices (Rule 6A---5.065, F.A.C.) and models use of Florida’s common language of instruction to guide faculty and staff implementation of the foundational principles and practices.	II(1*)
Indicator 3.2– <u>Standards-based Instruction</u> : The leader delivers an instructional program that implements the state’s adopted academic standards (Common Core and NGSS) in a manner that is rigorous and culturally relevant to the students by aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.	II(4*) III(1*,3) IV(3*)
Indicator 3.3– <u>Learning Goals Alignments</u> : The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state’s adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubrics to guide tracking progress toward student mastery.	I(1,2)
Indicator 3.4– <u>Curriculum Alignments</u> : The leader implements systemic processes to insure alignment of curriculum resources with state standards for the courses taught.	I(1,2)
Indicator 3.5– <u>Quality Assessments</u> : The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	III(1*)
Indicator 3.6– <u>Faculty Effectiveness</u> : The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district’s instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.	II(3*,4*)

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ProficiencyArea4-- FacultyDevelopment:Effectiveschoolleadersrecruit, retain, anddevelopaneffectiveanddiversefacultyandstaff;focusonevidence,research, and classroomrealitiesfacedbyteachers;linkprofessionalpracticewithstudent achievementtodemonstratethecauseandeffectrelationship;facilitateeffective professionaldevelopment;monitorimplementationofcriticalinitiatives;and	
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secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.	
Indicator 4.1 – <u>Recruitment and Retention</u> : The leader employs a faculty with the instructional proficiencies needed for the school population served.	II(2)
Indicator 4.2 – <u>Feedback Practices</u> : The leader monitors, evaluates proficiency, and secures and provides timely and 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.	II(3*,4*)
Indicator 4.3 – <u>High Effect Size Strategies</u> : Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies.	II(4*)
Indicator 4.4 – <u>Instructional Initiatives</u> : District supported state initiatives focused on student growth are supported by the 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.	II(5)
Indicator 4.5 – <u>Facilitating and Leading Professional Learning</u> : The leader manages 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.	IV(1,3*) V(5*)
Indicator 4.6 – <u>Faculty Development Alignments</u> : The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by generating a focus on student and professional learning in the school that is clearly linked to the system---wide objectives and the school improvement plan; identifying faculty instructional proficiency needs (including standards---based content, research---based pedagogy, data analysis for instructional planning and improvement); aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals; and using instructional technology as a learning tool for students and faculty.	I(1,5*) II(4*,5) IV(3*) V(5*)
Indicator 4.7 – <u>Actual Improvement</u> : The leader improves the percentage of effective and highly effective teachers on the faculty.	II(4*)
Proficiency Area 5 -- -Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population.	
Indicator 5.1 – <u>Student Centered</u> : The leader 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 by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.	V(3,4)
Indicator 5.2 – <u>Success Oriented</u> : The leader initiates and supports continuous improvement processes and a multi---tiered system of supports focused on the students’ opportunities for success and well---being.	I(5*) IV(3*) V(2*,6)
Indicator 5.3 – <u>Diversity</u> : To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promote school and classroom practices that validate and value similarities and differences among students.	II(3*) IV(3*,5*) V(2*,6)

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Indicator 5.4– <u>Achievement Gaps</u> : The leader engages faculty in recognizing and	I(1,3,4*)
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understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.	III(3)
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Domain 3: The focus is on school operations and leadership practices that integrate operations into an effective system of education.

Domain 3 – Organizational Leadership 4 Proficiency Areas – 16 Indicators This domain contributes 20% of the FSLA Score	Marzano Leadership Model
Proficiency Area 6-- Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating whom makes which decisions.	
Indicator 6.1 – <u>Prioritization Practices</u> : The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.	V(1*)
Indicator 6.2 – <u>Problem Solving</u> : The leader uses critical thinking and problem-solving techniques to define problems and identify solutions.	V(1*)
Indicator 6.3 – <u>Quality Control</u> : The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implementing actions as needed.	V(1*,2*)
Indicator 6.4 – <u>Distributive Leadership</u> : The leader empowers others and distributes leadership when appropriate.	IV(2*,4*)
Indicator 6.5 – <u>Technology Integration</u> : The leader employs effective technology integration to enhance decision-making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision-making with the effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.	IV(2*,4*) V(5*)
Proficiency Area 7-- Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.	
Indicator 7.1 – <u>Leadership Team</u> : The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.	IV(2*,4*)
Indicator 7.2 – <u>Delegation</u> : The leader establishes delegated areas of responsibility for subordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.	IV(2*,4*)

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Indicator 7.3- <u>Succession Planning</u> : The leader plans for and implements succession	IV(4*)
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management in key positions.	
Indicator 7.4– <u>Relationships</u> : The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.	IV(4*) V(4*)
Proficiency Area 8-- School Management: 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; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.	
Indicator 8.1– <u>Organizational Skills</u> : The leader organizes time, tasks, project effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.	V(5*)
Indicator 8.2– <u>Strategic Instructional Resourcing</u> : The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.	V(5*)
Indicator 8.3– <u>Collegial Learning Resources</u> : The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.	IV(1,2*, 3*,4*)
Proficiency Area 9-- Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-- way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communication to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.	
Indicator 9.1– <u>Constructive Conversations</u> : The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.	IV(2*,5*)
Indicator 9.2– <u>Clear Goals and Expectations</u> : The leader 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.	I(2,5*) II(1*) III(1*)
Indicator 9.3– <u>Accessibility</u> : The leader maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.	IV(5*) V(1*)
Indicator 9.4– <u>Recognitions</u> : The leader recognizes individuals, collegial workgroups, and supporting organizations for effective performance.	V(6)

Domain 4: The focus is on the leader’s professional conduct and leadership practices that represent quality leadership.

Domain 4-- Professional and Ethical Behaviors 1 Proficiency Area–4 Indicators This domain contributes 20% of the FSLA Score	Marzano Leadership Model
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ProficiencyArea10-- ProfessionalandEthicalBehaviors:Effectiveschoolleaders

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<p>demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-- wide strategic objectives.</p>	
<p>Indicator 10.1–<u>Resiliency</u>: The leader demonstrates resiliency in pursuit of student learning and faculty development by staying focused on the school vision and reacting constructively to adversity and barriers to success, acknowledging and learning from errors, constructively managing disagreement and dissent with leadership, and bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and productive attitudes in the face of adversity.</p>	<p>V(1*,2*)</p>
<p>Indicator 10.2–<u>Professional Learning</u>: The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.</p>	<p>V(1*,2*)</p>
<p>Indicator 10.3–<u>Commitment</u>: The 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 community.</p>	<p>V(2*)</p>
<p>Indicator 10.4–<u>Professional Conduct</u>: The leader adheres to the Code of Ethics of the Education Profession in Florida (Rule 6B---1.001, F.A.C.) and to the Principles of Professional Conduct for the education profession (Rule 6B---1.006, F.A.C.).</p>	<p>V(1*)</p>

The FSLA Domain scores (combining ratings on all 4 FSLA domains) generates 80% of Leadership Practice Score. The other 20% is based on the Deliberate Practice score.

Additional Metric

Deliberate Practice: The leaders work on specific improvements in mastery of educational leadership is a separate metric and is combined with the FSLA Domain Score to determine a summative leadership score.

<p style="text-align: center;">Deliberate Practice Proficiency Area(s) and Target(s) for Growth selected by School Leader</p>
<p><u>Deliberate Practice Priorities</u>: The leader identifies a short list of specific and measurable priority learning goals related to teaching, learning, or school leadership that target growth in the leader toward highly effective levels of personal mastery; takes action to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities. <u>The targets are “thin slices” of specific gain sought</u>—not broad overviews or long-term goal taking years to accomplish. Where FSLA indicator 4.5 addresses the leader’s involvement with professional learning focused on faculty needed and 10.2 addresses the leader’s pursuit of learning aligned with school needs, the Deliberate Practice targets are more specific and deeper learning related to teaching, learning, or school leadership.</p> <p>Growth target 1: An issue that addresses a school improvement need and approved by leader’s supervisor</p> <p>Growth target 2: An issue related to knowledge base or skill set relevant to educational leaders and selected by the leader.</p> <p>Growth target 3---5: Optional: additional issues as appropriate.</p> <ul style="list-style-type: none"> • The addition of more targets should involve estimates of the time needed to accomplish targets 1

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- and 2. Where targets 1 and 2 are projected for mastery in less than half of a school year, identify additional target(s).
- The description of a target should be modeled along the lines of learning goals.
 - A concise description (rubric) of what the leader will know or be able to do
 - Of sufficient substance to take at least 6 weeks to accomplish
 - Includes scales or progressive levels of progress that mark progress toward mastery of the goal.
 - Rating Scheme
 - Unsatisfactory = no significant effort to work on the targets
 - Needs Improvement = evidence some of the progress points were accomplished but not all of the targets
 - Effective = targets accomplished
 - Highly effective = exceeded the targets and able to share what was learned with others

FSLA Score

Domain 1 – 20%

Domain 2 – 40%

Domain 3 – 20%

Domain 4 – 20%

Leadership Practice Score

FSLA Score (80%) + Deliberate Practice Score (20%) = Leadership Practice Score

Performance Level

Leadership Practice Score (50%) + Student Growth Measure Score (50%) = Summative performance Level

Highly Effective Effective Needs Improvement Unsatisfactory

ATTACHMENT B
Marzano School Leadership Evaluation
FLORIDA MODEL

Domain I: A Data---Driven Focus on Student Achievement

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

Scale Value	Description
Innovating(4)	The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals and the learning gaps are closing for subpopulations.
Applying(3)	The school leader ensures high expectations with measurable learning goals are established and focused on closing the learning gaps at the school AND regularly monitors that everyone has understanding of the learning goals and the achievement gaps are closing for subpopulations in the school.
Developing(2)	The school leader ensures high expectations with measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.
Beginning(1)	The school leader attempts to ensure high expectations with measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school, but does not complete the task or does so partially.
Not Using(0)	The school leader does not attempt to ensure high expectations with measurable learning goals are established or focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

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Evidences for Element 1 of Domain I

- Learning goals are established for eliminating the achievement gap for all students
- 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.

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- 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
- Learning goals are established based on state and district curriculum and academic standards
- The school improvement goals are focused on student learning and achievement
- Scales are in place to chart student and school progress towards meeting the curricular standards When asked, faculty and staff can explain how goals eliminated differences in achievement for students of differing ethnicities
- When asked, faculty and staff can explain how efforts to close the learning gap for all school subpopulations is eliminating the achievement gap
- When asked, faculty and staff can explain how goals eliminated 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

I(2)Theschoolleaderensureshighexpectationswithmeasurablelearninggoalsare establishedand enableteachersandstafftoworkasasystemfocusedonimprovingthe achievementofstudents withintheschool.

ScaleValue	Description
Innovating(4)	Theschoolleaderensuresadjustmentsaremadeornewmethodsareutilizedsothat all facultyandstudentsufficientlyunderstandthegoalsandworkasasystemto improve studentachievement.
Applying(3)	Theschoolleaderensureshighexpectationswithmeasurablelearninggoalsare establishedandteachersareworkingasasystemANDregularlymonitorsthatstudent achievementisimproving.
Developing(2)	Theschoolleaderensureshighexpectationswithmeasurablelearninggoalsare establishedandthatteachersworktogetherasasystemtoimprovestudent achievement.
Beginning(1)	Theschoolleaderattemptstoensurethathighexpectationswithmeasurablelearning goals areestablishedandthatteachersworktogetherasasystemtoimprovestudent achievement, butdoesnotcompletethetaskordoessopartially.
NotUsing(0)	Theschoolleaderdoesnotattempttoensurethathighexpectationswithmeasurable learning goalsareestablishedandthatteachersworktogetherasasystemtoimprove student achievement.

EvidencesforElement2ofDomainI
<ul style="list-style-type: none"> • Learninggoalsaccompaniedbyproficiencyscalesareestablishedforeachstudentintermsoftheir knowledgegain • Studentperformancedataandexpectationsforlearningarecommunicatedtoallstakeholders • Studentskeepdatanotebooksregardingtheirindividualgoals • Studentledconferencesfocusonindividualstudent’sgoals • Parentteacherconferencesfocusontheindividualstudent’sgoals • Studentsperceivethattheirindividualgoalsareacademicallychallenging • Whenasked,studentsareawareoftheirstatusontheachievementgoalspecifictothem • Whenasked,parentsareawareoftheirchild’sachievementgoals • Whenasked,teachersconfirmhowtheyusestudentdatainformationtomonиторlearninggains.

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

Scale Value	Description
Innovating(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.
Applying(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.
Developing(2)	The school leader regularly ensures that data are available for tracking overall student achievement.
Beginning(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.
Not Using(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
<ul style="list-style-type: none"> • 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
Innovating(4)	The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines achievement goals to produce learning results.
Applying(3)	The school leader monitors and analyzes the results of student growth and progress on state and district assessments AND achieves results.
Developing(2)	The school leader monitors and analyzes the results of student growth and progress on state and district assessments.
Beginning(1)	The school leader attempts to analyze and monitor the progress of student growth and progress on state and district assessments, but does not complete the task or does so partially.
Not Using(0)	The school leader does not attempt to analyze and monitor the progress of student growth and progress on state and district assessments.

Evidences for Element 4 of Domain I

<ul style="list-style-type: none"> • 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* • Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments* • 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 results from multiple types of assessments are regularly reported and used (e.g. benchmark, common assessments) • 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 • The school leader analyzes achievement data for student subgroups within the school • 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 use teacher--- collected student response data to determine effectiveness of instruction and intervention school--- wide, grade---wide, class--- wide, and specific to student subgroups in order to help all students meet individual achievement goals.

Scale Value	Description
Innovating(4)	The school leader continually examines and expands the process for using individual student response data.
Applying(3)	The school leader ensure teachers collect student response data AND monitor to determine if the data are used for determining effectiveness of instruction and implementing appropriate intervention school---wide for all student subgroups to help all students meet their individual achievement goals.
Developing(2)	The school leader ensure that teacher collected student response data are used to determine effectiveness of instruction and school---wide interventions for all subpopulation to help all students meet individual achievement goals.
Beginning(1)	The school leader attempt 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.
Not Using(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 subgroups.

Evidences for Element 5 of Domain I
<ul style="list-style-type: none"> • The school leader ensures differentiated instruction is a predominant instructional practice*When asked, students report their teachers provide culturally relevant instruction that help them learn* • Data are available to show differentiated instruction is a predominant instructional practice*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 • 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 meet 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 instructions 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
Innovating(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.
Applying(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 student performance.
Developing(2)	The school leader establishes a clear vision as to how instructions should be addressed in the school and communicates expectations for using the Florida common language of instruction and communicates the expectation for student performance to all stakeholders.
Beginning(1)	The school leader attempts to establish a vision as to how instructions should be addressed in the school and attempts to communicate expectations for using the Florida common language of instruction and the expectation for student performance to all stakeholders but does not complete the task or does so partially.
Not Using(0)	The school leader does not have a clear vision as to how instructions should be addressed in the school, does not attempt to communicate goals and expectations for using the Florida common language of instruction, and does not communicate student performance expectations to all stakeholders.

