

LANDER COUNTY SCHOOL DISTRICT



Performance Evaluation Report Site Administrator Enhancing Professional Practice

**Professional Domain Standards and Indicators
Levels of Performance Rubric**

TABLE OF CONTENTS

INTRODUCTION	2
PROFESSIONAL STANDARDS FOR ENHANCING STUDENT LEARNING	4
Teachers and Administrators	
VISION OF LEARNING	6
• Facilitate a collaborative process of the development of a vision of learning that is shared and supported by the community.	
• Communicate, implement and align mission and goals to support school’s vision of learning.	
• Facilitate a school improvement process.	
CULTURE OF LEARNING	8
• Develop and maintain a professional culture with high social and academic expectations.	
• Provide opportunities for members of the school community to collaborate, develop leadership, and share responsibility for student learning.	
• Promote equity, fairness and respect among members of the school community.	
INSTRUCTIONAL PROGRAM	11
• Maintain an accountability system of teaching and learning based on learning standards.	
• Facilitate and assist teachers to improve student learning by effectively using student performance data to drive instructional decisions.	
• Develop and implement results-driven, research-based collaborative professional development relative to the content standards and school improvement process.	
An academic focus and on-task behavior were maintained.	
MANAGEMENT	13
• Ensure all responsibilities are carried out through appropriate management systems and routines.	
• Utilize principles of system management, organizational development, problem solving and decision making to handle the ongoing operation of the school.	
• Manage fiscal, human, and physical resources to support learning.	
LEADERSHIP CAPACITY	16
Leadership capacity is demonstrated through the vision, culture, instructional program and management of the organization.	

INTRODUCTION

“The bottom line of schooling, after all, is student learning. Everything principals do – establishing a vision, setting goals, managing staff, rallying the community, creating effective learning environments, building support systems for students, guiding instruction and so on – must be in service of student learning.”

- Institute for Educational Leadership, October 2000.

An evaluation framework for school leaders is organized around the core proposition that the most critical aspect of a school leader’s work is the continuous improvement of student learning. All of the other multiple tasks and activities are in the service of that core responsibility. Providing leadership and vision, marshaling the talents and experience of the professional staff and volunteers, managing budgets and coordinating schedules, keeping the building in good repair – all of these are in support of the school’s primary function: high level student learning.

A Framework for School Leaders: Linking the ISLLC Standards to Practice by Karen Hessel and John Holloway

PROFESSIONAL DOMAINS: The Lander County School District Performance Evaluation Report for Site Administrators is organized by PROFESSIONAL DOMAINS that encompass the primary areas of leadership responsibility: vision of learning, culture for learning, instructional program, management, and leadership capacity.

PROFESSIONAL STANDARDS: Standards are identified for each of the five professional domains and describe the expectancies of leadership that an administrator should know and be able to do.

LEVELS OF PERFORMANCE

The Lander County School District Performance Evaluation Report for Site Administrators includes LEVELS OF PERFORMANCE INDICATORS for the standards identified as part of each professional domain.

- **Level 4:** Performance exceeds standards consistently at a distinguished level.
- **Level 3:** Performance consistently meets standards and may occasionally exceed standards in some areas.
- **Level 2:** Performance approaches standards and/or does not consistently meet standards.
- **Level 1:** Performance is below standards and is not satisfactory.

LEVEL 4: PERFORMANCE EXCEEDS STANDARDS CONSISTENTLY AT A DISTINGUISHED LEVEL.

The “Performance Exceeds Standards” level represents the administrator who consistently meets the standard as defined in Level 3 and also consistently performed at a distinguished level as defined by the *Levels of Performance Rubric* for Level 4.

LEVEL 3: PERFORMANCE CONSISTENTLY MEETS STANDARDS AND MAY OCCASIONALLY EXCEED STANDARDS IN SOME AREAS.

The “Performance Consistently Meets Standards” level represents solid, consistent practice typically displayed by a successful, experienced administrator. There may be certain areas within the professional domain that the administrator exceeded the standards.

LEVEL 2: PERFORMANCE APPROACHES STANDARDS AND/OR DOES NOT CONSISTENTLY MEET STANDARDS.

The “Performance Approaches Standards and/or Does Not Consistently Meet Standards” level represents the skill typically displayed by an administrator who has some understanding of the principles of leadership, and may come close to meeting the standards in some areas, but did not consistently and/or successfully address the standards as defined in the *Levels of Performance Rubric* for Level 3.

LEVEL 1: PERFORMANCE IS BELOW STANDARDS AND IS NOT SATISFACTORY.

The “Performance is Below Standards and is Not Satisfactory” level represents performance that is below standards and warrants immediate intervention.

LEVELS OF PERFORMANCE RUBRIC

The Levels of Performance Rubric includes descriptive criteria for administrator performance related to each professional domain and the identified standards. Descriptive criteria for each performance level indicate the degree to which the administrator’s performance has met the established expectancies.

