ADMINISTRATOR PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

STANDARD 1 Manages Human Capital	STANDARD 2 Self-Reflection and Professional Growth	STANDARD 3 Professional Obligations	STANDARD 4 Family and Community Engagement
Indicator 1 The administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner, and utilizes the results of evaluations to provide supports to improve performance.	**Indicator 1** The administrator seeks out feedback from colleagues and staff, and uses a variety of data to self-reflect on his or her practice.	**Indicator 1** The administrator models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.	**Indicator 1** The administrator involves families and the community in appropriate policy implementation, program planning, and assessment.
Indicator 2 The administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.	**Indicator 2** The administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.	**Indicator 2** The administrator models integrity in all interactions with colleagues, staff, students, families, and the community.	**Indicator 2** The administrator involves families and community members in the realization of vision and in related school improvement efforts.
Indicator 3 The administrator supports the development of teacher leaders and provides leadership opportunities.	**Indicator 3** The administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.	**Indicator 3** The administrator respects the rights of others with regard to confidentiality and dignity, and engages in honest interactions.	**Indicator 3** The administrator connects students and families to community health, human, and social services as appropriate.
Indicator 4 The administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.		**Indicator 4** The administrator follows policies, regulations, and procedures specific to role and responsibilities.	

1 STANDARD 1: MANAGES HUMAN CAPITAL

INDICATORS

What Administrators Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Optional Evidence Sources of Professional Responsibilities	Description/Notes
Indicator 1 The administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner, and utilizes the results of evaluations to provide supports to improve performance.	• Direct evaluator observation • One confirmatory item from optional evidence source	• School improvement plan • Educator Evaluation Summative Reports • School personnel data • Administrator interview • Teacher interviews	•
Indicator 2 The administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.	• Direct evaluator observation • One confirmatory item from optional evidence source	• School improvement plan • Educator Evaluation Summative Reports • School personnel data • Administrator interview • Teacher interviews • School performance data	•
Indicator 3 The administrator supports the development of teacher leaders and provides leadership opportunities.	• Direct evaluator observation • One confirmatory item from optional evidence source	• School improvement plan • Educator Evaluation Summative Reports • School personnel data • Administrator interview • Teacher interviews	•
Indicator 4 The administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.	• Direct evaluator observation • One confirmatory item from optional evidence source	• School improvement plan • Educator Evaluation Summative Reports • School Personnel Data • Administrator interview • Teacher interviews	•

1 STANDARD 1: MANAGES HUMAN CAPITAL

PERFORMANCE LEVELS

Indicator 1 **The administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner, and utilizes the results of evaluations to provide supports to improve performance.**	Indicator 2 **The administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.**	Indicator 3 **The administrator supports the development of teacher leaders and provides leadership opportunities.**	Indicator 4 **The administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.**
Level 4 The administrator consistently and systematically collects high quality observation data and evidence of teacher practice in a fair and equitable manner, and fully uses evaluation results to strategically provide individualized and schoolwide supports to improve performance. The administrator models fair and equitable evaluation practices.	**Level 4** The administrator leads a team in using available data, including teacher effectiveness data, to successfully identify, recognize, support, and retain teachers. The administrator collaborates with all teachers and staff to actively monitor and improve these processes.	**Level 4** The administrator collaborates with instructional staff and the leadership team to provide extensive support for the development of teacher leaders and provides multiple and varied leadership opportunities.	**Level 4** The administrator leverages the Nevada Teacher Evaluation Framework for continuous improvement in performance, and coaches or mentors other principals in using the framework with fidelity. The administrator communicates the requirements and expectations to all school leadership and staff.
Level 3 The administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner, and sufficiently utilizes the results of evaluations to provide appropriate supports to improve performance.	**Level 3** The administrator sufficiently uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers and monitors these processes appropriately.	**Level 3** The administrator supports or designates others to sufficiently support the development of teacher leaders and provide leadership opportunities; however, this is completed with limited input from the instructional staff or leadership team.	**Level 3** The administrator leverages the Nevada Teacher Evaluation Framework. The administrator communicates the requirements and expectations to all school leadership and staff.
Level 2 The administrator collects observation data and evidence of teacher practice in a fair and equitable manner but minimally utilizes the results of evaluations as evidenced by providing only limited supports to improve performance.	**Level 2** The administrator minimally uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers and minimally monitors these processes.	**Level 2** The administrator minimally supports the development of teacher leaders and provides limited or inadequate leadership opportunities.	**Level 2** The administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework. The administrator makes limited attempts to communicate the requirements and expectations to others.