Evidences for Element 1 of Domain II
<ul style="list-style-type: none"> • The school leader demonstrates understanding of the Florida Educator Accomplished Practices and uses them as a priority in instructional improvement model.* • The common language of instruction is used to communicate expectations for teacher and student performance • 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
Innovating(4)	The school leader regularly intervenes with and support teachers who are not meeting their growth goals or adequately enhancing the achievement of their students.
Applying(3)	The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress, AND monitor the extent to which teachers achieve their growth goals to effectively serve the school population.
Developing(2)	The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress.
Beginning(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 do so partially.
Not Using(0)	The school leader does not attempt to employ teachers with instructional skills to meet the need of the school population and does not ensure that teachers establish growth goals regarding their pedagogical skills or 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
Innovating(4)	The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating.
Applying(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 the cause and effect of instruction practice on student achievement.
Developing(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.
Beginning(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 do so partially.
Not Using(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

<ul style="list-style-type: none"> • 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 for thright feedback to teachers regarding their instructional practices using standards based content and the school instructional model* • The school leader ensures instructional practices are appropriate for the level of text complexity • The school leader can describe effective practices and problems of practice of the teachers in the school • 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 • The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning • 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
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II(4): The school leader ensures the use of high effects size strategies and instructional personnel receive recurring feedback on their proficiency on using high effects 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
Innovating(4)	The school leader ensures that teacher feedback processes are updated regularly to ensure the results are consistent with student achievement data.
Applying(3)	The school leader ensures that specific evaluation data are collected from multiple sources on each teacher regarding their pedagogical strengths and weaknesses AND monitor the extent to which teacher feedback on the use of high effects size strategies improves instruction and is consistent with student achievement data.
Developing(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.
Beginning(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.
Not Using(0)	The school leader does not attempt to ensure that specific feedback data are collected on each teacher regarding their pedagogical strengths and weaknesses or that these data are gathered from multiple sources.

Evidences for Element 4 of Domain II
<ul style="list-style-type: none"> • 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 effects 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* • Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses • 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 • 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

II(5):District---supportedstateinitiativesfocusedonstudentgrowtharesupportedby theschool leaderwithspecificandobservableactionsincludingmonitoringof implementationand measurementofprogresstowardinitiativegoalsandprofessional learningtoimprovefaculty capacitytoimplementtheinitiativesandteachersareprovided withjob---embedded professionaldevelopmentdirectlyrelatedtotheirinstructional growthgoalsandconsistentwith studentachievementdata.

ScaleValue	Description
Innovating(4)	Theschoolleadercontinuallyre---evaluatesinstructionalinitiativesandprofessional developmentprogramstoensuretheyremainjob---embedded,focusedon instructional growthgoals,andintervenewithteacherswhoarenotmakingsufficient progresstoward achievinggrowthgoals.
Applying(3)	Theschoolleaderensuresinstructionalinitiativesandjob---embedded professional developmentandlearningareprovidedtoteachersthataredirectly relatedtotheir instructionalgrowthgoalsANDmonitortheextenttowhich professionallearning resultsinteachersimprovingtheirinstructionalpracticesand impactsstudent achievement.
Developing(2)	Theschoolleaderensuresthatjob---embeddedprofessionaldevelopment thatis directlyrelatedtotheirinstructionalgrowthgoalsisprovidedto teachers.
Beginning(1)	Theschoolleaderattemptstoimplementinstructionalinitiativesandtoensurethat job---embeddedprofessionaldevelopmentisprovidedtoteachersthatisdirectly relatedto theirinstructionalgrowthgoals,butdoesnotcompletethetaskordoesso partially.
NotUsing(0)	Theschoolleaderdoesnotattempttoimplementinstructionalinitiativesanddoes notensurethatjob---embeddedprofessionaldevelopmentisprovidedtoteachersthat are directlyrelatedtotheirinstructionalgrowthgoals.

EvidencesforElement5ofDomainII
<ul style="list-style-type: none"> Theschoolleaderusesdatameasureteacherprogresstowardinstructionalinitiativegoals. Professionaldevelopmentcoursesandresourcesareavailabletoteachersregardingtheir professional learningandinstructionalgrowthgoals Theschoolleadertracksteacherparticipationinprofessionaldevelopmentactivities Teacher---led professionaldevelopmentisavailabletoteachersregardingtheirinstructional growthgoals Instructionalcoachingisavailabletoteachersregardingtheirinstructionalgrowthgoals Dataarecollectedlinkingtheeffectivenessofprofessionaldevelopmenttotheimprovementofteacher practices DataareavailablesupportingdeliberatepracticeisimprovingteacherperformanceProfessional developmentisinplacetosupportdevelopingeffectiveinstructionalpracticesforculturallyrelevant and differentiatedinstruction Onlineprofessionallearningcoursesareavailabletoteacherstosupportinstructionalinitiatives Theschoolleadertracksteacherparticipationinprofessionaldevelopmentactivitiestosupport deliberate practice Theschoolleaderusesdatameasureteacherprogresstowardinstructionalinitiativegoals Whenasked,teacherscandiscribehowprofessionaldevelopmentsupportstheirattainmentof professionallearningandinstructionalgrowthgoals

II(6):Theschoolleadermonitorstheschoolandclassroomsforcomprehensibleinstruction delivered toESOLstudentsandtheutilizationofESOLteachingstrategiesappropriatetothe studentsinthe class.

ScaleValue	Description
Innovating(4)	Theschoolleadercontinuallymonitorsinstructionand,whenneeded,seeksnnew strategiesto ensureallESOLstudentsreceiveappropriateinstruction.
Applying(3)	TheschoolleadermonitorstheschoolandclassroomstoensureESOLstudents receive instructionutilizingappropriateESOLstrategiesANDmonitorstheextentto whichthe utilizationofESOLstrategiesareappropriateforthestudentsinthe class.
Developing(2)	TheschoolleadermonitorstheschoolandclassroomstoensureESOLstudents receive instructionutilizingappropriateESOLstrategies.
Beginning(1)	TheschoolleaderattemptstomonitortheschoolandclassroomstoensureESOL students receiveinstructionutilizingappropriateESOLstrategies,butdoesnot completethetaskor doessopartially.
NotUsing(0)	Theschoolleaderdoesnotattempttomonitortheschoolandclassroomstoensure ESOL studentsreceiveinstructionutilizingappropriateESOLstrategies.

EvidencesforElement6ofDomainII

<ul style="list-style-type: none"> • TheschoolleadercanreadilyidentifyeffectiveESOLinstructionalstrategieswhenconducting classroomvisitationsandprovidemeaningfulfeedbacktoteachers. • ProfessionaldevelopmentcoursesandresourcesareavailableforteacherstolearnESOLteaching strategies • Instructionalcoachingisavailabletoteacherstoprovidefeedbackregardingtheuseof appropriateESOLstrategies • DataareavailablesupportingdeliberatepracticewithESOLstrategiesresultsinimproved teacherandstudentperformance • OnlineprofessionallearningcoursesareavailabletoteacherstosupportlearningofESOLinstructional strategies • Theschoolleadertracksteacherparticipationinprofessionallearningactivitiesrelatedto learningESOLstrategies • Whenasked,teacherscandeshowprofessionaldevelopmentsupportstheirattainmentoflearning ESOLinstructionalstrategies • Whenasked,ESOLstudentsreporttheirteacherusesstrategiesthathelphthemlearn.When asked,ESOLstudentcanidentifyspecificstrategiesthathelphthemlearn. • TheschoolleadertracksteacherparticipationinprofessionallearningactivitiesrelatedtolearningESOL strategies
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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
Innovating (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.
Applying (3)	The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards AND monitor the extent to which the curriculum is effectively delivered and the assessments properly administered.
Developing (2)	The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards.
Beginning (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 do so partially.
Not Using (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
<ul style="list-style-type: none"> • Rubrics or proficiency scales are in place that clearly delineate student levels of growth and performance on essential elements of state and district standards* • The school leader provides faculty timely information regarding changes in state and district curriculum standards and their impact on student learning requirements* • 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* • The school leader utilizes multiple media sources to communicate local, state and federal learning standards to teachers, students and parents • Curriculum documents are in place that correlate the written curriculum to 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

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
Innovating(4)	The school leader ensures that the essential elements of the curriculum are regularly examined and revised with an eye toward making instruction more focused and efficient.
Applying(3)	The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified AND monitor the extent to which the essential elements are few enough to allow adequate time for students to learn them.
Developing(2)	The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified.
Beginning(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.
Not Using(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
<ul style="list-style-type: none"> • 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
Innovating(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.
Applying(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 monitor the extent to which those courses and classes utilize instructional strategies that most strongly increase their chances of learning the essential elements.
Developing(2)	The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum.
Beginning(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.
Not Using(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
<ul style="list-style-type: none"> • Trackings 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 • The school leader ensures teachers have completed appropriate training for content specific strategies to minimize or eliminate achievement gaps • 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
Innovating(4)	The school leader intervenes with teachers who do not implement these instructional processes as routine events.
Applying(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.
Developing(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
Beginning(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.
Not Using(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

- Trackings 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 retrained in the dimension 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 action plans are established school-wide
- School leader actively monitors the literacy action plan and participates in the school's Reading Leadership team meetings
- School leaders support 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
Innovating(4)	The school leader seeks new strategies to maximize the operation of the school to provide resources and support to teachers who do not actively participate in opportunities to meet their goals regarding effective instructional practices.
Applying(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.
Developing(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 observes specific examples of effective teaching.
Beginning(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 observes specific examples of effective teaching, but does not completely do so or does so partially.
Not Using(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

<ul style="list-style-type: none"> • The school leader manages the organization, operations and facilities to provide teacher time and resources for professional learning to reach their goals • Teachers have regular time to meet collegially and discuss effective instructional practices (e.g. lesson study, professional learning communities) • 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

- The school leader can describe the school's procedures for scheduling teachersto observe and discuss effective instructional practices
- 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
Innovating(4)	The school leader continually seeks new venues for teacher input regarding important decisions.
Applying(3)	The school leader actively listens and communicates to ensure teacher have roles in the decision making process regarding school initiatives AND monitors the extent to which teacher input is used to make decisions.
Developing(2)	The school leader actively listens and communicates to ensure that teachers have roles in the decision---making process regarding school initiatives.
Beginning(1)	The school leader attempts to actively listen and communicate to ensure that teachers have roles in the decision---making process regarding school initiatives, but does not complete the task or do so partially.
Not Using(0)	The school leader does not attempt to actively listen and communicate to ensure that teachers have roles in the decision---making process regarding school initiatives.

Evidences for Element 2 of Domain IV
<ul style="list-style-type: none"> • The school leader provides evidence of actively listening and learning from faculty and staff* Data are available to support the leader engages faculty in constructive conversations about important school issues* • Electronic tools are utilized to collect teacher input data which are used in the school's decision making process*(e.g. online surveys) • 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 • Teacher leaders are accountable for maintaining a focus on instructional proficiency and student learning • Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school • 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 • 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
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 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 monitor the extent to which these goals and plans are designed to accelerate the achievement of the diverse school population.
Developing(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.
Beginning(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.
Not Using(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
<ul style="list-style-type: none"> • The Florida Continuous Improvement Model (FCIM) is used to support continuous improvement* • The school leader promotes practices that validate and value similarities and differences among all students and focuses on their success and well---being* • Professional learning communities (PLCs) are in place • The school leader uses PLC's to communicate the relationships among academic standards, effective instruction and student performance* • 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 • Student achievement and growth for all subgroups in the school are analyzed 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 analyzed data to identify appropriate instructional practices for all students

IV(4):Theschoolleaderactivelyidentifiesandcultivatesemergingleadersandprepares themfor careeradvancement.

ScaleValue	Description
Innovating(4)	Theschoolleaderutilizesnewstrategiesandinterventionswhenemergingleadersare not progressingincareeradvancement.
Applying(3)	TheschoolleaderactivelyidentifiesandcultivatesemergingleadersANDmonitors the extenttowhichtheyarepreparedforcareeradvancement.
Developing(2)	Theschoolleaderactivelyidentifiesandcultivatesemergingleadersandprepares themfor careeradvancement.
Beginning(1)	Theschoolleaderattemptstoidentifyandcultivateemergingleadersandprepare themfor careeradvancement,butdoesnotcompletethetaskordoesspartially.
NotUsing(0)	Theschoolleaderdoesnotattempttoidentifyandcultivateemergingleadersand prepare themforcareeradvancement.

EvidencesforElement4ofDomainIV
<ul style="list-style-type: none"> • Responsibilityisdelegatedtoemergingleaderstopreparethemforcareeradvancement opportunities* • Theschoolleadermodelseffectiveleadershippracticesandmentorsemergingleaders • Theschoolleaderhasarecordofinspiringothersintheirpractice • Theschoolleadermodelseffectiveleadershippracticesandmentorsemergingleaders • Themannerinwhichdataareusedismadetransparent • Theschoolleaderidentifiesandmentorstargetedfacultyandstaffforsuccessionplanningand providesappropriategrowthopportunities • Theschoolleaderencouragesfacultymentbertocontinuetheireducationandassiststhemwith careerplanning • Theschoolleadereffectivelyidentifiespotentialleadersandguidesthemincareerdevelopment • Theschoolleaderdemonstrateongoingmentoringofteacherleaders • Teacherleadersandotherfacultyareempoweredtoshareintheleadershipoftheschool

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
Innovating(4)	The school leader intervenes and provides support when students, parents, and community input are not working to optimize the function of the school.
Applying(3)	The school leader actively 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 optimal functioning of the school learning environment.
Developing(2)	The school leader actively communicates and ensures that input is regularly collected from students, parents, and community.
Beginning(1)	The school leader attempts to actively communicate and ensure that input is regularly collected from students, parents, and community, but does not complete the task or does so partially.
Not Using(0)	The school leader does not attempt to communicate or ensure that input is regularly collected from students, parents, and community.

Evidences for Element 5 of Domain IV
<ul style="list-style-type: none"> • 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* • 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 provides an interactive website for students, parents, and the community to provide input regarding the learning environment and uses the input to enhance decision making and efficiency throughout the school* • The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community • The school leader engages in virtual town hall meetings • 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 explain how the use of input from the school community has resulted in improved functioning of the school* • The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning and procedures • 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

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
Innovating(4)	The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve leadership skills.
Applying(3)	The school leader continually engages in deliberate practice activities to improve his or her professional practices AND monitor the extent to which these activities enhance leadership skills and the staff's confidence about his or her ability to lead.
Developing(2)	The school leader continually engages in activities to improve his or her professional practices.
Beginning(1)	The school leader attempts to engage in activities to improve his or her professional practices, but does not complete the task or do so partially.
Not Using(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
<ul style="list-style-type: none"> • The school leader has a written annual growth plan with deliberate practice goals and priorities* The school leader constantly evaluates decisions for their effectiveness* • 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 and problem-solving skills to define problems and identify solutions* • The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses • The school leader uses evaluative feedback to identify professional development activities consistent with his or her deliberate practice plan • The school leader models ethical leadership for self and has the same expectation for faculty and staff • When asked, faculty and staff identify the school administrator as the leader of the school • When asked, faculty and staff generally agree 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
Innovating(4)	The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve how he or she performs or is perceived.
Applying(3)	The school leader demonstrates resiliency and integrity in pursuit of continuous school improvement AND monitors the extent to which the school community perceives his or her actions are guided by the desire to continually improve the school and help all students learn.
Developing(2)	The school leader demonstrates resiliency and integrity in pursuit of continuous school improvement.
Beginning(1)	The school leader attempts to demonstrate resiliency in pursuit of continuous school improvement, but does so sporadically or inconsistently.
Not Using(0)	The school leader does not attempt to demonstrate resiliency in pursuit of continuous school improvement.

