

SCHOOL ADMINISTRATOR PROFESSIONAL RESPONSIBILITIES STANDARDS

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

SCHOOL ADMINISTRATOR PROFESSIONAL RESPONSIBILITIES STANDARDS

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
<p>INDICATOR 1 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.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator notes • Administrator pre and post conference • School performance plan • Educator evaluation summative reports • School personnel data • Teacher interviews 	<ul style="list-style-type: none"> • Conducts frequent classroom observations utilizing the NEPF and maintains accurate records of data on student performance and teacher practices • Provides targeted and actionable feedback through focused pre and post observation conferences • Utilizes teacher feedback (both formal and informal) to support teacher development in instructional practices
<p>INDICATOR 2 Administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator notes • Administrator pre and post conference • School performance plan • Educator evaluation summative reports • School personnel data • Teacher interviews • School performance data 	<ul style="list-style-type: none"> • Rigorous evaluation process is completed for every teacher • Recognizes where teachers are on a continuum of skills and needs and differentiates supports accordingly • Tailors teacher observations to the needs of each teacher and to school-wide initiatives • Monitors teacher performance to ensure feedback is incorporated into teacher practice
<p>INDICATOR 3 Administrator supports the development of teacher leaders and provides leadership opportunities.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator notes • Administrator pre and post conference • School performance plan • Educator evaluation summative reports • School personnel data • Teacher interviews 	<ul style="list-style-type: none"> • Creates structures to provide opportunities for teacher leaders to be engaged in significant problem-solving, decision-making, and leadership activities in support of school improvement
<p>INDICATOR 4 Administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator notes • Administrator pre and post conference • School performance plan • Educator evaluation summative report • School personnel data • Teacher interviews 	<ul style="list-style-type: none"> • Implements and monitors a rigorous, consistent evaluation system aligned to NEPF requirements • Ensures final evaluation ratings are evidence driven and incorporate multiple examples of student outcomes and teacher practice • Maintains accurate notes, formal records, and documentation on interactions with and observations of teachers to comply with the NEPF

SCHOOL ADMINISTRATOR PROFESSIONAL RESPONSIBILITIES STANDARDS

STANDARD 1: MANAGES HUMAN CAPITAL - *PERFORMANCE LEVELS*

INDICATOR 1 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 Administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.	INDICATOR 3 Administrator supports the development of teacher leaders and provides leadership opportunities.	INDICATOR 4 Administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.
Level 4 Administrator consistently and systematically collects high-quality observation data and evidence of teacher practice in a fair and equitable manner, fully uses evaluation results to strategically provide individualized and schoolwide supports to improve performance, and models fair and equitable evaluation practices.	Level 4 Administrator leads a team in using available data, including teacher effectiveness data, to successfully identify, recognize, support, and retain teachers and collaborates with all teachers and staff to actively monitor and improve these processes.	Level 4 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 Administrator leverages the Nevada Teacher Evaluation Framework for continuous improvement in performance, coaches or mentors other principals in using the framework with fidelity, and communicates the requirements and expectations to all school leadership and staff.
Level 3 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 Administrator sufficiently uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers and monitors these processes appropriately.	Level 3 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 Administrator leverages the Nevada Teacher Evaluation Framework and communicates the requirements and expectations to all school leadership and staff.
Level 2 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 Administrator minimally uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers and minimally monitors these processes.	Level 2 Administrator minimally supports the development of teacher leaders and provides limited or inadequate leadership opportunities.	Level 2 Administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework but makes limited attempts to communicate the requirements and expectations to others.
Level 1 Administrator does not or rarely collects observation data and evidence of teacher practice in a fair and equitable manner, and does not or rarely uses the results of evaluations to provide supports to improve performance	Level 1 Administrator does not or 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 Administrator does not or rarely supports the development of teacher leaders and does not provide leadership opportunities.	Level 1 Administrator does not or rarely complies with the requirements and expectations of the Nevada Teacher Evaluation Framework but does not, rarely, or is unsuccessful in communicating, the requirements and expectations to others.

