A STUDY OF THE MARZANO FOCUSED SCHOOL LEADER AND TEACHER EVALUATION MODELS AND STUDENT PROFICIENCY AND GROWTH IN MIDDLE SCHOOLS IN A LARGE SUBURBAN SCHOOL DISTRICT IN SOUTH FLORIDA

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Abstract

The purpose of this study was to investigate whether the Marzano Focused School Leader and Teacher Evaluation Models impacted school leader and teacher effectiveness to increase student proficiency and growth. This quantitative, non-experimental study was conducted using preexisting data in all middle schools in the School District of Palm Beach County, Florida for 2017-2018. Four research questions guided this study regarding the relationship and predictability among the variables of school leader and teacher instructional practice scores, quantity of observations reported in iObservation® and student proficiency and growth in FSA DSS scores in ELA and Mathematics or corresponding EOC.

The linear regression analyses indicated that instructional practice was a statistically significant predictor of Grade 6-8 FSA ELA and Mathematics or corresponding EOC performances. The linear regression analyses indicated that there is a relationship between student proficiency and growth as measured by the developmental scale mean scores on FSA ELA and FSA Mathematics or corresponding EOC. These findings were based on data for one school year, and thus caution must be taken when deducing these findings.

TABLE OF CONTENTS

CHAPTER PAGE

I. INTRODUCTION....1
- Background....3
- Purpose of the Study....4
- Problem Statement....4
- Research Questions....4
- Study Limitations....6
- Assumptions....6
- Definitions....6
- Summary....11

II. LITERATURE REVIEW....12
- Bridging Historical Achievement Gaps in the United States....13
  - Bridging historical achievement gaps in Florida....14
  - Leadership impact on student proficiency and growth....17
  - Leadership impact on instructional practice level....17
- Leadership Philosophies....19
  - Trait theory....20
  - Situational leadership theory....20
  - The path-goal theory of leader effectiveness....21
  - Transactional leadership....21
  - Transformational leadership....22
  - Transactional leadership vs. transformational leadership....24
  - Servant leadership....25
- Qualities of an Effective Leader....26
  - Leadership impact on narrowing historical achievement gaps....27
- Self-Efficacy in Andragogy....29
  - The adult learning theory....31
  - Historical trainings in self-efficacy in andragogy....32
  - Current trainings in self-efficacy in andragogy....33
  - Monitoring school leader and teacher progress....34
- Summary....36

III. METHODS....36
- Introduction....36
- Research Paradigm....38
- Research Design....39
- Data Analysis....40
- Summary....40

IV. ANALYSIS OF DATA....43
- Introduction....43

Population Description..... 43
Testing the Research Questions and Hypotheses..... 43
Research Question 1 43
Research Question 2 44
Research Question 3 45
Research Question 4 45
Summary..... 46

V. SUMMARY, DISCUSSION AND RECOMMENDATIONS 47
Introduction.....47
Purpose of the Study 47
Summary of the Findings.....47
Discussion 48
Implications for Practice 50
Recommendations for Further Research.....51
Conclusion 53

REFERENCES……..... 54

APPENDIX A: Formal IRB approval …….....66
APPENDIX B: Permission to use iObservation® items …….....68
APPENDIX C: Approval from the Superintendent's Committee...70
APPENDIX D: CITI program course certificate ……...….....73
APPENDIX E: Marzano Focused School Leader Evaluation…....75
APPENDIX F: Marzano Focused Teacher Evaluation…….....98

CHAPTER 1 – INTRODUCTION

The Race to the Top grant incentivized all U.S. states to focus on educational transformation and was spawned during the Great Recession from 2007-2009 that affected the education sector (U.S. Department of Education, 2012). In a critical response, the American Recovery and Reinvestment Act (ARRA) regulation was ratified by the U.S. Congress and intended to energize the economy (Federal Communications Commission, 2009). In order to stimulate the education sector, the focus was to enhance school leader and teacher effectiveness to increase student proficiency and growth (U.S. Department of Education, 2012). Consequently, states deliberately created school leader and teacher evaluation systems to assess the impact of teachers on student achievement (American Institutes for Research, 2020).

(S.B. 736) directed all school districts in Florida to create or implement an evaluation system that calculates a minimum of 50 percent of a teacher's final evaluation on a state performance indicator such as the Florida Standards Assessment (FSA), and for non-assessed subject area teachers, a district-wide common assessment is required (The Florida Senate, 2011). The School District of Palm Beach County has approved the Marzano Focused School Leader and Teacher Evaluation Models (Florida Department of Education, 2020).

Florida Standards Assessments form the backbone of the Florida Department of Education K-12 assessment program that collectively holds districts, schools, teachers, administrators and students accountable for determining learning proficiency and academic growth (Florida Department of Education, 2019; Kolen & Brennan, 2004; Livingston, 2004; Pommerich et al., 2004). Students in Grades 6, 7 and 8 take the Florida Standards Assessment (FSA) Mathematics or corresponding Mathematics End-of-Course (EOC) assessment, and

English Language Arts (ELA) assessments that measure student proficiency and growth on the Florida Standards.

The FSA ELA assessment consists of a combined score that includes student performance in both the Writing and Reading sections. Student performance on Florida's statewide assessments is classified into five achievement levels, where the lowest score in Level 3 is the passing score for each grade level and subject (Florida Department of Education, 2019). In compliance with §1008.22(3)(b)2., Florida Statutes (F.S.), middle grades students will not be tested on both FSA Mathematics and a Mathematics End-of-Course (EOC) assessment. Middle-grade students enrolled in Algebra 1 or Geometry must take the corresponding EOC assessment, not the grade-level FSA Mathematics assessment (Florida Department of Education, 2019).

Historical national initiatives such as Sputnik in 1957, National Defense Education Act of 1958 (Public Law 85-864), A Nation at Risk in 1983, No Child Left Behind Act of 2001, The Rising Above the Gathering Storm report of 2005 and Race to the Top (RttT) in 2010, have challenged the rigor and progress of the education system in the United States (Flowers, 2013). The literature review in Chapter 2 discusses the state model teacher and school leader evaluation instruments in Florida, which are Marzano focused. Marzano (2012) asserts that evaluations serve two purposes: measuring the effectiveness of teachers and developing teachers. School leadership interventions under The Every Student Succeeds Act: Evidence Review acknowledged the Marzano Focused School Leader Evaluation Model as one of two school leader evaluation models that achieve the Every Student Succeeds Act (ESSA) standards for evidence-based leader evaluation systems (Herman et al., 2017; Manna & Petrilli, 2008). Chapter Four examines the research findings. Chapter Five reviews the relevance and implications of the study. This study aims to investigate whether the Marzano Focused School

Leader and Teacher Evaluation Models impacted school leader and teacher effectiveness to increase student achievement and growth more precisely than prior evaluation models.

Background

The demanding assessment system in Florida is aligned with the instructional process to ensure that graduating students are college or postsecondary ready for success through rigorous coursework. The data is disaggregated to determine if the academic goals are being achieved to drive instruction by school administrators and teachers. The Florida Department of Education assigns school and district grades to evaluate progress towards educational goals. There is currently robust research into the accountability system for K-12 students. However, there is a need for research into the effectiveness of standards-based accountability measures for teachers and educational leaders.

The purpose of this paper is to investigate whether the Marzano Focused School Leader and Teacher Evaluation Models impacted school leader and teacher effectiveness to increase student proficiency and growth more precisely than prior evaluation models. Practitioners need to implement both models with fidelity in order to ensure effectiveness. With the rigidity of standards-based accountability in the K-12 school system, the onus is on educators and administrators to utilize research-based strategies to bridge the achievement gap to ensure that all students have adequate and equitable access to quality public school education.

In order to enhance pedagogy and andragogy, deliberate practice needs to eventuate in a methodical process such as internships and group experiences to share best practices. This research will be an attempt to add to the body of research into the effectiveness of implementation and measuring the impact to of the Marzano Focused School Leader and Teacher Evaluation Models, which would help bridge the

achievement gap. There are implications of gaps in academic achievement among racial and socioeconomic groups in the United States, and thus there is a need for educational reform initiatives from a socio-educational perspective.

Purpose of the Study

The purpose of this study was to investigate whether the Marzano Focused School Leader and Teacher Evaluation Models impacted school leader and teacher effectiveness to increase student proficiency and growth more precisely than prior evaluation models in a large suburban school district in South Florida.

Problem Statement

The majority of school districts in Florida utilize the Marzano Focused School Leader and Teacher Evaluation Models. Practitioners need to implement both models with fidelity in order to ensure effectiveness. However, there is a lack of research that investigates whether the Marzano Focused School Leader and Teacher Evaluation Models impacted school leader and teacher effectiveness to increase student proficiency and growth more precisely than prior evaluation models.

Research Questions

This research will attempt to answer the following four questions:

1. What is the relationship between student proficiency and growth as measured by the developmental scale mean scores on FSA English Language Arts for sixth-grade, seventh-grade, and eighth-grade students, and the instructional practice school level mean of teacher performance as measured by the Marzano Focused Teacher Evaluation Model?

2. What is the relationship between student proficiency and growth as measured by the developmental scale mean scores on FSA Mathematics or corresponding EOC assessment for sixth-grade, seventh grade and eighth-grade students, and the instructional practice school level mean of teacher performance as measured by Marzano Focused Teacher Evaluation Model?
3. What is the relationship between the usage/number of Standard Observations on the Marzano iObservation® system used by school leaders in middle schools in a large suburban school district in South Florida, and student proficiency and growth as measured by the developmental scale mean scores on FSA English Language Arts for sixth-grade, seventh-grade and eighth-grade students?
4. What is the relationship between the usage/number of Standard Observations on the Marzano iObservation® system used by school leaders in middle schools in a large suburban school district in South Florida, and student proficiency and growth as measured by the developmental scale mean scores on FSA Mathematics or corresponding EOC assessment for sixth-grade, seventh-grade and eighth-grade students?

Study Limitations

Limitations to the study included the following:

1. This study was limited by the precision of data return by a large suburban school district in South Florida, utilization of the Marzano Focused School Leader and Teacher Evaluation Models and its inter-rater reliability, and the expertise of evaluators.

2. This study was limited to the 2017-2018 academic year of the Marzano Focused School Leader and Teacher Evaluation Models in the School District of Palm Beach County. Therefore, the results may not be generalizable to larger populations.

Assumptions

The research made the following assumptions:

1. This study was conducted to observe the 2017-2018 school leader, teacher, and student data from all middle schools in the School District of Palm Beach County.
2. The target population for this study incorporated all administrators and teachers assigned to teach English Language Arts and/or Mathematics in all middle schools in the School District of Palm Beach County for the 2017-2018 school year.
3. All school leaders and teachers were trained in the use of the Marzano Focused School Leader and Teacher Evaluation Models including the Marzano iObservation® system.

Definitions

The following definitions were used in the study:

Andragogy. "the art and science of helping adults learn" that is often a student-directed form of learning" (Knowles, 1980, p. 43; Merriam et al., 2007).

Charter Schools. "Charter schools are non-profit 501(c)(3) organizations that have a contract or charter to provide the same educational services to students as district public schools. They are

nonsectarian public schools that operate with freedom from many of the regulations that apply to traditional public schools. Charter schools must hire certified teachers, just like traditional district schools" (Florida Consortium of Public Charter Schools, 2020).

Developmental Scale Mean Scores (DSMS). "A category of scale score utilized in 2019 to establish a student's annual progress from one grade level to another. Florida Standards Assessments (FSA) English Language Arts scale scores range from (259-403), FSA Mathematics scale scores range from (260-393), and the End-of-Course assessment scale scores range from (425-575) for each achievement level" (Florida Department of Education, 2019).

Florida Standards Assessments (FSA). "The Florida Standards in Mathematics and English Language Arts were approved by the Florida State Board of Education in February 2014 and were implemented in grades K–12 in the 2014–2015 school year. All Florida schools teach the Florida Standards, and students were assessed through the statewide Florida Standards Assessments (FSA). Data from the FSAs will provide information to parents, teachers, policymakers, and the general public regarding how well students are learning the Florida Standards" (Florida Department of Education, 2019).

End-of-Course (EOC) Assessments. "EOC assessments are computer-based, criterion-referenced assessments that measure the Florida Standards (FS) or the Next Generation Sunshine State Standards (NGSSS) for specific courses, as outlined in their course descriptions. In 2011, Algebra 1 (NGSSS) was the first course to undergo the implementation of a statewide EOC assessment. Over the next few years, it was followed by Biology 1, Geometry, U.S. History, and Civics, all of which are aligned to the NGSSS" (Florida Department of Education, 2020).

Leadership. "A process whereby an individual influences a group of individuals to achieve a

common goal" (Northouse, 2016, p. 3).

Marzano Focused School Leader Evaluation Model. "Streamlines the school leader evaluation process by introducing six domains and elements to make deeper connections between instructional and organizational leadership and balance these interconnected responsibilities. Based on the review of the research literature, 24 categories of principal actions and behaviors were identified. These 24 categories were organized into five domains: (1) a data-driven focus on student achievement, (2) continuous improvement of instruction, (3) a guaranteed and viable curriculum, (4) cooperation and collaboration, and (5) school climate" (Marzano, 2019).

Marzano Focused Teacher Evaluation Model. "Organized into four domains consisting of 60 elements that build on each other to support growth, with a focus on Domain 1: Classroom Strategies and Behaviors. The model as a whole creates an innovative framework for evaluation to support professional development and performance of teachers." (Marzano, 2019).

Marzano iObservation® System. "An instructional and leadership improvement system. It collects, manages, and reports longitudinal data from classroom walkthroughs, teacher evaluations, and teacher observations. Teacher growth and leadership practices inform professional development differentiated to individual learning needs for every teacher and leader to increase his/her classroom effectiveness each year" (Marzano, 2019).

Marzano iObservation® Usage/Number of Standard Observations. "Term used in Marzano iObservation® reports that represents all formal, informal, or walkthrough observations performed by an administrator on a teacher" (Marzano, 2019).

Pedagogy. "The art and science of helping children learn" and is viewed as a teacher-directed form of learning (Knowles, 1980, p. 43; Merriam et al., 2007).

School Leader. A school administrator (who may be an Assistant Principal or Principal) specifically hired to supervise teachers in a K-12 school setting. (Carbaugh et al., 2015)

Self-Efficacy. An individual's confidence in his or her ability to influence the individuals or circumstances around them (Bandura, 1977).

Servant Leadership. Servant leaders are goal-oriented, and coach subordinates towards goal attainment. The leader gains respect and trust from subordinates, leads by example, and communicates effectively in a positive work environment (Maxwell, 2005, p. 213).

Situational Leadership. A leadership style that requires the leader to evaluate followers and assess their commitment to a goal, their skills, and motivation toward reaching goals and then adjust their directive behaviors and supportive behaviors accordingly to adjust for each follower's needs (Blanchard, 1985; Northouse, 2016).

Student Growth. "In order to compare students' growth, a teacher first selects two classes that are learning the same material and then uses the target instructional strategy with only one of those classes. Alternatively, if the method mentioned earlier is not possible, the teacher can split a class into two groups and use the instructional strategy with only one group. A student growth percentile (SGP) describes a student's growth compared to other students with similar prior test scores (their academic peers)" (Marzano, 2019).

Student Proficiency. "Student proficiency is whether or not students have scored at a level that indicates that they consistently demonstrate mastery of the content standards and are well prepared for the next grade or course" (Marzano, 2019).