Evidences for Element 2 of Domain V
<ul style="list-style-type: none"> • The school leader demonstrates resiliency by staying focused on the school vision and reacting constructively to barriers* • The school leader reacts constructively and overcomes barriers to success that could include disagreement and descent with leadership* • Faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn • The school leader can identify how learning from adversity has enabled him/herself to be a focused leader • The school leader has a track record of making tough decisions to keep learning and teacher effectiveness as priorities • Faculty and staff describe the school leader as uncompromising in regard to raising student achievement • Faculty and staff describe the school leader as one who “walks the walk and talks the talk” • The school leader demonstrates 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 • 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 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
Innovating(4)	The school leader adapts, updates, and modifies procedures and strategies as necessary to ensure a climate to support student engagement in learning.
Applying(3)	The school leader ensures that faculty and staff establish a school climate to support student engagement in learning AND monitor the extent to which feedback on the quality of the learning environment supports student engagement in learning.
Developing(2)	The school leader ensures faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment.
Beginning(1)	The school leader attempts to ensure that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment, but does not complete the task or do so partially.
Not Using(0)	The school leader does not attempt to ensure that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment.

Evidences for Element 3 of Domain V
<ul style="list-style-type: none"> • Clear and specific routines and procedures are in place to keep the school engaged in learning* Continuous feedback is provided to teachers regarding the learning environment in their classrooms and the school* • Highly engaged classroom practices are a 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 environments supports student engagement and is preparing students for life in a democratic society and global economy.

Scale Value	Description
Innovating(4)	The school leader adapts, updates, and modifies procedures and strategies as necessary to ensure a school environment focused on student engagement and the perception that it is preparing students for life in society.
Applying(3)	The school leader ensures that students, parents, and the community recognize the school learning environments supports student engagement AND monitor the extent to which the learning environment is preparing students for life in a democratic society and global economy.
Developing(2)	The school leader ensures that students, parents, and the community recognize the school learning environments supports student engagement and is preparing students for life in a democratic society and global economy.
Beginning(1)	The school leader attempts to ensure that students, parents, and the community recognize the school learning environments supports student engagement and is preparing students for life in a democratic society and global economy, but does not complete the task or do so partially.
Not Using(0)	The school leader does not attempt to ensure that students, parents, and the community recognize the school learning environments supports student engagement or is preparing students for life in a democratic society and global economy.

Evidences for Element 4 of Domain V
<ul style="list-style-type: none"> • Instructional strategies for highly engaged classrooms are part of the school learning environment* • 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 • The school leader cultivates relationships with students, parents, and community leaders to improve the school • The school leader has a means of communicating to parents about issues regarding school safety (e.g. callout system, virtual media) • The school leader employs social media so that students may anonymously report potential incidents • The school leader engages parents and community regarding issues of school safety to ensure an environment focused on student engagement • When asked, parents and students describe the school as a safe and orderly place focused on student engagement • When asked, students, parents, and community members describe the school as safe, respectful, and student centered • When asked, parents, students and community members describe the leader as highly visible and accessible

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
Innovating(4)	The school leader actively seeks and procures extra resources to enhance instruction priorities and the learning environment.
Applying(3)	The school leader ensures strategic instructional resourcing by managing the fiscal, operational, and technological resources necessary for systemic support to effective teaching AND monitor the extent to which plans, resources, and efficiencies enhance instructional priorities and student achievement.
Developing(2)	The school leader ensures strategic instructional resourcing by managing the fiscal, operational, and technological resources necessary to support instructional priorities, the learning environment, and student achievement.
Beginning(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.
Not Using(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

<ul style="list-style-type: none"> • The school leader manages and imposes deadlines on self and the organization that effect the operation of the school* • 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 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 provides adequate training for the instructional technology teachers are expected to use • When asked, faculty and staff report that they have adequate material 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 keep the focus on instruction
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V(6):Theschoolleaderacknowledgesthesuccessofthewholeschool,aswellas individualswithintheshool.

ScaleValue	Description
Innovating(4)	Theschoolleaderactivelyseeksavarietyofmethodsforacknowledgingindividual and school---widesuccessthatmeettheuniqueneedsoffacultyandstaff.
Applying(3)	Theschoolleader,attheappropriatetime,acknowledgesandcelebratesthe accomplishmentsoftheschoolasawholeandtheaccomplishmentsofindividuals within theschoolANDmonitorstheextenttowhichteachersandstudentsfeel honoredfortheir successandcontributions.
Developing(2)	Theschoolleader,attheappropriatetime,acknowledgesandcelebratesthe accomplishmentsoftheschoolasawholeandtheaccomplishmentsofindividuals within theschool.
Beginning(1)	Theschoolleaderattemptstoacknowledgeandcelebratetheaccomplishmentsofthe schoolasawholeandtheaccomplishmentsofindividualswithintheshool,but doesnot completethetaskordoessopartially.
NotUsing(0)	Theschoolleaderdoesnotattempttoacknowledgeandcelebratetheaccomplishmentsof the schoolasawholeortheaccomplishmentsofindividualswithintheshool.

EvidencesforElement6ofDomainV
<ul style="list-style-type: none"> • Theschoolleaderrecognizestheaccomplishmentsofindividualteachers,teamsofteachers,andthewhole school inavarietyofways(e.g.facultycelebrations,newstetterstoparents,announcements,websites,social media) • Theschoolleaderplansforandcelebratesthesuccessofthediversepopulationsintheshool • Theschoolleaderrecognizesincrementalsuccessofstudentsandteachers • Theschoolleaderrecognizesthesuccessofindividualdepartments • Theschoolleaderregularlycelebratesthesuccessofavarietyoftypesofindividuals(e.g.teacherof the year,supportstaffemployeeoftheyear) • Whenasked,facultyandstaffreportthattheaccomplishmentsoftheschoolhavebeenadequately acknowledgedandcelebrated • Whenasked,facultyandstaffreportthattheirindividualaccomplishmentshavebeenadequately acknowledgedandcelebrated

ATTACHMENTC

CROSSWALK:EvaluationIndicatorsandStateRequirements MarzanoSchoolLeadershipEvaluationModel

SchoolLeaderEvaluationandRequirementsinFloridastatutesandStateBoardofEducation Rules

Thisformmaybeusedtorevealthealignmentofdistrictevaluationssystem indicatorswithrequirementsof1012.34,F.S.andStateBoardofEducationRules

Organization:SBERule6A---5.030requiresthatinstructionalandschooladministrator evaluation systemsincludeindicatorsorganizedintodomains.Describewhatthisevaluation systemisorganized:

TheMarzanoSchoolLeadershipEvaluationModelisorganizedin5Domainswith26Elementsofschoolleaderbehaviorthat links contemporaryresearch---basedstrategiestostudentachievement.

Asummaryofthedomainsandelementsareasfollows:Domain1---Data---DrivenFocusonStudentAchievement(5 elements);Domain2 ---ContinuousImprovementofInstruction(6elements);Domain3---AguaranteedandViableCurriculum(4 elements);Domain4--- Communication,CooperationandCollaboration(5elements);andDomain5---SchoolClimate(6 elements).ElementsintheMarzano ModelareparalleltoIndicatorsintheFloridaSchoolLeaderAssessment(FSLA).Domainsare identifiedbyI,II,III,IV,V,andthesupporting Elementsareidentifiedinparenthesis,i.e.(1).Thecrosswalkdemonstrates alignmenttoelementsintheMarzanoLeadershipEvaluation ModeltoindicatorsintheFSLA.

InadditiontotheDomainsandElements(indicators),Evidencesofspecificactionableleadershipbehaviorsareidentifiedfor each element.TheEvidencesforeachElementareusedtoassignascalevalueonarubricforeachElement.Applyingis consideredthe proficienttargetoneachscale(seeattachedAppendixB).TheDomains,Elements,andEvidencesupportthe evaluationcriteria requiredbyStateStatutesandSBERules.**Evidencesindicatedwith*arerequiredevidencesforthe relatedelement.**

TheMarzanoSchoolLeadershipModelalignswiththeFloridaPrincipalLeadershipStandards.TheMarzanoSchoolLeadership Model alsoalignswiththeStateadoptedteacherevaluationsystemusingthecommonlanguageofinstructionandresearch basedstrategies linkingschoolleadershipwithstudentachievement.

AlthoughthelanguageintheMarzanomodelisuniquetothemodel,itisadevelopmentalmodelthatsupportsprofessional growthand deliberatepracticebytheschoolleader.

(*)Denotesrequiredevidence

EVALUATIONINDICATORALIGNMENTS

StatestatutesandSBE Rules	EvaluationSystemIndicators
SectionA.1012.34(3) (a)(3)F.S.Forschool administrators, evaluationcriteriamust includeindicatorsonthe followingasspecifiedin statute	TheMarzanoLeadershipEvaluationModelforSchoolLeaderhaselements/indicatorsand evidences whichdemonstrateevaluationcriteriaasreferencedineachsectionmeetsthe requirementsofstate statutes.
1.Theeffectivenessof classroomteachersin theschool.	<p>**Marzanousestheterminologypedagogicalstrengthsandweaknessestoequatewith effectivenessof classroomteacherswhichisthenmeasuredbystudentachievementdata. Marzano'steacherevaluation modelthatisusedbytheschoolleaderisdesignedtocontinually evaluatetheeffectivenessofclassroom teachers.</p> <p>DomainII---Element3---Theschoolleaderisawareofpredominantinstructional practicessthroughout theschoolandusesindicatorsfromtheinstructionalevaluationsystemto monitor,evaluateand providetimely,actionablefeedbacktofacultyontheeffectivenessof instructiononpriority instructionalgoals,andthecauseandeffectrelationshipsbetween professionalpracticeandstudent achievementonthosegoals.</p>

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	<p>Evidences:</p> <ul style="list-style-type: none"> • Theschoolleaderprovidesforthrightfeedbacktoteachersregardingtheirinstructional practicesusingstandardsbasedcontentandtheschoolinstructionalmodel* • Theschoolleadercandescribееffectivepracticesandproblems ofpracticeoftheteachersin the school* • Theschoolleadercandescribethepredominantinstructionalpracticesintheschoolandthe effect ofthesepracticesonstudentlearning* • Theschoolleaderhassystems inplacetomonitortheeffectofthepredominantinstructional practicesforallsubgroupsintheschoolincludingESOLandESE • Walk---throughorotherinformalobservationdataareaggregatedinsuchawayasto disclose predominanteinstructionalpracticesintheschool <p>DomainII---Element4---Theschoolleaderensures theuseofhigh effects size strategies and instructional personnelreiverecurringfeedbackontheirproficiencyonusinghigh effect size instructional strategiesandtakesactiontoensureteachersareprovidedwithclear,ongoing evaluationsoftheir pedagogicalstrengthsandweaknesseswhicharebasedonmultiplesourcesof dataandareconsistent withstudentachievementdata.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Theschoolleadercanlinkteacherevaluationdatawithstudentachievementdata* • Highlyspecificrubricsareinplacetoprovideteachersaccuratefeedbackontheirpedagogical strengthsandweaknesses* • Schoolleaderprovidesfrequentandmeaningfulfeedbacktoteachersutilizingvirtualand face---to---faceconferencing
<p>2.Theadministrator’s appropriateuseof evaluationcriteria procedures.</p>	<p>DomainII---Element4---Theschoolleaderensures theuseofhigh effects size strategies and instructional personnelreiverecurringfeedbackontheirproficiencyonusinghigh effect size instructional strategiesandtakesactiontoensureteachersareprovidedwithclear,ongoing evaluationsoftheir pedagogicalstrengthsandweaknesseswhicharebasedonmultiplesourcesof dataandareconsistent withstudentachievementdata.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Highlyspecificrubricsareinplacetoprovideteachersaccuratefeedbackontheirpedagogical strengthsandweaknesses* • Teacherfeedbackandevaluationdataontheuseofhigh effects size strategiesarebasedon multiple sourcesofinformationincluding, butnotlimitedto:directobservation,teacher self--- report,analysisofteacherperformanceascapturedonvideo,studentreportsonteacher effectiveness,andpeerfeedbacktoteachers* • Ongoingdataareavailabletosupportthatteacherfeedbackandevaluationsareconsistent with studentachievementdata • Schoolleaderprovidesfrequentobservationsandmeaningfulfeedbackregardingtheuseof high effect strategies to teachersutilizingvirtualandface---to---faceconferencing <p>DomainII---Element3---Theschoolleaderisawareofpredominantinstructional practices throughout theschoolanduses indicatorsfromtheinstructionalevaluationsystemto monitor,evaluateand providetimely,actionablefeedbacktofacultyontheeffectivenessof instructiononpriority instructionalgoals,andthecauseand effectrelationships between professionalpracticeandstudent achievementonthosegoals.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Theschoolleaderprovidesforthrightfeedbacktoteachersregardingtheirinstructional practicesusingstandardsbasedcontentandtheschoolinstructionalmodel* • Walk---throughorotherinformalobservationdataareaggregatedinsuchawayastodisclose predominantinstructionalpracticesintheschool* • Theschoolleadercandescribееffectivepracticesandproblems ofpracticeusingstandards based contentandtheschoolinstructionalmodel • Theschoolleaderhassystems inplacetomonitortheeffectofthepredominantinstructional practicesforallsubgroupsintheschoolincludingESOLandESE
<p>3.Recruitmentand retentionofeffective andhighlyeffective classroomteachers.</p>	<p>DomainII---Element2---Theschoolleadereffectivelyemploys,supports,andretains teacherswho continuallyenhance theirpedagogicalskills throughreflectionandprofessional growthplanstoserve theschoolpopulation.</p> <p>Evidences:</p>