It is recognized that every leadership situation is unique and each day, in each school, a particular combination of factors defines the events that occur. And yet beneath the unique features of each situation are commonalities that can be identifies as “best professional practice.” The performance rubric provides administrators a context for describing and discussing excellence. Having a common understanding of what represents effective leadership assists both the novice and experienced administrator to grow professionally and fosters professional dialogue.



**PROFESSIONAL STANDARDS
FOR
ENHANCING STUDENT LEARNING
Lander County School District**



GUIDING PRINCIPLES

Professional standards for enhancing student learning will:

- focus on student learning,
- acknowledge shared school leadership,
- support the collaborative nature of school leadership,
- upgrade the quality of the profession,
- reflect performance based systems of assessment and evaluation, and
- be predicated in the concepts of access, opportunity and empowerment of members of the school community.

PROFESSIONAL DOMAINS	
TEACHERS	ADMINISTRATORS
Planning and Preparation: Instructional planning and preparation support the teaching/learning process.	Vision of Learning: A vision of learning defines purpose, shapes all programs and practices, and sets clear direction for continuous school improvement.
Assessment of Student Achievement: Student Achievement corresponds to established expectancies.	Culture for Learning: A culture for learning fosters success for all students by advocating, structuring and sustaining high social and academic expectations as well as collaborating and communicating with school community members regarding the school's vision.
Learning Environment: The instructional environment is optimal for learning.	Instructional Program: An instructional program advocates, structures and sustains student learning and staff professional growth.
Instruction: Effective instruction is provided for all students.	Management: Management of the organization as well as human and fiscal resources promotes an optimal learning environment and an efficient school operation.
Professional Responsibilities: All school personnel perform professional responsibilities.	Leadership Capacity: Leadership is demonstrated through the vision, culture, instructional program, and management of the organization.

PROFESSIONAL STANDARDS

TEACHERS	ADMINISTRATORS
<p>PLANNING AND PREPARATION</p> <ol style="list-style-type: none"> 1. Instructional planning was documented in written lesson plans and based on adopted curriculum documents and standards. 2. Content knowledge was demonstrated in planning. 3. Planning reflected knowledge of student achievement, access/equity, students' interests and backgrounds, and other site-specific demographic data. 	<p>VISION OF LEARNING</p> <ol style="list-style-type: none"> 1. Facilitate a collaborative process for the development of a vision of learning that is shared and supported by the school community. 2. Communicate, implement and align mission and goals to support the school's vision of learning. 3. Facilitate a school improvement process.
<p>ASSESSMENT OF STUDENT ACHIEVEMENT</p> <ol style="list-style-type: none"> 1. Student achievement, access/equity, and other site specific demographic data were analyzed. 2. Desired results for student learning/achievement were identified, measurable and used for instructional planning to determine and monitor student progress. 3. Assessment regulations and guidelines were followed. 	<p>CULTURE FOR LEARNING</p> <ol style="list-style-type: none"> 1. Develop and maintain a professional culture with high social and academic expectations. 2. Provide opportunities for members of the school community to collaborate, develop leadership, and share responsibility for student learning. 3. Promote equity, fairness and respect among members of the school community.
<p>LEARNING ENVIRONMENT</p> <ol style="list-style-type: none"> 1. An academic focus and on-task behavior were maintained. 2. A classroom management/discipline plan was in place, communicated and maintained. 3. Respect and courtesy were modeled by the teacher in student and parent interactions. 4. The physical environment supported the teaching/learning process. 	<p>INSTRUCTIONAL PROGRAM</p> <ol style="list-style-type: none"> 1. Maintain an accountability system of teaching and learning based on learning standards. 2. Facilitate and assist teachers to improve student learning by effectively using student performance data to drive instructional decisions. 3. Develop and implement results-driven, research-based collaborative professional development relative to the content standards and school improvement process.
<p>INSTRUCTION</p> <ol style="list-style-type: none"> 1. The components of an effective lesson and the basic principles of learning were used when providing instruction. 2. Varied instructional strategies, approaches, and resources, aligned with instructional objectives engaged students in learning. 3. Lessons had a clearly defined structure and pacing was appropriate. 4. Flexible instructional groupings were utilized. 5. Accommodations and/or modifications were used in alignment with instructional objectives to meet the needs of students. 6. Feedback to students was provided and promoted student success and achievement. 	<p>MANAGEMENT</p> <ol style="list-style-type: none"> 1. Ensure all responsibilities are carried out through appropriate management systems and routines. 2. Utilize principles of system management, organizational development, problem solving and decision making to handle the ongoing operation of the school. 3. Manage fiscal, human, and physical resources to support learning.
<p>PROFESSIONAL RESPONSIBILITIES</p> <ol style="list-style-type: none"> 1. The employee participated in the school improvement process and implemented school improvement goals. 2. The employee addressed identified individual improvement goals/directions. 3. The employee participated in on-going professional development of improve content knowledge and pedagogical skills. 4. The employee participated in required job-related meetings and activities and performed assigned duties. 5. The employee maintained student records. 6. The employee provided communication to parents/guardians and students related to behavior and achievement. 7. The employee worked professionally and collegially with administration, staff, parents, and community. 8. The employee used multi cultural resources, materials and activities to support multi cultural literacy, awareness and appreciation. 9. The employee complied with all school and district policies and regulations, as well as state and federal laws applicable to teachers. 	<p>LEADERSHIP CAPACITY</p> <p>The administrator demonstrates leadership in developing and sustaining:</p> <ol style="list-style-type: none"> 1. a vision that supports student learning, 2. a culture for learning, 3. an instructional program that supports student learning, and 4. management of the organization to support student learning.