The Path-Goal Theory of Leader Effectiveness. The Path-Goal Theory of Leader Effectiveness incorporates leader and motivational research by suggesting that leaders have an impact on results through motivation in terms of outcome and gratification (House, 1996).

Trait theory. In the trait theory, certain traits were prevalent in effective leadership, and there was the belief that traits were contingent on the environment. (Northouse, 2018).

Transactional Leadership. "Leadership style that focuses on the exchange between leaders and followers and is influential over the follower through exchanges that might be valuable to the follower" (Burns, 1978).

Transformational Leadership. "The process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower" (Northouse, 2016, p. 162), to "tap the motives of followers in order to better reach the goals of leaders and followers" (Burns, 1978, p. 18).

Value-Added Model (VAM): "A value-added model (VAM) measures the impact of teaching on student learning by accounting for other factors that may impact the learning process. These models do not evaluate teachers based on a single year of student performance or proficiency or evaluate teachers based on simple comparison of growth from one year to the next. VAM levels the playing field by accounting for differences in the proficiency and characteristics of students assigned to teachers. It is designed to mitigate the influence of differences among the entering classes so that schools and teachers do not have advantages or disadvantages simply as a result of the students who attend a school or are assigned to a class" (Florida Department of Education, 2020).

Value-Added Model (VAM) Score: "Using the developmental scale of the assessment, the value-added score reflects the average amount of learning growth of students above or below the

expected learning growth of similar students in the state, using the factors accounted for in the model" (Florida Department of Education, 2020).

Summary

This chapter examined the study's background, purpose, problem statement, research questions, limitations, and assumptions, in addition to meaningful definitions for understanding. The literature review in Chapter Two is connected to the purpose of the study. Chapter Three elucidates the methodology and procedures used to conduct the study. Chapter Four examines the research findings, followed by Chapter Five, which reviews the relevance and implications of the study and has recommendations for future research.

CHAPTER II—LITERATURE REVIEW

Introduction

Based on meta-analyses, average effects of specific instructional strategies increase student proficiency and growth (Marzano et al., 2001). When the desired effects of instructional strategies are achieved such as summarizing and note-taking, identifying similarities and differences, and reinforcing effort and giving recognition, percentile gains of 29-45 points can be yielded (Marzano et al., 2001). The purpose of school leader and teacher evaluation systems are to give feedback for enhancing professional practice (McGahie, 1991; Carbaugh et al., 2015). Performance improvement pertains to the individualized growth factor and includes assisting teachers to learn content, reflect, and enhance their pedagogy. The performance improvement function is formative in classification and implies the necessity for constant professional development (Iwanicki, 1990).

On the contrary, the accountability function reveals an assurance to the goals of expertise and quality performance and is usually viewed as summative in relation to assessing educational efficacy (McGahie, 1991). A value-added assessment structure quantifies student learning over a period based on a projected growth rate (Misco, 2008). The preliminary goal of value-added assessment models (VAM) was to encourage positive shifts in instructional practice (Amrein-Beardsley, 2008). “A value-added model (VAM) measures the impact of teaching on student learning by accounting for other factors that may impact the learning process. These models do not evaluate teachers based on a single year of student performance or proficiency or evaluate teachers based on simple comparison of growth from one year to the next. VAM levels the playing field by accounting for differences in the proficiency and characteristics of students assigned to teachers. It is designed to mitigate the influence of differences among the entering

classes so that schools and teachers do not have advantages or disadvantages simply as a result of the students who attend a school or are assigned to a class" (Florida Department of Education, 2020). Several estimates are complex and may not consider factors that are outside of a teacher's control regarding student learning (Harris, 2010). Throughout the United States, school accountability is a regular topic among elected representatives at the national and local levels. Stakeholders are seeking school reform to reflect elevated standards for school leaders and teachers and increases in student proficiency and growth.

This introduction has provided a synopsis and frame of reference for the literature review. The chapter consists of nine components focused on: (a) bridging historical achievement gaps in the United States, (b) bridging historical achievement gaps in Florida, (c) leadership impact on student proficiency and growth, (d) leadership impact on instructional practice level, (e) leadership philosophies, (f) leadership impact on narrowing historical achievement gaps, (g) historical trainings in self-efficacy in andragogy, (h) current trainings in self-efficacy in andragogy, and (i) monitoring school leader and teacher progress.

Bridging Historical Achievement Gaps in the United States

The Elementary and Secondary Education Act (ESEA) of 1965 (Public Law 89-10) was legislated to target students from low-socioeconomic families (Pugh-Walker, 2016). The ESEA (1965) strived to narrow the achievement gap of low-socioeconomic students who were academically underperforming as compared to their peers. This report cited the systemic cause of learning and achievement differences among students on fiscal imbalance and limited accessibility to resources. *A Nation at Risk: The Imperative for Educational Reform* (1983) focused on public apprehensiveness and viewpoint that the education system in the United States was impaired. A pivotal domain in this report was centered on "assessing the quality of

teaching and learning" in our schools (p.31). This was in opposition to holding fiscal disparities such as the ESEA accountable in the 1983 report that directed disparagement on the education system as a whole (Flowers, 2013; Herman et al., 2017; Pugh-Walker, 2016).

In order to narrow the historical achievement gaps in the United States, there needed to be a focus on leadership philosophies and development in addition to teacher development. This ensured that the positive impact of effective leadership on teacher growth is evident. It has been widely recognized that school leaders (principals) play a significant part in efforts to enhance teaching and learning (Fink & Resnick, 2001; Leithwood et al., 2004; Marzano et al., 2005; Nelson et al., 2004; O'Day, 2002; Smylie et al., 2003; Spillane et al., 2002; Woody et al., 2004). Schools that work (that are successful by different measures) have leadership that promotes meaningful staff development (Marzano et al., 2005). The meta-analysis of seventy studies of student achievement and leadership was a sizeable quantitative study that examined the effects of certain leadership practices (Marzano et al., 2005; Waters et al., 2003). The results confirm that the school (principal) leadership is positively correlated with student achievement with an average effect size of .25. Knowledge of curriculum and instruction, which encompasses assessment procedures and coaching teachers on enhancing pedagogy, also had an effect size of .25.

Bridging historical achievement gaps in Florida.

Since 1999, Florida has implemented education reform initiatives that consists of charter schools, virtual learning, public-school choice, private-school choice, merit-based pay for performance, alternative teacher certification programs, school and district grading systems that include graduation rates and standardized assessments (Florida Department of Education, 2020). Charter schools are public schools of choice that have autonomy in innovation where programs

cater to diverse groups of students (Florida Department of Education, 2019). Florida has the third largest charter school enrollment in the U.S. and in 2017-18, 654 charter schools educated 282,924 students in 46 counties (Florida Consortium of Public Charter Schools, 2020). Florida is a frontrunner in online learning as more than 71,000 students in the state take courses online, and successful completion of an online course is a high school graduation requirement (Florida Department of Education, 2020).

Students in low-performing Florida public schools have the option to relocate to a higher-performing public school of their parents' selection and students with disabilities are eligible for the McKay Scholarship that offers vouchers to attend a private school (Florida Department of Education, 2020). Florida is a trailblazer on teacher salary reform using student performance to offer the maximum raises to teachers with optimal results or most improvement from their students comparable to how the private sector would offer performance reviews with bonuses. The pay for performance reward system in Florida awards bonuses for teachers who attain student gains and proficiency and also teachers who increase the number of students who pass advanced placement courses, which has led to an increase in both student passing and participation rates on advanced placement exams (Florida Department of Education, 2020).

Prior to 2011, the state adopted teacher evaluation system in Florida was the Florida Performance Measurement System (FPMS). The FPMS was the main instrument for teacher evaluation and gave a valid and reliable method to observe teacher behaviors (Lavely et al., 1994). Peterson, Kromrey, Micceri, & Smith (1987) affirmed that the FPMS instrument was valid and reliable and permitted objective "coding and analysis of lessons" (p. 144). However, on the FPMS instrument, teachers were rated as either effective or less effective, but not ineffective.

As a result, the FPMS was not a growth model and lacked a focus on student proficiency and growth. Further, MacMillan and Pendlebury (1985) opine that the Florida Performance Measurement System was a widespread effort to transform research on instruction into real-world application for professional development, assessing, and compensating teachers but missed the target because of an absence of the intrinsic values in instruction that neglected the passion of teaching.

"Section 1012.34, Florida statutes requires that school districts implement personnel evaluations that are based on several criteria, one of which is the performance of each educator's students. The law allows the commissioner to select a statewide model that is based on learning growth, so that educators can be credited with improving student learning regardless of how much the student knows when he/she first enters a teacher's classroom using a measure that is consistent across districts. There are a number of ways to measure learning growth. The Student Growth Implementation Committee recommended, and the Commissioner of Education approved using a value-added model (VAM) to measure learning growth for purposes of teacher evaluation, in part because of the model's capacity to reflect an individual educator's contribution to that learning growth. VAM results, along with the other components in districts' personnel evaluation systems, provide a tool for districts to more accurately evaluate teacher and principal performance" (Florida Department of Education, 2020).

For a majority of teachers, the student proficiency and growth portion of the total evaluation is based on student achievement on local assessments created or chosen by the teacher, school leader or district. While these assessments create student data, they are not used to yield VAM scores. A minor group of teachers' evaluations are centered on their students' performance on a statewide End-of-Course (EOC) assessment. These include Algebra 1,

Geometry, Civics, Biology 1 and U.S. History. In these circumstances, the state provides raw student growth scores to districts for these courses but does not provide VAM scores.

Samuel (2015) asserts that the Marzano Focused Teacher framework that was state adopted in 2011 is formulated on the research of Dr. Robert J. Marzano. Dr. Marzano is the author of over 150 articles and 30 books on the vast field of education to work alongside educators to interpret and address unique needs and goals for enhancing the future of their students (Marzano Research, 2019). Marzano (2012) concludes that teacher evaluation models have two paramount purposes, which are assessing and improving teachers.

Leadership impact on student proficiency and growth.

The Marzano Focused School Leadership Evaluation Model is grounded on thorough research in effective educational leadership. Blase and Blase (2000) postulate that effective school leaders offer opportunities through professional development that infuse the study of professional literature and successful programs, implementation of new skills, peer coaching, utilize action research concentrated on student data, and monitor the effect of innovative strategies on students. The Marzano Focused School Leadership framework stems from surveys on school leader competencies that influence student proficiency and growth. Superior results are attained when principals inspire school staff to dynamically analyze data for improving results (Zmuda et al., 2004).

Leadership impact on instructional practice level.

The research base of the Marzano School Focused Leader Evaluation Model is extensive. Carbaugh et al. (2015) postulate that the research defining the Marzano Focused School Leader Evaluation Model was extracted from four critical contemporary and historical research documents about school leadership:

(1) The Wallace Study conducted and issued conjointly by the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota and the Ontario Institute for Studies in Education at the University of Toronto (Louis, Leithwood, Wahlstrom, & Anderson, 2010);

(2) The 2011 study of *What Works in Oklahoma Schools* (Marzano Research Laboratory, 2011) conducted by Marzano Research Laboratory with the Oklahoma State Department of Education over the 2009-2010 and the 2010-2011 school years;

(3) The Marzano, Waters, and McNulty meta-analysis of school leadership published in 2005 in *School Leadership that Works*; and

(4) The Marzano study of school effectiveness published in 2003 in *What Works in Schools*.

The report sponsored by the Wallace Foundation, *Learning from Leadership: Investigating the Links to Improved Student Learning*, is the pivotal analysis of the relationship between school leader actions and behaviors and student academic achievement. The report ratified through quantitative data that effective school leadership is interrelated to student achievement and determined that school leaders (principals) assume the predominant role in leadership, while "collective leadership" shared among stakeholders such as teachers are contributing roles. It was also discovered that instructional leadership aimed at pedagogical improvement has a substantial ancillary impact on student proficiency and growth.

Furthermore, the researchers noted that there are leadership effects on student learning because effective leadership bolsters teacher commitment in the professional community and enhances the school climate, which results in instructional practices that are linked to student proficiency and growth. The report established that school leaders have a philosophical

influence on school culture and that continuous student learning culture produces results in improved student achievement (Carbaugh et al., 2015).

The Marzano Focused School Leadership Evaluation Model classifies twenty-one elements of principal activities and behaviors that have been ordered into six domains. Accompanying scales with exemplary evidence of success have been established. “When principals and school administrators empower and support teachers and promote a school-wide emphasis on student academic growth, the quality of achievement for students, teachers, schools, and communities improves" (Marzano et al., 2005). Thus, it is essential to develop effective educational leaders with leadership philosophies that focus on improving student academic achievement.

According to Carbaugh et al. (2015), a summary of the domains and elements are as follows:

- Domain 1 – A Data-Driven Focus on School Improvement (3 elements)
- Domain 2 – Instruction of a Viable and Guaranteed Curriculum (5 elements)
- Domain 3 – Continuous Development of Teachers and Staff (3 elements)
- Domain 4 – Community of Care and Collaboration (4 elements)
- Domain 5 – Core Values (3 elements)
- Domain 6 – Resource Management (3 elements)

Leadership Philosophies

Trait theory.

There has been a constant debate on classifying leadership as a trait, skill, or behavior. According to Bryman (1992), researchers have shifted to their focus on the impact of traits. In

the trait theory, certain traits were prevalent in effective leadership, and there was the belief that traits were contingent on the environment. There is a robust body of knowledge that supports the research of the trait theory (Northouse, 2018). As a result, it has the most acclaim and gained the title of the oldest body of research. The presence of personality traits as an emergent research concept emphasizes primarily on the traits displayed with the leader at the epicenter of the leadership process. Principals are in a strategic position to encourage teacher effectiveness through observations and conversations with teachers (Cooper et al., 2005). However, the pitfall in the trait theory is the uncertainty of how to enact school leadership practices on the spot to resolve issues that arise.

Situational leadership theory.

The Situational Leadership Theory presumes that the effectiveness of a leader is influenced by the potential and eagerness of the subordinates to finish assigned responsibilities (Blanchard, 1985). Thus, the Situational Leadership Theory is an infusion of job-oriented and personnel-oriented qualities that are determined by the issue and participating subordinates. School leaders of high-achieving schools exude confidence that their schools can achieve their goals (Cotton, 2003). Northouse (2018) asserts that the Situational Leadership Theory prioritizes the ability of the leader to “match their style to the competence and commitment of their subordinates" (p. 95). Thus, the subordinates' readiness level increases to adjusts to the leader's approach and inclination to lead, which are essential characteristics of effective leadership.

The situational leadership theory can be applied to school leadership at the beginning of the school year. If a school leader were to utilize the situational leadership theory, there would be a need to get a feeling of the school’s surroundings. Schools usually have new and returning faculty and staff so the school leader would need to modify how to lead familiar and non-

familiar people. The school leader might want to take a mild approach to change until specific subordinate strengths and areas of growth are identified. As the school year progresses and the school leader becomes more familiar with the faculty and staff, the leadership style may change to further propel the faculty and staff. The school leader's leadership style may vary between the beginning of the school year and towards the end as well as between diagnostic assessment and high-stakes standardized testing periods.

The path-goal theory of leader effectiveness.

The Path-Goal Theory of Leader Effectiveness incorporates leader and motivational research (House, 1996). This model suggests that leaders have an impact on results through motivation in terms of outcome and gratification. House (1996) engineered four concepts. The first concept postulated that leaders motivate subordinates by expanding the results from targets and streamlining the strategies to achieve the desired results. School leaders should observe classrooms to effectively oversee and support curriculum implementation and instructional practices (Fink & Resnick, 2001; Ruebling et al., 2004). The second concept involves providing clarity in the path-goal relationship in order for the leader's actions to impact motivating subordinates to fulfill their duties. The third concept advances that if the path-goal relationship has clarity, then controls will negatively impact the fulfillment of subordinates. The fourth concept assumes that the behavior of the leader focuses on expanding output if satisfaction was connected to targets.