SCHOOL ADMINISTRATOR PROFESSIONAL RESPONSIBILITIES STANDARDS

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
<p>INDICATOR 1 Administrator seeks out feedback from colleagues and staff and uses a variety of data to self-reflect on his or her practice.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator notes • Administrator pre and post conference • School performance plan • Teacher interviews 	<ul style="list-style-type: none"> • Uses feedback and data to monitor progress in meeting school improvement and professional growth goals • Models and builds the capacity of teachers to constantly seek feedback on their own practice, self-reflect, and adapt their practice • Openly shares reflections on leadership practices with colleagues and staff to remain openly committed to growth in leadership skills and practices
<p>INDICATOR 2 Administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator notes • Administrator pre and post conference • School performance plan • Administrator professional growth plan • Teacher interviews 	<ul style="list-style-type: none"> • Maintains membership in professional organizations to remain current in knowledge of research and best practices • Participates in local, regional, state, and national conferences, workshops and seminars based on identified professional goals • Utilizes knowledge from professional learning experiences to support school improvement initiatives
<p>INDICATOR 3 Administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator notes • Administrator pre and post conference • School performance plan • Administrator professional growth plan • Teacher interviews 	<ul style="list-style-type: none"> • Establishes structures for linking research to school performance planning and the design of action and monitoring steps • Actively seeks learning opportunities aligned with school needs

SCHOOL ADMINISTRATOR PROFESSIONAL RESPONSIBILITIES STANDARDS

STANDARD 2: SELF-REFLECTION AND PROFESSIONAL GROWTH - *PERFORMANCE LEVELS*

INDICATOR 1 Administrator seeks out feedback from colleagues and staff and uses a variety of data to self-reflect on his or her practice.	INDICATOR 2 Administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.	INDICATOR 3 Administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.
<p>Level 4 Administrator models high levels of self-reflection, seeks out feedback from multiple sources, and uses 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.</p>	<p>Level 4 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 and shares and applies knowledge gained within the school and the district.</p>	<p>Level 4 Administrator pursues a wide variety of fully aligned professional learning opportunities, applies the information and practices acquired to continuously improve more than three key areas of his/her instructional leadership across the school community, and models and encourages staff and teachers in pursuing aligned professional learning opportunities.</p>
<p>Level 3 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.</p>	<p>Level 3 Administrator seeks appropriate opportunities to increase his or her professional knowledge in an effort to remain current on educational research and evidence-based practices and shares and applies knowledge gained within the school.</p>	<p>Level 3 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.</p>
<p>Level 2 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.</p>	<p>Level 2 Administrator seeks limited opportunities to increase his or her professional knowledge in an effort to remain current on educational research and evidence-based practices and makes a limited attempt to share and/or apply knowledge gained within the school.</p>	<p>Level 2 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.</p>
<p>Level 1 Administrator does not or rarely seeks out feedback from colleagues and staff and/or does not or rarely uses additional data to self-reflect on his or her instructional leadership and professional practice behaviors.</p>	<p>Level 1 Administrator does not or rarely seeks out opportunities to increase his or her professional knowledge in an effort to remain current on educational research and evidence-based practices and rarely makes an attempt to share and/or apply knowledge gained within the school.</p>	<p>Level 1 Administrator does not or 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.</p>

SCHOOL ADMINISTRATOR PROFESSIONAL RESPONSIBILITIES STANDARDS

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 Administrator models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator notes • Administrator pre and post conference • School performance plan • School personnel files • Teacher interviews 	<ul style="list-style-type: none"> • Exemplifies fairness in all interactions with personnel, students, and families ensuring equitable outcomes despite constituents' differences
INDICATOR 2 Administrator models integrity in all interactions with colleagues, staff, students, family, and the community.	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator notes • Administrator pre and post conference • School performance plan • School personnel files • Teacher interviews 	<ul style="list-style-type: none"> • Maintains a sense of precedence in making decisions to ensure integrity and consistency over time • Seeks and evaluates diverse input to ensure fairness and responsiveness in decisions and directions
INDICATOR 3 Administrator respects the rights of others with regard to confidentiality and dignity and engages in honest interactions.	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator notes • Administrator pre and post conference • School performance plan • School personnel files • Teacher interviews 	<ul style="list-style-type: none"> • Maintains a professional “voice” in the context of all written and verbal communication in both formal and informal situations
INDICATOR 4 Administrator follows policies, regulations, and procedures specific to role and responsibilities.	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator notes • Administrator pre and post conference • School performance plan • School personnel files • Teacher interviews 	<ul style="list-style-type: none"> • Possesses thorough knowledge of and complies with federal, state, district and school regulations and policies • Establishes monitoring systems for administrators and staff to know and acknowledge compliance with regulations and policies • Holds employees accountable for compliance with expectations and takes action based on employee violation of or digression from expectations