PROFESSIONAL DOMAIN: VISION OF LEARNING
**A vision of learning defines purpose, shapes all programs and practices,
and sets clear direction for continuous school improvement.**

PROFESSIONAL STANDARDS	PERFORMANCE INDICATORS
1. Facilitate a collaborative process for the development of a vision of learning that is shared and supported by the school community.	<p>The administrator:</p> <ul style="list-style-type: none"> ● Involves stakeholders in a collaborative process to identify a common purpose and vision. ● Identifies and addresses any barriers to achieving the school’s vision. ● Revises the vision, mission and goals of the school as needed.
2. Communicate, implement and align mission and goals to support school’s vision and learning.	<p>The administrator:</p> <ul style="list-style-type: none"> ● Communicates the vision and mission of the school to all stakeholders. ● Ensures the core beliefs of the school’s vision are embedded in daily practice. ● Allocates resources to support the school’s vision. ● Employs relevant demographic data pertaining to student learning to guide and support the vision, mission and goals.
3. Facilitate a school improvement process.	<p>The administrator:</p> <ul style="list-style-type: none"> ● Develops and implements a cyclical process of school improvement. ● Utilizes multiple assessment measures of student performance to evaluate student learning and maintains a focus on improving learning for all students, including subgroups of students. ● Analyzes student performance data to identify strengths and weaknesses and establishes school improvement goals. ● Engages staff, parents and community members in developing, monitoring and revising the school improvement plan. ● Adheres to district and state regulations regarding submitting school improvement plan. ● Integrates programs, plans and activities to promote school improvement and ensure consistency with the school’s vision. ● Evaluates current programs, plans, and activities to determine effectiveness for all students, including subgroups of students.

PROFESSIONAL DOMAIN: VISION OF LEARNING

LEVELS OF PERFORMANCE INDICATORS				
PROFESSIONAL STANDARDS	LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.	LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 1 Performance is below standards and is not satisfactory.
<p>Facilitate a collaborative process for the development of a vision of learning that is shared and supported by the school community.</p> <p>Communicate, implement and align mission and goals to support the school’s vision of learning.</p> <p>Facilitate a school improvement process.</p>	<p>There is <u>clear, convincing evidence</u> that the administrator’s performance <u>consistently met and/or exceeded</u> the criteria identified for Level 3.</p> <p>The administrator <u>also</u>:</p> <ul style="list-style-type: none"> ● <u>Shared responsibility</u> with appropriate stakeholders in the school and in the community for implementing the vision and for obtaining and allocating resources to support the vision. ● Actively infused the vision in <u>all</u> decision-making process. ● Guided staff, at a high level, in <u>using data thoughtfully</u> to support achieving the identified benchmarks in the school improvement plan. ● Ensured that relevant data were available and examined <u>regularly</u> to monitor progress and make appropriate adjustments in the school improvement plan. ● <u>Routinely showed</u> examples of specific leadership, teaching and curriculum strategies that are associated with improved student achievement. ● <u>Assumed a leadership role beyond the school</u> by sharing ideas, coaching teachers and leaders, and providing technical assistance in successfully implementing new initiatives. ● <u>Maintained a consistent record of improved student achievement</u> on multiple indicators of student success. ● Identified barriers to achieving the school’s vision and created effective interventions and reported <u>improved results</u>. 	<p>There is <u>clear, convincing evidence</u> that the administrator’s performance <u>consistently met standards and may have occasionally exceeded standards in some areas</u>.</p> <p>The administrator:</p> <ul style="list-style-type: none"> ● Involved stakeholders in a <u>collaborative process</u> to identify a common purpose and vision. ● <u>Identified and addressed any barriers</u> to achieving the school’s vision. ● <u>Revised</u> the vision, mission and goals of the school <u>as needed</u>. ● Communicated the vision and mission of the school to <u>all stakeholders</u>. ● Ensured the core beliefs of the school’s vision are <u>embedded in daily practice</u>. ● <u>Allocated resources</u> to support the school’s vision. ● <u>Employed relevant demographic data</u> pertaining to student learning to guide and support the vision, mission and goals. ● Developed and implemented a <u>cyclical process</u> of school improvement. ● <u>Utilized multiple assessment measures</u> of student performance to evaluate student learning and maintained a focus on improving learning for all students, including subgroups of students. ● <u>Analyzed student performance data</u> to identify strengths and weaknesses and established school improvement goals. ● <u>Engaged staff, parents and community members</u> in <u>developing, monitoring and revision</u> of the school improvement plan. ● <u>Adhered</u> to district and state regulations regarding submitting school improvement plan. ● <u>Evaluated</u> current programs, plans and activities to determine effectiveness. 	<p>There is <u>clear, convincing evidence</u> that the administrator’s performance <u>approached the standards and/or evidence to indicate identified performance indicators were inconsistently met</u>.</p> <p>The administrator:</p> <ul style="list-style-type: none"> ● Involved stakeholders to a <u>limited degree</u> in developing, monitoring or revision of the school’s vision. ● Communicated the vision <u>initially</u>, but <u>did not consistently engage stakeholders</u> and community members in implementing the vision. ● Worked to embed the beliefs of the school’s vision in <u>some</u> instructional practices and strategies. ● Analyzed and interpreted achievement data to <u>some degree</u>, but <u>there was limited evidence as to how data were used to improve teaching and learning</u>. ● Developed and submitted a school improvement plan and showed <u>limited evidence</u> the plan was being implemented. ● <u>Utilized multiple assessment measures</u> of student performance to a <u>limited degree</u> to evaluate student learning and maintained a <u>limited</u> focus on improving learning for all students, including subgroups of students. ● <u>Inconsistently evaluated</u> current programs, plans and activities to <u>determine effectiveness</u> for students, and <u>did not consistently include subgroups of students</u>. 	<p>There is <u>clear, convincing evidence</u> that the administrator’s performance was <u>below standards and was not satisfactory</u>.</p> <p>The administrator:</p> <ul style="list-style-type: none"> ● Made <u>little or no attempt</u> to involve stakeholders at the school or in the community in the development, implementation, monitoring or revision of the school’s vision. ● Demonstrated <u>little or no evidence</u> that instructional planning, practices or strategies were linked to the school’s vision. ● <u>Did not effectively analyze, interpret or use</u> student achievement data as a means for developing a plan to improve student learning. ● <u>Failed to develop and successfully implement</u> a meaningful school improvement plan. ● <u>Failed to submit</u> a school improvement plan according to district and state guidelines. ● <u>Failed to evaluate</u> current programs, plans, and activities to determine effectiveness for students, including subgroups of students.

