

# SCHOOL LEADERSHIP *for Results*

**Shifting the Focus of Leader Evaluation**

Beverly G. Carbaugh

Robert J. Marzano

Michael D. Toth

With:

Kathy Houpt

Tzeporaw Sahadeo-Turner



# Table of Contents

<b>About the Authors</b> .....	ix
<b>Preface</b> .....	xi
<b>Why the School Leader?</b> .....	xii
School Leadership for Results: Shifting the Focus of Leader Evaluation .....	xiii
<b>Conceptual Framework and Recent Research</b> .....	xv
<b>How This Book Is Organised</b> .....	xv
Using This Book .....	xvii
<b>Introduction: Why Evaluate School Leaders? The Policy Push</b> .....	1
<b>Defining School Leader Effectiveness</b> .....	2
<b>The Challenges of School Leader Evaluation</b> .....	3
The Fix .....	4
<b>The Marzano School Leader Evaluation Model</b> .....	4
The Model's Domains and Elements .....	6
The Role of the Evaluator .....	9
Understanding the Developmental Performance Scales and Evidences .....	10
Collecting Evidence and Providing Artefacts .....	13
Planning Exercise for Evaluators of School Leaders .....	13
<b>Conclusion</b> .....	14
<b>CHAPTER 1</b>	
A Data-Driven Focus on Student Achievement (Domain 1) .....	15
<b>An Emphasis on Leadership Formative Assessment</b> .....	15
<b>Determining and Monitoring the "Right" Goals</b> .....	16
<b>Unpacking the Elements</b> .....	18
What Do We Mean When We Say <i>Ensure</i> ? .....	19

<b>Setting Measurable School-Wide Goals (Domain 1, Element 1)</b> .....	20
Determining Non-Negotiable Goals .....	20
Key Questions.....	21
Scenario .....	22
<b>Setting Measurable Goals for Individual Students</b>	
<b>(Domain 1, Element 2)</b> .....	23
Student Participation in Goal Setting and Tracking .....	24
Key Questions.....	25
Scenario .....	25
<b>Analysing Data for School-Wide Goals (Domain 1, Element 3)</b> .....	26
Accurate and Timely Measurement .....	26
The Uses and Challenges of Formative Data .....	27
Key Questions.....	29
<b>Analysing Data for Individual Students (Domain 1, Element 4)</b> .....	29
About Data Analysis.....	29
Key Questions.....	32
<b>Developing Interventions (Domain 1, Element 5)</b> .....	34
Determining Individual Student Interventions.....	35
Key Questions.....	36
Scenario .....	36
<b>Conclusion</b> .....	38
<b>CHAPTER 2</b>	
Continuous Improvement of Instruction (Domain 2).....	39
<b>Continuous Improvement of Instruction</b> .....	41
Building Pedagogical Skills Throughout the School .....	42
<b>Challenges</b> .....	44
<b>Providing a Clear Vision of Instruction (Domain 2, Element 1)</b> .....	47
Creativity and Autonomy Within an Instructional Model .....	47
Characteristics of a Model of Instruction .....	48
Building and Communicating a Vision for Instruction	
Without a Model of Instruction .....	49
Key Questions.....	49
Scenario .....	51

<b>Supporting and Retaining the Right Teachers (Domain 2, Element 2)</b> .....	53
Deliberate Practice for Deliberate Growth .....	53
Key Questions.....	57
<b>Awareness of Instructional Practices (Domain 2, Element 3)</b> .....	58
Key Questions.....	60
Scenario .....	61
<b>Conducting Ongoing Evaluations (Domain 2, Element 4)</b> .....	61
Test Case: Pilot Project Using Multiple Measures in a Large Urban School District .....	64
Key Questions.....	65
<b>Providing Job-Embedded Professional Development (Domain 2, Element 5)</b> .....	66
Key Questions.....	67
Scenario .....	67
Technology-Based Platforms for Data Collection, Feedback and Collaborative Learning.....	68
<b>Conclusion</b> .....	70
<b>CHAPTER 3</b>	
<b>A Guaranteed and Viable Curriculum (Domain 3)</b> .....	71
<b>Preparing All Students to Be Tertiary-Level Education     and Career Ready</b> .....	71
<b>Defining a Guaranteed and Viable Curriculum</b> .....	73
Unpacking the Concept of Guaranteed .....	73
<b>Challenges for School Leaders</b> .....	75
Three Elements .....	76
<b>Ensuring That Curriculum Adheres to Standards     (Domain 3, Element 1)</b> .....	76
Using Formative Assessments to Keep Curriculum on Track.....	76
Managing Time With Shared Leadership.....	77
Written Versus Taught Curriculum .....	78
Key Questions.....	79
Scenario .....	79
Scale and Evidences for Domain 3, Element 1.....	80