Transactional leadership.

The base of Transactional Leadership is built on participant interchanges, where the focus is the relationship between the leader and follower (Northouse, 2018). The Transactional Leadership Theory highlights task-linked exchanges and perks between the leader and the

subordinate. It is essential to differentiate between management and leadership to grasp an understanding of the transactional leadership theory. Moreover, there are two meaningful kinds of transactional leadership actions: contingent-reward and management by exception.

Contingent-rewards actions equate to affirmative criticisms from the leader to the subordinate, whereas contingent retribution entails different kinds of dissenting feedback from the leader to the subordinate. Contingent-rewards actions are the arrangement development between the leader and the subordinate to arrive at an approval upon restitution (Northouse, 2018). Further, Northouse (2018) points out that transactional leaders apply the contingent-rewards practice such as incentives, employee appreciation, and the point system to honor subordinates. Principals need to utilize the capability of teacher leaders in their schools to augment improvement efforts and outcomes (Marks & Printy, 2003). Transactional leaders expend sustaining elevated organizational security. Also, transactional leaders seek minor rivalries because of the elevated magnitude of environmental durability.

Transformational leadership.

Burns (1978) differentiated between transactional and transformative leadership. According to Burns (1978), transformative leadership happens “when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (p. 20). Transformational leaders impact effective change in individuals while using charismatic qualities and behaviors (Northouse, 2018). Thus, leaders who display transformational leadership traits have a robust collection of personal values and are useful in motivating people to sustain the greater good over self-interests (Northouse, 2018). Transformational leaders focus their energies on the pleasure of the desires of their subordinates

and their personal desires, and as a result, act as agents to ensure that those desires and needs come to fruition.

Transformational leaders satisfy lower-level needs, in the beginning, to eventually satisfy higher needs later on. Consequently, the leader and subordinate are liberated to "better selves" and thus, transformational leaders exude ethical leadership to the society level at large but also the organizational and individualized levels (Burns, 1978, pp. 29-46). Leadership was perceived as an ethical process since the interaction between the leader and subordinates contributes to ethical goals and values to ensure a symbiotic relationship where the leader's and subordinates' authentic somatic, intellectual, metaphysical, and fiscal needs are met. Transformational leadership can be displayed by everyone, regardless of organizational or positional power. Transformational leadership encompasses the peer influence of the leader or subordinate and happens in simple daily routines (Burns, 1978).

Transformational leaders are generally distinguished based on the leader's effect on subordinates (Bass, 1985). This results in the subordinates enduring grandiose emotions of faith, respect, and devotion toward the leader that surpass initial expectations. Transformational leaders motivate subordinates to become task-oriented and focus on the achievement of the upper-level group or organizational goals above individualized interests. Effective school leaders also function as participatory learners with their staff (Prestine & Nelson, 2003). The leader stimulates highly emotive connections with subordinates to foster a secure connection. Bass (1985) distinguishes two transactional leadership characteristics: management by exception and contingent reward, in addition to four primary elements of transformational leadership: idealized influence or charisma, intellectual stimulation, inspirational motivation, and individualized consideration.

Transactional leadership vs. transformational leadership.

Burns (1978) deduced that transactional leadership and transformational leadership are at divergent sides of a continuum. On the contrary, Bass (1985) proposed that transformational leadership supplements the outcome of transactional leadership. As a result, the augmentation effect advanced that through assessing transformational leadership actions, a higher level of accuracy can be attained in forecasting applicable criteria than only trusting in transactional leadership. The abstractions of transformational leadership suggested by Burns (1978) and Bass (1985) have similarities. For instance, each theory analyzed the interest domains of leaders. Bass focused on job groupings, whereas Burns focused on global leaders. Further, each researcher was convinced that change in the leader and subordinate results from transformation.

While there were several similarities, Burns (1978) and Bass (1985) had extreme differences in viewpoints. Burns (1978) viewed transformational leadership at the divergent side of a continuum from transactional leadership. In contrast, Bass (1985) opines that leaders display a series of patterns of transactional and transformative leadership at different levels. Transactional leaders improve the confidence of subordinates by increasing how much results are worth, elevating the value of outcomes, adjusting a subordinate's level of needs, or emphasizing an unparalleled interest. Besides, the measure for deciding leader effectiveness is varied. Burns (1978) investigates global leaders and marginalizes his discerning of transformational leaders to sophisticated individuals that surpass relativistic morals, allure the upper-level needs of subordinates, and participate in activities that improve humanity.

On the contrary, Bass (1985) scrutinizes all leaders who focus on group or organizational outcomes and states that transformational leaders need motivational techniques to improve the goal attainment of subordinates. Furthermore, there is a disparity in transformational leadership

eligibility. Burns (1978) declares that transformational actions occur if it is advantageous to society. However, Bass (1985) expounds that transformational leadership actions increase results that surpass goals and expectations, and a transformational leader is the catalyst for this improvement in results. Moreover, there are differences in frames of reference, ethics, and global viewpoints. Bass (1985) focuses on increasing outcomes through the use of higher value strategies. In contrast, Burns (1978) upstages relativistic results-based values and group or organizational margins by enticing layers of moral progress.

Servant leadership.

Servant leaders are goal-oriented and coach subordinates towards goal attainment. The leader gains respect and trust from subordinates, leads by example, and communicates effectively in a positive work environment (Maxwell, 2005, p. 213). "Servant leadership is the natural feeling that one has of desiring to serve others. It seeks to develop individuals who ensure that others' needs are met, and advocates a group-oriented approach to decision-making as a means of strengthening institutions and society" (Greenleaf, 1977, p. 13).

Servant leadership can build from accomplishments in the business sector. Bass (2000) opined that servant leadership has home in educational settings because servant leadership is centered on cooperation and society, and embroiling others in decision-making is powerfully based in ethical and caring conduct that improves the development on people in the educational setting. Credence in the views of servant leadership as a real-world approach for school communities has increased among educators in the past twenty years (Sendjaya & Sarros, 2002). Crippen (2005) contends that although several studies have examined the servant leadership philosophy, the body of research associated with servant leadership in the educational setting is comparatively insignificant. In the era of accountability, school leaders must place much more

importance on cooperation, cultivating professional development, building leadership capacity in faculty and staff in addition to aligning resources to maximize student impact and achievement (King, 2002). Sergiovanni (2001) and Lambert (2004) assert that faculty desire leadership that emphasizes servant leadership over supervision and can be a change agent in overall school transformation the age of accountability where educators and school leaders are driven by student-based results.

Nevertheless, a school that is underperforming or plagued by calamity would require a more transactional style of leadership that is commanding and orderly to steady it before starting to foster an egalitarian school culture. Although time-consuming and at times exhausting for the leader, it encourages a growth mindset for subordinates who follow the leader and has the utmost confidence in their superior's leadership ability. The servant leadership methodology reinforces the school leader as the instructional leadership expert of the school and impactful to educational transformation. School leaders need to cultivate leadership development in subordinates to maximize resources to increase student achievement. The servant school leader is an important component of school effectiveness. Effective school leaders model behaviors that they expect to be emulated by their staff (Marzano et al., 2005).

Qualities of an Effective Leader

Maxwell (2005) proposed seven elements to transmit a clear vision to subordinates: clarity, connection, purpose, goals, challenges, stories, and passion. Principals need to have a clear vision for their schools (Manasse, 1985; Zmuda et al., 2004). An effective leader needs clarity in communication. According to Maxwell (2005), if the vision is unclear, the subordinates will not be clear on their tasks and noted the importance of aspiring people to understand what they are doing. An effective leader supports consistency in the instructional

program where teachers and students follow a shared curriculum framework (Leithwood & Riehl, 2003). There also has to be a secure connection to the vision, and although it is forward-thinking, the past of the organization needs to be understood to "validate those people who have worked hard and sacrificed to build what already exists" (Maxwell, 2005, p. 250).

Another essential quality of an effective leader is purpose. The vision should be challenging and have a purpose to keep the focus to make changes along the way. "Purpose tells them (followers) why they should go" (Maxwell, 2005, p. 250). Creating goals is also a vital component in effectively communicating the vision. "If vision doesn't require people to stretch, they may wonder if it is worthy of their dedication" (Maxwell, 2005, p. 251). An exigent vision inspires subordinates to have a growth mindset and compels the inactive subordinates to leave. Principals of academically high performing schools communicate to all stakeholders that learning is the school's most urgent mission (Cotton, 2003; Marzano et al., 2005).

Storytelling is a forum for leaders to communicate the vision effectively. Stories that encompass bring a vision to fruition give subordinates a means to relate the vision to their personal lives and make it more meaningful. Passion is the last facet of effectively communicating a vision. "It can make the vision come to life and help gain the assistance of those still on the fence" (Maxwell, 2005, p. 251). It is imperative in navigating challenging issues but promotes a climate of hard work and endurance.

Leadership impact on narrowing historical achievement gaps.

Leadership is intricate to define and growing in popularity around the world. The majority of leadership definitions include the common thread that "leadership is an influence process that assists groups of individuals towards goal attainment" (Northouse, 2018, p. 15). The notion of what makes an effective leader is evolving, and businesses are continually searching

for leaders to enhance their companies and increase productivity. Degree programs in leadership serve to equip aspiring leaders with skills to navigate complex situations to meet organizational goals. Accomplishing school goals involves individual and shared efforts (Kyrtheotis & Pashiardis, 1998b).

Further, Burns (1978) proposed transformative leadership and stated that leadership is evident "when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (p. 83). Thus, transformative leadership is an agent for immense organizational and personnel change. Effective leadership is vital to increase workers' expertise in knowledge, problem-solving, and charisma to increase output. Thus, leadership is credited as a critical component to organizational affluence, mediocrity, or collapse (March & Weil, 2005; Northouse, 2018). An understanding of leadership as a process is essential in developing leadership skills for all employees. Ruben and Gigliotti (2017) postulate that leadership is influential and affective between the leader and the employees. Professional development opportunities serve to foster professional expertise. It is understood that some individuals, because of their past experiences, maybe better suited for specific leadership positions. However, professional leadership development and college-level leadership courses can be used to improve the leadership skills of all leaders regardless of past experiences.

There are ramifications of gaps in academic achievement among racial and socioeconomic groups in the United States. There must be an understanding of the historical perspective in order to discuss improvement efforts within the social, educational context to influence educational reform efforts involving school accountability. D'Amico (2001) proposed that the achievement gap is evident in a multitude of educational success indicators that include

grades, test scores, dropout rates, college entrance/completion rates, and in every kind of school district and socioeconomic group.

Recent reconstructing initiatives reverberate with the sentiments of a parent whose description of the school system as an assembly line "of uncompleted Ford cars in the factory, moving always on, with a screw put in or a burr tightened as they pass—standardized, mechanical, pitiful" (Haley, 1924, quoted in Darling-Hammond, 1997, p. 41). In reviewing the historical literature, Dewey (1938) explains the elements that have a direct effect on the daily interactions of teachers and students. Dewey opines that there is a need for teachers to have a high level of community involvement to enrich learning interactions to make them increasingly rigorous and meaningful. Dewey recommends that the interconnection between the knowledge of experience and new knowledge is significant and relevant to the learning process.

Self-Efficacy in Andragogy

Adult learning opportunities have a plethora of definitions. Belanger and Tuijnman (1997) propose that adult learning opportunities are optional and lifelong. On the contrary, Cervero (1989) argues that adult learning opportunities are central to professional development or training. According to Kim, Hagedorn, Williamson, and Chapman (2004), adult learning opportunities, as defined by The National Center for Education Statistics, are two-fold: about optional and lifelong learning opportunities in addition to ongoing professional growth courses.

Clardy (2005) interprets andragogy as educational practices pertinent to adults. Andragogy serves as a configuration for choosing instructional experiences to equip aspiring leaders with the tools to be effective leaders. According to McCauley, Hammer, & Hinojosa (2017), “they offer examples of leadership instructional tools that align with andragogical assumptions and provide suggestions for scaling these assignments and activities to address

students' learning needs at different stages of adulthood.” Thus, the aspiring leader is scaffolded to gauge their current leadership level and engage their leadership knowledge and skills to promote active learning and relevant experiences. Principals need to tap the expertise of teacher leaders in their schools in order to enhance improvement efforts and results (Marks & Printy, 2003).

An emotional connection facilitates remembrance so that aspiring leaders can reflect on their teaching practice. It can be debated that adults have specific learning habits, which can impact their learning. It is always a good idea to share how the activity would enhance their overall self-learning and ensure that it is adult appropriate and where the content and learning goals align with each other.

Knowles (1968, p. 351) suggested that andragogy is "a new label and a new technology" to differentiate it from early childhood education. This was oppositional to pedagogy since it encompassed the methodology of adult learning. Knowles (1980, p. 44-45) espouses the following:

1. “As a person matures, his or her self-concept moves from that of a dependent personality toward one of a self-directing human being.

2. An adult accumulates a growing reservoir of experience, which is a precious resource for learning.

3. The readiness of an adult to learn is closely related to the developmental tasks of his or her social role.

4. There is a change in time perspective as people mature - from future application of knowledge to immediacy of application. Thus, an adult is more problem-centered than subject-centered in learning."

In subsequent publications, Knowles made an addendum by adding two more presumptions:

5. “The most potent motivations are internal rather than external (Knowles, 1984, p. 12).

6. Adults need to know why they need to learn something (Knowles, 1984).”

However, even though andragogy is a base for understanding adult learners, some are not proponents of this theory. Merriam (2001) discusses two of these critiques: firstly, it is debatable if it is categorically a theory of adult learning and, secondly, the likelihood if the beliefs apply to all adults throughout that time. After being criticized, Knowles (1984) conceded that andragogy was not a learning theory; instead, it is a "model of assumptions about learning or a conceptual framework that serves as a basis for an emergent theory." In other words, there is a possibility that adult learners can be instructor-dependent for direction based on their mastery.

The adult learning theory.

The Adult Learning Theory offers presumptions for understanding the optimal learning environment for adults (Zuga, 1999). There must be a comprehensive understanding of how adults learn in terms of knowledge acquisition and enjoyment of learning to create the most meaningful climate for learning. It is equally important to ensure that the instructional level adheres to the andragogical framework and meets the needs of adult learners. Nesbit (2001) supports Knowles' model of andragogy in that adult learners have specific demands as when contrasted to younger students, but Merriam (2001) argues that andragogy neglects to recognize the sociocultural influence on the adult learner.

According to Stokes (2006), there is an excess of 90 million adult learners who are 25 years or older that are enrolled in higher education. This is in direct response to the U.S. Department of Labor, Bureau of Labor and Statistics (2004) report that estimated that within the next twenty years, 80% of all new jobs would need a higher education credential. Learners need to find their best learning environment to effectively adhere to the cultural, fiscal, and competitive needs of the US.

Historical trainings in self-efficacy in andragogy.

In the dynamic fields of educational leadership for school leaders and pedagogy for educators, there needs to be a paradigm shift from traditional pedagogy and andragogy to more innovative ways to engage the 21st-century technology-savvy student and adult learner. Kerka (1999) proposed that younger generations of students and teachers made the internet a norm and were on the cutting edge of self-directed learning.

