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TEACHER & LEADERSHIP EVALUATION

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LEARNING AND PERFORMANCE MANAGEMENT

District Leader Evaluation Model

Marzano Scales and Evidences

Exclusive partners with Dr. Robert J. Marzano
for the Teacher Evaluation Model
and School Leadership Evaluation Model

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Marzano District Leader Evaluation Model

Domain I. A Data-Driven Focus to Support Student Achievement

(1) The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so that all personnel know and attend to the achievement and operational goals	The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level **and monitors the extent to which personnel know and attend to these goals.**	The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level.	The district leader **attempts to ensure clear and measurable goals for all relevant areas of responsibility but does not complete the task or does so partially**	The district leader **does not attempt** to ensure clear and measurable goals for all relevant areas of responsibility

Sample District Leader Evidences for Element 1 of Domain I
• Goals are posted … i.e., on-line, bulletin boards, meeting rooms
• Goals are aligned with district and/or school goals
• Goals are communicated at meetings
• Operational support is clearly aligned to support improving student achievement
• Operational goals are designed and prioritized to support student achievement
• When asked, personnel know the goals in their area of responsibility
• When asked, personnel can explain how operations focus on supporting student achievement

(2) The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all data show progress toward the goals	The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals ***and*** **monitors the extent to which the data show progress toward the goals**	The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals	**The district leader attempts to ensure data are analyzed, interpreted, or used but does not complete the task or does so partially**	The district leader **does not attempt** to ensure data are analyzed, interpreted, or used

Sample District Leader Evidences for Element 2 of Domain I
• Accurate and timely data are available
• Data meetings are scheduled and held
• Data discussions are routinely part of meeting agendas … i.e. cabinet level, department/division, principal meetings
• Data tracking systems are in place and data are available to track progress
• When asked, personnel report data is used routinely to monitor progress towards goals
• When asked, personnel report understanding of how data in their area of responsibility supports progress toward goals

(3) The district leader ensures each district goal receives appropriate district, school-level, and classroom-level support to help all students meet individual achievement goals when data indicate interventions are needed.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so results show all intervention programs are working	The district leader ensures each district goal receives appropriate district, school-level, and classroom-level support and practices to help all students meet individual achievement goals when data indicate interventions are needed *and* **monitors the extent to which results show intervention programs are working**	The district leader ensures each district goal receives appropriate district, school-level, and classroom-level support to help all students meet individual achievement goals when data indicate interventions are needed	The district leader **attempts to ensure each district goal receives appropriate district, school-level, and classroom-level support but does not complete the task or does so partially**	The district leader **does not attempt** to ensure each district goal receives appropriate district, school-level, and classroom-level support

Sample District Leader Evidences for Element 3 of Domain I
• Programs are aligned to support needed interventions
• Professional development is aligned to support needed interventions
• Intervention programs are in place and appropriately supported
• Data systems show specific support provided
• When asked, personnel have data to show the interventions are working
• When asked, personnel report how they support needed interventions

Domain II. Continuous Support for Improvement of Instruction

(1) The district leader provides a clear vision regarding the district instructional model and how to guide personnel and schools in operationalizing the model.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all personnel know and support the instructional model	The district leader provides a clear vision regarding the district instructional model and how to guide personnel and schools in operationalizing the model **and** **monitors the extent to which personnel know and support the instructional model**	The district leader provides a clear vision regarding the district instructional model and how to guide personnel and schools in operationalizing the model	The district leader **attempts to provide a clear vision regarding the district instructional model but does not complete the task or does so partially**	The district leader **does not attempt** to provide a clear vision regarding the district instructional model

Sample District Leader Evidences for Element 1 of Domain II
• Articulates the vision of the instructional model within their area of responsibility
• Articulates a clear vision of how to support the district instructional model
• Monitors the actions of personnel to determine if they provide support for the instructional model
• Holds personnel accountable for supporting the instructional model
• Evidence/artifacts are available to document support provided for the instructional model
• When asked, personnel can explain how their actions support the instructional model

(2) The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth plans.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all personnel continue to grow and develop expertise	The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth plans **_and_ monitors the extent to which personnel continue to grow and develop expertise**	The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth plans	The district leader **attempts to effectively support and retain school and department leaders but does not complete the task or does so partially**	The district leader **does not attempt** to effectively support or retain school and department leaders