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	<ul style="list-style-type: none"> • 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 track record of retaining effective teachers • The school leader has a system in place to effectively evaluate and revise the new teacher induction program
<p>4. Improvement in the percentage of instructional personnel evaluated at the highly effective or effective level.</p>	<p>Domain II---Element 4--- The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader monitors improvement in teacher practice to increase the percentage of instructional personnel evaluated at the innovative and applying levels* • Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses
<p>5. Other leadership practices that result in student learning growth.</p>	<p>Deliberate Practice Additional Metric--See Appendix C</p> <p>Domain I --- Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader analyzes achievement data for student subgroups within the school Individual student achievement is examined from the perspective of value---added results Individual student results from multiple types of assessments are regularly reported and used (e.g. benchmark, common assessments) • 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 <p>Domain I---Element 1--- The school leader ensures high expectations with clear and measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Learning goals are established for eliminating the achievement gap for all students • Scales are in place to chart student and school progress towards meeting the curricular standards <p>Domain I---Element 2--- The school leader ensures high expectations with measurable learning goals are established and enable teacher and staff to work as a system focused on improving the achievement of students within the school.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments • Learning goals accompanied by proficiency scales are established for each student in terms of their knowledge gain <p>***Another leadership practice that ensures student growth is the focus on instructional practice as research clearly links instructional practice with student achievement.</p> <p>Domain II---Element 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.</p> <p>Evidences:</p>

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	<ul style="list-style-type: none"> The school---widelanguageofinstructionisusedregularlybyfacultyintheir professional learningcommunities <p>DomainII---Element3---Theschoolleaderisawareofpredominantinstructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> 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 <p>DomainIII---Element3---The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.</p> <p>Evidences:</p> <ul style="list-style-type: none"> Tracking systems are in place that examine each student's access to the essential elements of the curriculum <p>DomainIV---Element3---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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> Professional learning communities (PLCs) are in place Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning <p>DomainV---Element2---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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> The school leader actively promotes practices and policies acknowledging the diversity in the school
<p>6. Indicators based upon each of the leadership standards adopted by the State Board of Education. (Note: Indicators related to leadership standards in the Florida Principal Leadership Standards, SBE rule 6A---5.080) are in section B below. Indicators in proposed SBE rule 6A---5.030 as listed in section C below:</p>	
<p>Section B Indicators aligned to Florida Principal Leadership Standards (FPLS) SBE rule 6A---5.080</p>	<p>Elements/indicators and evidences aligned to Florida Principal Leadership standards are cross walked as follows:</p>

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<p>Standard 1: Student Learning Results: Effective school leaders achieve results on the school's student learning goals.</p>	<p>Domain I --- Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader achieves results on the school's learning goals* • Data are analyzed for instructional planning, interpreted, and used to regularly monitor progress toward achievement goals for individual students* • Individual student reports, graphs, and charts are regularly updated to track growth in student achievement
<p>a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula.</p>	<p>Domain I --- Element 1 --- The school leader ensures high expectations with clear and measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Learning goals are established based on state and district curriculum and academic standards* <p>Domain I --- Element 2 --- The school leader ensures high expectations with measurable learning goals are established and enable teacher and staff to work as a system focused on improving the achievement of students within the school.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments* • Learning goals accompanied by proficiency scales are established for each student in terms of their knowledge gain
<p>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.</p>	<p>Domain I --- Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Student learning results are evidenced by the results of student growth and progress on state and district assessments* • Individual student results from multiple types of assessments are regularly reported and used • (e.g. benchmark, common assessments)* <p>Domain I --- Element 2 --- The school leader ensures high expectations with measurable learning goals are established and enable teacher and staff to work as a system focused on improving the achievement of students within the school.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments* • Learning goals accompanied by proficiency scales are established for each student in terms of their knowledge gain <p>Domain III --- Element 1 --- The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Rubrics or proficiency scales are in place that clearly delineate student levels of growth and performance on essential elements of state and district standards
<p>Standard 2: Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through leadership action that build and support a learning organization focused on student success.</p>	<p>Student Learning as a Priority is evidenced and crosswalked in multiple elements/indicators and evidences in the Marzano Leadership Evaluation model to demonstrate effective school leaders make student learning their top priority and build and support a learning organization focused on student success.</p>

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<p>a. Enables faculty and staff to work as a system focused on student learning.</p>	<p>The Marzano Leadership Model has multiple elements (indicators that clearly enable faculty and staff to work as a system focused on student learning):</p> <p>Domain I---Element 2--- The school leader ensures high expectations with measurable learning goals are established and enable teacher and staff to work as a system focused on improving the achievement of students within the school. Evidences:</p> <ul style="list-style-type: none"> • Faculty and staff work as a system focused on student learning* • Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments <p>Domain IV---Element 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. Evidences:</p> <ul style="list-style-type: none"> • Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning • The school leader collects and reviews minutes, notes, and goals from meetings to maintain a focus on student achievement <p>Domain I---Element 1--- The school leader ensures high expectations with clear and measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school. Evidences:</p> <ul style="list-style-type: none"> • School---wide achievement goals are discussed regularly at faculty and professional learning meetings • Scales are in place to chart student and school progress towards meeting the curricular standards <p>Domain I --- Element 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. Evidences:</p> <ul style="list-style-type: none"> • Teachers regularly analyze school growth data for individual students
<p>b. Maintains a school climate that supports student engagement in learning.</p>	<p>Domain V---Element 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. Evidences:</p> <ul style="list-style-type: none"> • Instructional and behavioral routines and procedures are in place to support student engagement in learning* • The school leader maintains a school climate to support student engagement in learning* Highly engaged classroom practices are a routine at the school* <p>Domain V---Element 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. Evidences:</p> <ul style="list-style-type: none"> • Instructional strategies for highly engaged classrooms are part of the school learning environment*
<p>c. Generates high expectations for learning growth by all students.</p>	<p>Domain I---Element 1--- The school leader ensures high expectations with clear and measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school. Evidences:</p> <ul style="list-style-type: none"> • The school leader establishes high expectations for all students to show learning growth* 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 all subgroups

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	<p>intheschool</p> <ul style="list-style-type: none"> • LearninggoalsareestablishedforeliminatingthedifferencesinachievementforEnglish languagelearners • Learninggoalsareestablishedforeliminatingthedifferencesinachievementforstudents with disabilities
<p>d. Engagesfacultyand staffineffortstoclose learningperformance gapsamongstudent subgroupswithinthe school</p>	<p>DomainI---Element1---Theschoolleaderensureshighexpectationswithclearand measureable learninggoalsareestablishedandfocusedonclosinglearninggapsforstudent subpopulationsand improvingoverallstudentachievementattheschool.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Learninggoalsareestablishedforeliminatingtheachievementgapforallstudents* Learning goalsaddresses themostcriticalandsevereachievementdeficienciesandguide planningfor instruction • Facultyandstaffcanexplainhoweffortstoclosethelearninggapforall school subpopulationsiseliminatingtheachievementgap* <p>Domain I --- Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Theschoolleaderanalyzesachievementdataforstudentsubgroupswithintheschool • Whenasked,facultyandstaffcananalyzedataoftheirindividualstudentsincludingall subgroups <p>DomainIV---Element3---Theschoolleaderroutinelyengageteacherscollaboratively instructured data---basedplanningandproblem---solvingprocessinordertomodify instructionand interventionsforacceleratedstudentprogressandtomonitorandevaluatethe effectofthose modifications.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • StudentachievementandgrowthforallsubgroupsintheschoolareanalyzedbyPLCsfor instructionalplanning* • Whenasked,teacherscanexplainhowPLC’sanalyzedatatoidentifyappropriate instructionalpracticesforallstudents
<p>Standard3:Instructional PlanImplementation Effectiveschoolleaders workcollaborativelyto developandimplement aninstructional frameworkthataligns curriculumwithstate standards,effective instructionalpractices, studentlearningneeds andassessments</p>	<p>TheMarzanoLeadershipEvaluationModelisdesignedtoevaluatetheInstructionalPlan Implementationwithelements/indicatorsandevidenceshatdemonstrateaneffectiveleader workscollaborativelytodevelopandimplementaninstructionalframethatalignscurriculum with statestandards,effectiveinstructionalpractices,studentlearningneedsandassessments</p>
<p>a. Implements the Florida Educator Accomplished Practices as described in Rule 6A---5.065, F.A.C. through a common language of instruction</p>	<p>TheMarzanoTeacherEvaluationModeliscrosswalkedwiththeFloridaEducatorAccomplished PracticesandadoptedastheState’smodel.</p> <p>DomainII---Element1---Theschoolleaderprovidesaclearvisionastohowinstruction shouldbe addressedintheschoolandcommunicatesgoalsandexpectationsclearlyand conciselyusing Florida’scommonlanguageofinstructionandappropriate writtenandoralskills, communicates studentexpectationsandperformanceinformationtostudents,parents,and community,and ensuresfacultyreceivetimelyinformationaboutstudentlearning requirements,academic standards,andallotherlocal,state,andfederaladministrative requirementsanddecisions.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • TheschoolleaderdemonstratesunderstandingoftheFloridaEducatorAccomplished Practicesandusesthemasapriorityininstructionalimprovementmodel* • Theschool---widecommonlanguageofinstructionisusedregularlybyfacultyin their professionallearningcommunities

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	<ul style="list-style-type: none"> • Theschool---widecommonlanguageofinstructionisusedregularlyinfacultyand department meetings • Professionaldevelopmentopportunitiesareprovidedfornewteachersregardingthe school---widemodelofinstruction • Professionaldevelopmentopportunitiesareprovidedforallteachersregardingthe school---widemodelofinstruction • Newinitiativesareprioritizedandlimitedinnumbertosupporttheinstructionalmodel • Theschool---widecommonlanguageofinstructionisusedregularlybyfacultyintheir informal conversations • Whenasked,teacherscandescrIBethemajorcomponentsoftheschool---wide modelof instruction • Whenasked,teacherscanexplainhowstrategiesintheinstructionalframework promotelarningfortheschool'sdiversepopulation
<p>b.Engagesindata analysis forinstructional planning and improvement.</p>	<p>DomainI---Element3---Theschoolleaderensuresthatdataareanalyzed,interpreted, andusedto regularlymonitorprogresstowardschoolachievementgoalsandforinstructional planning.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Reports,graphs,andchartsareavailableforanalysisofoverallstudentachievementand planninginstruction • Studentachievementisexaminedfromtheperspectiveofvalue---addedresults • Resultsfrommultipletypesofassessmentsareregularlyreportedandusedforplanning instruction(e.g.benchmark,commonassessments) • Reports,graphs,andchartsareregularlyupdatedtotrackgrowthinstudentachievement Schoolleadershipteamsgenerallyanalyzeschoolgrowthdataforinstructionalplanning Data briefingsareconductedatfacultymeetings <p>DomainI---Element1---Theschoolleaderensureshighexpectationswithclearand measureable learninggoalsareestablishedandfocusedonclosinglearninggapsforstudent subpopulationsand improvingoverallstudentachievementattheschool.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • School---wideachievementgoalsarediscussedregularlyatfaculty,andProfessional Learning meetings • Schoolimprovementplansandtimelinescontainspecificbenchmarksforeachgoalincluding individual(s)responsibleforthelearninggoal <p>DomainII---Element3---Theschoolleaderisawareofpredominantinstructional practicesthroughout theschoolandusesindicatorsfromtheinstructionalevaluationsystemto monitor,evaluateand providetimely,actionablefeedbacktofacultyontheeffectivenessof instructiononpriority instructionalgoals,andthecauseandeffectrelationshipsbetween professionalpracticeandstudent achievementonthosegoals.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Walk---throughorotherinformalobservationdataareaggregatedinsuchawayasto disclose predominantinstructionalpracticesintheschool <p>DomainII---Element4---Theschoolleaderensurestheuseofhigheffectsizestrategies andinstructional personnelreceive recurringfeedbackontheirproficiencyonusinghigheffect sizeinstructional strategiesandtakesactiontoensureteachersareprovidedwithclear,ongoing evaluationsoftheir pedagogicalstrengthsandweaknesseswhicharebasedonmultiplesourcesof dataandareconsistent withstudentachievementdata.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Ongoingdataareavailabletosupportthatteacherfeedbackandevaluationsareconsistent with studentachievementdata <p>DomainII---Element5---District---supportedstateinitiativesfocusedonstudent growtharesupported bytheschoolleaderwithspecificandobservableactionsincluding monitoringofimplementationand measurementofprogresstowardinitiativegoalsand professionallearningtoimprovefacultycapacityto implementtheinitiativesandteachersare providedwithjob---embeddedprofessionaldevelopment directlyrelatedtotheirinstructional growthgoalsandconsistentwithstudentachievementdata.</p>

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	<p>Evidences:</p> <ul style="list-style-type: none"> 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
<p>c. Communicate the relationships among academic standards, effective instruction, and student performance.</p>	<p>Domain IV---Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> The school leader uses PLC’s to communicate the relationships among academic standards, effective instruction and student performance* <p>Domain II---Element 4--- The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> 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 report on teacher effectiveness, and peer feedback to teachers Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data 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* <p>Domain III---Element 1--- The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.</p> <p>Evidences:</p> <ul style="list-style-type: none"> The school leader ensures the alignment of the curriculum and assessment measures in a manner that promotes rigor When asked, teachers demonstrate understanding of how the curriculum and assessments are aligned to improve student achievement
<p>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</p>	<p>Domain II---Element 4--- The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement <p>Domain III---Element 1--- The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.</p> <p>Evidences:</p> <ul style="list-style-type: none"> Curriculum documents are in place that correlate the written curriculum to state and district standards School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments and for rigor and cultural relevance <p>Domain III---Element 3--- The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.</p> <p>Evidences:</p> <ul style="list-style-type: none"> All students have access to advanced placement or other rigorous courses Data are available to verify the diversity of students enrolled in advanced placement or other rigorous courses

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	<ul style="list-style-type: none"> All students have a prescribed program of study that documents access to courses Data are available to verify student achievement and growth in critical content and standards
<p>e. Ensure the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula</p>	<p>Domain III---Element 1--- The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.</p> <p>Evidences:</p> <ul style="list-style-type: none"> Rubrics or proficiency scales are in place that clearly delineate student levels of growth and performance on essential elements of state and district standards 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
<p>Standard 4: Faculty Development: Effective school leaders recruit, retain and develop an effective and diverse faculty and staff</p>	<p>Faculty Development is a priority in the Marzano Leadership Evaluation model and has multiple elements/indicators and evidences to support the effective school leaders recruit, retain and develop an effective and diverse faculty and staff.</p>
<p>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;</p>	<p>Domain I---Element 1--- The school leader ensures high expectations with clear and measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.</p> <p>Evidences:</p> <ul style="list-style-type: none"> The school improvement goals are focused on student learning and achievement School improvement plans with timelines contain specific benchmarks for each learning goal <p>School---wide achievement goals are discussed regularly at faculty and professional learning meetings</p> <p>Domain II---Element 4--- The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data <p>Domain III---Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> Data are collected linking the effectiveness of professional development to the improvement of teacher practice Teacher---led professional development is available to teachers regarding their instructional growth goals When asked, teachers can describe how professional development supports their attainment of professional learning and instructional growth goals <p>Domain IV---Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> PLCs have written goals for improving instructional practices and student learning The school leader regularly examines each data team's progress toward goals

