The Marzano District Leadership Evaluation Model Crosswalk to the Wyoming Education Leader Standards

To demonstrate alignment to the *Wyoming Education Leader Standards*, a system must 1) demonstrate alignment to a majority of the elements within each standard, 2) be aligned to Standard I (*Clear and Consistent Focus on Maximizing the Learning and Growth of All Students*), and 3) align to **five** of the **six** remaining standards. Based upon this crosswalk, the *Marzano District Leadership Evaluation Model* demonstrated alignment to **one** of the **seven** *Wyoming Education Leader Standards*. Using this criteria, the review team concluded that the *Marzano District Leadership Evaluation Model* **is not aligned to the *Wyoming Education Leader Standards***. Please see Table 1 for an overview of the crosswalk and Table 2 for details of the crosswalk between the *Marzano District Leadership Evaluation Model* and the *Wyoming Education Leader Standards*.

Table 1. Crosswalk Overview

Standard	Number of Elements Aligned	Standard Aligned/Not Aligned
Standard 1	3/8	Not Aligned
Standard 2	1/6	Not Aligned
Standard 3	3/7	Not Aligned
Standard 4	2/4	Not Aligned
Standard 5	2/6	Not Aligned
Standard 6	1/4	Not Aligned
Standard 7	3/5	Aligned

Table 2. Detailed Marzano District Leadership Evaluation Model Crosswalk to Wyoming Education Leader Standards

Wyoming Education Leader Standards	Marzano District Leadership Evaluation Model
Standard 1 - Clear and consistent focus on maximizing the learning and growth of all students	*Domain I: A Data-Driven Focus to Support Student Achievement*
Key Element A. In collaboration with others and in alignment with district strategic priorities, use appropriate data to establish rigorous, concrete goals	Domain I: A Data-Driven Focus to Support Student Achievement: (1) The district leader ensures clear and measurable goals are established for all

in the context of student achievement and instructional programing.	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.
Key Element B. Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.	Domain I: A Data-Driven Focus to Support Student Achievement: (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.
Key Element C. Use multiple data measures appropriately within the technical limitations to monitor students' progress toward learning objectives to improve instruction.	Domain I: A Data-Driven Focus to Support Student Achievement: (2) The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goal.
Key Element D. Ensure a system of accountability for students' academic success and career readiness.	*No Alignment*
Key Element E. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.	*No Alignment*
Key Element F. Lead the implementation of a high-quality student support and assessment system.	*No Alignment*
Key Element G. Ensure high expectations for achievement, growth and equity in opportunities for all students.	*No Alignment*
Key Element H. Work with staff to evaluate and use data to improve student achievement.	*No Alignment*
Standard 2 - Instructional and Assessment Leadership	*Domain II: Continuous Support for Improvement of Instruction*
Key Element A. Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.	*No Alignment*
Key Element B. Work collaboratively to implement a common instructional framework that: Aligns curriculum with teaching, assessment, and learning AND Guides teacher conversation, practice, observation, evaluation, and feedback.	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.
Key Element C. Recognize a full range of pedagogy and monitor the impact of instruction.	*No Alignment*
Key Element D. Ensure that there is differentiation, personalization, intellectual stimulation, collaboration, authenticity, and recognition of student strengths in instructional practice.	*No Alignment*

Key Element E. Promote the effective uses of technology to support teaching and learning.	*No Alignment*
Key Element F. Ensure the use of formative assessment data to inform instruction.	*No Alignment*
Standard 3 - Developing and Supporting a Learning Organization	*Domain II: Continuous Support for Improvement of Instruction* *Domain IV: Cooperation and Collaboration*
Key Element A. Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.	Domain II: Continuous Support for Improvement of Instruction: (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.
Key Element B. Have a solid understanding of adult learning and ensure that all adults have the knowledge, skills, and dispositions necessary to promote student success.	*No Alignment*
Key Element C. Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.	Domain IV: Cooperation and Collaboration: (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.
Key Element D. Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.	*No Alignment*
Key Element E. Lead the evaluation of new and existing programs as part of a continuous improvement process.	*No Alignment*
Key Element F. Cultivate the ability of teachers and other members of the community to become leaders by providing assistance and leadership opportunities.	Domain II: Continuous Support for Improvement of Instruction: (4) The district leader ensures that personnel are provided with job-embedded professional development that is directly related to their growth plans. Domain II: Continuous Support for Improvement of Instruction: (2) The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth plans. Domain IV: Cooperation and Collaboration: (4) The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

Key Element G. Facilitate high functioning groups of faculty and staff.	*No Alignment*
Standard 4 - Vision, Mission, and Culture	*Domain V: District Climate*
Key Element A. Use relevant data and collaborate with members of the school, district, and community to create and endorse a vision for the achievement of every student.	*No Alignment*
Key Element B. Articulate, advocate, and cultivate core values that define the school's and district's culture.	Domain V: District Climate: (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.
Key Element C. Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.	Domain V: District Climate: (3) The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and orderly.
Key Element D. Collaboratively evaluate the mission and vision, modifying them based on changing intentions, opportunities, demands, and positions of students, staff, and community.	*No Alignment*
Standard 5 - Efficient and Effective Management	*VI: Resource Allocation*
Key Element A. Recruit, hire, support, develop, and retain effective teachers and other professional staff and form them into an effective team.	*No Alignment*
Key Element B. Facilitate the adaptation and monitoring of operational systems and processes to ensure a high-performing organization that includes clear expectations, structures, rules, and procedures for effective and efficient operations focused on high-quality teaching and learning.	Domain VI: Resource Allocation: (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.
Key Element C. Limit the number of initiatives and ensure that whatever programs and strategies are implemented in their school and district are supported by the best research available and are aligned to school and district plans.	*No Alignment*
Key Element D. Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).	*No Alignment*
Key Element E. Support the learning of all students by appropriating and regulating monetary, human and material supplies, time, equipment, technology, and alliances with school and district goals.	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. Domain VI: Resource Allocation: (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.
Key Element F. Ensure the expectation that students, staff, and the school and district operate within the guidelines of federal, state, and local laws, policies, regulations, and statutory requirements.	*No Alignment*
Standard 6 - Ethics and Professionalism	*Domain V: District Climate*
Key Element A. Lead with integrity.	Domain V: District Climate: (1) The district leader is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice.
Key Element B. Establish a culture in which ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.	*No Alignment*
Key Element C. Contribute to district and state initiatives.	*No Alignment*
Key Element D. Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.	*No Alignment*
Standard 7 - Communication and Community Engagement	*Domain IV: Cooperation and Collaboration* *Domain V: District Climate*
Key Element A. Advocate and effectively communicate with a range of stakeholders, from students and teachers to parents and members of the larger community, including media, to advance the organization's vision and mission.	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.
Key Element B. Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for school and district goals.	Domain IV: Cooperation and Collaboration: (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.
Key Element C. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.	Domain V: District Climate: (4) The district leader acknowledges the success of the whole district, as well as individual schools and employees within the district.
Key Element D. Are easily approached, available, and inviting to students, staff, and community.	*No Alignment*
Key Element E. Are intentional about considering improvement ideas from outside the school system.	*No Alignment*