Sample District Leader Evidences for Element 2 of Domain II
• Hires and employs personnel who continue to grow and enhance their skills
• Meets regularly with personnel regarding their performance and/or growth plans
• Hires and retains effective personnel
• Supports and assists personnel who do not continue to develop expertise
• Uses appropriate procedures to release personnel who do not continue to develop expertise
• When asked, personnel report the district leader supports development of expertise

(3) The district leader ensures that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all performance evaluations are consistent with student achievement and operational data	The district leader ensures that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data _and_ **monitors the extent to which performance evaluations are consistent with student achievement and operational data**	The district leader ensures that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility	The district leader **attempts to ensure that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses but does not complete the task or does so partially**	The district leader **does not attempt** to ensure that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses

Sample District Leader Evidences for Element 3 of Domain II
• Evaluations accurately reflect strengths and weaknesses of performance as indicated by data
• Achievement data are routinely used as part of the evaluation process
• Operational data are routinely used as part of the evaluation process
• Evaluation data are available to show consistency with student achievement data and/or operational data
• When asked, personnel report their evaluations accurately reflect their strengths and weakness

(4) The district leader ensures that personnel are provided with job-embedded professional development that is directly related to their growth plans.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so professional development results in all personnel meeting their growth goals	The district leader ensures that employees are provided with job-embedded professional development that is directly related to their growth plans **and monitors the extent to which professional development results in personnel meeting their growth goals**	The district leader ensures that employees are provided with job-embedded professional development that is directly related to their growth plans	The district leader **attempts to ensure that employees are provided with job-embedded professional development but does not complete the task or does so partially**	The district leader **does not attempt** to ensure that employees are provided with job-embedded professional development

Sample District Leader Evidences for Element 4 of Domain II
• Professional development courses and resources are available to personnel regarding their growth goals
• Tracks personnel participation in professional development activities
• Coaching and support are available to personnel regarding their growth goals
• Data are collected linking the effectiveness of professional development to the improvement of appropriate practices
• Online professional learning courses are available as appropriate
• When asked, personnel can describe how professional development supports their attainment of growth goals

Domain III. Continuous Support for a Guaranteed and Viable Curriculum

(1) The district leader ensures that curriculum and assessment initiatives, and supporting operational practices, at the district and school levels adhere to federal, state, and district standards.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all operational and curriculum initiatives adhere to required standards and are executed in a manner that enhances student achievement	The district leader ensures that curriculum and assessment initiatives, and supporting operational practices, at the district and school levels adhere to federal, state, and district standards *and* **monitors the extent to which operational and curriculum initiatives are executed in a manner that enhances student achievement**	The district leader ensures that curriculum and assessment initiatives, and supporting operational practices, at the district and school levels adhere to federal, state, and district standards	The district leader **attempts to ensure that curriculum and assessment initiatives, and supporting operational practices, adhere to federal, state, and district standards but does not complete the task or does so partially**	The district leader **does not attempt** to ensure that curriculum and assessment initiatives, and supporting operational practices, adhere to federal, state, and district standards

Sample District Leader Evidences for Element 1 of Domain III
• Documents are in place reflecting that of support of curriculum and assessment initiatives adhere to district, state and federal standards
• Information is available examining the extent to which assessments accurately measure the written and taught curriculums
• Regularly analyze the relationship between the written curriculum, taught curriculum, and assessments and for rigor and cultural relevance
• Aware of district, state and federal standards that impact their operational practices
• Uses appropriate district, state and federal standards when making decisions to support curriculum and assessment initiatives
• When asked, personnel can describe how they support the essential content and standards in their area of responsibility
• When asked, personnel can explain how curriculum and assessments are aligned to improve student achievement
• When asked, personnel report they receive information in a timely manner regarding updates about state and federal standards about state and federal standards

(2) The district leader ensures that district-level program, curricular, and operational initiatives are focused enough that they can be adequately addressed in the time available to the district and schools.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all personnel have time to implement curriculum and supporting operational initiatives and execute programs, curriculums, and initiatives as planned	The district leader ensures that district level program, curricular, and operational initiatives are focused enough that they can be adequately addressed in the time available to the district and schools **_and_ monitors the extent to which programs, curriculums, and initiatives are executed as planned**	The district leader ensures that district level program, curricular, and operational initiatives are focused enough that they can be adequately addressed in the time available to the district and schools	The district leader **attempts to ensure that district level program, curricular, and operational initiatives are focused enough but does not complete the task or does so partially**	The district leader **does not attempt** to ensure that district level program, curricular, and operational initiatives are focused enough