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	<ul style="list-style-type: none"> • 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 analyzed data to identify appropriate instructional practices for all students
<p>b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction</p>	<p>Domain II---Element 3--- The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • 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 using standards based content and the school instructional model • 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 • 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 <p>Domain II---Element 4--- The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • 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 • Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers • Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses • The school leader can link teacher evaluation data with student achievement data
<p>c. Employs a faculty with the instructional proficiencies needed for the school population served</p>	<p>Domain II---Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader has demonstrated a track record of employing effective teachers • The school leader employs teachers with instructional skills to serve the school population • The school leader has a track record of retaining effective teachers
<p>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.</p>	<p>Domain I---Element 3--- The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress towards school achievement goals and for instructional planning.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Reports, graphs, and charts are available for analyzing overall student achievement and planning instruction • Results from multiple types of assessments are regularly reported and used for instructional planning (e.g. benchmark, common assessments) • School leadership teams regularly analyze school growth data for instructional planning. When asked, faculty and staff can explain how data are used to track growth in student achievement and plan for instruction <p>Domain V---Element 5--- The school leader maximizes the impact of school personnel, fiscal and</p>

	<p>facility resource stop provide recurring systemic support for instructional priorities and create 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. Evidences:</p> <ul style="list-style-type: none"> • The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning • The school leader provides adequate training for the instructional technology teachers are expected to use. <p>Domain II---Element 3---The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • 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 the predominant instructional practices in the school and the effect of these practices on student learning • The school leader provides teachers feedback on instruction of standards based curriculum The school leader ensures instructional practices are appropriate for the level of text complexity <p>Domain II---Element 4---The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses • 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 • Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data • The school leader can link teacher evaluation data with student achievement data <p>Domain IV---Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader regularly examines the PLC’s progress toward goals • Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning
<p>e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction.</p>	<p>Domain II---Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction*

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	<ul style="list-style-type: none"> Professional development courses and resources are available to teachers regarding their professional learning and instructional growth goals Data are available supporting deliberate practice to improve teacher performance <p>Domain I--Element 5---The school leader routinely uses teacher---collected student response data to determine effectiveness of instruction and intervention school---wide, grade---wide, class---wide, and specific to student sub---groups to help all students meet individual achievement goals.</p> <p>Evidences:</p> <ul style="list-style-type: none"> The school leader ensures differentiated instruction is a predominant instructional practice* When asked, students report their teachers provide culturally relevant instruction*
<p>f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.</p>	<p>Domain IV--Element 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 ensure teachers have opportunities to observe and discuss effective teaching.</p> <p>Evidences:</p> <ul style="list-style-type: none"> Teachers have opportunities to engage in instructional rounds Teachers have opportunities to view and discuss video---based examples of exemplary teaching Teachers have regular time to meet collegially and discuss effective instructional practices (e.g. lesson study, professional learning communities) 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 <p>Domain IV--Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> PLCs have written goals for improving instructional practices and student learning 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 analyzed data to identify appropriate instructional practices for all students <p>Domain V--Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> The school leader appropriately directs the use of technology to improve teaching and learning When asked, faculty and staff report projects, with plans and objectives, are organized in such a way that keeps the focus on instruction
<p>Standard 5: Learning Environment: Effective school leaders structure and monitor school learning environment that improves learning for all of Florida’s</p>	<p>The Marzano Leadership Evaluation Model has multiple elements/indicators and evidences to support the importance of the Learning Environment and effective school leaders whom monitor a school learning environment that improves learning for the school’s diverse student population.</p>

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diverse student population	
<p>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.</p>	<p>Domain V---Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • 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* • (When asked) students, parents and community describe the school as safe, respectful and student centered*
<p>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.</p>	<p>Domain V---Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader actively promotes practices and policies acknowledging the diversity in the school* <p>Domain V---Element 6--- The school leader acknowledges the success of the whole school, as well as individuals within the school.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader plans and celebrates the successes of the diverse populations in the school* <p>Domain II---Element 3--- The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • 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 <p>Domain IV---Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning <p>Domain IV---Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader can explain how the use of input from the school community has resulted in improved functioning of the school • The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning and procedures
<p>c. Promotes school and classroom practices that validate and value similarities and differences among students.</p>	<p>Domain IV---Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader promotes practices that validate and value similarities and differences among all students*

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	<ul style="list-style-type: none"> • PLCshavewrittengoalsforimprovinginstructionalpracticesandstudentlearning • Theschoolleadercollectsandreviewsminutes,notes,andgoalsfrommeetingstomaintaina focus onstudentachievement <p>DomainV---Element2---Theschoolleaderdemonstratesresiliencyinpursuitof continuouschool improvementandhasthetrustoftheteachers,students,parentsand communitythathisorher actionsareguidedbywhatisbestforallstudentpopulations.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Theschoolleaderactivelypromotespracticesandpoliciesacknowledgingthediversityinthe school* <p>DomainV---Element6---Theschoolleaderacknowledgesthesuccessofthewholeschool, aswellas individualswithintheschool.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Theschoolleaderplansforandcelebratesthesuccessofthediversepopulationsinthe school *
<p>d.Providesrecurring monitoringandfeedback onthequalityofthe learningenvironment.</p>	<p>DomainV---Element3---Theschoolleaderensuresthatfacultyandstaffestablisha schoolclimateto supportstudentengagementinlearningandprovidesfeedbackonthequalityof thelearning environment.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Schoolleaderprovidesongoingfeedbacktoteachersregardingthelearningenvironment* • Continuousfeedbackisprovidedteachersregardingthelearningenvironmentinthe classroomsandtheschool*
<p>e.Initiatesandsupports continuousimprovement processesfocusedonthe students’opportunities forsuccessandwell--- being.</p>	<p>DomainIV---Element3---Theschoolleaderroutinelyengagesteacherscollaboratively inastructured data---basedplanningandproblem---solvingprocessinordertomodify instructionandinterventions foracceleratedstudentprogressandtomonitorandevaluatethe effectofthosemodifications.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • TheschoolleaderimplementstheFloridaContinuousImprovementModel(FCIM)* • Theschoolleaderpromotespractices thatvalidateandvaluesimilaritiesanddifferences amongallstudentsandfocusesontheirsuccessesandwell---being* <p>DomainI---Element5---Theschoolleaderroutinelyusesteacher---collectedstudent responsesdatato determineeffectivenessofinstructionandinterventionsschool---wide, grade---wide,class---wide,and specific tostudentsub---groupstohelpallstudentsmeet individualachievementgoals.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Theschoolleaderisfocusedonopportunitiesforstudentstocontinuouslyimproveandbe successful • Theschoolscheduleisdesignedsothatstudentscanreceiveacademic helpwhileinschool Individualstudentcompletionofprogramsdesignedtoenhancetheiracademicachievement is monitored(i.e.giftedandtalented,advancedplacement,STEM,etc.) • Responsetointerventionmeasuresareinplace • Tutorialandenrichmentprogramsareinplacewhendatasupporttheneedforthese interventions • Dataarecollectedandavailabletomonitorsstudentparticipationininterventionor enrichmentprograms <p>DomainV---Element2---Theschoolleaderdemonstratesresiliencyinpursuitof continuouschool improvementandhasthetrustoftheteachers,students,parentsand communitythathisorher actionsareguidedbywhatisbestforallstudentpopulations.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Theschoolleaderacknowledgeswhenschoolgoalshavenotbeenmetorinitiativeshave failed andrevisestheplanforsuccess • Theschoolleaderactivelypromotespracticesandpoliciesacknowledgingthediversityinthe school
<p>f.Engagesfacultyin recognizingand understandingcultural</p>	<p>Domain I --- Element 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.</p>

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<p>and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.</p>	<p>Evidences:</p> <ul style="list-style-type: none"> • The school leader analyzes achievement data for student subgroups within the school* • Teachers regularly analyze school growth data for individual students* <p>Domain III---Element 3--- The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader ensures teachers have completed appropriate training for content specific strategies to minimize or eliminate achievement gaps* • 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 <p>Domain I---Element 3--- The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress towards school achievement goals and for instructional planning.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Student achievement is examined from the perspective of value---added results • School leadership teams regularly analyze school growth data for instructional planning <p>Domain I---Element 1--- The school leader ensures high expectations with clear and measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • 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 • Learning goals are established for eliminating the achievement gap for all students Learning goals address the most critical and severe achievement deficiencies and guide planning for instruction
<p>Standard 6: <u>Decision Making</u>: Effective school leader employ and monitor a decision---making process that is based on vision, mission and improvement priorities using facts and data.</p>	<p>Asevidenced below, the Marzano Leadership Evaluation Model has multiple elements/indicators and evidences to support Decision Making as effective leader employ and monitor a decision making processthat is based on vision, mission and improvement priorities using facts and data.</p>
<p>a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency.</p>	<p>Domain V---Element 1--- The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader uses facts and data in decision making and prioritizes decisions that impact the priority goals of the school* • The school leader has a track record of using facts and data when making tough decisions to keep learning and teacher effectiveness as priorities* • The school leader is uncompromising in regard to raising student achievement • The school leader effectively communicates those non---negotiable factors that have an impact on student achievement
<p>b. Uses critical thinking and problem solving techniques to define</p>	<p>Domain V---Element 1--- The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.</p> <p>Evidences:</p>

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<p>problems and identify solutions.</p>	<ul style="list-style-type: none"> • The school leader has demonstrated his or her ability to use thinking and problem solving skills to define problems and identify solutions* • The school leader uses fact and data in decision making and when prioritizing decisions that impact the priority goals of the school*
<p>c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed</p>	<p>Domain V---Element 1---The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader constantly evaluates decisions for their effectiveness, equity, intended and actual outcomes and revises plans as needed* <p>Domain V---Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success*
<p>d. Empowers others and distributes leadership when appropriate.</p>	<p>Domain IV---Element 2---The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives. Evidences:</p> <ul style="list-style-type: none"> • Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school • 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 <p>Domain IV---Element 4---The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader effectively identifies potential leaders and guides them in career development • The school leader can cite examples of where teacher input has resulted in effective change at the school • The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities • The school leader encourages faculty to continue their education and assists them with career planning
<p>e. Use effective technology integration to enhance decision making and efficiency throughout the school.</p>	<p>Domain IV---Element 2---The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives. Evidences:</p> <ul style="list-style-type: none"> • The school leader utilizes electronic tools to collect teacher input data which are reused in the school's decision making process for efficiency throughout the school (e.g. online surveys)* <p>Domain IV---Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • 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 (virtual) input from the school community has resulted in improved functioning of the school* • The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community • The school leader engages in virtual town hall meetings <p>Domain II---Element 4---The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure teachers are provided with clear, ongoing</p>

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	<p>evaluation of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.</p> <p>Evidences:</p> <ul style="list-style-type: none"> School leader provides frequent observations and meaningful feedback regarding the use of high effect strategies to teachers utilizing virtual and face-to-face conferencing. <p>Domain V---Element 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. Evidences:</p> <ul style="list-style-type: none"> The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning* The school leader provides adequate training for the instructional technology teachers are expected to use
<p>Standard 7: Leadership Development; Effective school leaders actively cultivate, support, and develop other leaders within the organization</p>	<p>The Marzano Leadership Evaluation Model demonstrates through elements/indicators and evidence that Leadership Development is the responsibility of an effective school leader who must actively cultivate, support, and develop other leaders.</p>
<p>a. Identifies and cultivates potential and emerging leaders.</p>	<p>Domain IV---Element 4--- The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.</p> <p>Evidences:</p> <ul style="list-style-type: none"> The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities* The school leader effectively identifies potential leaders and guides them in career development* The school leader encourages faculty to continue their education and assists them with career planning The school leader models effective leadership practices and mentors emerging leaders* The school leader has a record of inspiring others in their practice
<p>b. Provides evidence of delegation and trust in subordinate leaders.</p>	<p>Domain IV---Element 2--- The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives. Evidences:</p> <ul style="list-style-type: none"> Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school 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 <p>Domain IV---Element 4--- The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.</p> <p>Evidences:</p> <ul style="list-style-type: none"> Teacher leaders and other faculty are empowered to share in the leadership of the school* The school leader encourages faculty to continue their education and assists them with career planning The school leader can cite examples of where teacher input has resulted in effective change at the school When asked, teachers explain formal ways they have to give input regarding optimal functioning of the school When asked, teachers can identify examples of when their input has resulted in effective change at the school
<p>c. Plans for succession management in key positions.</p>	<p>Domain IV---Element 4--- The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.</p> <p>Evidences:</p> <ul style="list-style-type: none"> Delegates responsibilities to emerging leaders in preparation for career advancement opportunities*

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	<ul style="list-style-type: none"> • The school leader effectively identifies potential leaders and guides them in career development • The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities* • The school leader demonstrate ongoing mentoring of teacher leaders • Teacher leaders and other faculty are empowered to share in the leadership of the school <p>Domain IV---Element 2--- The school leader actively listens and communicates to ensure that teachers have roles in the decision---making process regarding school initiatives. Evidences:</p> <ul style="list-style-type: none"> • The school leader enable teacher leader to proactively initiate, plan, implement and monitor projects • The school leadership team has critical roles in facilitating school initiatives
<p>d. Promote teacher– leadership functions focused on instructional proficiency and student learning.</p>	<p>Domain IV---Element 2--- The school leader actively listens and communicates to ensure that teachers have roles in the decision---making process regarding school initiatives. Evidences:</p> <ul style="list-style-type: none"> • Teacher leaders are accountable for maintaining a focus on instructional proficiency and student learning* • The school leader enable teacher leader to proactively initiate, plan, implement and monitor projects* • The school leadership team has critical roles in facilitating school initiatives* <p>Domain IV---Element 4--- The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school improvement team provides input to the school leader regarding the school improvement plan and its impact on the functioning of the school* • The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities
<p>e. Develop sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders</p>	<p>Domain IV---Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment • The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community • The school leader engages in virtual town hall meetings • The school leader conducts focus group meetings with students and parents • The school leader hosts or speaks at community/business luncheons • The school leader can explain how the use of input from the school community has resulted in improved functioning of the school • The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning and procedures <p>Domain V---Element 4--- The school leader ensures that students, parents, and the community recognize the school learning environments supports student engagement and is preparing students for life in a democratic society and global economy.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader has a means of communicating to parents about issues regarding school safety (e.g. callout system, virtual media) • The school leader engages parents and community regarding issues of school safety to ensure an environment focused on learning