PROFESSIONAL DOMAIN: CULTURE FOR LEARNING

A culture for learning fosters success for all students by advocating, structuring, and sustaining high social and academic expectations as well as collaborating and communicating with the school community members regarding the school's vision.

PROFESSIONAL STANDARDS	PERFORMANCE INDICATORS
1. Develop and maintain a professional culture with high social and academic expectations.	<p>The administrator:</p> <ul style="list-style-type: none"> ● Communicates high expectations that support a professional learning culture through a variety of means. ● Establishes school structures that support high social and academic expectations. ● Establishes student behavior management systems that address inappropriate behavior and acknowledge appropriate behavior. ● Maintains a safe, clean school environment with a focus on student learning.
2. Provide opportunities for members of the school community to collaborate, develop leadership, and share responsibility for student learning.	<p>The administrator:</p> <ul style="list-style-type: none"> ● Facilitates dialogue through a variety of means with the school community about how to improve student learning. ● Develops an organizational structure that facilitates the school improvement process. ● Encourages stakeholders to assume leadership roles and share responsibility for student learning.
3. Promote equity, fairness and respect among members of the school community.	<p>The administrator:</p> <ul style="list-style-type: none"> ● Models professional ethics, integrity, courtesy and fairness. ● Protects the rights and confidentiality of students and staff. ● Reflects on personal leadership practices and recognizes his/her impact and influence on the performance of others. ● Expects staff members to demonstrate professional ethics, integrity, courtesy and fairness. ● Facilitates and promotes courteous and respectful interactions.

