

MAVERICKS IN EDUCATION

EVALUATION SYSTEM **FOR SCHOOL LEADERS**

SY 2014-2015

(Plans posted on <http://maverickshigh.com/schools/ft-lauderdale/> and
<http://maverickshigh.com/schools/pompano-beach/>)



MAVERICKS IN EDUCATION EVALUATION SYSTEM FOR SCHOOL LEADERS

Mavericks In Education (MIE) has developed processes concerning the implementation of the school leader evaluation system for all administrators of Mavericks High Schools based on sound educational principles and contemporary research. These effective school leader evaluation system indicators are based on the Leadership Standards adopted by the State Board of Education and include three major areas; the performance of students, instructional leadership, and professional and job responsibilities. Our leadership framework goal is that all school leaders will work collaboratively with teachers and promote a school-wide emphasis on generating student academic growth and improve the quality of achievement for all students.

MIE selected the state-approved Marzano School Leader Evaluation System for its school leader evaluation system since it was designed to be used in conjunction with the Marzano Teacher Evaluation Model and openly aligns to the Mavericks High School learning model. The Marzano School Leader Model and the Marzano Teacher Evaluation Model, when used together contribute to the following factors; emphasis on reflection and professional growth, 5-point scoring scale, posted goals, focus on student achievement, collection and analysis of data, ongoing evaluations, job-embedded professional development, collaboration, and continuous improvement.

1. Evaluation Rating Criteria

- a. MIE utilizes the state-approved Marzano School Leadership Evaluation Model and will implement the following overall final ratings in the 2014-2015 school year: Highly Effective, Effective, Needs Improvement/ Developing and Unsatisfactory. The overall final ratings and weighting will be monitored by the MIE Director of Curriculum & School Accountability and Deputy Superintendent, who will recommend adjustments to each Mavericks High School Governing Board for approval when appropriate.

Ratings for School Leaders
Highly Effective Effective Needs Improvement Unsatisfactory

Rubric scales and ratings for leadership practice are incorporated within the Marzano School Leader Evaluation system. The five domains within the model for school leaders contain twenty-four categories of principal actions and behaviors that contemporary research identifies to increase student achievement. Rubrics associated with each strategy identify the school leader's performance along a continuum from Innovating to Not Using, as defined.

Marzano School Leadership Evaluation Model which is divided into 5 Domains with 24 Elements of school leader behavior that links contemporary research-based strategies to student achievement (Appendix A).

A summary of the domains and elements include:

- Domain 1 – A Data-Driven Focus on Student Achievement (5 elements)
- Domain 2 – Continuous Improvement of Instruction (6 elements)
- Domain 3 – A guaranteed and Viable Curriculum (4 elements)
- Domain 4 – Communication, Cooperation and Collaboration (5 elements)
- Domain 5 – School Climate (6 elements)

Domain 1: Data-Driven Focus on Student Achievement

Actions and behaviors within this domain assist to ensure that the school has a clear focus on student achievement that is guided by relevant and timely data.

Domain 2: Continuous Improvement of Instruction

The actions and behaviors in this domain help ensure that the school as a whole, as well as individual teachers, perceives teacher pedagogical skill as one of the most powerful instruments in enhancing student learning and is committed to enhancing those pedagogical skills on a continuous basis.

Domain 3: A Guaranteed and Viable Curriculum

The actions and behaviors in this domain help ensure that the school curriculum is designed to optimize learning for all students and that all teachers follow the curriculum.

Domain 4: Cooperation and Collaboration

The actions and behaviors in this domain help ensure that teachers and staff have and engage in opportunities to address issues critical to the optimal functioning of the school and operate as a cohesive team.

Domain 5: School Climate

The actions and behaviors in this domain help ensure that all constituents perceive the school as positive and well-functioning.

For each of the 24 elements within the five domains, the following scales are used to determine school leader ratings at the time of evaluation.

1. Innovating (4): The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals.
2. Applying (3): The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level AND regularly monitors that everyone has understanding of the goals.
3. Developing (2) The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.
4. Beginning (1): The school leader attempts to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level but does not complete the task or does so partially.
5. Not Using (0): The school leader does not attempt to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.

The ratings for leadership practice will be adjusted and monitored by the Director of Curriculum & School Accountability, who will make recommendations for adjustments to the Superintendent for approval when appropriate.