According to Merriam et al. (2007), "the linear models often reflect more traditional ways of thinking about teaching." Today, there is an increased rigor and transformative learning paradigm shift of the elevated Florida Standards for aspiring administrators. The school grade calculation infuses the new Florida Standards Assessments (FSA), where every school is assigned a letter grade of A, B, C, D, or F annually, based on various grading criteria (Florida Department of Education, 2019). Merriam et al. (2007) "offered a detailed discussion of its key components: the centrality of experience, the process of critical reflection, and transformative learning's link to adult development."

Instruction must be differentiated for students to be accommodated at their readiness level. Teacher professional development provides more significant opportunities for dialogue, reflection, and online learning plans that cater to reflective practice and self-directed learning of

teachers. Merriam et al. (2007) support this reflection-on-action to process a situation after it has occurred to determine if the best possible solution was reached.

Current trainings in self-efficacy in andragogy.

In the School District of Palm Beach County, Florida, USA, the Deliberate Practice framework is utilized for instructional staff and educational leaders via the Professional Growth Plan (PGP). Deliberate Practice is a means for teachers and educational leaders to enhance their expertise through structured, reflective, and collaborative activities. It involves a systematic approach of formulating personal goals, focused practice with prescriptive feedback, observing and discussing best practices in teaching and leadership practices, and progress monitoring (The School District of Palm Beach County, Professional Development Deliberate Practice, 2019). Thus, Deliberate Practice challenges teachers and educational leaders to attain innovative levels of mastery by increasing the rigor of current practices to achieve the desired effect. Effective principals rely on the expertise of teacher leaders to enhance school effectiveness (Leithwood et al., 2004). All instructional staff and educational leaders in a district must have similar descriptions of effective teaching methodologies.

Besides, all educational leaders should have effective leadership methodologies. This conventional description must not be confined to a checklist of strategies for classroom and building utilization and should be broad enough to reflect the variety of actions that can impact student learning in a positive manner (City et al., 2009; Marzano, 2010). It is recommended that instructional staff, with the support of an educational leader, chooses a couple of strategies to improve, and one routine, content, and enacted on the spot strategy should be chosen yearly for improvement. It is also recommended that the educational leader, with the support of a higher rank educational leader (such as a Principal if the educational leader is an Assistant Principal

and an Area Superintendent if the educational leader is a Principal), also chooses a couple of strategies to improve, and one routine, content and enacted on the spot strategy should be chosen yearly for improvement.

Monitoring school leader and teacher progress.

According to Marzano (2007), monitoring teacher and educational leader progress in the chosen strategies call for a description of performance levels regarding the strategies. Each scale delineates five performance levels: Not using (1), Beginning (2), Developing (3), Applying (4), and Innovating (5). "Not using" means that the strategy is necessary, but the teacher or educational leader is not utilizing the strategy. "Beginning" means that the teacher or educational leader is misusing the strategy or with errors. "Developing" means that the teacher or educational leader is using the strategy appropriately but in an automated manner. "Applying" means that the target level for expertise has been reached by the teacher or educational leader without errors while simultaneously monitoring for the desired effect on teachers or students. "Innovative" means that the strategy has reached the desired effect and tailored to the unique needs of every teacher or student. The performance system must contain a developmental scale or rubric to progress monitor school leader and teacher development (Marzano et al., 2011).

This last component of deliberate practice aims to reveal other teaching and leadership strategies for non-evaluative comparisons for professional growth. This includes instructional rounds in classrooms or the use of videotaping innovative use of specific strategies that have achieved the desired effect and giving teachers and educational leaders the time to collaborate on what effective strategies look like and create a plan of action to foster an atmosphere of continual learning and improvement. In order for pedagogy and andragogy to be improved, deliberate practice must occur in a systematic way (Marzano, 2010). Clardy (2005) proposes

that there is an adult-child assistive relationship to bring the child to maturity in pedagogy. In contrast, one adult helps in the self-actualization and growth of an adult learner.

Knowles (1984) found the Eight Process-Components of an Andragogical Process Design, which focuses on having the adult learner involved in her/his self-directed learning plan. This breaks from the corporate model of efficiency, where profit and output supersede the learners' self-esteem and self-actualization. Merriam et al. (2007) agree with Maslow's hierarchy of needs, where the motivation to learn is intrinsic and the desire for self-actualization.

Adult learners can execute their professional development plans aligned with the Principles of Andragogy and promote experiential learning through internships and group experiences such as collaborative workshops to share best practices. According to Merriam et al. (2007), earlier theories such as the behaviorist orientation that learning consists of numerous single theories and forms the basis of adult learning, and the humanist orientation that looks at the viewpoint of human growth potential.

Knowles (1996) proposes that in a productive learning environment, continuous informal observations and useful descriptive feedback should be time-sensitive and targeted to remove the stigma of stressful evaluations and may involve the use of evaluative questionnaires. For educational leaders, this is extremely important because ineffective strategies and procedures can be quickly eliminated, and the focus on student achievement and improving school climate will occur.

The learning contract is a crucial way of holding all stakeholders mutually accountable for progress monitoring of goals to promote institutional effectiveness, where the instructor acts in the role of advisor. "The learning contract is a means of reconciling [these] imposed requirements from institutions and society with the learners' need to be self-directing. It enables

them to blend these requirements in with their personal goals and objectives, to choose their own ways of achieving them, and to measure their own progress toward achieving them" (Knowles, 1975, p. 130).

Henschke (2011) also agrees that the process of self-direction to be learned and practiced. Suzanne Berry, Principal of Wynnebrook Elementary School in West Palm Beach, Florida, USA, concurs that the self-directing strategy is highly effective with 100% of teachers at her school and that the teachers have been trained on progress monitoring their own goals and objectives. As a result, Wynnebrook Elementary School has been an A-rated school for 16 years with an enrollment of 908 students, a 92% minority student population, and a 94% free and reduced lunch rate (S. Berry, personal communication, July 2, 2019).

Further, Suzanne Berry states that in the role of advisor, teachers are more receptive to the mutual agreement and feel like it is more of a partnership rather than a directive when it comes to taking ownership of their learning that will ultimately positively impact student achievement. Informal observations are a quick way of determining the pulse of the complexity level of instruction in classrooms. Teachers welcome the descriptive feedback with tips on how to improve to achieve the desired effect (S. Berry, personal communication, July 2, 2019).

Summary

The literature on leadership impact on student proficiency, growth and instructional practice level postulate that the implementation of the Marzano Focused School Leader and Teacher Evaluation Models have an impact on school leader and teacher effectiveness more precisely than prior models of school leader and teacher evaluation (Blase & Blase, 2000; Zmuda et al., 2004; Carbaugh et al., 2015). A vast majority of Florida school districts apply the Marzano Focused School Leader and Teacher Evaluation Models. Practitioners need to

implement the model with fidelity in order for it to be effective. With the rigidity of standards-based accountability in the K-12 school system, the onus is on educators and administrators to utilize research-based strategies to bridge the achievement gap to ensure that all students have adequate and equitable access to quality public school education.

It is critical to have a comprehensive understanding of adult knowledge acquisition and learning satisfaction levels to foster a relevant culture of andragogy. This can be facilitated by collaborating on an action plan for continuous improvement in learning to promote student achievement. In order to enhance pedagogy and andragogy, deliberate practice needs to eventuate in a methodical process such as internships and group experiences to share best practices. There are implications of gaps in academic achievement among racial and socioeconomic groups in the United States. There is a need for educational reform initiatives from a socio-educational perspective and the need to investigate whether the Marzano Focused School Leader and Teacher Evaluation Models impacted school leader and teacher effectiveness to increase student achievement and growth more precisely than prior evaluation models.

CHAPTER III—METHODS

Introduction

The previous chapter examined leadership theories and concepts that have been studied in tandem with the Marzano Focused School Leader and Teacher Evaluation Models. The literature discussed in the previous chapter is centered on a broad examination of the existing literature in school administrator leadership. It is intended to be utilized with the Marzano Focused Teacher Evaluation Model, which is based on the comprehensive instructional model, the Art and Science of Teaching (Marzano, 2007; Marzano et al., 2011).

The initial stage in the evaluation model was an analysis of the research on school administrator competence. Based on the findings of the review of the research literature, particular school leader actions and behaviors were recognized that have a relationship with student achievement. The purpose of this study was to determine if the Marzano Focused School Leader and Teacher Evaluation Models enhanced the capability to establish school leader and teacher effectiveness more precisely than prior models of school leader and teacher evaluation. The purpose of this chapter is to explain how the study analyzed data to add to preceding literature on the effectiveness of the Marzano Focused School Leader and Teacher Evaluation Models. This chapter focused on the research paradigm, research design, data collection, and data analysis.

Research Paradigm

This research study will use a quantitative methodology to explain, study details, variables, sampling procedures, and data collection further. This quantitative, non-experimental study will be conducted using data obtained from the Florida Standards Assessments (FSA) Test Score Report for Grades 6-8 in all middle schools in the School

District of Palm Beach County for the school year 2017-2018. Detailed school leader and teacher data are reported in iObservation® after the observation, and it is determined if the desired effect of the instructional practice was achieved or if there needs to be additional strategies implemented to achieve the desired effect. Prescriptive feedback for instructional improvement is given to the school leader and teacher.

Research Design

A quantitative methodology and non-experimental design were selected since the educational leadership researcher wanted to investigate whether there was a relationship between (a) two variables, student proficiency and growth, and teacher evaluation performance and (b) student proficiency and growth and usage/number of standard observations accounted for in the Marzano iObservation® system.

The target population for this study will include pre-existing data of all students who were enrolled in Grades 6-8 in all middle schools in the School District of Palm Beach County (approximately 43,553 based on October 2017 Full-Time Equivalent or FTE) for the school year 2017-2018 (Florida Department of Education, 2020).

Additionally, the study will encompass existing data of all teachers assigned to teach English Language Arts and/or Mathematics in Grades 6-8 in all middle schools in the School District of Palm Beach County for the school year 2017-2018. Existing data will show that school leaders conduct teacher observations in the fall and continue in the spring of the academic year. Teachers are assessed through formal observations, informal observations, and walkthroughs based on various dominant elements within the design questions and domains. Data from the school year 2017-2018 will be accumulated from the student assessment window, which runs from February - April 2018. The data were reported in May-

June 2018. The observation data are released by the summer and reflect the students who were in the classes in the 2017-2018 school year.

Data Analysis

For Research Questions 1-2, a Pearson *r* will be performed to determine the relationship between the variables of student achievement (English Language Arts and Mathematics DSS scores) and teacher evaluation performance scores. A linear regression will also be performed to examine predictability between the two variables: Predictor = teacher instructional practice evaluation score and criterion = student achievement DSS score (Steinberg, 2011; Spatz, 2011). For Research Questions 3-4, a Pearson *r* will be performed to determine the relationship between the variables of student achievement (English Language Arts and Mathematics DSS scores) and usage rates/number of standard observations computed on the Marzano iObservation® system. A linear regression will also be performed to determine predictability between the two variables: predictor = iObservation® usage/number of standard observations and criterion = student achievement DSS scores (Steinberg, 2011; Spatz, 2011).

Summary

This chapter described the research paradigm, research design, data collection, and data analysis used in the study. A quantitative methodology and non-experimental design were selected. Prior to beginning the research, the researcher will present a proposal and obtain formal approval from the IRB at the University of the Cumberlands (Appendix A). Permission to use the Marzano items will be obtained from Dr. Robert J. Marzano and Learning Sciences International (LSI) (Appendices B, D and E). Approval from the Superintendent's Research Review Committee (made up of the Departments of Research and Evaluation and Professional

Growth) will be acquired from the School District of Palm Beach County (Appendix C) to conduct the study,

Independent variables are teacher instructional practice performance level and the quantity of standard observations computed on the Marzano iObservation® system. The FSA corresponding grade level mean Developmental Scale Score (DSS) was the dependent variable for each of the research questions in this study. A Pearson *r* will be performed to determine the relationship between the variables of student achievement English Language Arts and Mathematics school level mean scores, and the school level mean of teacher performance to test whether a statistically significant difference exists. Linear regression will also be performed to verify predictability between the predictor of teacher instructional practice score and the criterion of student achievement scores.

Student historical data will be accessed through the Department of Research and Evaluation in School District of Palm Beach County. Teacher and administrator evaluation data through the Marzano iObservation® system will be accessed through the Professional Growth Department in the School District of Palm Beach County. Due to the use of teacher and administrator evaluations, the study is delimited to school-level data. All information will have teacher and administrator identifiers redacted due to contractual issues and confidentiality. The educational leadership researcher will not be conducting observations. The Professional Growth Department in the School District of Palm Beach County will assist in the retrieval of usage/numbers of standard observations stored in the Marzano iObservation® system.

The methods used to perform the study have been discussed in this chapter. There are detailed descriptions of the research paradigm, research design and data analyses. Chapter 4

encompasses the results of the Pearson r and Linear Regression analyses conducted to respond to the research questions. Chapter 5 offers a summary of the study findings, research implications, and recommendations for additional study.

CHAPTER IV—ANALYSIS OF DATA

Introduction

The study was conducted to investigate whether the Marzano Focused School Leader and Teacher Evaluation Models impacted school leader and teacher effectiveness to increase student proficiency and growth more precisely than prior evaluation models in three large suburban school districts in South Florida. The data analysis is accessible in this chapter. This chapter is apportioned into three parts: (a) Population Description, (b) Testing the Research Questions and Hypotheses Questions 1-4, and (c) Summary.

Population Description

The target population for this study will include pre-existing data of all students who were enrolled in Grades 6-8 in all middle schools in the School District of Palm Beach County (approximately 43,553 based on October 2017 Full-Time Equivalent or FTE) for the school year 2017-2018 (Florida Department of Education, 2020).

Testing the Research Questions and Hypotheses

1. What is the relationship between student proficiency and growth as measured by the developmental scale mean scores on FSA English Language Arts for sixth-grade, seventh-grade, and eighth-grade students, and the instructional practice school level mean of teacher performance as measured by the Marzano Focused Teacher Evaluation Model?

H_{01}. There is a relationship between student proficiency and growth as measured by the developmental scale mean scores on FSA English Language Arts for sixth-grade, seventh-grade, and eighth-grade students, and the instructional practice school level mean of teacher performance as measured by the Marzano Focused Teacher Evaluation Model.

In order to determine the predictive relationship of instructional practice school level mean of teacher performance on FSA English Language Arts for sixth-grade, seventh-grade, and eighth-grade students, a regression analysis was utilized. The Pearson's correlation coefficient was found to be 0.318. There is a correlation. The p-value was found to be less than 0.00001, which is less than 0.05. Thus, we reject the null hypothesis and accept that a positive correlation exists between the average instructional practice scores and the mean scale score.

2. What is the relationship between student proficiency and growth as measured by the developmental scale mean scores on FSA Mathematics or corresponding EOC assessment for sixth-grade, seventh grade and eighth-grade students, and the instructional practice school level mean of teacher performance as measured by Marzano Focused Teacher Evaluation Model?

H_{02}. There is a relationship between student proficiency and growth as measured by the developmental scale mean scores on FSA Mathematics or corresponding EOC assessment for sixth-grade, seventh grade and eighth-grade students, and the instructional practice school level mean of teacher performance as measured by Marzano Focused Teacher Evaluation Model. In order to determine the predictive relationship of instructional practice school level mean of teacher performance on FSA Math or corresponding EOC for sixth-grade, seventh-grade, and eighth-grade students, a regression analysis was utilized. The Pearson's correlation coefficient was found to be 0.159. There is a linear regression. The p-value was found to be less than 0.00001 and thus the test was statistically significant. Thus, we reject the null hypothesis. Hence there exists a weak positive correlation between the average instructional practice scores and the mean scale score for FSA Mathematics or corresponding EOC assessment.