SCHOOL ADMINISTRATOR PROFESSIONAL RESPONSIBILITIES STANDARDS

STANDARD 3: PROFESSIONAL OBLIGATIONS - *PERFORMANCE LEVELS*

INDICATOR 1 Administrator models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.	INDICATOR 2 Administrator models integrity in all interactions with colleagues, staff, students, families, and the community.	INDICATOR 3 Administrator respects the rights of others with regard to confidentiality and dignity and engages in honest interactions.	INDICATOR 4 Administrator follows policies, regulations, and procedures specific to role and responsibilities.
Level 4 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 and takes immediate actions that fully address and resolve issues of unfair, inequitable, and inappropriate treatment of others.	Level 4 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 and takes an active role in ensuring that students and staff treat others with integrity.	Level 4 Administrator fully respects the rights of all others with regard to confidentiality and dignity, consistently engages in honest interactions, requires all members of the school community to do the same, and monitors the school instructional environment to ensure that staff maintain a culture of respect, dignity, and honesty.	Level 4 Administrator consistently and fully follows policies, regulations, and procedures specific to role and responsibilities, encourages and supports school staff in doing the same, and monitors the school instructional environment to ensure staff follow policies, regulations, and procedures.
Level 3 Administrator sufficiently models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families and takes appropriate and sufficient actions that address issues of unfair, inequitable, and inappropriate treatment of others.	Level 3 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 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 Administrator sufficiently follows all policies, regulations, and procedures specific to his or her role and responsibilities and monitors the school instructional environment to ensure most staff follow policies, regulations, and procedures.
Level 2 Administrator inconsistently models and/or advocates for fair, equitable, and appropriate treatment of all personnel, students, and/or families and hesitates in taking action or takes insufficient actions that only partially address issues of unfair, inequitable, and inappropriate treatment of others.	Level 2 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 Administrator inconsistently respects the rights of others with regard to confidentiality and dignity and/or inconsistently engages in honest interactions.	Level 2 Administrator follows most policies, regulations, and procedures specific to his or her role and responsibilities and somewhat monitors the school instructional environment to ensure staff follow policies, regulations, and procedures.

SCHOOL ADMINISTRATOR PROFESSIONAL RESPONSIBILITIES STANDARDS

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

SCHOOL ADMINISTRATOR PROFESSIONAL RESPONSIBILITIES STANDARDS

STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT - *INDICATORS*

What Administrators Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p>INDICATOR 1 Administrator involves families and the community in appropriate policy implementation, program planning, and assessment.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator notes • Administrator pre and post conference • School performance plan • Teacher interviews • Family/community feedback • Family and community engagement plan 	<ul style="list-style-type: none"> • Creates well-defined structures and avenues to provide family and community members access to participate in policy development, planning and assessment of progress • Maintains documentation of calendars, events, and agendas to identify the degree of participation of family and community members' involvement in school improvement efforts
<p>INDICATOR 2 Administrator involves families and community members in the realization of vision and in related school improvement efforts.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator notes • Administrator pre and post conference • School performance plan • Teacher interviews • Family/community feedback • Family and community engagement plan 	<ul style="list-style-type: none"> • Defines and communicates the school vision and school performance plan with frequent opportunities to review progress and make mid-course corrections based on family and community members' feedback
<p>INDICATOR 3 Administrator connects students and families to community health, human, and social services as appropriate.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator notes • Administrator pre and post conference • School performance plan • Teacher interviews • Family/community feedback • Family and community engagement plan 	<ul style="list-style-type: none"> • Reviews personnel responsibilities to ensure student and family support through referrals and references to needed community and agency resources

SCHOOL ADMINISTRATOR PROFESSIONAL RESPONSIBILITIES STANDARDS

STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT - *PERFORMANCE LEVELS*

INDICATOR 1 Administrator involves families and the community in appropriate policy implementation, program planning, and assessment.	INDICATOR 2 Administrator involves families and community members in the realization of vision and in related school improvement efforts.	INDICATOR 3 Administrator connects students and families to community, health, human and social services as appropriate.
Level 4 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 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 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 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 Administrator sufficiently involves families and community members in the realization of vision and in related school improvement efforts.	Level 3 Administrator sufficiently connects students and families to community health, human, and social services as appropriate.
Level 2 Administrator minimally involves families and the community in a limited range of areas in policy implementation, program planning, and/or assessment.	Level 2 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 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 Administrator does not or rarely involves families and the community in any policy implementation, program planning, and assessment.	Level 1 Administrator does not or rarely involves families and community members in the realization of vision and in related school improvement efforts.	Level 1 Administrator does not or rarely connects students and families to community health, human, and/or social services as appropriate.

SCHOOL ADMINISTRATOR PROFESSIONAL RESPONSIBILITIES STANDARDS

Four-Point Rating Scale

Level 4 - 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. 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 - 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. Administrator communicates with and engages stakeholders while modeling self-reflection and the pursuit of aligned professional learning opportunities.

Level 2 - Administrator demonstrates inadequate leadership within the school. Administrator attempts to support staff and students, but his or her vision and expectations are unclear and attempts to create a welcoming, collaborative school environment are of inconsistent quality or are inappropriate for most staff and students. 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 - 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. Administrator does not actively communicate with or engage stakeholders and refuses to participate in appropriate professional learning responsibilities.