Sample District Leader Evidences for Element 2 of Domain III
• An audit that delineates how much time it would take to adequately address essential initiatives
• Teams regularly meet to discuss and review the progression and viability of programs, curriculum and operational initiatives
• A plan is in place to monitor that the curriculum is taught in the time available.
• When asked, personnel report they have time and resources to implement programs, curriculum and supporting operational initiatives

(3) The district leader ensures that students are provided with the opportunity to access educational programs and learn critical content.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all students have equal opportunities to learn and take advantage of those opportunities	The district leader ensures that students are provided with the opportunity to access educational programs and learn critical content **_and_ monitors the extent to which students take advantage of those opportunities**	The district leader ensures that students are provided with the opportunity to access educational programs and learn critical content	The district leader **attempts to ensure that students are provided with the opportunity to access educational programs and learn critical content but does not complete the task or does so partially**	The district leader **does not attempt** to ensure that students are provided with the opportunity to access educational programs and learn critical content

Sample District Leader Evidences for Element 3 of Domain III
• 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 appropriate educational choices... i.e., the arts, career and technical, advanced placement or other rigorous courses
• Teachers have access to and complete appropriate content area training in their subject area courses
• Data are available to verify the diversity of students enrolled in advanced placement or other rigorous courses
• When asked, students report they have access to rigorous courses
• When asked, all stakeholders report students have equal opportunities to learn

Domain IV. Cooperation and Collaboration

(1) The district leader establishes clear guidelines regarding the areas for which schools are expected to follow explicit district guidance and the areas for which schools have autonomy of decision making.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all schools follow district guidelines in decision making	The district leader establishes clear guidelines regarding the areas for which schools are expected to follow explicit district guidance and the areas for which schools have autonomy of decision making **_and_ monitors the extent to which schools follow district guidelines in decision making**	The district leader establishes clear guidelines regarding the areas for which schools are expected to follow explicit district guidance and the areas for which schools have autonomy of decision making	The district leader **attempts to establish clear guidelines regarding the areas for which schools are expected to follow explicit district guidance but does not complete the task or does so partially**	The district leader **does not attempt** to establish clear guidelines regarding the areas for which schools are expected to follow explicit district guidance

Sample District Leader Evidences for Element 1 of Domain IV
• Operational, curricular and procedural documents clearly delineate district roles and responsibilities
• Operational, curricular and procedural documents clearly delineate school roles and responsibilities
• Adherence to federal and state regulations
• When asked, personnel know the difference between the areas of responsibility for decision making at the district versus school levels

(2) The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as a collaborative and cooperative workplace.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so perception by all constituents in the district is collaborative and cooperative and that collaboration and cooperation enhance the functioning of the district	The district leader ensures that constituents perceive the district as a collaborative and cooperative workplace ___*and*___ **monitors the extent to which collaboration and cooperation enhance the functioning of the district**	The district leader ensures that constituents perceive the district as a collaborative and cooperative workplace	The district leader **attempts to ensure that constituents perceive the district as a collaborative and cooperative workplace but does not complete the task or does so partially**	The district leader **does not attempt** to ensure that constituents perceive the district as a collaborative and cooperative workplace

Sample District Leader Evidences for Element 2 of Domain IV
• Examples of actively listening and learning from constituents
• Examples of feedback from district constituents supports that the district leader is collaborative and cooperative
• Examples of communication reveal collaboration and cooperation is the norm within the workplace
• Training and policies are established for working collaboratively with district constituents
• Documentation of the use of social media as a tool to enhance collaboration between district leader and constituents
• When asked, district constituents report the district leader establishes a collaborative and cooperative workplace

(3) The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) have effective ways to provide input to the district.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all constituents' input is being recognized or used	The district leader ensures that constituents have effective ways to provide input to the district **_and_ monitors the extent to which constituents' input is being recognized or used**	The district leader ensures that constituents have effective ways to provide input to the district	The district leader **attempts to ensure that constituents have effective ways to provide input to the district but does not complete the task or does so partially**	The district leader **does not attempt** to ensure that constituents have effective ways to provide input to the district

Sample District Leader Evidences for Element 3 of Domain IV
• Data are available to support that constituents' have opportunities to be engaged in constructive conversations about important issues
• Appropriate technologies and website are available for constituents to provide input regarding the district and/or schools
• Data collection systems are in place to collect opinion and other data from constituents and the manner in which these data are used is made transparent
• Reports document appearances at community and/or business events
• Data gathered from subpopulations at the district are incorporated in district planning and procedures
• When asked, constituents report their input is valued and used by the district leader