3. What is the relationship between student proficiency and growth as measured by the developmental scale mean scores on FSA English Language Arts for sixth-grade, seventh-grade and eighth-grade students and the usage/number of Standard Observations on the Marzano iObservation® system used by school leaders in middle schools in a large suburban school district in South Florida?

H_{03}. There is a relationship between student proficiency and growth as measured by the developmental scale mean scores on FSA English Language Arts for sixth-grade, seventh-grade and eighth-grade students and the usage/number of Standard Observations on the Marzano iObservation® system used by school leaders in middle schools in a large suburban school district in South Florida. There is a weak positive correlation between usage/number of standard observations because the Pearson's correlation coefficient was found to be 0.198. There is a linear regression. The p-value was found to be less than 0.00001, which is less than 0.05. Thus, the test was statistically significant. Hence, there is a weak positive correlation between the usage/number of standard observations and the mean scale score in ELA.

4. What is the relationship between student proficiency and growth as measured by the developmental scale mean scores on FSA Mathematics or corresponding EOC assessment for sixth-grade, seventh-grade and eighth-grade students and the usage/number of Standard Observations on the Marzano iObservation® system used by school leaders in middle schools in a large suburban school district in South Florida?

H_{04}. There is no relationship between student proficiency and growth as measured by the developmental scale mean scores on FSA Mathematics or corresponding EOC assessment for sixth-grade, seventh-grade and eighth-grade students and the usage/number of

Standard Observations on the Marzano iObservation® system used by school leaders in middle schools in a large suburban school district in South Florida. There is a weak positive correlation between usage/number of standard observations because the Pearson's correlation coefficient was found to be 0.123. There is a linear regression. The p-value was found to be less than 0.00001, which is less than .05. Thus, the test was statistically significant. Hence, there is a weak positive correlation between the usage/number of standard observations and the mean scale score in Math or the corresponding EOC.

Summary

The data analysis has been discussed in this chapter with a population description, proceeded by the presentation of results of the Pearson r, and linear regression analyses used to answer the 4 research questions. Chapter 5 consists of an introduction, study summary, discussion of the findings, practical implications, and suggestions for additional study.

CHAPTER V—SUMMARY, DISCUSSION AND RECOMMENDATIONS

Introduction

The standardized assessment system in Florida is closely associated with the curriculum to ensure that rigorous coursework is taught, and student achievement occurs (Florida Department of Education, 2020). This study adds to the research base of the accountability system for K-12 students and assesses the effectiveness of standards-based accountability measures for teachers and educational leaders. Teacher Evaluation systems are intended to enable school leaders to differentiate between levels of teacher performance impartially and empirically, and equally important is the practice of enhancing pedagogy to enact instructional changes to meet the rigor of high-stakes assessments (Marzano et al., 2005; Waters et al., 2003).

This chapter consists of a summary, conclusions of the study, relevance and implications for future study. The summary is ordered by grade level that allows the summary of the findings related to the English Language Arts (ELA) and Mathematics Florida Standards Assessment (FSA) or corresponding End-of-Course (EOC) developmental scale scores (DSS) and instructional practice and observation mean data analysis for Grades 6, 7 and 8. Practical implications and proposals for future study are presented.

Purpose of the Study

This study aims to investigate whether the Marzano Focused School Leader and Teacher Evaluation Models impacted school leader and teacher effectiveness increased student achievement and growth more precisely than prior evaluation models.

Summary of the Findings

Grade 6, 7 and 8: FSA ELA DSS and Instructional Practice Mean

It was determined that the linear regression analysis indicated that instructional practice was a statistically significant predictor of Grade 6, 7 and 8 FSA ELA performance. There is a weak positive correlation between usage/number of standard observations.

Grade 6, 7 and 8: FSA Mathematics or Corresponding EOC DSS and Instructional Practice Mean

It was determined that the linear regression analysis indicated that instructional practice was a statistically significant predictor of Grade 6, 7 and 8 FSA Mathematics or corresponding EOC performance.

Grade 6, 7 and 8: FSA ELA DSS and Observation Mean

It was determined that the linear regression analysis indicated there is a relationship between student proficiency and growth as measured by the developmental scale mean scores on FSA ELA. There is a weak positive correlation between usage/number of standard observations.

Grade 6, 7 and 8: FSA Mathematics or Corresponding EOC DSS and Observation Mean

It was determined that the linear regression analysis indicated there is a relationship between student proficiency and growth as measured by the developmental scale mean scores on FSA Mathematics or corresponding EOC assessment.

Discussion

It was determined that the linear regression analysis indicated that instructional practice was a statistically significant predictor of Grade 6, 7 and 8 FSA ELA performance. It was determined that the linear regression analysis indicated that instructional practice was a

statistically significant predictor of Grade 6, 7 and 8 FSA. It was determined that the linear regression analysis indicated there is a relationship between student proficiency and growth as measured by the developmental scale mean scores on FSA Mathematics or corresponding EOC assessment strong positive correlation between usage/number of standard observations. These findings were based on preexisting data for one school year, and thus caution must be taken when deducing these findings.

Many researchers support the findings of the study. Teacher and school leader evaluations have a trifold function: (1) to develop teacher instructional practice, (2) to enhance school leader observations and inter-rater reliability, and (3) to increase student proficiency and growth (Donaldson & Papay, 2014; Marzano & Toth, 2013). The Marzano Focused Teacher Evaluation model is an appraisal system established on impartial standards-based approaches and its system creates consistency for participants and streamlines teacher evaluation (Marzano et al., 2005). This interactive approach accentuates discernible elements with specific confirmations of efficacy to conclude scores and give prescriptive feedback for instructional improvement. A deficiency in thorough and consistent training of evaluators can skew the objectivity and reliability of any teacher and school leader evaluation system (Stumbo & McWalters, 2011).

The impact of effective school leadership on student proficiency and growth is evident in the high level of engagement in professional learning communities that fosters collaboration and enhances a student-focused culture (Marzano, 2007; Marzano et al., 2011). A positive culture that is supportive at the individual classroom as well as the school improvement level leads to increases in student achievement. Danielson (2011) asserts that even when evaluators

are correctly trained, they still need multiple opportunities to exercise their skills and calibrate their findings with peer school leaders to confirm inter-rater reliability. School leaders and teachers require high-quality professional development on the evaluation processes to guarantee that evaluations are accurate and impactful to pedagogy and student results (Donaldson, 2009). It is critical that as the education profession evolves, new research-based strategies are developed to ensure students are college and career ready. Teachers and school leaders need to have a growth mindset when it comes to attaining feedback on pedagogy and reflection on leadership practices to reach the desired effect to impact teacher, school leader and school improvement goals (Marzano et al., 2005; Nelson et al., 2004; O'Day, 2002; Smylie et al., 2003).

Implications for Practice

This study generated results that disclosed partial evidence of statistical significance among observation, instructional practice, and FSA English Language Arts and Mathematics or corresponding EOC performance. These findings can be purposeful and form the framework of continuous professional development and training for school leaders and teachers.

Recommendations for implementation are:

1. Progress monitor FSA and EOC data in correlation to instructional practice scores at the specific class level for statistical significance and predictability between instructional practice scores and student proficiency and growth.
2. Develop intentional pathways whereby school leaders can conduct

administrative learning walks to calibrate teacher evaluation and provide targeted and reflective feedback for instructional improvement to achieve the desired effect of elements.

3. Observe class level data by grade level and instructional practice scores to continuously monitor data trends for targeted instruction for instructional remediation or acceleration.
4. Provide ongoing professional development and training for school leaders on inter-rater reliability and teachers on deliberate practice to improve pedagogy.

Recommendations for Further Research

Based on the data analysis from the study, the following recommendations are suggested for subsequent research:

1. Conduct a quantitative study focused on improving student performance to investigate if there is an improvement in FSA ELA and Math or corresponding EOC scores through the implementation of deliberate practice of the Marzano Focused School Leader and Teacher Evaluation Models.
2. A brief overview of the data highlighted a low level of variability between the majority of teachers scoring a 3.0 (effective) and 4.0 (highly effective) on the Marzano Focused School Leader for deliberate practice on a 4.0 scale. Thus, further studies need to be done to determine focused professional development and perhaps incorporate a

deliberate practice scale from 0 to 10 to make the scoring more quantitative instead of relying on the school leader's subjectivity.

3. Increase the length of the study to examine longitudinal data from the last five years to observe data trends.
4. Conduct a study that is qualitative in nature to investigate the implementation of the Marzano Focused School Leader and Teacher Evaluation Models and address concerns from labor groups such as teacher unions and school leader professional associations regarding the evaluation process and inter-rater reliability to meet the needs of the adult learner.
5. Conduct a study involving comparable suburban districts with similar demographics that utilize the Marzano Focused School Leader and Teacher Evaluation Models.
6. Conduct a quantitative study incorporating the elementary and high school levels to investigate if there is an improvement in FSA ELA and Math or corresponding EOC scores through the implementation of the Marzano Focused School Leader and Teacher Evaluation Models.
7. Conduct a quantitative study to investigate if there is an improvement in other assessed content areas such as FSA Civics, and Biology 1, and US History EOC scores through the implementation of the Marzano Focused School Leader and Teacher Evaluation Models.

8. Conduct a study to determine if the pay for performance reward system in Florida that awards bonuses for teachers who attain student gains and proficiency and also teachers who increase the number of students who pass advanced placement courses, produces highly effective teachers.

Conclusion

It is essential that teacher observation promotes pedagogical improvement where prescriptive feedback leads to enhance educational practitioners. School leaders require a standards-based evaluation system that provides inter-rater reliability and fosters deliberate practice. Although the formal, informal and walkthroughs on iObservation® are a critical part of the evaluation process, it must be considered that the pre-planning conference, post-conference and student interviews work in tandem to provide a holistic view of pedagogy, adult learning, school leadership and their combined impact on student growth and proficiency to ensure that students are college and career ready.

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APPENDIX A:

Formal IRB Approval

UNIVERSITY OF THE CUMBERLANDS

IRB Approval Letter

To: **Terrence Narinesingh**

Email: **tnarinesingh2903@ucumberlands.edu**

From: Institutional Review Board

Subject: **Determination of formal approval for Exempt study (#13-1119EX)**

Date: 01/16/2020

Thank you for continuing to submit your agreement letters for your project. The purpose of requiring letters of agreement prior to formal IRB approval is to protect the Primary Investigator (PI) from getting too far into a plan that may not come to fruition. However, you have submitted agreement letters which indicates you can access at least some of your population of interest. Therefore, the IRB office has received sufficient information to grant you approval to begin collecting data.

This letter is to inform you that your preliminary approval has been converted to a formal IRB approval for your study.

Exempt IRBs to not expire and you will not need to submit additional information to the IRB office unless there are changes to any protocol which may impact the status of your project. Upon completion of your project, you will be asked to submit a final review to close the study.

Principal investigators are responsible for ensuring that studies are conducted according to university protocol. As a principal investigator, you have multiple responsibilities to the IRB, the research subjects and the faculty partner. If you have questions, please feel free to email me at Jessica.Nichols@ucumberlands.edu

Please continue to work with your dissertation advisor as you proceed.

Sincerely,

Jessica H. Nichols

Jessica H. Nichols, PhD
IRB Chair
Graduate School, Director of Research and Ethics University of the Cumberlands

APPENDIX B:

Permission to use iObservation® items

Terrence Narinesingh, B.S., M.S., Ed.S.
Doctoral (Ph.D.) Student, University of the Cumberlands
421 Talia Circle, Palm Springs, FL 33461

November 15, 2019

Dr. Robert J. Marzano
Author, Researcher, CEO of Learning Sciences International® (LSI)
Learning Sciences Marzano Center for Teacher and Leader Evaluation
3001 PGA Boulevard, Palm Beach Gardens, Florida 33410

Dear Dr. Marzano:

Please accept this letter respectfully requesting the use of specified items pertaining to the Marzano Focused School Leader and Teacher Evaluation Model currently being implemented in schools within various counties in Florida.

I am completing my doctoral dissertation in Leadership at the University of the Cumberlands. My dissertation is entitled:

"A Study of the Marzano School Leader and Teacher Evaluation Model and Student Proficiency and Growth in Middle Schools in Three Large Suburban School Districts in South Florida."

I am specifically seeking permission to reprint and include the following items in my dissertation:

- The Marzano Focused School Leader Evaluation Model - School Leader white paper, crosswalk with professional standards, maps, protocol, scales, guides, iObservation® and professional development tools from https://www.marzanocenter.com/evaluation/school-leader/
- The Marzano Focused Teacher Evaluation Model (FTEM) - success maps, white paper for new users to FTEM including protocol, scales, guides, iObservation® and professional development tools from https://www.marzanocenter.com/evaluation/teacher/

The requested permissions would extend to any future revision and edition of my dissertation, including non-exclusive world rights in all languages. Your signing of this letter will confirm that you own or your company owns the copyright to the above described material.

If these arrangements meet with your approval, please sign the letter where indicated below, scan and e-mail to tnarinesingh2903@ucumberlands.edu. Thank you for your kind cooperation.

Respectfully,

Terrence Narinesingh

Terrence Narinesingh, B.S., M.S., Ed.S.
Doctoral (Ph.D.) Student, University of the Cumberlands

PERMISSION GRANTED FOR THE USE REQUESTED ABOVE:

By: Melissa A. Bloom, Ed.D. Date: 11.15.19

Dr. Robert J. Marzano, CEO or designee Dr. Melissa Bloom, Evaluation Practice Leader, Learning Sciences International®

APPENDIX C:

Approval from the Superintendent's Committee

THE SCHOOL DISTRICT OF
PALM BEACH COUNTY, FLORIDA

DEPARTMENT OF RESEARCH & EVALUATION
3300 FOREST HILL BLVD., SUITE B-246
WEST PALM BEACH, FL 33406-5813
PHONE: 561-434-8469 FAX: 561-357-7608
WWW.PALMBEACHSCHOOLS.ORG/DRE/

PAUL HOUCHENS
DIRECTOR

MARK HOWARD
CHIEF, PERFORMANCE ACCOUNTABILITY

January 15, 2020

Mr. Terrence Narinesingh
421 Talia Circle
Palm Springs, FL 33461

Dear Mr. Narinesingh:

The Superintendent's Research Review Committee has approved your request to conduct research entitled, "A Study of the Marzano School Leader and Teacher Evaluation Model and Student Proficiency and Growth in Middle Schools.", in the School District of Palm Beach County (the District). According to documentation submitted, the purpose of this study is to determine if the Marzano focused school leader and teacher evaluation model enhanced the capability to establish school leader and teacher effectiveness more precisely than prior models of school leader and teacher evaluation.

This research is approved and limited to the study, scope, and methods outlined in the proposal. The study will utilize de-identified data from Marzano iObservation and student historical data.

As this study is conducted, please be governed by the following guidelines and policies as outlined in District's Policy 2.142:

- Section 4 – General Provisions, Item A: Authorization. The Director of the Department of Research and Evaluation or his/her designee shall approve or deny requests to conduct research in the District or receive District data as described in this Policy. No research shall commence in the District without the approval of the Director of the Department of Research and Evaluation.