PROFESSIONAL DOMAIN: CULTURE FOR LEARNING

LEVELS OF PERFORMANCE INDICATORS				
PROFESSIONAL STANDARDS	LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.	LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 1 Performance is below standards and is not satisfactory.
<p>Develop and maintain a professional culture with high social and academic expectations.</p> <p>Provide opportunities for members of the school community to collaborate, develop leadership, and share responsibility for student learning.</p> <p>Promote equity, fairness and respect among members of the school community.</p>	<p>There is <u>clear, convincing evidence</u> that the administrator's performance <u>consistently met and/or exceeded</u> the criteria identified for Level 3.</p> <p>The administrator <u>also</u>:</p> <ul style="list-style-type: none"> ● Demonstrated a <u>strong understanding</u> of how staff efforts supported student achievement. ● <u>Promoted, recognized, and celebrated</u> staff and student achievements <u>consistently and frequently throughout the school year</u>. ● <u>Involved members of the community</u> in celebrating the successes of students and staff <u>within and outside the school setting</u>. ● Modeled commitment to high standards for all students, closed the achievement gap between subgroups of students, and <u>demonstrated evidence of success for all students</u>. ● Encouraged and influenced faculty to embrace and demonstrate shared commitments to high social and academic expectations as evidenced by <u>rigorous academic work with appropriate support systems to ensure student success</u>. ● Demonstrated skill in <u>providing guidance and mentorship to emerging leaders within the school setting and at the district level</u>. ● Was <u>recognized by others as a leader and mentor</u> of aspiring and emerging school leaders. ● Sustained a professional environment, <u>rich in adult learning</u> characterized by <u>members of the learning community assuming responsibility for their own learning</u> and assuming a leadership role in the development of others. 	<p>There is <u>clear, convincing evidence</u> that the administrator's performance <u>consistently met standards and may have occasionally exceeded standards in some areas</u>.</p> <p>The administrator:</p> <ul style="list-style-type: none"> ● <u>Communicated high expectations</u> that supported a professional learning culture through a <u>variety of means</u>. ● Established school structures that supported high social and academic expectations. ● Established student behavior management systems that <u>addressed inappropriate behavior and acknowledged appropriate behavior</u>. ● Maintained a <u>safe, clean school environment</u> with a focus on student learning. ● <u>Facilitated dialogue</u> through a variety of means with the school community about how to improve student learning. ● Developed an organizational structure that <u>facilitated the school improvement process</u>. ● Encouraged <u>stakeholders to assume leadership roles and share responsibility</u> for student learning. ● Modeled professional ethics, integrity, courtesy and fairness. ● Protected the rights and confidentiality of students and staff. ● <u>Reflected on personal leadership practices</u> and recognized his/her impact and influence on the performance of others. ● <u>Expected</u> staff members to demonstrate professional ethics, integrity, courtesy and fairness. ● <u>Facilitated and promoted</u> courteous and respectful interactions. 	<p>There is <u>clear, convincing evidence</u> that the administrator's performance <u>approached the standards and/or evidence to indicate identified performance indicators were inconsistently met</u>.</p> <p>The administrator:</p> <ul style="list-style-type: none"> ● Established high expectations but <u>with inconsistent communication and reinforcement</u> as far as school structures and programs. ● Established a behavior management <u>plan but with limited systems in place</u> to address inappropriate behavior and recognize appropriate behavior. ● Attempted to maintain a safe, clean environment but with <u>limited success</u>. ● Facilitated dialogue to a <u>limited degree</u> with the school community related to improving student learning and the school improvement process. ● Encouraged stakeholders to take leadership roles in the school setting but with <u>limited success</u>. ● Generally modeled professional ethics, integrity, courtesy and fairness and maintained confidentiality of students and staff. ● <u>Sometimes</u> reflected on personal leadership practices but did not demonstrate a strong understanding of his/her impact on the performance of others. ● Expected staff to demonstrate professional ethics, integrity, courtesy and fairness but <u>inconsistently enforced</u> the expectation. ● Encouraged courteous and respectful interactions but <u>did not always follow through if the expectancies were not met</u>. 	<p>There is <u>clear, convincing evidence</u> that the administrator's performance was <u>below standards and was not satisfactory</u>.</p> <p>The administrator:</p> <ul style="list-style-type: none"> ● Made <u>little effort</u> to communicate high expectations that supported a professional learning culture and <u>failed to establish and maintain</u> structures that supported high social and academic expectations. ● <u>Did not establish and maintain</u> student management systems that addressed inappropriate behavior and acknowledged appropriate behavior. ● <u>Failed to maintain</u> a safe, clean school environment with a focus on student learning. ● <u>Did not effectively facilitate</u> dialogue with the school community related to improving student learning and the school improvement process. ● Made <u>limited attempts</u> to encourage stakeholders to assume leadership roles and share responsibility for student learning. ● <u>Failed to model</u> professional ethics, integrity, courtesy and fairness at an appropriate level. ● <u>Failed to protect</u> the confidentiality of students and staff. ● <u>Did not effectively reflect</u> on personal leadership practices and did not recognize his/her impact and influence on the performance of others. ● <u>Did not effectively maintain</u> the expectancy that staff members demonstrate professional ethics, integrity, courtesy and fairness. ● <u>Rarely or never facilitated and promoted</u> courteous and respectful interaction.

PROFESSIONAL DOMAIN: CULTURE FOR LEARNING

LEVELS OF PERFORMANCE INDICATORS				
PROFESSIONAL STANDARDS	LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.	LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 1 Performance is below standards and is not satisfactory.
	<ul style="list-style-type: none"> • Ensured <u>all aspects of the instructional program and school culture</u> were sensitive to and inclusive of the diversity among the school population. • Ensured that <u>all students were actively represented</u> in a fair and equitable way in instructional programs and school activities. 			

PROFESSIONAL DOMAIN: INSTRUCTIONAL PROGRAM

An instructional program advocates, structures and sustains student learning and staff professional growth.