Rubric Scales	Ratings for School Leader Practice
Innovating	Highly Effective
Applying	Effective
Developing	Developing
Beginning	Unsatisfactory
Not Using	

- b. The Director of Curriculum & School Accountability and the Deputy Superintendent will be responsible for compiling the information and assigning the overall final rating.
- c. The overall final rating of each school leader will be based upon a three part system utilizing the MOES including the state's required performance of students' measures. Current plans call for using a variety of statistical and standard setting models based on student academic performance. The final overall ratings were developed and will be monitored by the Director of Curriculum & School Accountability for approval when appropriate. The overall evaluation for all leader employees, per s. 1012.34 F.S., will consist of the following components with the indicated percentages:

Evaluation of school leaders is based on observation and evidence about certain leadership behaviors and the impact of a leader's behavior on others. The evaluation includes the following three components:

Evaluation Components	Overall Evaluation Components
	School Leaders
Performance of Students	40%
Instructional Leadership	40%
Instructional Growth Plans	20%

2. Performance of Students

As of May, 2015, the Florida State Department of Education determined that the performance of students' component in each principal's evaluation must be based on that principal's students. (s. 1012.34, F.S.) Lawmakers reduced the emphasis on tests results in evaluations and instead of test results comprising up to half of a principal's score, now they can make up as little as one-third of the score.

This component will account for 40% of all Mavericks High School leaders' evaluations.

3. Core of Effective Practices

- a. It is a requirement that an assessment must be conducted for each employee and must be evaluated at least once a year. (f.s. 1012.34 (1) (a) To accomplish the purpose defined in law, the MIE evaluation system for school leaders is: 1) Focused on school leadership actions that impact student learning and, 2) Supports professional learning on performance of duties and responsibilities that matter most for student learning, faculty and leadership development.
- b. This evaluation system is designed to support three processes:
 - Self-reflection by the leader on current proficiencies and growth needs
 - Feedback from the evaluator and others on what needs improvement.
 - An annual summative evaluation that assigns one of the four performance levels required by law (Highly Effective, Effective, Needs Improvement, or Unsatisfactory).
- c. MIE utilizes the software system called "iObservation" developed by Learning Sciences, International (LSI) in conjunction with Dr. Marzano. Mavericks High Schools utilize the Marzano School Leadership Model for our evaluation of site based leadership personnel (principals and assistant principals.)
- d. The Marzano School Leadership Evaluation Model aligns with the Florida Principal Leadership Standards (FPLS).
- e. The Marzano School Leadership Evaluation Model meets district and statutory requirements including;
 - It is research based and state approved
 - It is designed to support effective school leaders, staff, and student

academic performance

- Results will be used when developing school improvement plans
 - Results will be used to identify professional development for school leaders
 - Mechanisms are in place to examine performance data from multiple sources, including parent input into evaluations when appropriate
 - All school leaders will be formally observed and evaluated at least twice annually
 - All new school leaders will be trained at new hire orientation
 - All new school leaders will be trained and retrained each summer and throughout the year
 - The Director of Curriculum & School Accountability will monitor the use of evaluation criteria by evaluators
 - The Director of Curriculum & School Accountability and school leaders will monitor the effectiveness of the system to improve teacher instruction and student learning by reviewing the school's student performance data by conducting monthly meetings with staff to determine any additional support or system adjustments required for effective implementation of the evaluation system.
 - Evaluations may be amended if assessment data are available within 90 days of the close of the school year
- f. The Marzano School Leadership Evaluation Model is based on contemporary research, including:
- Crosswalk: Marzano School Leadership Evaluation Model to Florida School Leader Assessment
 - Marzano School Leadership Evaluation: Florida Model
 - Crosswalk: Evaluation Indicators and State Requirements for the Marzano School Leaders Evaluation Model
 - Scoring Guide for Marzano School Leadership Evaluation: Florida Edition
- g. MIE partnered with Learning Sciences International to train school administrators that conduct or will be conducting evaluations/observations of instructional employees and on school leader evaluations.
- h. The success of the evaluation system is dependent upon the fidelity with which all administrators conducting the evaluations/observations adhere to the core of effective practices. MIE will provide in-depth professional development on the evaluation tool to all Mavericks High School employees, followed by training on the observations and other components of the evaluation system.

4. Annual Evaluations

Evaluations will be conducted by the MIE Director of Curriculum & School Accountability and/or the Deputy Superintendent for all school leaders and the school leader will evaluate assistant principals. All school leaders and assistant principals must be oriented to the Mavericks In Education Evaluation System for Leader Employees by September 15 each year. Newly hired personnel must be oriented upon employment.

All school leaders will be evaluated twice annually and notified of their results. MIE will adopt the state's recommended implementation, as follows, at all Mavericks High Schools:

- a. FY2014-2015 (ongoing), evaluators/observers and school leader employees will learn about deliberate practice by studying the teaching competencies indicated in the Marzano School Leadership Evaluation.
- b. FY2014-2015 (ongoing), professional development initiatives for Domains 1 - 5.
- c. FY2014-2015, Domains 1 - 5 implemented.