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<p>Standard 8: School Management: 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.</p>	<p>The Marzano Leadership Evaluation Model has elements/indicators and evidence to support School Management as the effective leader demonstrates the management of the organization, operations and facilities in ways that maximize the use of resources to promote a safe, efficient, legal and effective learning environment.</p>
<p>a. Organize time, tasks and project effectively with clear objectives and coherent plans.</p>	<p>Domain V---Element 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. Evidences:</p> <ul style="list-style-type: none"> • The school leader manages time effectively in order to maximize focus on instruction* • The school leaders successfully access and leverage a variety of resources (e.g. grants, local, state, and federal funds)* • The school leader appropriately plans, 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
<p>b. Establishes appropriated deadlines for him/herself and the entire organization.</p>	<p>Domain V---Element 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. Evidences:</p> <ul style="list-style-type: none"> • The school leader manages and imposes deadlines on self and the organization that effect the operation of the school* • 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
<p>c. Manage schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development.</p>	<p>Domain IV---Element 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 ensure teachers have opportunities to observe and discuss effective teaching. Evidences:</p> <ul style="list-style-type: none"> • The school leader can describe the school's procedures for scheduling teachers to observe • and discuss effective instructional practices* • Teachers have regular time to meet collegially and discuss effective instructional practices (e.g. lesson study, professional learning communities)* • Teachers have opportunities to view and discuss video---based examples of exemplary teaching • Teachers have opportunities to interact about effective teaching via technology • 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 • Teachers have opportunities to engage in instructional rounds <p>Domain IV---Element 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.</p>

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	<p>Evidences:</p> <ul style="list-style-type: none"> • PLCshavewrittengoalsforimprovinginstructionalpracticesandstudentlearning • TheschoolleaderregularlyexaminesethePLC’sprogresstowardgoals <p>DomainIV---Element2---Theschoolleaderactivelylistensandcommunicatestoensurethatteachershaverolesinthedecision---makingprocessregardingschoolinitiatives.Evidences:</p> <ul style="list-style-type: none"> • Groupsofteachersareidentifiedandutilizedtoprovideinputregardingspecificdecisions that impacttheschool • Theschoolleaderenablesteacherleaderstoproactivelyinitiate,plan,implementand monitorprojects • Theschoolleadershipteamhascriticalrolesinfacilitating schoolinitiatives <p>DomainIV---Element4---Theschoolleaderactivelyidentifiesandcultivatesemerging leadersand preparethemforcareeradvancement.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Theschoolimprovementteamprovidesinputtotheschoolleaderregardingtheschool improvementplan • Theschoolleaderidentifiesandmentorstargetedfacultyandstaffforsuccessionplanning and providesappropriategrowthopportunities • Theschoolleaderencouragesfacultytocontinuetheireducationandassiststhemwith careerplanning • Theschoolleadereffectivelyidentifiespotentialleadersandguidesthemincareer development • Theschoolleadercanciteexamplesofwhereteacherinputhasresultedineffectivechange atthe school • Theschoolleaderdemonstrateongoingmentoringofteacherleaders
<p>d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.</p>	<p>DomainV---Element5---Theschoolleadermaximizestheimpactofschoolpersonnel, fiscalandfacility resourcestoproviderecurringssystemicsupportforinstructionalprioritiesand createsasupportive learningenvironmentbymanagingthefiscal,operational,andtechnological resourcesoftheschoolina waythatfocusesoneffectiveinstructionandtheachievementofall students.Evidences:</p> <ul style="list-style-type: none"> • Theschoolleaderappropriatelyplans,budgetsanddirectstheuseoftechnologytoimprove teachingandlearning • Theschoolleadersuccessfullyaccessesandleveragesavarietyofresources(e.g.grants,local, state, andfederalfunds) • Theschoolleaderimposesdeadlinesonselfandtheorganizationthateffecttheoperationof the school
<p>Standard9: Communication: Effectiveschoolleaders practictwo---way communicationsand useappropriateoral, written, andelectronic communicationand collaborationskillsto accomplishschooland systemgoalsbybuilding andmaintaining relationships with students, faculty, parents, and community.</p>	<p>TheMarzanoLeadershipEvaluationModelhaselements/indicatorsandevidences that focus on communication foreffective school leader to communicate via oral, written and electronically meanstoaccomplishtheschoolandsystemgoalsandbuildrelationships with the students, faculty, parents and community.</p>
<p>a. Actively listens to and learns from students, staff, parents, and</p>	<p>DomainIV---Element2---Theschoolleaderactivelylistensandcommunicatestoensurethat teachershaverolesinthedecision---makingprocessregardingschoolinitiatives.Evidences:</p>

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<p>community stakeholders.</p>	<ul style="list-style-type: none"> • The school leader provides evidence of actively listening and learning from faculty and staff* Data-gathering techniques are in place to collect information from teachers • 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) • Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school • Notes and reports are in place that describe how teacher input was used when making specific decisions <p>Domain IV--Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader provides evidence of actively listening and learning from students, parents and community members* • 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 input data from students, parents, and community regarding the optimal functioning of the school • The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment • The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community • The school leader engages in virtual town hall meetings • 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
<p>b. Recognizes individuals for effective performance.</p>	<p>Domain V--Element 6---The school leader acknowledges the success of the whole school, as well as individuals within the school.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • 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, newsletter 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) • The school leader plans for and celebrates the success of the diverse populations in the school
<p>c. Communicates student expectations and performance information to students, parents, and community.</p>	<p>Domain I--Element 2---The school leader ensures high expectations with measurable learning goals are established and enable teacher and staff to work as a system focused on improving the achievement of students within the school.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Student performance data and expectations for learning are communicated to all stakeholders* • 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 • Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments or common assessments • 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 <p>Domain I--Element 5---The school leader routinely uses teacher---collected student response data to determine effectiveness of instruction and intervention school---wide, grade---wide, class---wide, and specific to students sub---groups to help all students meet individual achievement goals.</p>

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	<p>Evidences:</p> <ul style="list-style-type: none"> • When asked, student and/or parents can identify interventions in place to meet their goals • When asked, students report their school has programs in place to help them meet their achievement goals
<p>d. Maintain high visibility at school and in the community and regularly engages stakeholders in the work of the school.</p>	<p>Domain V---Element 1--- The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader is recognized as highly visible by the faculty, students and community and engages them in the work of the school* <p>Domain IV---Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment • The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community • The school leader engages in virtual town hall meetings • The school leader conducts focus group meetings with students and parents • The school leader hosts or speaks at community/business luncheons • The school leader can explain how the use of input from the school community has resulted in improved functioning of the school • The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning and procedures • 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
<p>e. Create opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.</p>	<p>Domain IV---Element 2--- The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives. Evidences:</p> <ul style="list-style-type: none"> • The school leader engages faculty in constructive conversations on important school issues* Data-gathering techniques are in place to collect information from teachers • Groups of teachers are identified and utilized to provide input regarding specific decisions that impact the school <p>Domain IV---Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader engages students, parents, and the community in constructive conversation about important school issues* • The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment • The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community • The school leader engages in virtual town hall meetings • The school leader conducts focus group meetings with students and parents • The school leader hosts or speaks at community/business luncheons
<p>f. Utilizes appropriate technologies for communication and collaboration</p>	<p>Domain IV---Element 2--- The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives. Evidences:</p> <ul style="list-style-type: none"> • 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)* • Data gathering techniques are in place to collect information from teachers* <p>Domain IV---Element 5--- The school leader actively communicates with students, parents, and the</p>

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	<p>community to obtain their input for systematic improvement of the optimal functioning of the school.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment* • The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community* • The school leader engages in virtual town hall meetings*
<p>g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions</p>	<p>Domain III---Element 1--- The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader provides faculty timely information regarding changes in state and district curriculum standards and their impact on student learning requirements* • 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*
<p>Standard 10: Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader</p>	<p>The Marzano School Leadership Evaluation Model has elements/indicators and evidences regarding Professional and Ethical Behaviors that must be demonstrated by effective school leaders.</p>
<p>a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B--1.001 and 6B--1.006, F.A.C.</p>	<p>Domain V---Element 1--- The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader adheres to the Florida Code of Ethics and the principles of Professional Conduct* • The school model sets ethical leadership for self and has the same expectation for faculty and staff
<p>b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that included disagreement and dissent with leadership</p>	<p>Domain V---Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader demonstrates resiliency by staying focused on the school vision and reacting constructively to barriers* • The school leader reacts constructively and overcomes barriers to success that could include disagreement and dissent with leadership*
<p>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</p>	<p>Domain V---Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • 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* • Faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn • The school leader demonstrates his or her ability to follow through with initiatives • 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

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<p>d. Engages in professional learning that improves professional practice in alignment with the needs of the school system</p>	<p>DomainV---Element1---Theschoolleaderistherecognizedleaderoftheschooland continually assessesprogressondeliberatepracticepriorities. Evidences:</p> <ul style="list-style-type: none"> • Theschoolleaderhasawrittenannualgrowthplanwithdeliberatepracticegoals • Theschoolleaderusesevaluativefeedbacktoidentifyprofessionaldevelopmentactivities consistentwithhisorherdeliberatepracticeplan • Theschoolleadercanddescribeleadershipstrengthsandweaknessesandhowheorsheplans to addresstheweaknesses <p>DomainV---Element2---Theschoolleaderdemonstratesresiliencyinpursuitof continuousschool improvementandhasthetrustoftheteachers,students,parentsand communitythathisorher actionsareguidedbywhatisbestforallstudentpopulations. Evidences:</p> <ul style="list-style-type: none"> • Facultyandstaffdescribetheschoolleaderasuncompromisinginregardstoraisingstudent achievement • Facultyandstaffdescribetheschoolleaderaseffectivelycommunicatingthose non--- negotiablefactorsthathaveanimpactonstudentachievement
<p>e. Demonstrates willingness to admit error and learn from it</p>	<p>DomainV---Element1---Theschoolleaderistherecognizedleaderoftheschooland continually assessesprogressondeliberatepracticepriorities. Evidences:</p> <ul style="list-style-type: none"> • Theschoolleadercanddescribeleadershipstrengthsandweaknessesandhowheorsheplans to addresstheweaknesses* • Theschoolleaderhasdemonstratedhisorherabilitytobeaproblemsolver* <p>DomainV---Element2---Theschoolleaderdemonstratesresiliencyinpursuitof continuousschool improvementandhasthetrustoftheteachers,students,parentsand communitythathisorher actionsareguidedbywhatisbestforallstudentpopulations. Evidences:</p> <ul style="list-style-type: none"> • Theschoolleadercanidentifyhowlearningfromadversityhasenabledhim/hertobea focusedleader*
<p>f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback</p>	<p>DomainV---Element1---Theschoolleaderistherecognizedleaderoftheschooland continually assessesprogressondeliberatepracticepriorities. Evidences:</p> <ul style="list-style-type: none"> • Theschoolleaderusespriorevaluativefeedbacktoidentifyprofessionaldevelopment activitiesconsistentwithhisorherdeliberatepracticeplan* • Theschoolleadercanddescribeleadershipstrengthsandweaknessesandhowheorsheplans to addresstheweaknesses*

<p>Section C. Proposed SBE rule 6A---5.030 Asper 1012.34(4)F.S.– indicators for instructional and school administrators or other professional and job responsibilities as adopted by the State Board of Education must be included. Indicators included in proposed SBE Rule 6A---5.030 are as follows:</p>	
<p>From Review and Approval Checklist IIB (3):</p>	
<p>Indicators will be included</p>	

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<p>that are based on each of the Florida Principal Leadership Standards (See Crosswalk Section B above)</p>	
<p>Indicators that assess progress on deliberate practice priorities</p>	<p>Domain 5---Element 1--- The school leader is the recognized leader of the school and continually assesses progress on deliberate practice priorities.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader has a deliberate practice plan with indicators to assess progress on goals and priorities* • The school leader has identified professional development activities consistent with his or her growth plan • The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses
<p>Indicators specified in Section 1012.34FS (See Crosswalk Section A above)</p>	
<p>From Review and Approval Checklist IIB (4): each district shall also include the following indicators on leadership practice...</p>	
<p>a. Feedback Practices: The principal monitors, evaluates proficiency, and provides timely 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.</p>	<p>Domain II---Element 3--- The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate, 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • 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 the predominant instructional practices in the school and the effect of these practices on student learning • 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
<p>b. High effects size strategies: Instructional personnel receive recurring feedback on their proficiency on high effects size instructional strategies.</p>	<p>Domain II---Element 4--- The school leader ensures the use of high effects size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and takes action to ensure 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Teacher feedback and evaluation data on the use of high effects size strategies are on the use of high effects 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 • Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses • The school leader monitors improvement in the percentage of instructional personnel evaluated at the innovative and applying levels.

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	<ul style="list-style-type: none"> • Teacherevaluationdataareregularlyusedasthesubjectofconversationbetweenschool leadersandteachers • Schoolleaderprovidesfrequentobservationsandmeaningfulfeedbackregardingtheuseof high effectstrategiestoteachersutilizingvirtualandface---to---faceconferencing • Ongoingdataareavailabletosupportthatteacherevaluationsareconsistentwith studentachievementdata • Theschoolleadercanlinkteacherevaluationdatawithstudentachievementdata • Whenasked,teacherscandescribetheirinstructionalstrategiesthathavethestrongestand weakestrelationshipstostudentachievement
<p>c. Facilitating Professional Learning: The principal manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.</p>	<p>Domain IV---Element 1---Theschoolleaderfacilitatesandleadsprofessionallearningby managingthe organization,operations,andfacilitiestoprovidethefacultywithqualityresources andtimefor professionallearningandpromotes,participatesin,andengagesfacultyineffective individualand collaborativelearningonpriorityprofessionalgoalsthroughouttheschoolyearand ensureteachershave opportunitiestoobserveanddiscusseffectiveteaching.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Theschoolleadermanagetheorganization,operationsandfacilitiestoprovideteachers time andresourcesforprofessionallearningto reachtheirgoals • Teachershaveregular timetomeetcollegiallyanddiscusseffectiveinstructionalpractices • (e.g. lessonstudy,professionallearningcommunities)Teachers haveopportunitiestoengageininstructionalrounds • Informationisavailable regarding participationofteachersinopportunitiestoobserveand discusseffectiveteaching • Whenasked,teacherscanexplainhowtheoperationoftheschoolensurestimeand resourcesforprofessionallearning
<p>d. Clear Goals: The principal communicates goals and expectations clearly and concisely using Florida's common language of instruction.</p>	<p>Domain II---Element 1---Theschoolleaderprovidesaclearvisionastohowinstruction shouldbe addressedintheschoolandcommunicatesgoalsandexpectationsclearlyand conciselyusing Florida'scommonlanguageofinstructionandappropriate writtenandoralskills, communicates studentexpectationsandperformanceinformationtostudents,parents,and community,and ensuresfacultyreceivetimelyinformationaboutstudentlearning requirements,academic standards,andallotherlocal,state,andfederaladministrative requirementsanddecisions.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • Thecommonlanguageofinstructionisusedtocommunicateexpectationsforteacherand studentperformance • Theschoolleaderutilizesmultiple mediasourcestocommunicateslocal,stateandfederal learningstandardstoteachers,studentsandparents • Awrittendocumentarticulatingtheschool---widemodelofinstructionisinplace • Theschool---widecommonlanguageofinstructionisusedregularlybyfacultyin their professionallearningcommunities • Theschool---widemodelofinstructionutilizesstrategiestopromotelearning forthe subgroupswithintheschool • Whenasked,teacherscandescribethe majorcomponentsoftheschool---wide modelof instruction
<p>From Review and Approval Checklist IIC: Indicator shall be included on:</p>	
<p>Monitoring and timely feedback to instructional personnel on their proficiency in the indicators in the instructional evaluation system.</p>	<p>Domain II---Element 3---Theschoolleaderisawareofpredominantinstructionalpractices throughout theschoolandusesindicatorsfromtheinstructionalevaluationssystemtomonitor, evaluate,andprovide timely,actionablefeedbacktofacultyontheeffectivenessofinstructionon priorityinstructionalgoals, andthecauseandeffectrelationships betweenprofessionalpractice andstudentachievementonthose goals.</p> <p>Evidences: Compiled from Domain II Elements 3 and 4</p> <ul style="list-style-type: none"> • Walk---throughorotherinformal observationdataareaggregatedinsuchawayasto disclose predominantinstructionalpracticesintheschool • Theschoolleaderprovidesforthrightfeedbacktoteachersregardingtheirinstructional practicesusingstandardsbasedcontentandtheschoolinstructionalmodel

