Marzano Leadership Model with Marzano and OKCPS Evidences

DOMAIN 1- A Data-Driven Focus on Student Achievement- Ensure that the school as a unified whole, as well as individual teachers, has a clear focus on student achievement guided by relevant and timely data.

Element	Marzano Sample Evidences	OKCPS Evidences
I(1): The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.	• Written goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments • School-wide achievement goals are posted and discussed regularly at faculty and staff gatherings • Written goals are established for eliminating the achievement gap for all students • Written goals address the most critical and severe achievement deficiencies • Written timelines contain specific benchmarks for each goal including individual(s) responsible for the goal • Scales are in place to chart student and school progress toward meeting the standards • When asked, faculty and staff can explain how goals eliminate differences in achievement for students of differing ethnicities • When asked, faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels, English language learners, and students with disabilities • When asked, faculty and staff can describe the school-wide achievement goals • When asked, faculty and staff can identify the school's most critical needs goals	✓ PLC or Department agendas- with specific goal(s) stated within the agenda ✓ Newsletters ✓ School website ✓ exit slips after faculty meetings ✓ Title I Plan ✓ School Improvement Plan ✓ Benchmark progression scales ✓ "C" or better on SDE Report Cards or letter grade improvement ✓ SMART Goals ✓ Published school goals on all communications ✓ # of instructional minutes per day ✓ Creation of a daily schedule that allows for minimal interruption ✓ WISE Plan tasks ✓ Common language ✓ Teachers and students can articulate the goals of the school ✓ Written goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments

Element	Marzano Sample Evidences	OKCPS Evidences
I (2): The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.	• Written goals are established for each student in terms of his/her performance on state/district assessments, benchmark assessments, or common assessments • Written goals accompanied by proficiency scales are established for each student in terms of his/her knowledge gain • Students keep data notebooks regarding their individual goals • Student-led conferences focus on the individual student's goals • Parent-teacher conferences focus on the individual student's goals • When asked, teachers can explain the learning goals of their students • When asked, students perceive that their individual goals are academically challenging • When asked, students are aware of their status on the achievement goals specific to them • When asked, parents are aware of their child's achievement goals	✓ Parent/Teacher/Student Conference Forms ✓ Up-to-date data notebook ✓ Videos of students explaining learning goals ✓ Agenda planners ✓ Retention forms ✓ Data walls ✓ AR reports ✓ STAR Reports ✓ Teacher Data Reports ✓ Student Data Notebooks ✓ RTI ✓ IEP ✓ RSA Forms (APP Form) ✓ El Progresso Monitorino ✓ Assigning videos in iObservation ✓ Embedded PD within PLC meetings ✓ Number of graduating seniors ✓ Student Credit Completion ✓ Graduation percent of current seniors
I (3): The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.	• Reports, graphs, and charts are available for overall student achievement • Student achievement is examined from the perspective of value-added results • Results from multiple types of assessments are regularly reported and used (e.g., benchmark, common assessments) • Reports, graphs, and charts are regularly updated to track growth in student achievement • Achievement data for student subgroups within the school are routinely analyzed • School leadership teams regularly analyze school growth	✓ Data rooms ✓ Ask teachers to explain the data ✓ Uploaded photos of data walls ✓ WISE Plan ✓ Various reports- AR, STAR, Easy CBM, Edusoft , Benchmark, formal assessment data ✓ Analyze data, develop SMART Goals, analyze Data and revise SMART Goals ✓ Feedback systems in place to monitor how each subgroup is being monitored

Element	Marzano Sample Evidences	OKCPS Evidences
	• data • Data briefings are conducted at faculty meetings • When asked, faculty and staff can describe the different types of reports available to them • When asked, faculty and staff can explain how data are used to track growth in student achievement	
I(4): The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.	• • Reports, charts, and graphs are available for individual students depicting their status and growth • Individual student achievement is examined from the perspective of value-added results • Individual student results from multiple types of assessments are regularly reported and used (e.g., benchmark, common assessments) • Individual student reports, graphs, and charts are regularly updated to track growth in student achievement • Teachers regularly analyze school growth data for individual students • School leadership teams regularly analyze individual student performance • When asked, individual students and their parents can describe the student's achievement status and growth • When asked, faculty can describe the different types of individual student reports available to them • When asked, faculty and staff can analyze data of their individual students, including all subgroups	✓ Individual student Benchmark data ✓ Ask "What criteria are used to move students to a higher proficiency level?" ✓ RTI ✓ Easy CBM Data ✓ Individual student data walls- where did they start, how are they moving up and down? Color coded ✓ Using data during pre/post conferences ✓ Individual conferences with teachers to address specific strengths and areas of growth
I(5): The school leader ensures that appropriate school-level and classroom-	• Extended school day, week, or year programs are in place • Tutorial programs are in place (during the school day and/or after school)	✓ Ask "How has Program X increased student achievement?" o Use achievement data, not attendance ✓ Data wall as a base line ✓ Extended school day programs- intersession,

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level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.	• Individual student completion of programs designed to enhance their academic achievement is monitored (e.g., gifted and talented, advanced placement, STEM, etc.) • Response to intervention measures is in place • Enrichment programs are in place • Data are collected and available to monitor student progress and achievement as a result of enrollment in intervention or enrichment programs • When asked, teachers can explain how interventions in place help individual students met their goals • When asked, student and/or parents can identify interventions in place to meet the student's goals • When asked, students report their school has programs in place to help them meet their achievement goals	afterschool, before school, Saturday school, computer based programs for remediation ✓ Innovating- what do you do for the kids who aren't doing well in the Saturday school? ✓ RTI ✓ Differentiated instruction for teachers- peer observation, book study, modeling ✓ SMART Goals for each teacher ✓ Provide programs and other opportunities for students to complete graduation requirements

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DOMAIN 2- <u>Continuous Improvement of Instruction</u>- 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 learning and are committed to enhancing those skills on a continuous basis

Element	Marzano Sample Evidences	OKCPS Evidences
II (1): The school leader provides a clear vision as to how instruction should be addressed in the school.	• 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 faculty and/or department meetings • Professional development opportunities are provided for new teachers regarding the school-wide model of instruction • Professional development opportunities are provided for all teachers regarding the school-wide model of instruction • New initiatives are prioritized and limited in number to support the instructional model • The school-wide language of instruction is used regularly by faculty in their informal conversations • When asked, teachers can describe the major components of the school-wide model of instruction • When asked, teachers can explain how strategies in the instructional framework promote learning for the school's diverse population	✓ iObservation discussion groups ✓ Teachers are able to "talk the talk" ✓ Frequent use of the evaluation system
II (2): The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.	• Individual teachers have written pedagogical growth goals • Individual teachers keep track of their progress on their pedagogical growth goals • Evaluation results, growth plans, and interventions for struggling teachers are available • Meetings are regularly scheduled with teachers regarding their growth goals and tracking of their progress	✓ Level of teacher retention within the building ✓ Alignment of evaluation to student achievement

Element	Marzano Sample Evidences	OKCPS Evidences
	• A system is in place to effectively evaluate and revise the school's new teacher induction program • The school leader has demonstrated a track record of hiring effective teachers • The school leader has a track record of retaining effective teachers • When asked, teachers can describe their progress on their pedagogical growth goals When asked, teachers can share documented examples of how reflection has improved their instructional practice	

II (3): The school leader is aware of predominant instructional practices throughout the school.	• Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school
	• Forthright feedback is provided to teachers regarding their instructional practices
	• Systems are in place to monitor the effect of the predominant instructional practices for all subgroups in the school
	• Data are available to document the predominant instructional practices in the school
	• The school leader can describe effective practices and problems of practice
	• When asked, teachers can describe the predominant instructional practices used in the school
		✓ iObservation reports
		   o review school-wide predominate/non-predominate practices at a faculty meeting
		   o teachers compare their individual practices to school-wide report

II(4): The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are	• Highly specific 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	✓ Quarterly Benchmarks ✓ GATES-elementary ✓ DIBELS- Elementary ✓ Grade Card data ✓ Formal Assessments

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based on multiple sources of data and are consistent with student achievement data.	• 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 • Ongoing data are available to support that teacher evaluations are consistent with student achievement data When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement	
II(5): The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.	• Online professional development courses and resources are available to teachers regarding their instructional growth goals • The school leader tracks teacher participation in professional development activities • Teacher-led professional development is available to teachers regarding their instructional growth goals • Instructional coaching is available to teachers regarding their instructional growth goals • Data are collected linking the effectiveness of professional development to the improvement of teacher practices • Data are available supporting deliberate practice in improving teacher performance • When asked, teachers can describe how the professional development supports their attainment of instructional growth goals	✓ Avatar Reports ✓ Ask "Why did you select this Professional Development?" ✓ Leadership Committee actively ensures PD supports the schools goals through agenda items and meeting minutes

Domain 3- A Guaranteed and Viable Curriculum- Ensure that the school curriculum is designed to optimize learning for all students and that all teachers follow the curriculum.

Element	Marzano Evidences	OKCPS Evidences
III (1): The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.	• Curriculum documents are in place that correlate the written curriculum to state and district standards • Rubrics or proficiency scales are in place that clearly delineate student levels of performance on essential elements of the state and district standards • Information is available correlating what is taught in the classroom (i.e., the taught curriculum) and the written curriculum • Information is available examining the extent to which assessments accurately measure the written and taught curriculums • School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments • Evidence is available demonstrating the assessments are accurately measuring the state and district standards • When asked, teachers can describe the essential content and standards for their subject area(s) or grade level(s) • When asked, teachers demonstrate understanding of how the curriculum and assessments are aligned	✓ District Pacing Guide (Central Office responsibility) ✓ District Pacing Guide implementation (principal responsibility) ✓ Common Assessment results ✓ Mini assessments ✓ Student Data Notebook ✓ Walkthroughs ✓ Student interviews ✓ Posted standards
III (2): The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.	• A written list of essential elements is in place • A curriculum audit has been conducted that delineates how much time it would take to adequately address the essential elements • Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (e.g., pacing guides, curriculum maps) • Time available for specific classes and courses meets the state or district specifications for those classes and courses	✓ Benchmark results ✓ Student work samples ✓ PLC discussions on alignment of weekly assessments and learning objectives ✓ Weekly, 3-week, and quarterly assessment data (showing growth) ✓ SMART Goal chart- site developed and posted

Element	Marzano Evidences	OKCPS Evidences
	• Data are available to show that students are ready to be contributing members of society and participate in a global community • Data are available to show that students are college and career ready • A plan is in place to monitor that the curriculum is taught in the time available to teachers • When asked, teachers can describe which elements are essential and can be taught in the scheduled time • When asked, students report they have time to learn the essential curriculum	✓ Standards posted ✓ Daily schedules turned into administration and posted ✓ PLC meetings with lesson discussion ✓ Quarterly planning meetings
III (3): The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.	• Tracking systems are in place that examine each student's access to the essential elements of the curriculum • Parents are aware of their child's current access to the essential elements of the curriculum • All students have access to advanced placement or other rigorous courses • All students have a prescribed program of study that documents access to courses • Data are available to show teachers have completed appropriate content area training in their subject area courses • Data are available to verify student achievement in critical content and standards • When asked, teachers can describe the content strategies that result in the highest student learning for specific courses and topics • When asked, students report they have the opportunity to learn the critical content of the curriculum	✓ Ask "What criteria do you use to place students in AP/Honors or other advanced coursework?" ✓ Does the school aggressively recruit "non-traditional" students into advanced coursework? ✓ Easy CBM ✓ El Progresso Monitorio ✓ Monitor attendance ✓ Track Time on Task ✓ Communication with all stakeholders of student progress ✓ Formal Assessments

Domain 4- <u>Cooperation and Collaboration</u>- Ensure that teacher/staff have and engage in opportunities to address issues critical tot eh optimal functioning of the school and operate as a cohesive team.

Element	Marzano Evidences	OKCPS Evidences
IV (1): The school leader ensures that teachers have opportunities to observe and discuss effective teaching.	• Teachers have opportunities to engage in instructional rounds • Teachers have opportunities to view and discuss video-based examples of exemplary teaching • Teachers have regular times to meet and discuss effective instructional practices (e.g., lesson study, professional learning communities) • Teachers have opportunities to interact about effective teaching via technology • Instructional practices are regularly discussed at faculty and department meetings • Video segments of instructional practices are regularly viewed and discussed at faculty and department meetings • Procedures are in place for scheduling teachers to observe and discuss effective instructional practices • Data are available to document that teachers who participate in observational rounds improve their pedagogy • When asked, teachers report their participation in observing other teachers results in individual self-reflection and pedagogical growth	✓ Master schedule- does it allow for peer observations? ✓ Do you encourage teachers to cover classes to observe other teachers? ✓ Do you know your teacher's strengths and weaknesses well enough to know who is a Model Classroom for each element? ✓ Teachers post positive notes regarding peer observation ✓ Focus Walks using iObservation with discussion before and after ✓ Peer observations using iObservation ✓ Peer observations using Great Expectations ✓ "Brag of the Day"- teachers share with the staff strategies they observed in other teacher's classrooms that were Innovating
IV (2): The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.	• Teachers are advised 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 • Electronic 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	✓ OHI Survey Result ✓ Ask "What do you do to gain input from your teachers regarding major decisions?" ✓ Surveys ✓ Faculty Advisory Committees ✓ Other Committees-Safe School, Great Expectations ✓ Team Leader leads PLC's and grade