- Section 7 – Document, Character, and Other Requirements, Item F – *Data Requests:* Researchers may not request data directly from schools or departments. All data requests must be submitted to the Department of Research and Evaluation for handling. Researchers may not receive data hereunder unless the Researcher provides the Department of Research and Evaluation with written evidence of compliance with the requirements in this Policy. In particular, Researchers may not receive personally identifiable student level data unless the Researcher also provides the Department of Research and Evaluation with written evidence that the parent or student if 18 or over, has consented to the release of student records.

- Section 7 – Document, Character, and Other Requirements, Item G – C*onfidentiality/Data Security Agreement:* To receive access to district-held student level data or staff level data, the researcher must sign a Confidentiality/Data Security Agreement or other agreement, as approved by the Office of General Counsel, that identifies requirements for the storage, use, maintenance, protection, dissemination, and destruction of data provided hereunder. The Confidentiality/Data Security Agreement must be signed by the Researcher for each research proposal approved by the Department of Research and Evaluation.

- Contact **NO** school or department other than Department of Professional Growth and Department of Research and Evaluation. District policy provides that no one has the right to access students, staff or data, and prohibits researchers from requesting data directly from schools or departments.

    - Contact Anthony Dougherty in Department of Profession Growth – anthony.dougherty@palmbeachschools.org or 561-649-6822 for request related to Marzano data.

    - Contact Dr. Russell Clement in Department of Research & Evaluation – russell.clement@palmbeachschools.org or 561-434-8162 for request related to student data.

- Research activities at schools must not occur during the testing window of the Florida Standards Assessments and End-of-Course Assessments – March 9 – May 29, 2020.

- Summarize findings for reports prepared from this study and do not associate responses with a specific school or individual. Information that identifies the District, schools, or individual responses will not be provided to anyone except as required by law.

- IRB expires November 30, 2020; research study shall be concluded at that time.

- If the study requires the use of additional resources or change in participants in the future, a written request must be submitted to this office. Please wait for an approval before proceeding.

Please submit one copy of the study results to the Department of Research and Evaluation no later than one month after completion of the research.

Thank you for your interest in our District.

Sincerely,

Paul Houchens
Director

PH/LK:wl

APPENDIX D:

CITI program course certificate

CITI PROGRAM

Completion Date 30-Sep-2019
Expiration Date 29-Sep-2022
Record ID 33578359

This is to certify that:

Terrence Narinesingh

Has completed the following CITI Program course:

Social & Behavioral Research - Basic/Refresher (Curriculum Group)
Social & Behavioral Research (Course Learner Group)
1 - Basic Course (Stage)

Under requirements set by:

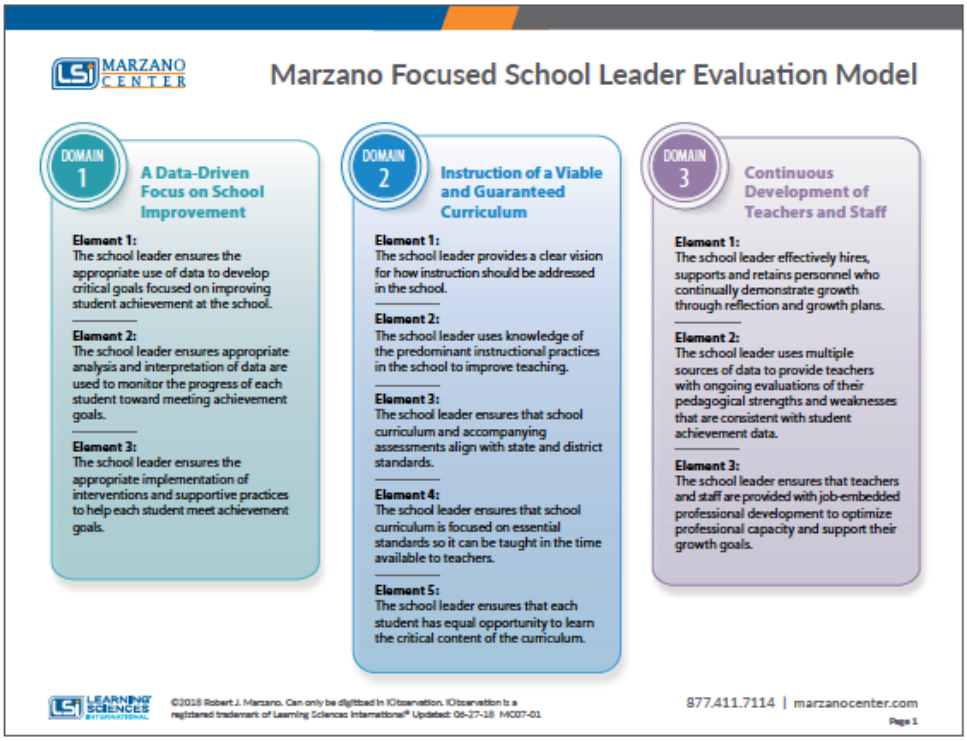
University of the Cumberlands

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?w3ea4d851-6acb-43b2-b3c8-6cecaf909739-33578359

APPENDIX E:

Marzano Focused School Leader Evaluation


MARZANO CENTER
Marzano Focused School Leader Evaluation Model
DOMAIN 1
A Data-Driven Focus on School Improvement
Element 1:
The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.
Element 2:
The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.
Element 3:
The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.
DOMAIN 2
Instruction of a Viable and Guaranteed Curriculum
Element 1:
The school leader provides a clear vision for how instruction should be addressed in the school.
Element 2:
The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.
Element 3:
The school leader ensures that school curriculum and accompanying assessments align with state and district standards.
Element 4:
The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.
Element 5:
The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.
DOMAIN 3
Continuous Development of Teachers and Staff
Element 1:
The school leader effectively hires, supports and retains personnel who continually demonstrate growth through reflection and growth plans.
Element 2:
The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.
Element 3:
The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.
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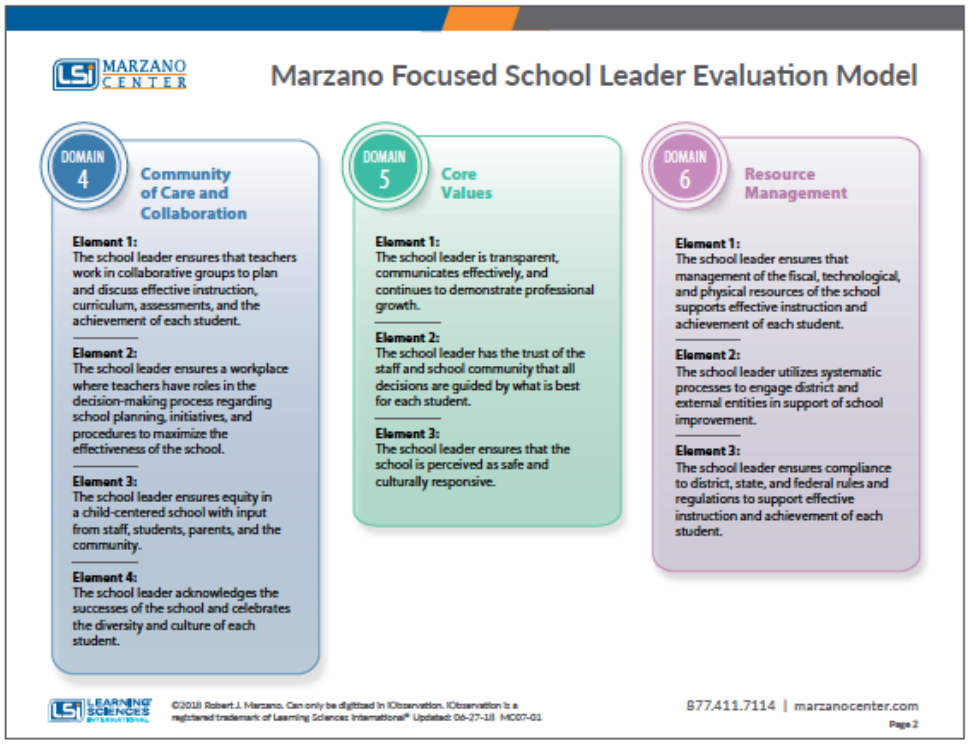
Page 1


MARZANO CENTER
Marzano Focused School Leader Evaluation Model
DOMAIN 4
Community of Care and Collaboration
Element 1:
The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.
Element 2:
The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.
Element 3:
The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.
Element 4:
The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.
DOMAIN 5
Core Values
Element 1:
The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.
Element 2:
The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.
Element 3:
The school leader ensures that the school is perceived as safe and culturally responsive.
DOMAIN 6
Resource Management
Element 1:
The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.
Element 2:
The school leader utilizes systematic processes to engage district and external entities in support of school improvement.
Element 3:
The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.
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Page 2

The Full Protocols for the Marzano Focused School Leader Model

Domain I: A Data-Driven Focus on School Improvement

I (1): The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.

Desired Effect: Everyone understands the school's most critical goals for improving student achievement.

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

Sample Evidences for Element 1 of Domain I
• Published goals focus on a plan for eliminating the achievement gap for each student • Goals support the vision and mission of the school • School improvement goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments • Multiple sources of data are used to develop critical goals • School-wide achievement goals are posted and discussed regularly at faculty and staff gatherings • Written goals address the most critical and severe achievement deficiencies • Written timelines contain specific benchmarks for each goal including who provides support for achieving the goal • A school improvement or strategic plan delineates the critical goals • Faculty and staff can explain how goals support and eliminate differences in achievement for students • at different socioeconomic levels, English learners, and students with disabilities • Faculty and staff can describe why the identified school-wide achievement goals are the most critical • Data are available to identify how the most critical achievement goals of the school are supported

I (2): The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.

Desired Effect: Data confirm students are making progress towards meeting their achievement goals.

Scale Value	Description
Innovating (4)	The school leader ensures that multiple sources of data are analyzed to provide the most relevant information and readdresses achievement goals using accrued achievement data.
Applying (3)	The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals AND monitors the extent to which student data are used to track progress toward goal.
Developing (2)	The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.
Beginning (1)	The school leader attempts to ensure appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.

Sample Evidences for Element 2 of Domain I
• Reports, charts, graphs, and other relevant data for each student are available for tracking status and growth • Data are routinely analyzed for learning gaps • Individual student results from multiple types of assessments are regularly reported and used (e.g. classroom formative, benchmark, summative/end of year) • Individual student reports, graphs, and charts are regularly updated to track the progress of each student • Teachers regularly meet to analyze school growth data for individual students • School leadership teams regularly meet to analyze individual student performance • Teachers utilize multiple sources of individual student data in planning to close achievement gaps • Teachers regularly analyze data of their individual students, including all subgroups • Students keep data logs regarding their individual goals and for tracking progress • Student-led conferences focus on the student's achievement goals • Parents have access to student achievement data systems to track student progress • Parent-teacher conferences focus on individual student goals and progress • Teacher plans address the learning goals of their students • Each student has recorded achievement goals for classroom formative, benchmark, and summative assessments

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

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

Scale Value	Description
Innovating (4)	The school leader continually examines and expands the options for individual students to make adequate progress towards meeting their achievement goals.
Applying (3)	The school leader ensures that appropriate interventions and supportive practices are implemented to help each student meet achievement goals AND monitors whether interventions help each student meet achievement goals.
Developing (2)	The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.
Beginning (1)	The school leader attempts to ensure the appropriate implementation of interventions and supportive practices to help each student meet achievement goals, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.

Sample Evidences for Element 3 of Domain I
• Processes are in place to identify students who need interventions • Interventions take place during the school day or in extended day programs (e.g. Saturday school, summer school) • Response to intervention measures and/or multi-tiered systems of support are in place and routinely measured for producing results • Enrichment programs are in place • Intervention, including enrichment, programs are constantly monitored to measure their effect on student achievement • Completion rates of programs designed to enhance academic achievement are monitored (e.g. gifted and talented, advanced placement, STEM, etc.) • Processes for ongoing progress monitoring are used to appropriately place students and, when appropriate, redirect students into intervention support groups • Push-in or other in-class interventions are utilized when appropriate • Interventionist and classroom teachers regularly work together to track student progress • Teachers can explain how implemented interventions help individual students meet their goals • Students and/or parents can identify how interventions helped close their achievement gap

Domain II: Instruction of a Viable and Guaranteed Curriculum

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

Desired Effect: Teachers use the instructional model.

Scale Value	Description
Innovating (4)	The school leader continually examines and provides updates so that all teachers use the instructional model.
Applying (3)	The school leader provides a clear vision for how instruction should be addressed in the school AND monitors the extent to which the teachers use the instructional model.
Developing (2)	The school leader provides a clear vision for how instruction should be addressed in the school.
Beginning (1)	The school leader attempts to provide a clear vision for how instruction should be addressed in the school, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to provide a clear vision for how instruction should be addressed in the school.

Sample Evidences for Element 1 of Domain II
• A written document articulating the school-wide model of instruction is in place • The school-wide language of instruction is used regularly by faculty in their professional learning communities and in faculty and/or department meetings • The school-wide language of instruction is used regularly by faculty in their informal conversations • Professional development opportunities are provided for new and experienced teachers regarding the school-wide model of instruction • Implementation of the instructional model is evident in daily classroom instruction • Intentional planning to use the instructional model is evident in teacher lesson plans • New initiatives are prioritized and limited in number to support the instructional model • Teachers can describe the major components of the school-wide model of instruction • Teachers can explain how strategies in the instructional framework promote learning for the school's diverse population • Data are available to support teacher implementation of the instructional model (e.g. lesson plans, observations, PLC notes) • The vision for instruction is shared throughout the school and community

II (2): The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.

Desired Effect: Teachers improve instructional practices when leader provides feedback regarding predominant instructional practices.

Scale Value	Description
Innovating (4)	The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are implemented.
Applying (3)	The school leader uses knowledge of the predominant instructional practices in the school to improve teaching AND monitors the extent to which teachers improve their instructional practices.
Developing (2)	The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.
Beginning (1)	The school leader attempts to use knowledge of the predominant instructional practices in the school to improve teaching, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to use knowledge of the predominant instructional practices in the school to improve teaching.

Sample Evidences for Element 2 of Domain II
• Walk-through or other observation data are aggregated to disclose predominant instructional practices in the school • Accurate feedback is provided to each teacher regarding instructional practices • Systems are in place to monitor the effect of predominant instructional practices for each subgroup • Feedback is provided to each teacher regarding instructional practices needed to address learning gaps and diverse student populations • Predominant instructional practices and trends are documented and regularly shared with teachers • Effective instructional practices and problems of practice are accurately described by the school leader • Data shows teachers implement new instructional strategies when provided feedback • Data regarding predominant instructional practices are used to inform professional development opportunities • Observation data confirm that teachers improve instructional practices • Student achievement data improves as teachers improve in the use of instructional strategies • Teachers can describe the predominant instructional practices used in the school and how they affect student achievement

II (3): The school leader ensures that the school curriculum and accompanying assessments align with state and district standards.

Desired Effect: Assessments accurately measure student progress towards achieving the adopted standards.

Scale Value	Description
Innovating (4)	The school leader ensures that the assessment and reporting system focuses on state and district standards and intervenes with teachers who do not utilize adopted standards.
Applying (3)	The school leader ensures that the school curriculum and accompanying assessments align with state and district standards AND monitors the extent to which the assessments accurately measure student progress toward achieving the adopted standards.
Developing (2)	The school leader ensures that the school curriculum and accompanying assessments align with state and district standards.
Beginning (1)	The school leader attempts to ensure that the school curriculum and accompanying assessments align with state and district standards, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that the school curriculum and accompanying assessments align with state and district standards.