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	<ul style="list-style-type: none"> • The school leader ensures instructional practices are appropriate for the level of text complexity • The school leader can describe effective practices and problems of practice of the teachers in the school • 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 • The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning • 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 • Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses • 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 • 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
<p>The administrator's resilience in pursuit of continuous school improvement.</p>	<p>Domain V---Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • The school leader can identify how learning from adversity has enabled him/herself to be a focused leader • The school leader has a track record of making tough decisions to keep learning and teacher effectiveness as priorities • Faculty and staff describe the school leader as uncompromising in regard to raising student achievement • 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 one who "walks the walk and talks the talk" • The school leader demonstrates his or her ability to follow through with initiatives • 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" 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
<p>Review and Approval Checklist IIB1: The Department's set of indicators on high effect size leadership strategies as posted at http://www.fldoe.org/pr/ofdev/pdf/HighEffectSize.pdf These indicators are listed below:</p>	
<p>Feedback Practices: The school leader monitors, evaluates proficiency, and provides timely</p>	<p>Domain II---Element 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</p>

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<p>feedback of 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.</p>	<p>professional practice and student achievement on those goals. Evidences:</p> <ul style="list-style-type: none"> • The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning • 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 • Reports, graphs, and charts are available for analyzing overall student achievement and planning instruction • Results from multiple types of assessments are regularly reported and used for instructional planning (e.g. benchmark, common assessments) • School leadership teams regularly analyze school growth data for instructional planning When asked, faculty and staff can explain how data are used to track growth in student achievement and plan for instruction
<p>Facilitating Professional Learning: The school leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.</p>	<p>Domain IV---Element 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 ensure teachers have opportunities to observe and discuss effective teaching. Evidences:</p> <ul style="list-style-type: none"> • The school leader manages the organization, operations and facilities to provide teachers time and resources for professional learning to reach their goals • Teachers have regular time to meet collegially and discuss effective instructional practices (e.g. lesson study, professional learning communities) • The school leader manages time effectively in order to maximize focus on instruction • 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
<p>Clear Goals and Expectations: The school leader 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.</p>	<p>Domain II---Element 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. Evidences:</p> <ul style="list-style-type: none"> • The common language of instruction is used to communicate expectations for teacher and student performance • A written document articulating the school---wide model of instruction is in place • The school---wide model of instruction utilizes strategies to promote learning for subgroups within the school • The school---wide language of instruction is used regularly by faculty in their professional learning communities • The school---wide 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 language of instruction is used regularly by faculty in their informal conversations
<p>Instructional Resources: The school leader maximizes the impact of school personnel and fiscal and facility</p>	<p>Domain V---Element 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. Evidences:</p>

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<p>resources to provide recurring systemic support for instructional priorities and a supportive learning environment.</p>	<ul style="list-style-type: none"> • The school leader effectively manages human, fiscal, and facility resources to provide support for instruction • The school leader manages time effectively in order to maximize focus on instruction. 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 successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds) • The school leader develops, submits, and implements detailed budgets • The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning • The school leader provides adequate training for the instructional technology teachers are expected to use
<p>High Effect Size Strategies: The school leader takes action to ensure that instructional personnel receive recurring feedback on their proficiency in high effect size instructional strategies.</p>	<p>Domain II---Element 4--- The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency using high effect size instructional strategies and takes action to ensure 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • 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 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 • 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 regarding the use of high effect strategies to teachers utilizing virtual and face-to-face conferencing • The school leader can link teacher evaluation data with student achievement data • 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 using standards based content and the school instructional model • 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
<p>Instructional Initiatives: 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.</p>	<p>Domain III---Element 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.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • 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

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<p>The following indicators may be incorporated into a district's system as separate indicators or included as specific issues on which feedback will be provided as an aspect of the Instructional Initiatives initiative (see above)</p>	
<p>Monitoring Text Complexity: The school leader monitors 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. (Reading)</p>	<p>Domain III---Element 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. Evidences:</p> <ul style="list-style-type: none"> • 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 dimension 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 action plans are established school---wide • School leader actively monitors the literacy action plan and participates in the school's • Reading Leadership team meetings • School leaders support 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
<p>Interventions: 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. (MTSS)</p>	<p>Domain I---Element 5--- The school leader routinely use teacher---collected student response data to determine effectiveness of instruction and interventions, school---wide, grade---wide, class---wide, and specific to student sub---groups, to help all students meet individual achievement goals. Evidences:</p> <ul style="list-style-type: none"> • 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 • 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, students 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 the learning environment of the school is preparing them to contribute to society and be part of a global community

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<p>Instructional Adaptations: 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. (MTSS)</p>	<p>Domain IV---Element 3---Theschoolleader routinelyengageteacherscollaboratively in astructured data---basedplanningandproblem---solvingprocessinordertomodify instructionandinterventions foracceleratedstudentprogressandtomonitorandevaluatethe effectofthosomodifications.</p> <p>Evidences: Compiled from Domain IV(3) and Domain I(5)</p> <ul style="list-style-type: none"> • Theschoolleaderregularlyexamines thePLC’sprogresstowardgoals • Theschoolscheduleisdesignedsothatstudentscanreceiveacademic helpwhileinschool Individualstudentcompletionofprogramsdesignedtoenhancetheiracademicachievement is monitored(i.e.giftedandtalented,advancedplacement,STEM,etc.) • Responsetointerventionmeasuresareinplace • Tutorialandenrichmentprogramsareinplacewhendatasupporttheneedforthese interventions • Dataarecollectedandavailabletomonitors studentparticipationininterventionor enrichmentprograms • Whenasked,teacherscanexplaintheinterventionsinplacetohelpindividualstudentsmet their goals • Whenasked,studentand/orparentscanidentifyinterventionsinplacetohelpthemmeet their goals • Whenasked,studentsreporttheirschoolhasprograms inplacetohelpthemmeettheir achievementgoals • Whenasked,studentsreporttheirresponsesareanalyzedandusedbytheschoolleaderThe school leadercollectsandreviewsminutes,notes,andgoalsfrommeetingstomaintaina focusonstudent achievement • Whenasked,teacherscanexplainhowPLC’sanalyzedatato identifyappropriate instructionalpracticesforallstudents
<p>ESOL Strategies: 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. (ESOL)</p>	<p>Domain II---Element 6---Theschoolleader monitors theschoolandclassrooms for comprehensible instructiondeliveredtoESOLstudentsandtheutilizationofESOLteaching strategiesappropriatetothe studentsinthe class.</p> <p>Evidences:</p> <ul style="list-style-type: none"> • TheschoolleadercanreadilyidentifyeffectiveESOLinstructionalstrategieswhen conductingclassroomvisitationsandprovidemeaningfulfeedbacktoteachers • Professionaldevelopmentcoursesandresourcesareavailableforteacherstolearn ESOLteachingstrategies • Instructionalcoachingisavailabletoteacherstoprovidefeedbackregardingtheuseof appropriateESOLstrategies • DataareavailablesupportingdeliberatepracticewithESOLstrategiesresultsinimproved teacherandstudentperformance • OnlineprofessionallearningcoursesareavailabletoteacherstosupportlearningofESOL instructionalstrategies • Theschoolleadertracksteacherparticipationinprofessionallearningactivitiesrelatedto learningESOLstrategies • Whenasked,teacherscandeshowprofessionaldevelopmentstheirattainment oflearningESOLinstructionalstrategies • Whenasked,ESOLstudentsreporttheirteacherusesstrategies thathelpthemlearn. Whenasked,ESOLstudentcanidentify specificstrategies thathelpthemlearn. • Theschoolleadertracksteacherparticipationinprofessionallearningactivitiesrelatedto learningESOLstrategies
<p>From review and Approval Checklist Section III D</p>	
<p>Weighting and Scoring of indicator on professional and job responsibilities are incorporated into the leadership practice elements of the evaluation system</p>	<p>Scoring Guide for Marzano School Leadership Evaluation Model (See Attachment A) The Marzano School Leadership Evaluation score is comprised of a weighted Leadership practice, Deliberate Practice, and Student Growth Scores to generate the Final Leadership Effectiveness Score.</p>

ATTACHMENTD

Leader's Name (Please Print)

Evaluator's Name (Please Print)

Date

Conference/Evaluation Options:

Beginning

Mid-Term

Final (End of year)

Circle One

Evidences marked with an asterisks (*) are required.

I(1): The school leader ensures high expectations with measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.	<input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
Notes:	
I(2): The school leader ensures high expectations with measurable learning goals are established and enable teachers and staff to work as a system focused on improving the achievement of students within the school.	<input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
Notes:	
I(3): The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress towards school achievement goals and for instructional planning.	<input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
Notes:	
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 progression on state and district assessments.	<input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
<ul style="list-style-type: none"> · The school leader achieves results on the school's learning goals* · Student learning results are evidenced by growth and progression on district and state assessments* · Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments* 	
Notes:	
I(5): The school leader routinely use teacher---collected student response data to determine effectiveness of instruction and interventions school---wide, grade---wide, class---wide, and specific to student subgroups in order to help all students meet individual achievement goals.	<input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
<ul style="list-style-type: none"> · The school leader ensures differentiated instruction is a predominant instructional practice* · When asked, students report their teachers provide culturally relevant instruction that help them learn* 	
Notes:	

DOMAIN III: 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.

I A D B NU

- The school leader demonstrates understanding of the Florida Educator Accomplished Practices and uses them as a priority instructional improvement model.*

Notes:

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.

I A D B NU

Notes:

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.

I A D B NU

- The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model*
- When asked, teachers can explain the relationship between professional practice and student achievement*

Notes:

II(4): The school leader ensures the use of high effects size strategies and instructional personnel receive recurring feedback on their proficiency on using high effects 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.

I A D B NU

- 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 effects 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 report on teacher effectiveness, and peer feedback to teachers*

Notes:

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.

I A D B NU

Notes:

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.

I A D B NU

Notes:

DOMAIN III: AGUARANTEED AND VIABLE CURRICULUM	
<p>III(1): The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.</p>	<input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
<ul style="list-style-type: none"> • Rubrics or proficiency scales are in place that clearly delineate student levels of growth and performance on essential elements of state and district standards* • The school leader provides faculty timely information regarding changes in state and district curriculum standards and their impact on student learning requirements* • 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* 	
Notes:	
<p>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.</p>	<input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
Notes:	
<p>III(3): The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.</p>	<input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
Notes:	
<p>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.</p>	<input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
Notes:	

DOMAIN IV: COMMUNICATION, COOPERATION AND COLLABORATION	
<p>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 ensure teachers have opportunities to observe and discuss effective teaching.</p>	<input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
Notes:	
<p>IV(2): The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.</p>	<input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
<ul style="list-style-type: none"> • The school leader provides evidence of actively listening and learning from faculty and staff* • Data are available to support that the leader engages faculty in constructive conversations about important school issues* • Electronic tools are utilized to collect teacher input data which are used in the school's decision making process* (e.g. online surveys) 	
Notes:	

<p>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.</p> <p style="text-align: right;">I A D B NU</p> <ul style="list-style-type: none"> The Florida Continuous Improvement Model (FCIM) is used to support continuous improvement* The school leader promotes practices that validate and value similarities and differences among all students and focuses on their success and well-being* The school leader uses PLC's to communicate the relationships among academic standards, effective instruction and student performance*
Notes:
<p>IV(4): The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.</p> <p style="text-align: right;">I A D B NU</p> <ul style="list-style-type: none"> Responsibility is delegated to emerging leaders to prepare them for career advancement opportunities*
Notes:
<p>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.</p> <p style="text-align: right;">I A D B NU</p> <ul style="list-style-type: none"> The school leader provides evidence of actively listening and learning from students, parents and community* Data are available to support that the leader engages students, parents and the community in constructive conversations about important school issues* The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment and uses the input to enhance 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*
Notes:

DOMAIN V: SCHOOL CLIMATE	
<p>V(1): The school leader is the recognized leader of the school and continually assesses progress on his or her practice priorities.</p> <p style="text-align: right;">I A D B NU</p> <ul style="list-style-type: none"> The school leader has a written annual growth plan with deliberate practice goals and priorities* The school leader constantly evaluates decisions for their effectiveness* The school leader is recognized as highly visible by the faculty, students, 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 and problem-solving skills to define problems and identify solutions* 	
Notes:	
<p>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.</p> <p style="text-align: right;">I A D B NU</p> <ul style="list-style-type: none"> The school leader demonstrates resiliency by staying focused on the school vision and reacting constructively to barriers* The school leader reacts constructively and overcomes barriers to success that could include disagreement and descent with leadership* 	
Notes:	

<p>V(3):Theschoolleaderensures thatfacultyandstaffestablishaschool climateto supportstudentengagementinlearningandprovidesfeedbackon thequalityofthe learningenvironment.</p> <ul style="list-style-type: none"> • Clearandspecificroutinesandproceduresareinplacetokeeptheschoolengagedinlearning* • Continuousfeedbackisprovidedtoteachersregardingthelearningenvironmentintheirclassroomsandtheschool* • Highlyengagedclassroompracticesareroutineattheschool* <p>Notes:</p>	<div style="display: flex; gap: 10px;"> <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU </div>
<p>V(4):Theschoolleaderensures thatstudents,parents,andthecommunity recognize theschoollearningenvironmentsupportsstudentengagement andispreparing studentsforlifeinademocraticsocietyandglobaleconomy.</p> <ul style="list-style-type: none"> • Instructionalstrategiesforhighlyengagedclassroomsarepartoftheschoollearningenvironment* <p>Notes:</p>	<div style="display: flex; gap: 10px;"> <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU </div>
<p>V(5):Theschoolleadermaximizestheimpactofschoolpersonnel,fiscaland facilityresourcestoproviderecurringsystemicsupportforinstructional prioritiesandcreatesasupportivelearningenvironmentbymanagingthefiscal, operational,and technologicalresourcesoftheschoolinawaythatfocuseson effectiveinstructionandtheachievementof allstudents.</p> <ul style="list-style-type: none"> • Theschoolleadermanagesandimposesdeadlinesonselfandtheorganizationthateffectthe operationoftheschool* <p>Notes:</p>	<div style="display: flex; gap: 10px;"> <input type="checkbox"/> I <input type="checkbox"/> AI <input type="checkbox"/> DA <input type="checkbox"/> B <input type="checkbox"/> D <input type="checkbox"/> NU <input type="checkbox"/> B <input type="checkbox"/> NU </div>
<p>V(6):Theschoolleaderacknowledgesthesuccessofthewholeschool,as wellas individualswithintheshool.</p> <p>Notes:</p>	<div style="display: flex; gap: 10px;"> <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU </div>

ATTACHMENTE LEARNINGMAP

Marzano School Leadership Evaluation Model
 Learning Map

Learning Sciences International
 LEARNING AND PERFORMANCE MANAGEMENT

Domain 1

A Data-Driven Focus On Student Achievement

Element 1: FL: 1.1, 1.3, 1.4, 2.1, 2.3, 3.3, 5.4, 6.1, 9.2
 The school leader ensures high expectations with measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

Element 2: FL: 1.2, 1.3, 1.4, 2.1, 2.3, 3.3, 5.4, 6.1, 6.2, 9.2
 The school leader ensures high expectations with measurable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school.