Level 1 The administrator rarely collects observation data and evidence of teacher practice in a fair and equitable manner, and rarely utlizes the results of evaluations to provide supports to improve performance.	**Level 1** The administrator rarely uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers and/or fails to monitor the effectiveness of these processes.	**Level 1** The administrator rarely supports the development of teacher leaders and does not provide leadership opportunities.	**Level 1** The administrator rarely complies with the requirements and expectations of the Nevada Teacher Evaluation Framework. The administrator rarely communicates, or is unsuccessful in communicating, the requirements and expectations to others.

2 STANDARD 2: SELF-REFLECTION AND PROFESSIONAL GROWTH

INDICATORS

What Administrators Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Optional Evidence Sources of Professional Responsibilities	Description/Notes
Indicator 1 The administrator seeks out feedback from colleagues and staff, and uses a variety of data to self-reflect on his or her practice.	• Direct evaluator observation • One confirmatory item from optional evidence source	• School improvement plan • Administrator interview • Teacher interviews	•
Indicator 2 The administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.	• Direct evaluator observation • One confirmatory item from optional evidence source	• School improvement plan • Involvement in professional learning communities • Involvement in professional learning activities • Administrator interview • Teacher interviews	•
Indicator 3 The administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.	• Direct evaluator observation • One confirmatory item from optional evidence source	• School improvement plan • Involvement in professional learning communities • Involvement in professional learning activities • Administrator interview • Teacher interviews	•

2 STANDARD 2: SELF-REFLECTION AND PROFESSIONAL GROWTH

PERFORMANCE LEVELS

Indicator 1 The administrator seeks out feedback from colleagues and staff, and uses a variety of data to self-reflect on his or her practice.	Indicator 2 The administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.	Indicator 3 The administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.
Level 4 The administrator models high levels of self-reflection, seeks out feedback from multiple sources, and using a variety of data to systematically reflect on and adjust his or her instructional leadership and professional practice behaviors while setting timely and challenging professional growth goals.	**Level 4** The administrator seeks a wide variety of opportunities to increase his or her professional knowledge in an effort to remain current on educational research and evidence-based practices. The administrator shares and applies knowledge gained within the school and the district.	**Level 4** The administrator pursues a wide variety of fully aligned professional learning opportunities and applies the information and practices acquired to continuously improve more than three key areas of his/her instructional leadership across the school community. The administrator is a model for and encourages staff and teachers in pursuing aligned professional learning opportunities.
Level 3 The administrator seeks out feedback from colleagues and staff, and uses a variety of data to self-reflect, adjust his or her instructional leadership and professional practice behaviors and set appropriate professional growth goals.	**Level 3** The administrator seeks appropriate opportunities to increase his or her professional knowledge in an effort to remain current on educational research and evidence-based practices. The administrator shares and applies knowledge gained within the school.	**Level 3** The administrator pursues aligned professional learning opportunities and applies the information and practices acquired to improve up to three key areas of his or her instructional leadership.
Level 2 The administrator seeks out feedback from a limited set of colleagues and staff, and uses a narrow collection of data to minimally self-reflect, adjust his or her instructional leadership and professional practice behaviors and set professional growth goals.	**Level 2** The administrator seeks limited opportunities to increase his or her professional knowledge in an effort to remain current on educational research and evidence-based practices. The administrator makes a limited attempt to share and/or apply knowledge gained within the school.	**Level 2** The administrator pursues limited or poorly aligned professional learning opportunities or minimally applies the information and practices acquired to improve his or her instructional leadership across the school community.
Level 1 The administrator rarely seeks out feedback from colleagues and staff and/or rarely uses additional data to self-reflect on his or her instructional leadership and professional practice behaviors.	**Level 1** The administrator rarely seeks opportunities to increase his or her professional knowledge in an effort to remain current on educational research and evidence-based practices. The administrator rarely makes an attempt to share and/or apply knowledge gained within the school.	**Level 1** The administrator rarely pursues aligned professional learning opportunities or inadequately applies the information and practices acquired to improve his or her instructional leadership across the school community.

