

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.

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.

Alignment: Marzano Focused School Leader Evaluation Model and the 2015 Professional Educator Leadership Standards

Professional Standards for Educational Leaders October 2015 2015 National Policy Board for Educational Administration	Marzano D=Domain E=Element
<p>Standard 1. Mission, Vision, and Core Values</p> <p>Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of <i>each</i> student.</p>	<p>D1- E1,2,3</p> <p>D2- E1</p>
<p>Standard 2. Ethics and Professional Norms</p> <p>Effective educational leaders act ethically and according to professional norms to promote <i>each</i> student's academic success and well-being.</p>	<p>D5- E1</p>
<p>Standard 3. Equity and Cultural Responsiveness</p> <p>Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote <i>each</i> student's academic success and well-being.</p>	<p>D1- E3</p> <p>D4- E3</p> <p>D5- E2</p>
<p>Standard 4. Curriculum, Instruction, and Assessment</p> <p>Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote <i>each</i> student's academic success and well-being.</p>	<p>D2- E3,4,5</p>
<p>Standard 5. Community of Care and Support for Students</p> <p>Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of <i>each</i> student.</p>	<p>D4- E3,4</p> <p>D5- E3</p>
<p>Standard 6. Professional Capacity of School Personnel</p> <p>Effective educational leaders develop the professional capacity and practice of school personnel to promote <i>each</i> student's academic success and well-being.</p>	<p>D3- E1,2,3</p>
<p>Standard 7. Professional Community for Teachers and Staff</p> <p>Effective educational leaders foster a professional community of teachers and other professional staff to promote <i>each</i> student's academic success and well-being.</p>	<p>D4- E1,2</p>
<p>Standard 8. Meaningful Engagement of Families and Community</p> <p>Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote <i>each</i> student's academic success and well-being.</p>	<p>D4- E3,4</p>
<p>Standard 9. Operations and Management</p> <p>Effective educational leaders manage school operations and resources to promote <i>each</i> student's academic success and well-being.</p>	<p>D6- E1,2,3</p>
<p>Standard 10. School Improvement</p> <p>Effective educational leaders act as agents of continuous improvement to promote <i>each</i> student's academic success and well-being.</p>	<p>D1- E1,2</p> <p>D2- E2</p>