(4) The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all potential leaders are being developed and leadership is shared appropriately in a way that enhances the functioning of the district	The district leader ensures leadership development and responsibilities are appropriately delegated and shared _**and**_ **monitors the extent to which these activities enhance the functioning of the district**	The district leader ensures leadership development and responsibilities are appropriately delegated and shared	The district leader **attempts to ensure** leadership development and responsibilities are appropriately delegated and shared **but does not complete the task or does so partially**	The district leader **does not attempt** to ensure leadership development and responsibilities are appropriately delegated or shared

Sample District Leader Evidences for Element 4 of Domain IV
- Identifies and mentors potential leaders to develop a succession plan and provides appropriate growth opportunities   - Empowers others to share in leadership   - Delegates responsibilities to emerging leaders in preparation for career advancement opportunities   - Models effective leadership practices and mentors emerging leaders   - Effectively identifies potential leaders and guides them in career development   - When asked, emerging leaders explain opportunities for leadership development   - When asked, emerging leaders report responsibilities are effectively delegated and shared

Domain V. District Climate

(1) The district administrator is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice.

Innovating	Applying	Developing	Beginning	Not Using
The district administrator ensures adjustments are made or new strategies are created so his or her professional practice and development improve and enhance the functioning of the district	The district administrator is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice *and* **monitors the extent to which his or her professional development enhances the functioning of the district**	The district administrator is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice	The district administrator **attempts to be** recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice **but does not complete the task or does so partially**	The district administrator **does not attempt** to be recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice

Sample District Leader Evidences for Element 1 of Domain V
• A written annual growth plan with deliberate practice goals and priorities
• Recognized as highly visible
• Uses facts and data in decision making and when prioritizing decisions that impact the priority district goals
• Demonstrates his or her ability to use critical thinking skills to solve problems and identify solutions
• Constantly evaluates decisions for their effectiveness, equity, intended and actual outcomes and revises plans as needed
• Can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses
• Models ethical leadership for self and has the same expectation for all
• When asked, personnel report the leader demonstrates ongoing professional growth
• When asked, personnel report the leader is a leader in their area of responsibility

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(2) The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that his or her actions are guided by what is best for all student populations and the district.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all constituents trust the actions of the district leader and that trust enhances the functioning of the district	The district leader has the trust of constituents that his or her actions are guided by what is best for all student populations and the district **and monitors the extent to which that trust enhances the functioning of the district**	The district leader has the trust of constituents that his or her actions are guided by what is best for all student populations and the district	The district leader **attempts to have the trust of constituents that his or her actions are guided by what is best for all student populations and the district but does not complete the task or does so partially**	The district leader **does not attempt** to have the trust of constituents that his or her actions are guided by what is best for all student populations and the district

Sample District Leader Evidences for Element 2 of Domain V
• Recognized as one who is willing to "take on tough issues"
• Acknowledges when goals have not been met or initiatives have failed and revises the plan for success
• When asked, personnel describe the district leader as an individual whose actions are guided by a desire to help all students learn
• When asked, personnel describe the district leader as an individual who will follow through with his/her initiatives
• When asked, personnel describe the district leader as one whose actions support his/her talk and expectations
• When asked, personnel describe the district leader as one who speaks with candor and "takes on tough issues"

(3) The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and orderly.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all constituents perceive the district as safe and orderly and that those perceptions enhance the functioning of the district	The district leader ensures constituents perceive the district as safe and orderly **and monitors the extent to which those perceptions enhance the functioning of the district**	The district leader ensures constituents perceive the district as safe and orderly	The district leader **attempts to ensure constituents perceive the district as safe and orderly but does not complete the task or does so partially**	The district leader **does not attempt** to ensure constituents perceive the district as safe or orderly

Sample District Leader Evidences for Element 3 of Domain V
• Constituents are provided the means to communicate about the safety of the district
• Personnel know emergency management procedures and how to implement them for specific incidents
• Practices emergency management procedures for specific incidents
• Updates to the emergency management plans, and communication of those plans
• Constituents are engaged in opportunities to give input regarding issues of district safety
• When asked, constituents describe the district as a safe and orderly place
• When asked, the constituents describe the district leader as highly visible and accessible
• When asked, constituents describe the district as focused on learning