Element 3: FL: 1.2, 1.4, 3.3, 6.1, 9.2
 The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning.

Element 4: FL: 1.4, 2.1, 3.3, 5.4, 9.2
 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.

Element 5: FL: 1.4, 2.3, 2.4, 5.1, 5.2, 5.4, 9.2
 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.

Domain 2

Continuous Improvement of Instruction

Element 1: FL: 2.1, 3.1, 4.1, 5.3, 6.1
 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.

Element 2: FL: 3.6, 4.2, 4.7
 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.

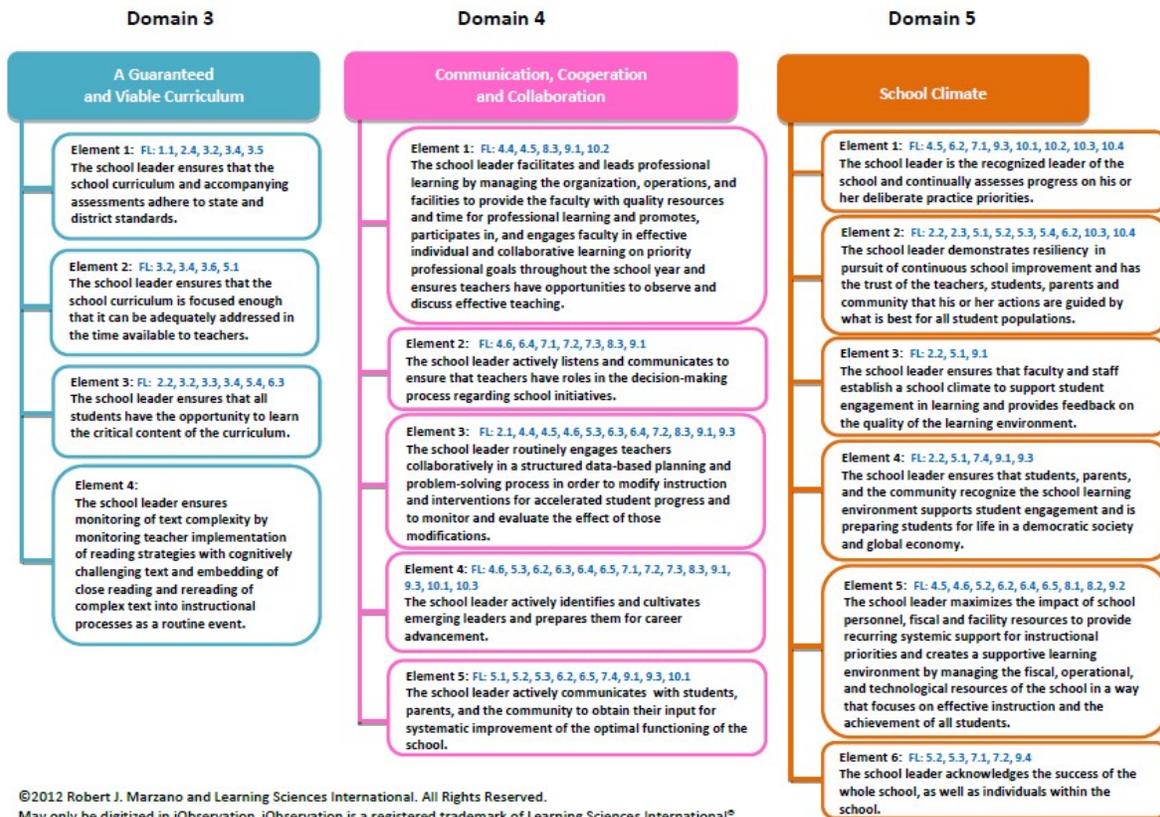
Element 3: FL: 1.2, 2.1, 3.1, 3.2, 3.6, 4.3, 4.4, 5.3, 6.1, 6.3
 The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

Element 4: FL: 1.2, 3.2, 3.6, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1
 The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using 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.

Element 5: FL: 3.6, 4.4, 4.6, 4.7
 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.

Element 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.

**Marzano Leadership Evaluation Model
 Learning Map**



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Marzano School Leadership Evaluation Florida Model ATTACHMENT F

Scoring Guide for Marzano School Leadership Evaluation System—Florida Edition

The Marzano School Leadership Evaluation Model describes five domains with 26 elements of school leader behavior that research shows has an impact on raising student achievement. The domains and elements are broken down as follows:

Domain 1—A Data-Driven Focus on Student Achievement (5 elements)

Domain 2—Continuous Improvement of Instruction (6 elements)

Domain 3—A Guaranteed and Viable Curriculum (4 elements)

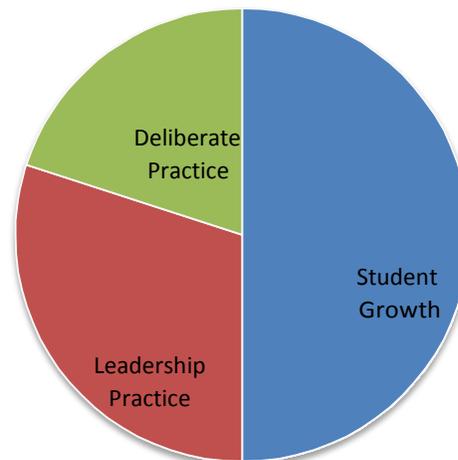
Domain 4—Communication, Cooperation and Collaboration (5 elements)

Domain 5—School Climate (6 elements)

Scoring for the Marzano School Leadership Evaluation Model

The Marzano School Leadership Evaluation Model includes three components for Leadership Assessment:

- Leadership Practice
- Deliberate Practice
- Student Growth Data



The scoring process for the Marzano School Leadership Evaluation Model is similar to how teachers are scored in the Marzano Causal Teacher Evaluation Model. The steps are outlined in the next section, Scoring for Leadership Evaluation.

Scoring for Leadership Evaluation

Element	Average Score	Weight	Weighted Score
Domain 1			20%
Element 1	2.7	5%	0.135
Element 2	2.9	4%	0.116
Element 3	3.1	3%	0.093
Element 4	2.4	3%	0.072
Element 5	3.0	5%	0.150
Domain 2			40%
Element 1	2.9	10%	0.290
Element 2	3.1	9%	0.279
Element 3	3.1	8%	0.248
Element 4	2.7	4%	0.108
Element 5	2.4	4%	0.096
Element 6	2.8	5%	0.140
Domain 3			20%
Element 1	2.4	8%	0.192
Element 2	2.7	4%	0.108
Element 3	2.7	4%	0.108
Element 4	2.6	4%	0.104
Domain 4			10%
Element 1	3.3	3%	0.099
Element 2	3.0	2%	0.060
Element 3	2.8	2%	0.056
Element 4	2.8	2%	0.056
Element 5	1.0	1%	0.010
Domain 5			10%
Element 1	2.8	2%	0.056
Element 2	2.5	2%	0.050
Element 3	3.0	2%	0.060
Element 4	3.1	2%	0.062
Element 5	2.4	1%	0.024
Element 6	2.2	1%	0.022
Total:			2.659

Step 1: Rank elements in each domain and find the average if there are multiple scores for an element.

Step 2: Multiply the score for each element by the weight for the element.

If no evidence is recorded for an element the lowest score is used: 1

Step 3: Add together weighted scores for a final status score.

Step4:This score will be used as the final weighted leadership practice score.

Overall Leadership Practice Score:	2.659
---	--------------

Scoring for Deliberate Practice

Step5: Calculate the Deliberate Practice average growth level. The Deliberate Practice Score measures progress against specific elements targeted by the leader for personal growth.

Element of Focus	Initial	Final	Growth
Element1	2	3	1
Element2	2	4	2
Element3	3	4	1
Average Growth Level:			1.33

Step6: Find the deliberate practice score based on the scoring rules. The Deliberate Practice Score = 3.

Deliberate Practice Score Rules	Level	Rule
	4	AGL > 3 or >= Level 4 on all elements
	3	AGL > 2 or >= Level 3 on all elements
	2	AGL <= 2 or >= Level 2 on all elements
	1	AGL = 0 or Level 1 or 0 on all elements

Step7: Add Leadership Practice, Deliberate Practice, and Student Growth Scores for the Final Leadership Effectiveness Score



Final Score Components	Rating	Weight	Final
Overall Leadership Practice	2.659	30%	0.80
Overall Deliberate Practice Score	3	20%	0.60
Overall Student Growth Score	2.65	50%	1.33
Final Score:			2.73
Final Proficiency Level			Effective

Final Proficiency Levels

- 4-3.5 = Highly Effective
- 3.49-2.51 = Effective
- 2.50-1.51 = Needs Improvement
- 1.50-0 = Unsatisfactory

ATTACHMENT G
**Compass Middle Charter
School
Annual Evaluation Report for
School Leader**

School Leader: _____	Current Assignment: _____
School: _____	Years of Service: _____
Evaluator: _____	School Year: _____

This form is to serve as a permanent record of an evaluator's evaluation of a school leader's performance during a specific year based on specific criteria as it relates to the Marzano School Leadership Evaluation Model.

Directions: Examine all sources of evidence for each of the five domains in this form as it applies to the leader's performance score and deliberate practice performance. Refer to the scale requirements and indicate sources of evidence used to determine the evaluation of results in each section. Assign an overall evaluation status of the leader's performance, sign the form, and obtain the signature of the school leader.

Use the accompanying Excel worksheet to calculate the leader's practice score and deliberate practice scores, and ultimately the overall performance score.

1. StatusScore			
<p>Directions: Use the accompanying spreadsheet to compute the leader's overall status score. You will need to obtain data for each of the five domains in order to compute an overall leadership score.</p>			
<p>Evaluator Comments:</p>			
⚙ HIGHLY EFFECTIVE (4)	⚙ EFFECTIVE (3)	⚙ NEEDS IMPROVEMENT (2)	⚙ UNSATISFACTORY (1)
>=3.5	<3.5 and >=2.5	<Score of 2.5 and >=1.5	<1.5
2. Deliberate Practice Score			
<p>The leader's deliberate practice score reflects his/her progress against specific elements in the Five Domains of Marzano Leadership Evaluation Model.</p>			
<p>Directions: Identify the leader's target element(s) for improvement. Then use the accompanying spreadsheet to compute the leader's overall deliberate practice score. You will need to obtain data for each of the five domains in order to compute an overall score.</p>			
<p>Target Elements:</p> <p>Element: _____</p> <p>Element: _____</p> <p>Element: _____</p>		<p>Sources of Evidence for Respective Element:</p> <p>Sources: _____</p> <p>Sources: _____</p> <p>Sources: _____</p>	
<p>Evaluator Comments:</p>			
⚙ HIGHLY EFFECTIVE (4)	⚙ EFFECTIVE (3)	⚙ NEEDS IMPROVEMENT (2)	⚙ UNSATISFACTORY (1)
AGL >3 or >=Level 4 On all targets	AGL >2 or >=Level 3 On all targets	AGL >2 or >=Level 2 On all targets	AGL =0 or Level 1 or 0 on all targets
3. Final Score			
<p>The final Leadership Effectiveness score reflects the leader's overall performance and includes the leadership practice score, deliberate practice score, and overall student growth score calculations. The approved final score components are weighted: leadership score 30%, deliberate practice score 20% and the overall student growth score is weighted 50% of the final score.</p>			
<p>Directions: Use the accompanying spreadsheet to compute the leader's overall score that includes both status and deliberate practice scores. Reference the Final Score number in the cell highlighted in orange in the spreadsheet.</p>			

EvaluatorComments:

⚙ HIGHLYEFFECTIVE(4)	⚙ EFFECTIVE(3)	⚙ NEEDSIMPROVEMENT (2)	⚙ UNSATISFACTORY(1)
OverallFinalScoreof 3.5-4.0	OverallFinalScoreof 2.5-3.4	OverallFinalScoreof 1.5-2.4	OverallFinalScoreof 1.0-1.4

4. Signatures

Evaluator: I certify that the before named school leader has been evaluated regarding his/her final leadership proficiency score.

Evaluator's Signature: _____

Date: _____

Evaluator Comments:

Teacher: I acknowledge receipt of this Annual Evaluation Form.

Leader's Signature: _____

Date: _____

Leader's Comments:

Superintendent

Superintendent's Signature: _____

Date: _____

Superintendent Comments:

ATTACHMENT H

Compass Middle Charter School Parent Input Leader Evaluation Survey

Parent/Guardian,

Please complete the following survey, ranking from 1 to 5, to the best of your knowledge in order to evaluate your students' principal and assistant principal. You may complete the survey on the paper form below and return it to the main office, or you may complete the online survey at compassmiddlecharter.net.

Administrator's Name:					
Area	5 Strongly Agree	4 Agree	3 Not Sure	2 Disagree	1 Strongly Disagree
The school leader actively communicates with student, parents, and the community to obtain their input for systematic improvement of the optimal function of the school.					
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.					
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.					

Please add any additional comments below:

Compass Middle Charter School Teacher/Staff Input Leader Evaluation Survey

Please complete the following survey, ranking from 1 to 5, to the best of your knowledge in order to evaluate your students' principal and assistant principal. You may complete the survey on the paper form below and return it to the main office, or you may complete the online survey at compassmiddlecharter.net.

Administrator's Name:					
Area	5 Strongly Agree	4 Agree	3 Not Sure	2 Disagree	1 Strongly Disagree
The school leader ensures high expectation with measurable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school.					
The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and teachers are provided with clear, ongoing professional development.					
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 professional learning.					
The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.					
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.					
The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.					
The school leader actively communicates with students, parents, and the community to obtain					

CMCS School Leadership Evaluation Model
 Based on Marzano School Leadership Evaluation Florida Model

their input for systematic improvement of the optimal functioning of the school.					
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.					
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.					
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.					
The school leader acknowledges the success of the whole school, as well as individuals within the school.					

Please add any additional comments below: