

Aligned Growth and Evaluation System

Marzano Evaluation Center, in exclusive partnership with one of the world's foremost experts on observation and evaluation, Dr. Robert J. Marzano, **offers high-impact observation and evaluation models for teachers, school leaders, district leaders, and non-classroom instructional support personnel.** All four models are designed to seamlessly work together as an integrated and aligned system.

The effectiveness of the teacher and non-classroom instructional support evaluation is influenced by the effectiveness of the school leader evaluation which, in turn, is influenced by the effectiveness of district leader evaluation.

Cascading Domains of Influence with **Correlated Rubric Structures**
establish a **Common Language** across the district that
Drive Student Growth and Achievement.

		INSTRUCTIONAL FOCUS		OPERATIONAL FOCUS		
		VISION	CURRICULUM AND INSTRUCTION	COMMUNITY AND COLLABORATION	VALUES AND BELIEFS	RESOURCE OPTIMIZATION
District Leader Domains	A Date-Driven Focus to Support Student Achievement	Continuous Support for Improvement of Instructions Continuous Support for a Guaranteed and Viable Curriculum		Community of Care and Collaboration	District Core Values	Resource Allocation Management
School Leader Domains	A Date-Driven Focus on School Improvement	Instruction of a Viable and Guaranteed Curriculum Continuous Development of Teacher and Staff		Community of Care and Collaboration	Core Values	Resource Management
Teacher Domains	Standards-Based Planning	Standards-Based Instruction Conditions for Learning		Professional Responsibilities		
Instructional Support Personnel Domains	Planning and Preparing to Provide Support	Support Student Achievement		Continuous Improvement of Professional Practice Professional Responsibilities		
Student Growth and Achievement						

Focused Teacher Evaluation Model (FTEM)

The FTEM model is designed to help teachers successfully implement state content standards, close the achievement gap for students, and support all students in attaining mastery of the standards. Current research and validation studies were used to improve the clarity, efficiency, and effectiveness of 23 essential teacher competencies. The high-quality framework is simple to use and increases the specificity and accuracy of observations focusing on student evidence.

Focused Non-Classroom Instructional Support Personnel Evaluation Model

This model complements the teacher evaluation model but has modifications to reflect the practices of instructional support personnel whose primary role is to advocate for students and/or assist classroom teachers. Support personnel may include guidance counselors, psychologists, therapists, media specialists, district personnel who must hold a teacher certificate, and/or technology teachers. Districts determine which personnel are evaluated with this model.

Focused School Leader Evaluation Model

The model is designed to develop effective school leaders with an unwavering focus on driving school improvement and student achievement. It includes six domains with 21 elements and is aligned with the national Professional Standards for Educational Leaders. The framework identifies specific actions and behaviors that enhance school leader effectiveness and can be used as a continuous growth model and/or as a model of evaluation. The school leader model is aligned with the focused evaluation models for teachers and non-classroom support personnel.

District Leader Evaluation Model – 2018 Update

The updated Marzano District Leader Evaluation Model is based on the most current research on the relationship between school district culture and student achievement. It focuses on the non-negotiable goal of student achievement and encourages school district leaders to undertake actions that support principals and drive learning deliberately. It corresponds to all three frameworks above to maximize impact on raising student achievement.