3 STANDARD 3: PROFESSIONAL OBLIGATIONS

INDICATORS

What Administrators Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Optional Evidence Sources of Professional Responsibilities	Description/Notes
Indicator 1 The administrator models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.	• Direct evaluator observation • One confirmatory item from optional evidence source	• School improvement plan • School personnel files • Administrator interview • Teacher interviews	•
Indicator 2 The administrator models integrity in all interactions with colleagues, staff, students, family, and the community.	• Direct evaluator observation • One confirmatory item from optional evidence source	• School improvement plan • School personnel files • Administrator interview • Teacher interviews	•
Indicator 3 The administrator respects the rights of others with regard to confidentiality and dignity, and engages in honest interactions.	• Direct evaluator observation • One confirmatory item from optional evidence source	• School improvement plan • School personnel files • Administrator interview • Teacher interviews	•
Indicator 4 The administrator follows policies, regulations, and procedures specific to role and responsibilities.	• Direct evaluator observation • One confirmatory item from optional evidence source	• School improvement plan • School personnel files • Administrator interview • Teacher interviews	•

3 STANDARD 3: PROFESSIONAL OBLIGATIONS

PERFORMANCE LEVELS

Indicator 1 The administrator models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.	Indicator 2 The administrator models integrity in all interactions with colleagues, staff, students, families, and the community.	Indicator 3 The administrator respects the rights of others with regard to confidentiality and dignity, and engages in honest interactions.	Indicator 4 The administrator follows policies, regulations, and procedures specific to role and responsibilities.
Level 4 The administrator models, advocates, trains, and supports other leaders, staff, and community members in providing fair, equitable, and appropriate treatment of all personnel, students, and families. The administrator takes immediate actions that fully address and resolve issues of unfair, inequitable, and inappropriate treatment of others.	**Level 4** The administrator demonstrates and models the highest level of integrity (e.g. ethical standards of the profession) in all interactions with students, families, colleagues, and the community. The administrator takes an active role in ensuring that students and staff treat others with integrity.	**Level 4** The administrator fully respects the rights of all others with regard to confidentiality and dignity, consistently engages in honest interactions, and requires all members of the school community to do the same. The administrator monitors the school instructional environment to ensure that staff maintain a culture of respect, dignity, and honesty.	**Level 4** The administrator consistently and fully follows policies, regulations, and procedures specific to role and responsibilities, and encourages and supports school staff in doing the same. The administrator monitors the school instructional environment to ensure staff follow policies, regulations, and procedures.
Level 3 The administrator sufficiently models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families. The administrator takes appropriate and sufficient actions that address issues of unfair, inequitable, and inappropriate treatment of others.	**Level 3** The administrator models a high level of integrity (e.g. ethical standards of the profession) in all interactions with colleagues, staff, students, families, and the community, and encourages and supports (through communications and professional development activities) all school staff in doing the same.	**Level 3** The administrator fully respects the rights of others with regard to confidentiality and dignity, engages in honest interactions, and encourages all members of the school community to do the same.	**Level 3** The administrator sufficiently follows all policies, regulations, and procedures specific to his or her role and responsibilities. The administrator monitors the school instructional environment to ensure most staff follow policies, regulations, and procedures.
Level 2 The administrator inconsistently models and/or advocates for fair, equitable, and appropriate treatment of all personnel, students, and/or families. The administrator hesitates in taking action or takes insufficient actions that only partially address issues of unfair, inequitable, and inappropriate treatment of others.	**Level 2** The administrator models a minimal level of integrity (e.g. ethical standards of the profession) in interactions with colleagues, staff, students, families, and the community.	**Level 2** The administrator inconsistently respects the rights of others with regard to confidentiality and dignity, and/or inconsistently engages in honest interactions.	**Level 2** The administrator follows most policies, regulations, and procedures specific to his or her role and responsibilities. The administrator somewhat monitors the school instructional environment to ensure staff follow policies, regulations, and procedures.