<b>Ensuring Viability of the Curriculum (Domain 3, Element 2)</b> .....	84
Key Questions.....	86
<b>Ensuring Opportunity to Learn Critical Content (Domain 3, Element 3)</b> .....	86
Key Questions.....	88
Scenario .....	88
<b>Conclusion</b> .....	89
<b>CHAPTER 4</b>	
<b>Cooperation and Collaboration (Domain 4)</b> .....	91
<b>Creating a Social Space for Collaboration to Flourish</b> .....	93
<b>Learning Organisation or Learning Community?</b> .....	94
<b>Effective Communication Breaks Down Isolation</b> .....	95
<b>Building Evidence of Collaboration</b> .....	97
<b>Observation and Discussion of Effective Teaching (Domain 4, Element 1)</b> .....	98
Moving From Isolation to Collaboration.....	99
Building Evidence of Collaboration.....	101
Real-World Example.....	101
Key Questions.....	102
Scenario .....	102
<b>Involving Teachers in Decision Making (Domain 4, Element 2)</b> .....	103
Collective Decision Making.....	104
Key Questions.....	104
Scenario .....	105
<b>Ensuring Teacher Collaboration (Domain 4, Element 3)</b> .....	106
Role of PLCs in School Culture.....	106
Key Questions.....	110
<b>Ensuring Staff Input and Delegating Responsibilities (Domain 4, Element 4)</b> .....	111
Obtaining Teacher and Staff Input .....	112
Getting the Right People in the Right Seats .....	113
Key Questions.....	114
<b>Ensuring Community, Parent, and Student Input (Domain 4, Element 5)</b> .....	114

Communicating With Parents and Community.....	114
Role of Student Participation .....	117
Key Questions.....	117
Scenario .....	118
<b>Conclusion .....</b>	<b>119</b>

## **CHAPTER 5**

Positive School Climate (Domain 5).....	121
<b>Building Evidence of a Positive School Climate.....</b>	<b>124</b>
<b>Modelling Leadership (Domain 5, Element 1).....</b>	<b>125</b>
Key Questions.....	128
Scenario .....	128
<b>Building Trust (Domain 5, Element 2).....</b>	<b>129</b>
Perception of Integrity.....	129
Key Questions.....	132
<b>Perceptions of Safety From Staff (Domain 5, Element 3) .....</b>	<b>133</b>
Key Questions.....	135
<b>Perceptions of Safety From Students, Parents and Community (Domain 5, Element 4) .....</b>	<b>136</b>
Key Questions.....	139
<b>Managing Resources (Domain 5, Element 5) .....</b>	<b>139</b>
Key Questions.....	141
Scenario .....	141
<b>Acknowledging Successes (Domain 5, Element 6) .....</b>	<b>142</b>
Key Questions.....	145
<b>Conclusion .....</b>	<b>145</b>

## **CHAPTER 6**

Implementation and Scoring.....	147
<b>Planning the Process of Implementation.....</b>	<b>147</b>
Finding a Champion.....	148
Planning Support for Implementation.....	149
<b>Five Steps of the Evaluation Cycle.....</b>	<b>150</b>
Deliberate Practice as an Added Measure.....	151

<b>Scoring</b> .....	152
Growth Cycle Is a Process.....	152
<b>Establishing Inter-Rater Reliability</b> .....	154
<b>Data Management and Feedback Systems With the Marzano Models</b> .....	154
<b>About Hierarchical Evaluation</b> .....	156
Common Language and Common Goals.....	157
<b>Conclusion</b> .....	158
Resource A: Resources for the Marzano School Leader Evaluation Model.....	161
Resource B: The Research Base for the Marzano School Leader Model.....	165
<b>The Marzano Study of School Effectiveness</b> .....	165
<b>Marzano, Waters and McNulty Meta-Analysis of School Leadership</b> .....	166
<b>The Wallace Study</b> .....	167
<b>What Works in Oklahoma Schools</b> .....	168
<b>Conclusion</b> .....	169
<b>References</b> .....	169
Resource C: Learning Map for the Marzano School Leader Evaluation Model.....	171
Resource D: Full Scales and Evidences for the Marzano School Leader Evaluation Model.....	173
<b>Domain 1: A Data-Driven Focus on Student Achievement</b> .....	174
<b>Domain 2: Continuous Improvement of Instruction</b> .....	179
<b>Domain 3: A Guaranteed and Viable Curriculum</b> .....	184
<b>Domain 4: Cooperation and Collaboration</b> .....	187
<b>Domain 5: Positive School Climate</b> .....	192
<b>Endnote</b> .....	199
<b>References</b> .....	201

## Conceptual Framework and Recent Research

The conceptual framework for this book and the Marzano School Leader Evaluation Model discussed here is based on historical and contemporary research. We also draw on recent public policy initiatives to formulate and refine our theoretical perspective and recommendations. The research, which we discuss in detail in Resource B, draws from four primary documents:

1. The multi-year Wallace Study conducted and published jointly by the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota and the Ontario Institute for Studies in Education at the University of Toronto (Louis, Leithwood, Wahlstrom & Anderson, 2010)
2. The study of *What Works in Oklahoma Schools* conducted by Marzano Research Laboratory (2011) with the Oklahoma State Department of Education over the 2009–2010 and the 2010–2011 school years
3. The Marzano, Waters and McNulty meta-analysis of school leadership published in 2005 in *School Leadership That Works*
4. The Marzano study of school effectiveness published in *What Works in Schools* in 2003

Additionally, we have drawn on the large body of research published in the past decade on instructional leadership and school leader effectiveness. The discussion of these studies in Resource B serves as both a summary of current best practices for new school leaders beginning their careers and as a refresher for experienced leaders as they continue to hone their practice and build expertise.

## How This Book Is Organised

The Introduction addresses three essential questions: “What defines an effective school leader?”, “How do we measure effectiveness?” and “What outcomes do we expect to see?” The Marzano School Leader Evaluation Model was developed in the context of pressures to reconceptualise school leadership as measurably effective *instructional* leadership.

The Introduction discusses the policy decisions and social pressures that have influenced the definitions of effective school leadership, and how the Marzano School Leader Evaluation Model addresses challenges identified by current research. This introductory chapter also describes the design of the model’s domains, performance scales and evidences; the research base for these interrelated elements; and the role of the evaluator in helping facilitate professional development for school leaders within the evaluation model.



It is one thing to understand and select a research-based school leader evaluation and growth system; it is quite another to implement that system successfully – to *institutionalise* the changes and *sustain* them.

Chapters 1 to 5 take a close look at each of the five domains of the Marzano School Leader Evaluation Model, the responsibilities entailed within each domain, and an analysis of the elements. We pay particular attention to how both school leaders and their evaluators monitor for evidence of success within these primary responsibilities.

Each chapter includes the scales and evidences for each domain and a set of key questions for school leaders to ask themselves as they prepare for evaluation or as they recognise areas for growth. We also include sample scenarios of authentic situations compiled from stories we have heard in the field. These can be used as conversation starters; they are not intended to be all-inclusive, but they begin the process of how to give and receive feedback using the scales discussed in the Introduction.

We share stories about principals, assistant principals and district leaders who are applying the model in their individual districts and schools, and learn from their challenges and successes. These discussions provide a groundwork for research-based practices for both school and district leaders so school leaders have clear direction in how to prepare for evaluations and district leaders are similarly prepared to offer fair, unbiased evaluations and the kind of feedback most useful to drive improvement.

Chapter 6 is devoted to implementation. It describes the three phases that take your school or district from introduction in the first year to fidelity in the second year and full efficacy in the third year. In this chapter, we dive into the specific, daily decision making in introducing an evaluation model – from developing an implementation plan to setting targets and goals and using data to determine the best goals for your school and district. We also touch on self-assessment – productive methods for districts to implement professional development for school leaders. The Marzano School Leader Evaluation Model is a growth model, one component of the comprehensive hierarchical evaluation system discussed in Chapter 6. While it certainly can and does measure performance, the overarching goal of this model is to develop leaders who can direct and mentor their schools to excellence.

While we use the terms *district*, *district leader* and *school district* throughout this text, it is important to point out that any equivalents that may be used in the states and territories of Australia (*region*, *region/regional leader*, *school region*, etc.) are equally applicable in the context.

## Using This Book

*School Leadership for Results* is an entry point to help educators understand how best to get desired results from expert school leadership. It is also a practical guide for understanding and implementing the Marzano School Leader Evaluation Model, which may be used successfully with any state or national teacher evaluation model or as part of an aligned system with the Marzano teacher, district leader and instructional support staff models. *School Leadership for Results* is designed to be a valuable resource both for schools exploring evaluation frameworks and for schools in search of fully aligned evaluation systems. Specifically, the following stakeholders will find of value the information, recommendations and case histories detailed here:

- District leaders tasked with evaluating school leaders and assistant principals
- School leader induction programs and academic programs centred on school leadership
- Central office staff, including human resource officers, directors of special education and others
- Principals and assistant principals who expect to be evaluated either with the Marzano model or state models aligned with this model
- Teacher coaches and staff developers desiring to understand aligned evaluation and growth systems
- Teacher leaders who plan to move into leadership positions
- Policy makers and state departments of education requiring evaluation resources to guide decisions related to state and district programs

It's an exciting – if challenging – time to be an educator. We believe that F–12 education has made crucial shifts over the past decade toward a brighter future - one where students will successfully compete on a global level and thrive in demanding 21st-century careers. Our goal in writing this book is to provide practical, researched strategies to help make these global demands a reality.