Sample Evidences for Element 3 of Domain II
• An understanding of the alignment of curriculum and assessments is demonstrated by the school leader • Curriculum documents are in place that correlate the written curriculum to state and district standards • Resources to support curriculum align to standards • Rubrics or scales are in place that clearly delineate student levels of performance on essential standards • Classroom/formative, benchmark, and summative/end of year assessment data are consistently analyzed for alignment to standards • School teams regularly analyze the relationship between the written curriculum/standards, taught curriculum, and assessments, and makes adaptations when needed • Assessments accurately measure adopted standards • Interventions are in place when standards are required and not incorporated • Implemented assessments reflect knowledge of child development and learning theories • Teachers can describe the essential standards for their subject area and/or grade level

II (4): The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.

Desired Effect: Teachers have time to teach the core or essential standards.

Scale Value	Description
Innovating (4)	The school leader ensures that essential standards are regularly examined and revised to ensure teachers have time to teach the essential standards.
Applying (3)	The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers AND monitors the extent to which the essential standards are few enough to allow adequate time for students to learn them.
Developing (2)	The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.
Beginning (1)	The school leader attempts to ensure that the school curriculum is focused on essential standards so it can be taught in the time available to teachers, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that the school curriculum is focused on essential standards so it can be taught in the time available to teachers.

Sample Evidences for Element 4 of Domain II
• A written list of essential standards is in place and available to each teacher • Written curriculum has been unpacked in such a manner that essential elements/standards have been identified • A curriculum audit has been conducted that delineates how much time it would take to adequately address the essential standards • Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps) • Time available for specific classes and courses meets the state or district specifications for those classes and courses • Schedules are protected to allow teachers time to teach the essential curriculum/standards • A plan is in place to monitor that the essential curriculum is taught in the time available to teachers • Teachers can describe which elements are essential and can be taught in the scheduled time • Students report they have time to learn the essential curriculum/standards • Processes are implemented at the school to ensure teachers teach the essential curriculum/standards • Data are available to show that teachers teach the essential curriculum/standards • Technology systems support essential standards

II (5): The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.

Desired Effect: Each teacher teaches the essential standards so every student has the opportunity to learn the essential standards

Scale Value	Description
Innovating (4)	The school leader intervenes with teachers who do not teach essential standards that guarantee students have equal access to learning the critical content of the curriculum.
Applying (3)	The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum AND monitors the extent to which each teacher teaches the essential standards to each student.
Developing (2)	The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.
Beginning (1)	The school leader attempts to ensure that each student has equal opportunity to learn the critical content of the curriculum, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that each student has equal opportunity to learn the critical content of the curriculum.

Sample Evidences for Element 5 of Domain II
• Tracking systems are in place that examine each student's access to the essential elements/standards of the curriculum • Parents are aware of their child's current access to the essential/standards elements of the curriculum • Each student has equal access to advanced placement or other rigorous courses • Each student has a prescribed program of study that documents access to appropriate courses • Data are available to show teachers have completed appropriate content area training in their subject area courses • Each student has equal access to courses that directly address the essential elements/standards of the required curriculum • Data are available to verify student achievement in critical content and standards • Teachers can describe the content strategies that result in the highest student learning for specific courses and topics • Student data/feedback reveal that they are given the opportunity to learn the critical content of the curriculum • Data are available to show that students are ready to be contributing members of society and participate in a global community (e.g. graduation rates, CTE certifications, post-graduation enrollment) • Data are available to show that students are college and career ready • Appropriate technology is in place to support and enhance instruction and curriculum • The process in place to ensure that each student has an equal opportunity to learn the critical content/standards can be explained by the school leader

Domain III: Continuous Development of Teachers and Staff

III (1): The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans.

Desired Effect: Teachers and staff continue to grow as they meet their growth goals.

Scale Value	Description
Innovating (4)	The school leader provides interventions and support for teachers and staff who are not meeting their growth goals.
Applying (3)	The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans AND monitors the extent to which teachers and staff achieve their growth goals and continue to grow.
Developing (2)	The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans.
Beginning (1)	The school leader attempts to effectively hire, support, and retain personnel who continually demonstrate growth through reflection and growth plans, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to effectively hire, support, and retain personnel who continually demonstrate growth through reflection and growth plans.

Sample Evidences for Element 1 of Domain III
• Each teacher provides written pedagogical growth goals • Teachers regularly track their progress towards meeting pedagogical growth goals • Evaluation results, growth plans, and interventions for struggling personnel are available • Meetings are regularly scheduled with personnel regarding their growth goals and tracking progress • A teacher induction program is in place to support new teachers • Teacher leaders are identified, supported, and provided opportunities to develop • Personnel records reveal the leader hires and retains effective personnel • Standardized interview processes and/or protocols are utilized • Nondiscriminatory hiring practices are evident • Personnel records document that support system(s) are utilized to ensure personnel meet their goals • Teachers can describe their progress on their pedagogical growth goals • Staff members demonstrate continuous growth in their area of responsibility

III (2): The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.

Desired Effect: Teacher observation/evaluation data are consistent with student achievement data.

Scale Value	Description
Innovating (4)	The school leader ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data.
Applying (3)	The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data AND monitors the extent to which teacher evaluations are consistent with student achievement data.
Developing (2)	The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.
Beginning (1)	The school leader attempts to use multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to use multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.

Sample Evidences for Element 2 of Domain III
• Specific evaluation scales are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses • Teacher feedback and evaluation data are based on multiple sources of information including but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers • A schedule of teacher observations is in place to ensure all observations are completed in the designated timeframe • Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers • Data show the school leader provides frequent observations and meaningful feedback to teachers • Data are available to support that teacher evaluations are consistent with student achievement data • Achievement data from classroom formative, benchmark and/or summative/end of year assessments are consistent with teacher evaluation feedback • Teachers can describe how implementation of specific instructional strategies affects student achievement

III (3): The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.

Desired Effect: Teachers and staff improve their skills as a result of attending professional development.

Scale Value	Description
Innovating (4)	The school leader continually re-evaluates the professional development program to ensure that it remains job-embedded and focused on instructional growth goals and intervenes with personnel who are not making sufficient progress toward achieving growth goals.
Applying (3)	The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals AND monitors the extent to which teachers and staff improve their skills.
Developing (2)	The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.
Beginning (1)	The school leader attempts to ensure that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.

Sample Evidences for Element 3 of Domain III
• Teachers and staff have ongoing opportunities to participate in job-embedded professional development or training • Online professional development courses and resources are available to teachers and staff regarding their growth goals • Teachers and staff participation in professional development activities is recorded and tracked • Teacher-led professional development is available to teachers regarding their instructional growth goals • Instructional coaching is available to teachers to help them achieve their instructional growth goals • Data are collected linking the effectiveness of professional development/training to the improvement of teacher and/or staff practices • Data are available documenting how deliberate practice is improving teacher performance • Teachers and staff can describe how professional development supports attainment of growth goals • Teachers and staff implement new strategies after attending professional development

Domain IV: Community of Care and Collaboration

IV (1): The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.

Desired Effect: Teachers working in collaborative groups enhance instruction and student achievement.

Scale Value	Description
Innovating (4)	The school leader ensures that group goals relative to curriculum, assessment, and instruction are regularly revised to reflect the changes in student achievement data and intervenes and supports teacher teams whose goals do not adequately address the achievement of all students.
Applying (3)	The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student AND monitors the extent to which working in collaborative groups enhances instruction and student achievement.
Developing (2)	The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.
Beginning (1)	The school leader attempts to ensure that teachers work in collaborative groups to discuss and plan effective instruction, curriculum, assessment, and the achievement of each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that teachers work in collaborative groups to discuss and plan effective instruction, curriculum, assessment, and the achievement of each student.

Sample Evidences for Element 1 of Domain IV
• Professional Learning Communities (PLCs) are in place and meet regularly • PLCs have written goals • Progress of PLCs towards their goals is regularly examined by the school leader • Classroom assessments are created by PLCs • Formative student achievement and growth data are analyzed by PLCs • Teachers have opportunities to observe other teachers • Teachers work collaboratively to write standards-based unit plans and assessments • Teachers unpack standards and write learning targets demonstrating a progression of knowledge • Teachers routinely examine student work for alignment to standards

IV (2): The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

Desired Effect: Through shared decision-making the school continues to improve its overall effectiveness.

Scale Value	Description
Innovating (4)	The school leader continually seeks new venues for teacher input regarding important decisions and the effectiveness of the school.
Applying (3)	The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school AND monitors the extent to which the decision making process improves the effectiveness of the school.
Developing (2)	The school leader ensures a workplace where teachers have roles in the decision- making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.
Beginning (1)	The school leader attempts to ensure a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

Sample Evidences for Element 2 of Domain IV
• Teachers are made aware of the specific types of decisions in which they will have direct input • Data-gathering techniques are in place to collect information from teachers • Notes and reports are in place that describe how teacher input was used when making specific decisions or changes • Virtual tools are utilized to collect and report teacher opinions regarding specific decisions (e.g. online surveys) • Groups of teachers are selected and utilized to provide input regarding specific decisions • Teacher leaders are enabled to proactively initiate, plan, implement, and monitor projects • The school leadership team has critical roles in facilitating school initiatives • Data are available to show how input is used by the school leader • Teachers report that their input is valued and taken into consideration by the school leader • Data are available to reveal the school improves its overall effectiveness through a shared decision- making process • School leader can describe the systematic processes in place to solicit teacher input • Initiatives are analyzed to evaluate their effect on teaching and learning

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

Desired Effect: Equity is evident for each student.

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

Sample Evidences for Element 3 of Domain IV
• Data collection systems are in place to collect opinion data from staff, students, parents, and community regarding equity for each student • Use of input data is made transparent • Examples of how equity is ensured are available • Data are available to show that input from the school's diverse population is valued and used • Use of interactive or social media is provided for staff, students, parents, and community to provide input • An inclusive culture is evident (e.g. student engagement in school-sponsored activities, attendance, behavior data, enrollment patterns) • Focus group meetings with students and parents are routinely scheduled • School leader hosts and/or speaks at community/business events • Examples of how input from the school community results in change and improvements are available • Processes are made available for how data gathered from subpopulations at the school is incorporated in school planning • Survey data indicates that the school is perceived as a child-centered school where equity is evident • Staff, students, parents, and community members report that their input is valued and used by the school leader to improve the functioning of the school

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

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

Scale Value	Description
Innovating (4)	The school leader actively seeks a variety of methods for acknowledging individual and school-wide success that meet the unique needs of faculty and staff.
Applying (3)	The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student AND monitors the extent to which people feel honored for their contributions.
Developing (2)	The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.
Beginning (1)	The school leader attempts to acknowledge the successes of the school and celebrates the diversity and culture of each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to acknowledge the successes of the school or celebrate the diversity and culture of each student.

Sample Evidences for Element 4 of Domain IV
• Accomplishments of individual teachers, teams of teachers, and the whole school are celebrated in a variety of ways (e.g. faculty celebrations, newsletters to parents, announcements, websites, social media) • Incremental successes of students and teachers are routinely recognized • Successes of the diverse school community are celebrated • Faculty and staff report that accomplishments of the school and their individual accomplishments have been adequately acknowledged and celebrated • Perception inventories and other feedback data document that each member of the school feels valued and honored • Adaptations to current practices are made after analysis of feedback data • Staff, students, parents, and community report that their accomplishments are adequately acknowledged and celebrated • Actions of the school leader demonstrate that the leader accepts responsibility for the success of each student • Celebrations demonstrate understanding of the cultures represented in the school

Domain V: Core Values

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

Desired Effect: The school leader is recognized in the school community as a leader who continues to enhance his/her leadership skills.

Scale Value	Description
Innovating (4)	The school leader actively seeks expertise/mentors for validation and feedback to enhance leadership skills.
Applying (3)	The school leader is transparent, communicates effectively, and continues to demonstrate professional growth AND monitors the extent to which the school community perceives that the leader continues to enhance his/her leadership skills.
Developing (2)	The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.
Beginning (1)	The school leader attempts to be transparent, communicate effectively, and continue to demonstrate professional growth, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to be transparent, communicate effectively, and continue to demonstrate professional growth.

Sample Evidences for Element 1 of Domain V
• Core values of the school are modeled by the school leader • Goals, mission, and vision of the school are clearly communicated • A published annual growth plan is in place to address how the school leader will address strengths and weaknesses • Professional development activities consistent with the leader's growth plan have been identified • Evidence of leadership initiatives is available • Problem-solving and decision-making skills are demonstrated • Regular interactions with an identified mentor are documented • Communication is clear and accurate • Multiple media sources are utilized to communicate with staff and community • Faculty and staff identify the school administrator as the leader of the school • Faculty and staff describe the school leader as uncompromising regarding raising student achievement • Data indicate that school and community members perceive the leader as visible, welcoming, and approachable • Faculty and staff describe the school leader as an effective communicator of non-negotiable factors that have an impact on student achievement

V (2): The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.

Desired Effect: All decisions are measured by how they impact students.

Scale Value	Description
Innovating (4)	The school leader actively seeks for validation and feedback from multiple sources regarding perception in the school community.
Applying (3)	The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student AND monitors how decisions impact students.
Developing (2)	The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.
Beginning (1)	The school leader attempts to have the trust of the staff and school community that all decisions are guided by what is best for each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to have the trust of the staff and school community that all decisions are guided by what is best for each student.

Sample Evidences for Element 2 of Domain V
• Perception inventories and/or other data indicate that the school leader is recognized by the school community as one who is willing to "take on tough issues" • Ethical decisions and practices are evident in all aspects of the work performed by the leader • Student policies and procedures are fair, unbiased, and culturally responsive • Perception inventories and/or other data show that the school leader performs with integrity and in the best interest of each student • Data reveal that the school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan to ensure success for each student • Faculty and staff describe the school leader as an individual whose actions are guided by a desire to ensure the well-being of each student and to help each student learn • Faculty and staff describe the school leader as an individual who will follow through with his/her initiatives • Faculty and staff describe the school leader as one whose actions support his/her talk and expectations • Positive relationships are developed with staff, faculty, students, parents, and community

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

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

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

Sample Evidences for Element 3 of Domain V
• Each student is treated respectfully • Institutional practices are regularly analyzed to safeguard against any bias relating to individuality, culture, and/or diversity • Decision-making reflects cultural considerations and responsiveness • Clear and specific rules and procedures are in place • Faculty and staff are provided the means to communicate about the safety of the school • Emergency management procedures for specific incidents are practiced • Updates and communication to the faculty and staff regarding emergency management plans are available • Faculty and school community describe the school as a safe and orderly place • Faculty and school community describe the school as inclusive and focused on supporting learning • Social media is utilized so that students may anonymously report potential incidents • Students have choice, work in groups, feel empowered, and demonstrate self-efficacy • Systems are in place for mass communication to parents (e.g. a call out system, mass texting) • Teachers foster positive relationships with students and the community • Coordination with local law enforcement agencies regarding school safety issues is a routine event • Students, parents, and community provide input regarding issues of school safety

Domain VI: Resource Management

VI (1): The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.

Desired Effect: Management of fiscal, technological, and physical resources support instruction and student achievement.

Scale Value	Description
Innovating (4)	The school leader ensures adjustments are made or new strategies are created so that all fiscal, technological, and physical resources support effective instruction and student achievement.
Applying (3)	The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student AND monitors the extent to which fiscal resources support effective instruction and student achievement.
Developing (2)	The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.
Beginning (1)	The school leader attempts to ensure that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.