PROFESSIONAL STANDARDS	PERFORMANCE INDICATORS
1. Maintain an accountability system of teaching and learning based on learning standards.	<p>The administrator:</p> <ul style="list-style-type: none"> ● Monitors, supervises and evaluates classroom instruction and the learning environment. ● Provides timely, accurate, and specific feedback to teachers regarding performance. ● Facilitates the use of effective teaching-learning practices and appropriate learning materials. ● Demonstrates and articulates knowledge of the standards-based curricula. ● Collaborates with staff to ensure curricula is implemented throughout the grades and across subject areas. ● Supervises and evaluates employees in alignment with legal and contractual agreements of the NRS and Lander County School District Regulations and policies. ● Focuses supervision and evaluation on professional growth of employees.
2. Facilitate and assist teachers to improve student learning by effectively using student performance data to drive instructional decisions.	<p>The administrator:</p> <ul style="list-style-type: none"> ● Facilitates the use of multiple assessment measures to evaluate student learning. ● Works with staff to analyze data to improve the learning of all students relative to the content standards. ● Works with staff to identify and implement programs to address the needs of all students including all subgroups of students.
3. Develop and implement results-driven, research-based collaborative professional development relative to the content standards and school improvement process.	<p>The administrator:</p> <ul style="list-style-type: none"> ● Develops a collaborative staff development plan that is results-driven, researched-based, and supports the school improvement process. ● Guides and supports continuous professional development. ● Works with staff to evaluate ongoing staff development based on student outcomes.

PROFESSIONAL DOMAIN: INSTRUCTIONAL PROGRAM

LEVELS OF PERFORMANCE INDICATORS				
PROFESSIONAL STANDARDS	LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.	LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 1 Performance is below standards and is not satisfactory.
<p>Maintain an accountability system of teaching and learning based on learning standards.</p> <p>Facilitate and assist teachers to improve student learning by effectively using student performance data to drive instructional decisions.</p> <p>Develop and implement results-driven, research-based collaborative professional development relative to the content standards and school improvement process.</p>	<p>There is <u>clear, convincing evidence</u> that the administrator's performance <u>consistently met and/or exceeded</u> the criteria identified for Level 3.</p> <p>The administrator also:</p> <ul style="list-style-type: none"> ● Used the identified evaluation system, including rubric, <u>to foster professional growth by frequently observing and interacting with teachers and groups of teachers</u> regarding the professional standards and performance indicators. ● Engaged teachers in a <u>self-analysis process</u> that fostered self reflection and growth. ● Developed <u>creative ways to obtain, allocate and conserve resources</u> to support instruction. ● Extended student achievement reporting to include standard achievement reports and also <u>detailed student performance on instructional standards as identified by the district and the school.</u> ● Identified <u>new challenges</u> related to student achievement, <u>created effective interventions</u> and <u>reported improved results.</u> ● Demonstrated <u>results-driven, research-based staff development linked directly to the needs of students and staff,</u> including certified and non-certified staff. ● Developed a means to <u>evaluate the effectiveness of professional development</u> based on student performance outcomes. ● <u>Participated in personal professional development</u> as a means of demonstrating a commitment to lifelong learning. ● <u>Demonstrated a leadership role</u> in providing professional development to staff, other administrators and/or colleagues throughout the system. 	<p>There is <u>clear, convincing evidence</u> that the administrator's performance <u>consistently met standards and may have occasionally exceeded standards in some areas.</u></p> <p>The administrator:</p> <ul style="list-style-type: none"> ● <u>Monitored, supervised and evaluated</u> classroom instruction and the learning environment appropriately. ● <u>Provided timely, accurate and specific feedback</u> to teachers regarding performance. ● <u>Facilitated the use of effective teaching-learning practices and appropriate learning materials.</u> ● <u>Demonstrated and articulated knowledge or the standards-based curricula.</u> ● <u>Collaborated</u> with staff to ensure curricula was implemented <u>throughout the grades and across subject areas.</u> ● Supervised and evaluated employees in <u>alignment with legal and contractual agreements of NRS and Lander County School District Regulations and Policies.</u> ● Focused supervision and evaluation on <u>professional growth of employees.</u> ● <u>Facilitated the use of multiple assessment measures</u> to evaluate student learning. ● <u>Worked with staff to analyze data to improve the learning of all students</u> relative to the content standards. ● <u>Worked with staff to identify and implement programs to address the needs of all students</u> including all subgroups of students. ● <u>Developed a collaborative staff development plan</u> that was <u>results-driven, research-based, and supported the school improvement process.</u> ● <u>Guided and supported continuous professional development.</u> ● <u>Worked with staff to evaluate ongoing staff development based on student outcomes.</u> 	<p>There is <u>clear, convincing evidence</u> that the administrator's performance <u>approached the standards and/or evidence to indicate identified performance indicators were inconsistently met.</u></p> <p>The administrator:</p> <ul style="list-style-type: none"> ● Monitored, supervised and evaluated classroom instruction and the learning environment <u>inconsistently and lacked follow through.</u> ● <u>Provided limited feedback</u> to teachers regarding performance. ● Facilitated <u>limited discussion</u> of use of effective teaching-learning practices and appropriate learning materials. ● Demonstrated and articulated a <u>basic knowledge</u> of the standards-based curricula. ● Collaborated with staff regarding the curricula, <u>primarily with departments or grade levels rather than across grades and subject areas.</u> ● Demonstrated a <u>limited knowledge</u> of legal and contractual agreements of NRS and Lander County School District Regulations and Policies and/or sometimes failed to apply them <u>appropriately.</u> ● Demonstrated <u>minimal use</u> of multiple assessment measures and/or worked with staff to a <u>limited degree</u> to analyze data. ● Worked with staff to design professional development but with <u>little focus on results-driven, research-based professional development.</u> ● Evaluated staff development <u>primarily on teacher reaction</u> rather than student learning outcomes. 	<p>There is <u>clear, convincing evidence</u> that the administrator's performance was <u>below standards and was not satisfactory.</u></p> <p>The administrator:</p> <ul style="list-style-type: none"> ● Made minimal effort to monitor, supervise and evaluate classroom instruction and the learning environment. ● <u>Rarely or never provided feedback</u> to teachers regarding performance. ● <u>Rarely or never facilitated</u> the use of effective teaching-learning practices and appropriate learning materials. ● Demonstrated and articulated <u>limited knowledge</u> of the standards-based curricula. ● <u>Rarely or never collaborated with staff throughout the grades and across subject areas.</u> ● <u>Did not demonstrate</u> an understanding and/or <u>did not follow</u> legal and contractual agreements of NRS and Lander County School District Regulations and Policies. ● Demonstrated <u>little or no use</u> of multiple assessment measures and <u>rarely worked</u> with staff to analyze data relative to the content standards. ● <u>Rarely or never collaboratively worked with staff to develop</u> an effective results-driven, research-based staff development plan directly related to school improvement. ● <u>Rarely or never</u> evaluated staff development based on student outcomes.