5. Evaluator Training

- d. All MIE and Mavericks High School evaluators/observers responsible for evaluating school leaders will be trained in the Marzano School Leadership Evaluation.
- e. MIE has partnered with the Learning Sciences International to train school MIE staff members and administrators who will be conducting evaluations/observations of school leaders.
- f. The evaluators'/observers' supervisors will monitor the results and consistency of each evaluators'/observers' evaluation data.

6. Process of Informing School Leaders about the Evaluation Process.

- g. Current employee
 - Principals and assistant principals will participate in ongoing professional development pertaining to the Marzano School Leadership Evaluation to ensure reliability and to remain abreast

- of best practices.
 - MIE is consulting with Learning Sciences International to identify and train employees to build capacity using a “Train the Trainer” model in the Marzano School Leadership Evaluation.
 - Marzano’s “The Art and Science of Teaching” will continue to be utilized as a resource when providing professional development to instructional and administrative personnel.
 - MIE will provide ongoing communications to all instructional and administrative employees.
- h. All new instructional and administrative employees will be provided an opportunity to participate in professional learning opportunities pertaining to this observation/evaluation system through school-based professional development, and/or job-embedded professional development through MIE personnel.

7. Evaluation by Supervisor

All school leaders will be evaluated by the MIE Director of Curriculum & School Accountability and/or Deputy Superintendent. The assistant principal will be evaluated by the principal, the Director of Curriculum & School Accountability and/or the Deputy Superintendent.

8. Annual Review

At the conclusion of each school year, MIE evaluates the implementation and effectiveness of the evaluation system in supporting improvement in instruction and student learning. This review was completed by exploring the following data:

- i. Reviewing the results of school leader evaluations, instructional employee evaluations, and school level trends.
- j. Reviewing the effectiveness of professional learning opportunities.
- k. Identifying strengths and weaknesses associated with the design and implementation.

Based upon this review, MIE decided to continue to provide professional learning opportunities for administrators and teachers to deepen their understanding of the Marzano Evaluation Models.

9. Multiple Evaluations for Newly Hired Administrators

- l. All MIE employees, including newly hired employees, will be evaluated a minimum of twice a year. The first evaluation will be provided to the employee mid-year and the second evaluation will occur at least ten (10) working days prior to the employee’s last duty day of the school year.

10. Multiple Data Sources for Final Evaluations

- m. The Marzano School Leadership Evaluation will be used to collect evidence on school leader practices.
- n. The performance of students measures as stated in Section 2.
- o. Professional standards and ethics; school policies and school based responsibilities.
- p. MIE will continue to work collaboratively with the school district and school administrators to establish additional measures.

11. Improvement Plans

The school leader evaluation system and the school's school improvement plan provide the foundation for improving leader effectiveness and student learning. Data related to teacher observation and evaluation and student growth will be collected and analyzed from a number of sources, including but not limited to iObservation provided by Learning Sciences International, school improvement plans, and student data in the district and MIE Student Information Systems.

12. Continuous Professional Improvement

- q. The Marzano School Leadership Evaluation is designed to support the professional growth of school leader's daily practices.
- r. MIE will utilize the iObservation System and Resource Library as well as student growth measures to provide timely and relevant feedback and professional learning opportunities to school leaders.
- s. Other professional learning opportunities will be developed and provided to support administrative practices.
- t. School leader performance will be observed multiple times by trained MIE staff members that provide timely feedback (within 10 working days). The observation tool (iObservation) allows for efficient feedback that encourages dialogue between the evaluator and the school leader as well as relevant professional development targeted to individual needs.

13. Peer Review Option

- u. MIE may use the Peer Review Option as part of the observation system, but Peer Reviewed observations will not count towards an employee's evaluation.

14. Input into Evaluation by Trained Employee other than the Supervisor.

- v. School based and/or MIE based administrators who have been trained in the Marzano School Leadership Evaluation Model may provide input into

the school leader practice evaluations for each school leader he/she supervises. In addition to supervisors trained in the Marzano School Leadership Evaluation, only MIE-based Marzano Trainers are permitted to provide input to the school leader evaluations.