Sample Evidences for Element 1 of Domain VI
• Budgets are clearly aligned and prioritized to support instruction and achievement • Resources and materials reflect the cultural assets and interests of students in the community • Effective management of human resources that provide support for instruction and achievement (i.e. support staff) is documented by the school leader • Faculty and staff report that they have adequate materials to teach effectively • Faculty and staff report that they have adequate time to plan, teach, and incorporate appropriate resources • Student achievement can be linked to effective use of resources • Technology improves the quality and efficiency of operational management • Analysis of utilized technology confirms how it supports effective teaching and improved learning

VI (2): The school leader utilizes systematic processes to engage school district and external entities in support of school improvement.

Desired Effect: Data confirms that use of resources supports school improvement.

Scale Value	Description
Innovating (4)	The school leader continually examines and expands options for utilizing systematic processes to engage school district and external entities in support of school improvement.
Applying (3)	The school leader utilizes systematic processes to engage school district and external entities in support of school improvement AND monitors data to determine if the resources support school improvement.
Developing (2)	The school leader utilizes systematic processes to engage school district and external entities in support of school improvement.
Beginning (1)	The school leader attempts to utilize systematic processes to engage school district and external entities in support of school improvement, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to utilize systematic processes to engage school district and external entities in support of school improvement.

Sample Evidences for Element 2 of Domain VI
• Success with accessing and leveraging a variety of resources (e.g. grants, local, state, and federal funds) is evident • Budgets and projects, with plans and objectives, are organized in such a way that the focus on instruction is maintained • District resources are utilized to maximize improvement of the school (e.g. academic/curriculum support) • University partnerships are utilized to provide support for the school • Processes used by the leader to improve the school are evident and readily explained • Partnerships with external entities are actively pursued • Partnerships are monitored to determine how they impact the school • Documentation of how outside resources support school improvement is available

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

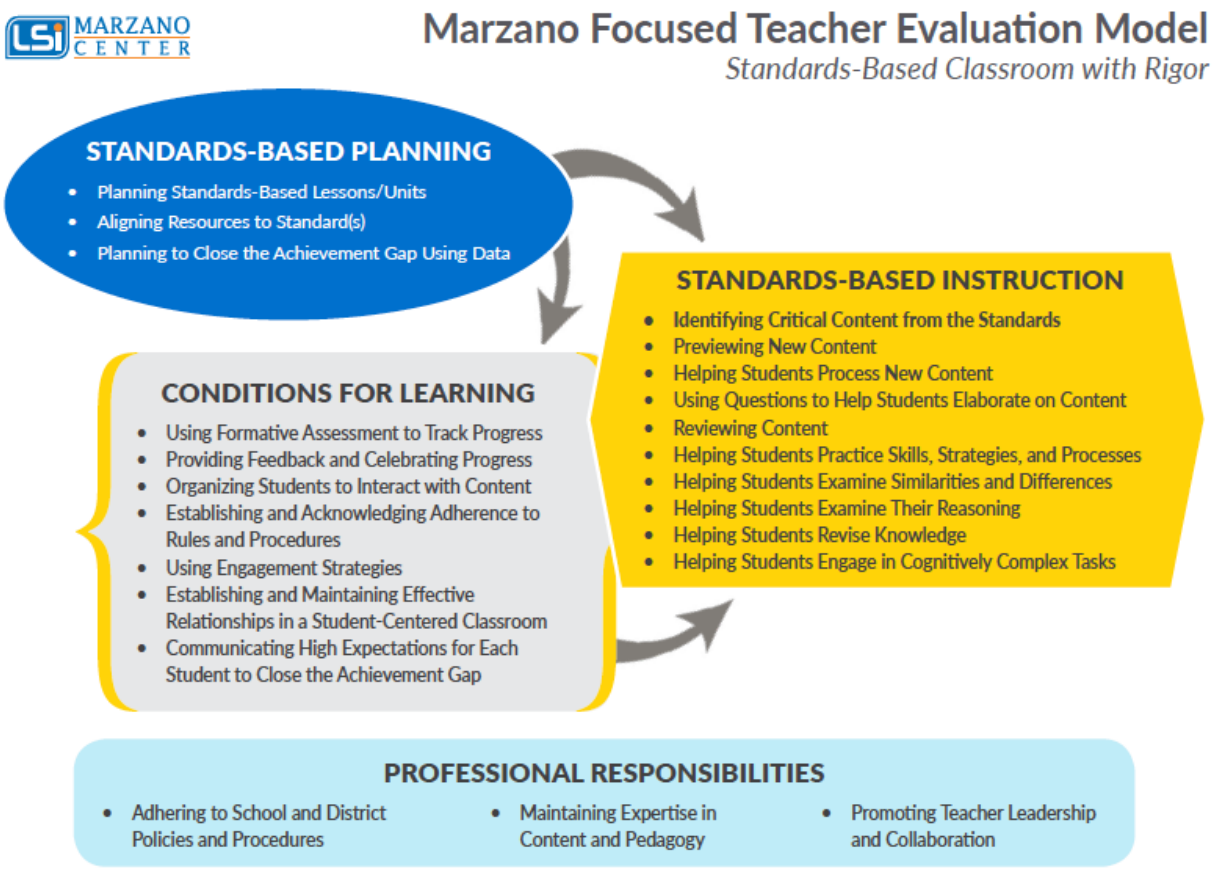
Desired Effect: The compliance to rules and regulations supports effective instruction and student achievement.

Scale Value	Description
Innovating (4)	The school leader continually examines for compliance to district, state, and federal rules and regulations and implements interventions when compliance is not working to support effective instruction and the achievement of each student.
Applying (3)	The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student AND monitors the extent to which compliance to rules and regulations supports effective instruction and student achievement.
Developing (2)	The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.
Beginning (1)	The school leader attempts to ensure compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student, but does not complete the task or is not successful.
Not Using (0)	The school leader does not attempt to ensure compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

Sample Evidences for Element 3 of Domain VI
• Deadlines are managed to enhance overall instructional effectiveness • Operations and facility resources are managed effectively to provide support for instruction • Curriculum materials and other resources meet district, state, or federal specifications • Data reveal how compliance to rules and regulations supports instruction and student achievement • Adherence to district and state policies and procedures is evident • Compliance documents are available for each auditable department (e.g. Title funds, grants, special education) • When compliance to rules and regulations is not evident, interventions are put in place

APPENDIX F:

Marzano Focused Teacher Evaluation


MARZANO CENTER
Marzano Focused Teacher Evaluation Model
Standards-Based Classroom with Rigor
STANDARDS-BASED PLANNING
Planning Standards-Based Lessons/Units
Aligning Resources to Standard(s)
Planning to Close the Achievement Gap Using Data
STANDARDS-BASED INSTRUCTION
Identifying Critical Content from the Standards
Previewing New Content
Helping Students Process New Content
Using Questions to Help Students Elaborate on Content
Reviewing Content
Helping Students Practice Skills, Strategies, and Processes
Helping Students Examine Similarities and Differences
Helping Students Examine Their Reasoning
Helping Students Revise Knowledge
Helping Students Engage in Cognitively Complex Tasks
CONDITIONS FOR LEARNING
Using Formative Assessment to Track Progress
Providing Feedback and Celebrating Progress
Organizing Students to Interact with Content
Establishing and Acknowledging Adherence to Rules and Procedures
Using Engagement Strategies
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
Communicating High Expectations for Each Student to Close the Achievement Gap
PROFESSIONAL RESPONSIBILITIES
Adhering to School and District Policies and Procedures
Maintaining Expertise in Content and Pedagogy
Promoting Teacher Leadership and Collaboration

Previewing New Content

Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.

Desired Effect: Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Facilitate identification of the basic relationship between prior ideas and new content (purpose for the new content)
- ☐ Use preview questions before instruction or a teacher-directed activity
- ☐ Use K-W-L strategy or variation
- ☐ Provide advanced organizer (e.g. outline, graphic organizer)
- ☐ Facilitate a student brainstorm
- ☐ Use anticipation guide or other pre-assessment activity
- ☐ Use motivational hook/launching activity (e.g. anecdote, short multimedia selection, simulation/ demonstration, manipulatives)
- ☐ Use digital resources and/or other media to help students make linkages to new content
- ☐ Use cultural resources to facilitate students making a link from what they know to the new content
- ☐ Facilitate identification of previously seen mathematical patterns or structures

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ Use a Group Activity to monitor that students can make a link from prior learning to the new content
- ☐ Use Student Work (Recording and Representing) to monitor that students can make a link from prior learning to the new content
- ☐ Use All Response Methods to monitor that students can make a link from prior learning to the new content
- ☐ Use Questioning Sequences to monitor that students can make a link from prior learning to the new content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can make a link from prior learning to the new content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Identify basic relationship between prior content and new content
- ☐ Explain linkages with prior knowledge in individual or group work
- ☐ Make predictions about new content
- ☐ Summarize the purpose for new content
- ☐ Explain how prior standards or learning targets link to the new content
- ☐ Explain linkages between mathematical patterns and structure from previous grades/lessons and current content

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify the task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Learning Sciences MARZANO CENTER

LEARNING SCIENCES INTERNATIONAL

Marzano Focused Teacher Evaluation Model

STANDARDS-BASED PLANNING	0	1	2	3	4
Planning Standards-Based Lessons/Units					
Aligning Resources to Standard(s)					
Planning to Close the Achievement Gap Using Data					

STANDARDS-BASED INSTRUCTION	0	1	2	3	4
Identifying Critical Content from the Standards *(Required evidence in every lesson)*					
Previewing New Content					
Helping Students Process New Content					
Using Questions to Help Students Elaborate on Content					
Reviewing Content					
Helping Students Practice Skills, Strategies, and Processes					
Helping Students Examine Similarities and Differences					
Helping Students Examine Their Reasoning					
Helping Students Revise Knowledge					
Helping Students Engage in Cognitively Complex Tasks					

CONDITIONS FOR LEARNING	0	1	2	3	4
Using Formative Assessment to Track Progress					
Providing Feedback and Celebrating Progress					
Organizing Students to Interact with Content					
Establishing and Acknowledging Adherence to Rules and Procedures					
Using Engagement Strategies					
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom					
Communicating High Expectations for Each Student to Close the Achievement Gap					

PROFESSIONAL RESPONSIBILITIES	0	1	2	3	4
Adhering to School and District Policies and Procedures					
Maintaining Expertise in Content and Pedagogy					
Promoting Teacher Leadership and Collaboration					

Planning Standards-Based Lessons/Units

Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Desired Effect: Teacher provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

Planning Evidence (Check all that apply)

- ☐ Plans exhibit a focus on the essential standards
- ☐ Plans include a scale that builds a progression of knowledge from simple to complex
- ☐ Plans identify learning targets aligned to the rigor of required standards
- ☐ Plans identify specific instructional strategies appropriate for the learning target
- ☐ Plans illustrate how learning will scaffold from an understanding of foundational content to application of information in authentic ways
- ☐ Lessons are planned with teachable chunks of content
- ☐ When appropriate, lessons/units are integrated with other content areas
- ☐ When appropriate, learning targets and unit plans include district scope and sequence
- ☐ Plans illustrate how equity is addressed in the classroom
- ☐ When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans are addressed in the classroom
- ☐ When appropriate, plans illustrate how EL strategies are addressed in the classroom
- ☐ When appropriate, plans integrate cultural competencies and/or standards

Example Implementation Evidence (Check all that apply)

- ☐ Lesson plans align to grade level standard(s) with targets and use a performance scale
- ☐ Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- ☐ Planned and completed student assignments/work require practice with complex text and its academic language
- ☐ Planned and completed student assignments/work demonstrate development of applicable mathematical practices
- ☐ Planned and completed student assignments/work demonstrate grounding in real-world application
- ☐ Planned and completed student assignments/work demonstrate how equity has been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how EL strategies have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work indicate opportunities for students to insert content specific to their cultures
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, attempts to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning *and* provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets embedded in a performance scale *and* the impacts on student learning.

Aligning Resources to Standard(s)

Focus Statement: Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.

Desired Effect: Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.

Planning Evidence (Check all that apply)

- ☐ Plans identify how to use traditional resources such as text books, manipulatives, primary source materials, etc. at the appropriate level of text complexity to implement the unit or lesson plan
- ☐ Plans integrate a variety of text types (structures)
- ☐ Plans incorporate nonfiction text
- ☐ Plans identify Standards for Mathematical Practice to be applied
- ☐ Plans identify how available technology will be used
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - One-to-one computers
  - Social networking sites
  - Blogs
  - Wikis
  - Discussion boards
- ☐ When appropriate, plans identify resources within the community that will be used to enhance students' understanding of the content (i.e. cultural and ethnic resources)
- ☐ When appropriate, plans identify how to use human resources, such as a co-teacher, paraprofessional, one-on-one tutor, mentor, etc. to implement the unit or lesson plan

Example Implementation Evidence (Check all that apply)

- ☐ Traditional resources are appropriately aligned to grade level standards
  - Text books
  - Manipulatives
  - Primary source materials
- ☐ Digital resources are appropriately aligned to grade level standards
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - One-to-one computers
  - Social networking sites
  - Blogs
  - Wikis
  - Discussion boards
- ☐ Planned student assignments/work incorporate the use of traditional and/or digital resources, and facilitate learning of the standards
- ☐ Planned student assignments/work incorporate the use of a variety of text types (including structures and nonfiction) and resources at the appropriate level of text complexity
- ☐ Planned student assignments/work require reasoning and explaining, modeling and using tools, seeing structure and generalizing of mathematics
- ☐ Planned resources include those specific to students' culture
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing supporting resources aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Teacher plan does not include traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons that do not support the lesson.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units *and* lessons and provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons.	Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching standards-based units and lessons.

Planning to Close the Achievement Gap Using Data
Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.
Desired Effect: Teacher provides data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.
Planning Evidence (Check all that apply) ☐ Plans include a process for helping students track their individual progress on learning targets ☐ Plans specify accommodations and/or adaptations for individual EL or groups of students ☐ Plans specify accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP) ☐ Plans specify accommodations and/or adaptations for students who appear to have little support for schooling ☐ Plans cite the data and rationale used to identify and incorporate accommodations ☐ Plans include potential instructional adjustments that could be made based on student evidence/data ☐ Plans take into consideration equity issues (i.e. family resources for assisting with homework and/or providing other resources required for class) ☐ Plans take into consideration how to communicate with families with diverse needs (i.e. English is a second language, cultural considerations, deaf and hearing impaired, visually impaired, etc.) ☐ Productive changes are made to lesson plans in response to formative assessment (monitoring) ☐ A coherent record-keeping system is developed and maintained on student learning
Example Implementation Evidence (Check all that apply) ☐ Planned student assignments/work reflect accommodations and/or adaptations used for individual students or sub-groups (e.g. EL, gifted, etc.) at the appropriate grade level targets ☐ Planned student assignments/work reflect accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP) at the appropriate grade level targets ☐ Planned student assignments/work reflect accommodations and/or adaptations for students who appear to have little support for schooling ☐ Planned student assignments/work show students track their individual progress on learning targets ☐ Formative and summative measures indicate individual and class progress towards learning targets and modifications made as needed ☐ Information about student progress is regularly sent home ☐ Artifacts demonstrate the teacher helps others by sharing evidence of how to use data to plan and implement lessons/units that result in closing the achievement gap (e.g. PLC notes, emails, blogs, sample units, discussion group)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Attempts to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap *and* provides evidence of data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.	Helps others by sharing evidence of using data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.