PROFESSIONAL DOMAIN: MANAGEMENT

Management of the organization as well as human and fiscal resources promote an optimal learning environment and an efficient school operation.

PROFESSIONAL STANDARDS	PERFORMANCE INDICATORS
1. Ensure all responsibilities are carried out through appropriate management systems and routines.	<p>The administrator:</p> <ul style="list-style-type: none"> ● Defines functions, tasks, procedures and expectations in a current staff handbook. ● Manages task responsibilities through defined operating procedures and systems. ● Follows personnel management procedures. ● Ensures all school personnel are held accountable for assigned duties and responsibilities ● Monitors and evaluates school business procedures. ● Manages school plant operations.
2. Utilize principles of system management, organizational development, problem solving and decision making to handle the ongoing operation of the school.	<p>The administrator:</p> <ul style="list-style-type: none"> ● Establishes school structures, timelines, and processes that support student learning. ● Creates and maintains communication systems to solicit ideas, suggestions and opinions from others. ● Processes information to identify core elements of an issue and arrive at logical, clear conclusions. ● Seeks to improve efficiency and effectiveness in areas of responsibility.
3. Manage fiscal, human and physical resources to support learning.	<p>The administrator:</p> <ul style="list-style-type: none"> ● Uses relevant data and information to plan, review and coordinate short-and/or long-term cycles of fiscal, human, and physical resources. ● Uses decisions regarding use of resources on principles of equitable access and opportunity. ● Supervises and evaluates support staff personnel and fosters professional growth aligned with school goals. ● Aligns decisions about resource allocation with school improvement goals.