(4) The district leader acknowledges the success of the whole district, as well as individual schools and employees within the district.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all personnel are acknowledged for their successes and that those acknowledgements enhance the functioning of the district	The district leader acknowledges the success of the whole district, as well as individual schools and employees within the district**, _and_ monitors the extent to which those acknowledgements enhance the functioning of the district**	The district leader acknowledges the success of the whole district, as well as individual schools and employees within the district	The district leader **attempts to acknowledge the success of the whole district, as well as individual schools and employees within the district, but does not complete the task or does so partially**	The district leader **does not attempt** to acknowledge the success of the whole district, individual schools, or employees within the district

Sample District Leader Evidences for Element 4 of Domain V
• The accomplishments of individuals, teachers, departments, schools and the district are celebrated in a variety of ways (e.g., district level celebrations, newsletters to constituents, public announcements, websites, social media) • The incremental successes of personnel and/or schools is routinely recognized • The successes of the diverse district community are celebrated • When asked, personnel report that accomplishments have been adequately acknowledged and celebrated • When asked, constituents report their accomplishments are adequately acknowledged and celebrated • When asked, personnel can explain how acknowledging their success enhances the functioning of their department and/or the district

Domain VI. Resource Allocation

(1) The district leader manages the fiscal resources of the district in a way that focuses on effective instruction and achievement of all students and optimal district operations.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so that all fiscal resources support effective instruction and student achievement	The district leader manages the fiscal resources of the district in a way that focuses on effective instruction and achievement of all students and optimal district operations ***and*** **monitors the extent to which fiscal resources support effective instruction and student achievement**	The district leader manages the fiscal resources of the district in a way that focuses on effective instruction and achievement of all students and optimal district operations	The district leader **attempts to manage the fiscal resources of the district but does not complete the task or does so partially**	The district leader **does not attempt** to manage the fiscal resources of the district

Sample District Leader Evidences for Element 1 of Domain VI
• Budgets clearly aligned and prioritized to support instruction and achievement
• Successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds)
• Effectively manages human, resources to provide support for instruction and achievement
• When asked, faculty and staff report that they have adequate materials to teach effectively
• When asked, faculty and staff report that they have adequate time to teach effectively

(2) The district leader manages the technological resources of the district in such a way that focuses on effective instruction and the achievement of all students and optimal efficiency throughout the district.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all technical resources support effective instruction and student achievement	The district leader manages the technological resources of the district in such a way that focuses on effective instruction and the achievement of all students and optimal efficiency throughout the district **_and_ monitors the extent to which technical resources support effective instruction and student achievement**	The district leader manages the technological resources of the district in such a way that focuses on effective instruction and the achievement of all students and optimal efficiency throughout the district	The district leader **attempts to manage the technological resources of the district operations but does not complete the task or does so partially**	The district leader **does not attempt** to manage the technological resources of the district

Sample District Leader Evidences for Element 2 of Domain VI
• Appropriately plans, budgets and directs the use of technology to improve teaching and learning
• Supports and provides adequate training for the technology teachers and other personnel are expected to use
• Data shows the extent that technical resources support instruction and student achievement
• When asked, personnel report technological resources support instructional
• When asked, personnel report technology facilitates the district operating at optimal efficiency

(3) The district leader manages the organization, operations, instructional programs, and initiatives in ways to maximize the use of resources to promote effective instruction and achievement of all students.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all resources are maximized to support effective instruction and student achievement and that these efforts support effective instruction and student achievement	The district leader manages the organization, operations, instructional programs, and initiatives in ways to maximize the use of resources to promote effective instruction and achievement of all students _and_ **monitors the extent to which these efforts support effective instruction and student achievement**	The district leader manages the organization, operations, instructional programs, and initiatives in ways to maximize the use of resources to promote effective instruction and achievement of all students	The district leader **attempts to manage the organization, operations, instructional programs, and initiatives but does not complete the task or does so partially**	The district leader **does not attempt** to manage the organization, operations, instructional programs, and initiatives

Sample District Leader Evidences for Element 3 of Domain VI
• Manages and imposes deadlines on self and the organization that effect the operation that support effective instruction
• Effectively manages facility and operations resources to provide support for instruction and
• Effectively manages materials, time and resources for to meet district, state or federal specifications
• Data reveals how management of resources supports instruction and student achievement
• When asked, personnel report instructional materials and resources are available to support student achievement
• When asked, personnel report budgets and projects, with plans and objectives, are organized in such a way that keeps the focus on instruction