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	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 input is used by the school leader • When asked, teachers report they feel their input is valued and used by the school leader	level meetings ✓ Weekly Leadership Team meetings ✓ Change roles of the Leadership Team to gain new ides ✓ Active Leadership Teams- shown through meeting schedule, agendas, other documentation of efforts ✓ Active PLC Teams- shown through meeting schedule, agendas, other documentation of efforts
IV(3): The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.	• Professional learning communities (PLCs) are in place and meet regularly • PLCs have written goals • The school leader regularly examines the PLC's progress toward goals • Common assessments are created by PLCs • Student achievement and growth are analyzed by PLCs • Data teams are in place and have written goals • The progress of each data team toward reaching its goals is regularly examined • To maintain a focus on student achievement, the school leader collects and reviews minutes, notes, and goals from meetings • When asked, teachers can explain how being a member of a PLC has helped them grow their pedagogy • When asked, teachers can explain how PLCs analyze data to identify appropriate instructional practices	✓ PLC minutes ✓ Benchmark Data ✓ Improvement in observation scores ✓ Chart paper in teacher's lounge to capture discussion points and ideas ✓ Using social media(Facebook, Edmodo, iObservation discussion groups) to share teaching strategies ✓ Create alternate schedules to provide additional planning time for vertical planning ✓ Quarterly vertical alignment meetings
IV(4): The school leader ensures that teachers and staff have formal ways to provide input	• Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of the school • Data are archived and reports regularly generated regarding these data	✓ Ask "What do you do to gain input from your teachers regarding major decisions?" ✓ Surveys ✓ Teacher Leader selection

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regarding the optimal functioning of the school and delegates responsibilities appropriately.	• The manner in which data are used is made transparent • The school improvement team provides input to the leader regarding the school improvement plan • Appropriate faculty and staff are identified and mentored for succession planning and provided appropriate growth opportunities • Faculty and staff are assisted with career planning and continuing educational opportunities • Teacher leaders and other faculty are empowered to share in the leadership of the school • Potential leaders are identified and guided in career development • The school leader can cite examples of where teacher input has resulted in effective change at the school • The school leader demonstrates ongoing mentoring of teacher leaders • When asked, teachers explain formal ways they have to give input regarding optimal functioning of the school • When asked, teachers can identify examples of when their input has resulted in effective change at the school	✓ Faculty Advisory committee ✓ Teacher input in creating the WISE plan ✓ Active Leadership Teams ✓ Active PLC Teams
IV (5): The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.	• Data collection systems are in place to collect opinion data from students, parents, and community regarding the optimal functioning of the school • Data are archived and reports regularly generated regarding these data • The manner in which these data are used is made transparent • Data are available to show that input from the school's diverse population is valued and used • An interactive website is provided for students, parents, and community to provide input	✓ Parent Night ✓ PTSA Meetings ✓ Social media ✓ Community Advisory Boards ✓ Frequency of student transfers ✓ Neighborhood meetings with an agenda an minutes to detail school procedures ✓ Parent meetings ✓ Title I meetings (agenda and minutes) ✓ Student Council meetings

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Element	Marzano Evidences	OKCPS Evidences
	• Appropriate social networking technologies (e.g., Twitter, Facebook) is utilized to involve students, parents, and community • Focus group meetings with students and parents are routinely scheduled • The school leader hosts or speaks at community/business luncheons • The school leader can explain how the use of input from the school community has resulted in improved functioning of the school • The school leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning • When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning of the school	✓ Community Advisory Board (CAB) meetings

Domain 5- School Climate- Ensure that all constituents perceive the school as positive and well-functioning.