15. Parent Input

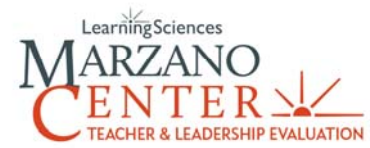
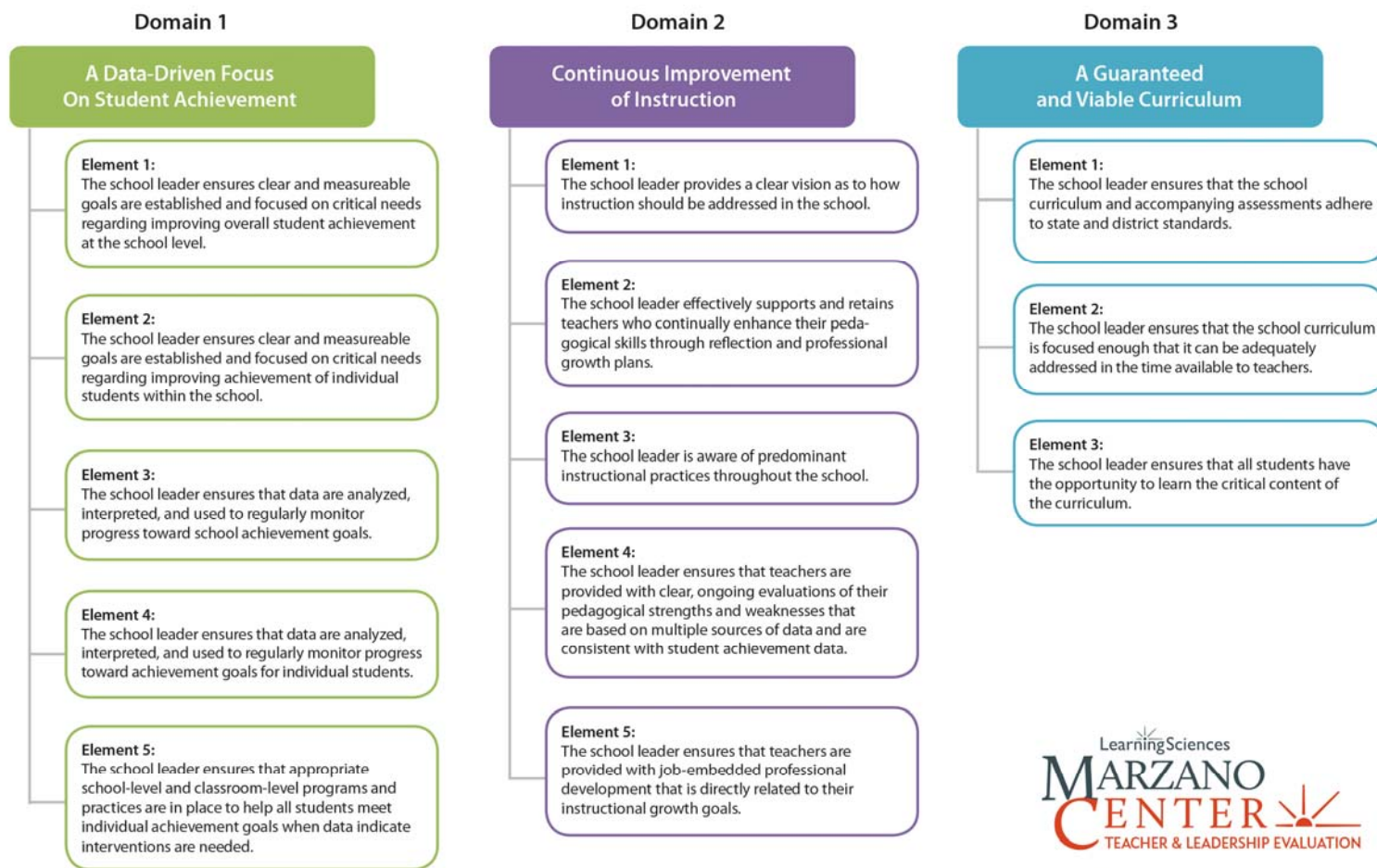
- a. F.S. 1012.34 (3)(b) includes a “mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations.” Marzano School Leadership Evaluation Model includes an element to assess the promotion of positive interactions around parents and students.
- b. Parents are invited to participate in both formal and informal processes throughout the year, including, but not limited to parent conferences, board meetings, open houses, and parent surveys.
- c. Parent input will not be used as an additional measure for school leader evaluations, but will be used for school improvement.

16. Amending Evaluations Option

- a. Evaluations of administrative employees may be amended up to 90 days after the end of the school year to accommodate the availability of assessment data.
- b. MIE Director of Curriculum & School Accountability and the Deputy Superintendent will collaboratively establish the appropriate protocol process.

Marzano School Leadership Evaluation Model
Learning Map

www.MarzanoCenter.com



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