Level 1 The administrator rarely models or advocates for fair, equitable, and appropriate treatment of all personnel, students, and families. The administrator rarely takes action or takes ineffective actions that fail to address issues of unfair, inequitable, and inappropriate treatment of others.	**Level 1** The administrator models little integrity (e.g. ethical standards of the profession) in interactions with colleagues, staff, students, families, and the community.	**Level 1** The administrator rarely respects the rights of others with regard to confidentiality and/or dignity, and/or does not engage in honest interactions.	**Level 1** The administrator follows few or no policies, regulations, and procedures specific to his or her role and responsibilities. The administrator rarely monitors the school instructional environment to ensure staff follow policies, regulations, and procedures.

4 STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
Indicator 1 The administrator involves families and the community in appropriate policy implementation, program planning, and assessment.	• Direct evaluator observation • One confirmatory item from optional evidence source •	• School improvement plan • Administrator interview • Teacher interviews • Administrator notes • Family/Community feedback	•
Indicator 2 The administrator involves families and community members in the realization of vision and in related school improvement efforts.	• Direct evaluator observation • One confirmatory item from optional evidence source	• School improvement plan • Administrator interview • Teacher interviews • Family/Community feedback	•
Indicator 3 The administrator connects students and families to community health, human, and social services as appropriate.	• Direct evaluator observation • One confirmatory item from optional evidence source •	• School improvement plan • Administrator interview • Teacher interviews • Family/Community feedback	•

4 STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT

PERFORMANCE LEVELS

Indicator 1 **The administrator involves families and the community in appropriate policy implementation, program planning, and assessment.**	Indicator 2 **The administrator involves families and community members in the realization of vision and in related school improvement efforts.**	Indicator 3 **The administrator connects students and families to community, health, human and social services as appropriate.**
Level 4 The administrator frequently involves families and the community in appropriate policy implementation, program planning, and assessment by offering forums for discussion and providing a wide range of opportunities for participation in the school community.	**Level 4** The administrator consistently pursues a shared sense of commitment by continuously involving families and community members in the realization of vision and in related school improvement efforts.	**Level 4** The administrator systematically connects students and families to a wide variety of community, health, human and social services as appropriate, and encourages other staff and teachers to take a leadership role in providing similar connections.
Level 3 The administrator sufficiently involves families and the community in appropriate policy implementation, program planning, and assessment by gathering and incorporating their input as appropriate.	**Level 3** The administrator sufficiently involves families and community members in the realization of vision and in related school improvement efforts.	**Level 3** The administrator sufficiently connects students and families to community health, human, and social services as appropriate.
Level 2 The administrator minimally involves families and the community in a limited range of areas in policy implementation, program planning, and/or assessment.	**Level 2** The administrator minimally involves families and/or community members or involves only a limited number of families and community members in the realization of vision and in related school improvement efforts.	**Level 2** The administrator minimally connects students and families or only connects a small number of students and families to community health, human, and/or social services as appropriate.
Level 1 The administrator rarely involves families and the community in any policy implementation, program planning, and assessment.	**Level 1** The administrator rarely involves families and community members in the realization of vision and in related school improvement efforts.	**Level 1** The administrator rarely connects students and families to community health, human, and/or social services as appropriate.

Four-Point Rating Scale

Level 4. The administrator is a highly effective leader within the school, fully supporting the learning of all staff and students, while cultivating a shared vision and high expectations embedded within a fully welcoming, collaborative school environment. The administrator uses a variety of communication processes to engage a broad range of stakeholders while consistently modeling self-reflection and the pursuit of fully aligned, varying professional learning opportunities.

Level 3. The administrator is generally an effective leader within the school, sufficiently supporting staff and students while creating a vision and appropriate expectations embedded within a welcoming, collaborative school environment. The administrator communicates with and engages stakeholders while modeling self-reflection and the pursuit of aligned professional learning opportunities.

Level 2. The administrator demonstrates inadequate leadership within the school. The administrator attempts to support staff and students, but his or her vision and expectations, and attempts to create a welcoming, collaborative school environment are of inconsistent quality or are inappropriate for most staff and students. The administrator minimally communicates with or engages a limited range of stakeholders and rarely models self-reflection or the pursuit of appropriate professional learning opportunities.
Level 1. The administrator demonstrates little or no attempt to support staff and students, create a vision and appropriate expectations, or cultivate a welcoming school environment, or attempts to do so are unsuccessful. The administrator does not actively communicate with or engage stakeholders and refuses to participate in appropriate professional learning responsibilities.