Element	Marzano Evidences	OKCPS Evidences
V(1): The school administrator is recognized as the leader of the school who continually improves his or her professional practice.	• A written 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 • Adherence to district and state policies and procedures is evident • The school leader has demonstrated the ability to be a problem solver • The school leader has identified mentors and regularly interacts with them • When asked, faculty and staff identify the school administrator as the leader of the school • When asked, faculty and staff describe the school leader as uncompromising in regard to raising student achievement • When asked, faculty and staff describe the school leader as effectively communicating those non-negotiable factors that have an impact on student achievement • When asked, faculty and staff generally agree as to the vision provided by the school leader	✓ Teacher retention- are the quality teachers staying? ✓ Ask," Do you share your professional goals with your staff?" ✓ Teacher Surveys
V(2): The school leader has the trust of the faculty and staff that his/her actions are guided by what is best for all student populations	• The school leader is recognized by the school community as one who is willing to "take on tough issues" • The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success • When asked, faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn • When asked, faculty and staff describe the school leader as an	✓ An advocate for the school at Board meetings, district meetings, SDE meetings ✓ Resiliency of the leader

Element	Marzano Evidences	OKCPS Evidences
	individual who will follow through with his/her initiatives • When asked, faculty and staff describe the school leader as one whose actions support his/her talk and expectations • When asked, faculty and staff describe the school leader as one who speaks with candor and "takes on tough issues"	
V(3): The school leader ensures that faculty and staff perceive the school environment as safe and orderly.	• Clear and specific rules and procedures are in place for the running of the school • Faculty and staff are provided the means to communicate about the safety of the school • Faculty and staff know emergency management procedures and how to implement them for specific incidents • Evidence of practicing emergency management procedures for specific incidents is available • Evidence of updates to the emergency management plans, and communication of those plans, to the faculty and staff is available • When asked, faculty and staff describe the school as a safe and orderly place • When asked, the faculty and staff describe the school leader as highly visible and accessible • When asked, faculty and staff describe the school as a place focused on learning	✓ Incident Reports ✓ TIPS Reports ✓ Decrease in bullying ✓ Teacher attendance ✓ Arrest and Incident Data
V (4): The school leader ensures that students, parents, and community perceive the school environment as safe and orderly.	• Clear and specific rules and procedures are in place for the running of the school • Social media is utilized so that students may anonymously report potential incidents • A system is in place for mass communicating to parents about issues regarding school safety (e.g., a call out system) • Coordination with local law enforcement agencies regarding school safety issues is a routine event • Parents and community are engaged to give input	✓ Student attendance ✓ Number of business partners ✓ Number of transfers (in and out) ✓ Arrest and Incident Data

Element	Marzano Evidences	OKCPS Evidences
	regarding issues of school safety • When asked, parents and students describe the school as a safe place • When asked, parents and students describe the school as an orderly place • When asked, community members perceive the school as safe and orderly • When asked, parents, students, and community members describe the school leader as highly visible and accessible	
V (5): The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.	• Materials and resources for specific classes and courses meet the state or district specifications for those classes and courses • Detailed budgets are developed, submitted, and implemented • The school leader successfully accesses and leverages a variety of resources (e.g., grants and local, state, and federal funds) • Data are available to show that resources and expenditures produce results (i.e., curriculum programs improve student learning) • The school leader manages time effectively to maximize focus on instruction • The school leader appropriately directs the use of technology to improve teaching and learning • Adequate training is provided for the instructional technology teachers are expected to use • When asked, faculty and staff report they have adequate materials to teach effectively • When asked, faculty and staff report they have adequate time to teach effectively	✓ Ask "What data do you use when making resource purchases?" ✓ Do the teachers and students have adequate resources? ✓ Share budget decisions with Leadership Team and ensure they meet school goals

Element	Marzano Evidences	OKCPS Evidences
V (6): The school leader acknowledges the success of the whole school, as well as individuals within the school.	• The 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) • The incremental successes of students and teachers is routinely recognized • The successes of the diverse school community are celebrated • When asked, faculty and staff report that accomplishments of the school and their individual accomplishments have been adequately acknowledged and celebrated • When asked, students, parents, and community report their accomplishments are adequately acknowledged and celebrated	✓ Number of business partners ✓ Number of teacher and student transfers (in and out) ✓ Recognition of staff and students- Student/Staff member of the Month, awards, etc