PROFESSIONAL DOMAIN: MANAGEMENT

LEVELS OF PERFORMANCE INDICATORS				
PROFESSIONAL STANDARDS	LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.	LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 1 Performance is below standards and is not satisfactory.
<p>Ensure all responsibilities are carried out through appropriate management systems and routines.</p> <p>Utilize principles of system management, organizational development, problem solving and decision making to handle the ongoing operation of the school.</p> <p>Manage fiscal, human and physical resources to support learning.</p>	<p>There is <u>clear, convincing evidence</u> that the administrator's performance <u>consistently met and/or exceeded</u> the criteria identified for Level 3.</p> <p>The administrator <u>also</u>:</p> <ul style="list-style-type: none"> ● Demonstrated an integrated use of <u>organizational and systems theory</u> as evidenced by a set of organizational structures, practices and policies that complement and enhance each other in <u>support of improved student learning</u>. ● Ensured that the infrastructure allowed individuals and groups to exercise professional responsibilities effectively and efficiently. ● Linked management strategies to teaching and learning practices. ● Established and maintained <u>effective and open communication systems with the staff, students, parents and community</u> that included such avenues as open forums, focus groups, surveys and the extensive use of technology. ● Encouraged constructive dissent, in which multiple voices were encouraged and heard <u>resulting in a better and more broadly supported decision</u>. ● Used <u>strategic guidelines for decision-making, included a regular pattern of decision reviews, and reevaluated decisions</u> in light of the most current data. ● Supervised and evaluated support staff personnel <u>beyond just the legal requirements</u> which resulted in <u>improved performance</u> and allowed support staff to participate in the school improvement process. ● <u>Linked and integrated</u> the use of fiscal, human, and physical resources to teaching and learning. 	<p>There is <u>clear, convincing evidence</u> that the administrator's performance <u>consistently met standards and may have occasionally exceeded standards in some areas</u>.</p> <p>The administrator:</p> <ul style="list-style-type: none"> ● Defined functions, tasks, procedures and expectations in a <u>current staff handbook</u>. ● Managed task responsibilities through the district's <u>defined operating procedures and systems</u>. ● <u>Followed the district's regulations and policies</u> regarding personnel management procedures. ● Ensured all school personnel were <u>held accountable</u> for assigned duties and responsibilities. ● <u>Monitored and evaluated</u> school business procedures. ● <u>Managed</u> school plant operations. ● <u>Established school structures, timelines, and processes</u> that supported student learning. ● Created and maintained communication systems to <u>solicit ideas, suggestions and opinions from others</u>. ● Processed information to identify <u>core elements of an issue and arrived at logical, clear conclusions</u>. ● Sought to <u>improve efficiency and effectiveness</u> in areas of responsibility. ● Used relevant data and information to <u>plan, review and coordinate short- and long- term cycles of fiscal, human, and physical resources</u>. ● Based decisions regarding use of resources on <u>principles of equitable access and opportunity</u>. ● Supervised and evaluated support staff personnel and used the process to <u>foster professional growth aligned with school goals</u>. 	<p>There is <u>clear, convincing evidence</u> that the administrator's performance <u>approached the standards and/or evidence to indicate identified performance indicators were inconsistently met</u>.</p> <p>The administrator:</p> <ul style="list-style-type: none"> ● Developed but <u>did not consistently maintain</u> a current staff handbook that defined functions, tasks, procedures and school operations. ● <u>Lacked consistently</u> in maintaining and /or following defined district operating procedures and systems which allowed for the efficient management of personnel and task responsibilities. ● <u>Lacked consistency</u> in ensuring all school personnel were held accountable for assigned duties and responsibilities. ● <u>Lacked consistency</u> in monitoring and evaluating school business procedures. ● <u>Lacked consistency</u> in managing school plant operations. ● <u>Lacked consistency</u> in establishing school structures, timelines, and processes that supported student learning. ● Created and maintained a <u>limited communication system</u> to solicit ideas, suggestions and opinions from others. ● <u>Inconsistently processed information</u> to clearly identify core elements of an issue and/or arrive at a logical, clear conclusion. ● Sought to improve efficiency and effectiveness in areas of responsibility to a <u>limited degree</u>. ● <u>Inconsistently based decisions</u> regarding the use of resources on principles of equitable access and opportunity. 	<p>There is <u>clear, convincing evidence</u> that the administrator's performance was <u>below standards and was not satisfactory</u>.</p> <p>The administrator:</p> <ul style="list-style-type: none"> ● <u>Did not develop and/or maintain</u> a current staff handbook that defined functions, tasks, procedures and school operations. ● <u>Made little or no attempt</u> to define operating procedures and systems as a way to manage task responsibilities. ● <u>Rarely or never</u> followed district personnel management procedures. ● <u>Rarely or never</u> ensured all school personnel were held accountable for assigned duties and responsibilities. ● <u>Rarely or never</u> monitored and/or evaluated school business procedures. ● <u>Did not effectively or efficiently</u> manage school plant operations. ● <u>Made little or no attempt</u> to establish school structures, timelines, and processes that supported student learning. ● <u>Made little or no attempt</u> to solicit or use ideas, suggestions and opinions from staff, students, parents or the community in regard to school operations, goals or policies. ● <u>Rarely or never</u> was able to process information to identify core elements of an issue and arrive at logical, clear conclusions. ● <u>Made little or no attempt</u> to seek to improve efficiency and effectiveness in areas of responsibility. ● <u>Did not effectively</u> use relevant data and information to plan, review and coordinate short- and long- term cycles of fiscal, human, or physical resources.

PROFESSIONAL DOMAIN: MANAGEMENT

LEVELS OF PERFORMANCE INDICATORS				
PROFESSIONAL STANDARDS	LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.	LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 1 Performance is below standards and is not satisfactory.
		<ul style="list-style-type: none"> • <u>Aligned decisions</u> about resource allocation with <u>school improvement goals</u>. 	<ul style="list-style-type: none"> • Met the legal requirement of supervising and evaluating support staff personnel, but <u>inconsistently used the process to foster professional growth aligned with school goals</u>. • Aligned decisions about resource allocation with school improvement goals to a <u>limited degree</u>. 	<ul style="list-style-type: none"> • <u>Did not or rarely</u> used principles of equitable access and opportunity when making decisions regarding use of resources. • <u>Rarely or never</u> supervised and evaluated support staff personnel appropriately. • <u>Rarely or never</u> aligned decisions about resource allocation with school improvement goals.

LEADERSHIP CAPACITY

Leadership is demonstrated through the vision, culture, instructional program and management of the organization.

The administrator demonstrates leadership in developing and sustaining:

1. a **vision** that supports student learning,
2. a **culture** for learning,
3. an **instructional program** that supports student learning, and
4. **management** of the organization to support student learning.