*To ensure accessibility in accordance with the Americans with Disabilities Act (ADA),   
please use the down arrow key to navigate this tool.*

| Teacher Name: Click here to enter text. | School Name: Click here to enter text. |
| --- | --- |
| Evaluator: Click here to enter text. | Date: Click here to enter text. |

The educator uses the Standards and Indicators rubric and levels of performance to reflect on practice and identify strengths and areas for growth/improvement based on supporting evidence. Information from this tool is discussed and utilized to inform the development of one Student Learning Goal (SLG) and one Professional Practice Goal (PPG) on the Goal Setting and Planning Tool document.

**Instructional Leadership Standards**

**Standard 1: Creating and Sustaining a Focus on Learning**

| Indicators | Level of Performance and Evidence in Traditional Settings |
| --- | --- |
| Indicator 1: Engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate. | Click here to enter text. |
| Indicator 2: Holds teachers and students accountable for learning through regular monitoring of a range of performance data. | Click here to enter text. |
| Indicator 3: Structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth. | Click here to enter text. |
| Indicator 4: Systematically supports teachers’ short-term and long-term planning for student learning through a variety of means. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 1** |
| --- |
| Click here to enter text. |

**Standard 2: Creating and Sustaining a Culture of Continuous Improvement**

| Indicators | Level of Performance and Evidence in Traditional Settings |
| --- | --- |
| Indicator 1: Sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development. | Click here to enter text. |
| Indicator 2: Supports teacher development through quality observation, feedback, coaching, and professional learning structures. | Click here to enter text. |
| Indicator 3: Structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth. | Click here to enter text. |
| Indicator 4: Operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 2** |
| --- |
| Click here to enter text. |

**Standard 3: Creating and Sustaining Productive Relationships**

| Indicators | Level of Performance and Evidence in Traditional Settings |
| --- | --- |
| Indicator 1: Demonstrates a welcoming, respectful, and caring environment and an interest in adults’ and students’ well-being to create a positive affective experience for all members of the school community. | Click here to enter text. |
| Indicator 2: Provides opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes. | Click here to enter text. |
| Indicator 3: Structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals. | Click here to enter text. |
| Indicator 4: Has structures and processes in place to communicate and partner with teachers and parents in support of the school’s learning goals. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 3** |
| --- |
| Click here to enter text. |

**Standard 4: Creating and Sustaining Structures**

| Indicators | Level of Performance and Evidence in Traditional Settings |
| --- | --- |
| Indicator 1: Implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate. | Click here to enter text. |
| Indicator 2: Develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate. | Click here to enter text. |
| Indicator 3: Allocates resources effectively, including organizing time, to support learning goals. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 4** |
| --- |
| Click here to enter text. |

**Professional Responsibilities Standards**

**Standard 1: Manages Human Capital**

| Indicators | Level of Performance and Evidence in Traditional Settings |
| --- | --- |
| Indicator 1: 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. | Click here to enter text. |
| Indicator 2: Uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers. | Click here to enter text. |
| Indicator 3: Supports the development of teacher leaders and provides leadership opportunities. | Click here to enter text. |
| Indicator 4: Complies with the requirements and expectations of the Nevada Teacher Evaluation Framework. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 1** |
| --- |
| Click here to enter text. |

**Standard 2: Self-Reflection and Professional Growth**

| Indicators | Level of Performance and Evidence in Traditional Settings |
| --- | --- |
| Indicator 1: Seeks out feedback from colleagues and staff and uses a variety of data to self-reflect on his or her practice. | Click here to enter text. |
| Indicator 2: Seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices. | Click here to enter text. |
| Indicator 3: Pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 2** |
| --- |
| Click here to enter text. |

**Standard 3: Professional Obligations**

| Indicators | Level of Performance and Evidence in Traditional Settings |
| --- | --- |
| Indicator 1: Models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families. | Click here to enter text. |
| Indicator 2: Models integrity in all interactions with colleagues, staff, students, families, and the community. | Click here to enter text. |
| Indicator 3: Respects the rights of others with regard to confidentiality and dignity and engages in honest interactions. | Click here to enter text. |
| Indicator 4: Follows policies, regulations, and procedures specific to role and responsibilities. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 3** |
| --- |
| Click here to enter text. |

**Standard 4: Family and Community Engagement**

| Indicators | Level of Performance and Evidence in Traditional Settings |
| --- | --- |
| Indicator 1: Involves families and the community in appropriate policy implementation, program planning, and assessment. | Click here to enter text. |
| Indicator 2: Involves families and community members in the realization of vision and in related school improvement efforts. | Click here to enter text. |
| Indicator 3: Connects students and families to community health, human, and social services as appropriate. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 4** |
| --- |
| Click here to enter text. |