NEVADA EDUCATOR PERFORMANCE FRAMEWORK
SCHOOL ADMINISTRATOR PERFORMANCE STANDARDS

INSTRUCTIONAL LEADERSHIP

1 - Creating and Sustaining a Focus on Learning
- 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.
- Holds teachers and students accountable for learning through regular monitoring of a range of performance data.
- Structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.
- Systematically supports teachers' short-term and long-term planning for student learning through a variety of means.

2 - Creating and Sustaining a Culture of Continuous Improvement
- Sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.
- Supports teacher development through quality observation, feedback, coaching, and professional learning structures.
- Gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.
- Operates with a deep belief that all children can achieve regardless of race, perceived ability, and socioeconomic status.

3 - Creating and Sustaining Productive Relationships
- 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.
- Provides opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.
- Structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.
- Has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.

4 - Creating and Sustaining Structures
- Implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.
- Develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.
- Allocates resources effectively, including organizing time, to support learning goals.

PROFESSIONAL RESPONSIBILITIES

1 - Manages Human Capital
- Collects high quality observation data and evidence of teacher practice in a fair and equitable manner and utilizes the results of evaluations to provide support to improve performance.
- Uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.
- Supports the development of teacher leaders and provides leadership opportunities.
- Complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.

2 - Self-Reflection and Professional Growth
- Seeks out feedback from colleagues and staff and uses a variety of data to self-reflect on his or her practice.
- Seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.
- Pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.

3 - Professional Obligations
- Models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.
- Models integrity in all interactions with colleagues, staff, students, families, and the community.
- Respects the rights of others with regard to confidentiality and dignity and engages in honest interactions.
- Follows policies, regulations, and procedures specific to role and responsibilities.

4 - Family and Community Engagement
- Involves families and the community in appropriate policy implementation, program planning, and assessment.
- Involves families and community members in the realization of vision and in related school improvement efforts.
- Connects students and families to community health, human, and social services as appropriate.

NEVADA EDUCATOR PERFORMANCE FRAMEWORK
SCHOOL ADMINISTRATOR PERFORMANCE STANDARDS

INSTRUCTIONAL LEADERSHIP STANDARD 1
Creating and Sustaining a Focus on Learning

DESCRIPTORS
- 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.
- Holds teachers and students accountable for learning through regular monitoring of a range of performance data.
- Structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.
- Systematically supports teachers' short-term and long-term planning for student learning through a variety of means.

EVIDENCE SOURCES
Mandatory:
- Direct evaluator observation

Confirmatory:
- School performance plan
- School performance data
- Administrator pre/ post conference
- Administrator notes
- Student work
- Teacher work
- Student interviews
- Teacher interviews

PERFORMANCE LEVELS
4 - The ***highly effective*** administrator engages a broad-range of stakeholders in the development and implementation of a coherent vision for high student achievement and college and career readiness, continually reviewing and adapting the vision as appropriate to achieve learning goals; holds all teachers and students fully accountable for learning through regular and systematic monitoring of a wide-variety and range of performance data; structures multiple and varied opportunities to actively engage all teachers in reflecting on their practice and taking improvement actions based on their own assessment to benefit student learning and support professional growth; and systematically and consistently supports each teacher's short-term and long-term planning for student learning through multiple and varied means.

3 - The ***effective*** administrator engages most stakeholders in the development of a coherent vision for high student achievement and college and career readiness, reviewing and adapting the vision when appropriate; holds most teachers and students accountable for learning through regular monitoring of a range of performance data; structures sufficient opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth; and adequately supports teachers' short-term and long-term planning for student learning through a variety of means.

2 - The ***developing*** administrator engages some stakeholders in the development of a vision for high student achievement and college and career readiness, with limited review of the vision; holds some teachers and students accountable for learning through limited monitoring of performance data; structures limited opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth; and provides limited support of teachers' short-term and long-term planning for student learning.

1 - The ***ineffective*** administrator engages no, or almost no stakeholders in the development of a vision for high student achievement and college and career readiness, with no, or almost no review of the vision; holds no, or almost no teachers and students accountable for learning; structures no, or almost no opportunities to engage teachers in reflection on their practice and taking improvement actions to benefit student learning and support professional growth; and provides no, or almost no support of teachers' short-term and long-term planning for student learning.

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SCHOOL ADMINISTRATOR PERFORMANCE STANDARDS

INSTRUCTIONAL LEADERSHIP STANDARD 2
Creating and Sustaining a Focus on Continuous Improvement

DESCRIPTORS
- Sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.
- Supports teacher development through quality observation, feedback, coaching, and professional learning structures.
- Gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.
- Operates with a deep belief that all children can achieve regardless of race, perceived ability, and socioeconomic status.

EVIDENCE SOURCES
Mandatory:
- Direct evaluator observation

Confirmatory:
- School performance plan
- Administrator pre/ post conference
- Administrator notes
- Student interviews
- Teacher interviews
- Student performance data

PERFORMANCE LEVELS
4 - The ***highly effective*** administrator sets clear and high, yet achievable, expectations for all teacher performance and student performance, creates a system for consistent monitoring and follow-up on growth and development, and fully supports teacher development for all teachers through quality observation, feedback, coaching, and professional learning structures, gathering and analyzing multiple sources and a wide variety of data to systematically and consistently monitor and evaluate progress of school learning goals to drive continuous improvement; they model and demonstrate the highest expectation that all children can learn at high levels regardless of family background, socio-economic status, or ability and build collective school responsibility to ensure that students have equitable opportunities to achieve.

3 - The ***effective*** administrator sets clear and adequate expectations for teacher performance and student performance, creates an adequate system for monitoring and follow-up on growth and development, and adequately supports teacher development for most teachers through quality observation, feedback, coaching, and professional learning structures, gathering and analyzing adequate sources of data to sufficiently monitor and evaluate progress of school learning goals to drive continuous improvement; they model and demonstrate high expectations that all children can learn at high levels regardless of family background, socioeconomic status, or ability.

2 - The ***developing*** administrator sets minimal expectations for teacher performance and student performance and minimally monitors growth and development, providing minimal support for teacher development through quality observation, feedback, coaching, and professional learning structures, gathering and analyzing limited sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement; they demonstrate minimal expectations that children can learn at high levels regardless of family background, socioeconomic status, or ability.

1 - The ***ineffective*** administrator sets no, or almost no expectations for teacher performance and student performance and creates no system for monitoring growth and development, providing no, or almost no support for teacher development, gathering and analyzing no, or almost no sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement; they demonstrate little expectation that children can learn at high levels regardless of family background, socioeconomic status, or ability.

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INSTRUCTIONAL LEADERSHIP STANDARD 3
Creating and Sustaining Productive Relationships

DESCRIPTORS
- 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.
- Provides opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.
- Structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.
- Has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.

EVIDENCE SOURCES
Mandatory:
- Direct evaluator observation

Confirmatory:
- School performance plan
- Administrator pre/ post conference
- Administrator notes
- Teacher interviews
- Student performance data

PERFORMANCE LEVELS
4 - The ***highly effective*** administrator fully demonstrates a welcoming, mutually respectful, and caring environment and an interest in all adults' and students' well-being to create a positive affective experience for all members of the school community, providing multiple and varied opportunities for extended, productive discourse between the administrator and all teachers and among all teachers to support effective decision-making processes; they effectively structure the school environment to enable productive collaboration between administrators and all teachers and among teachers to further school goals, and have effective and varied structures and processes in place to effectively communicate and partner with all teachers and parents in support of the school's learning goals.

3 - The ***effective*** administrator adequately demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for members of the school community, providing adequate opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes; they adequately structure the school environment to enable sufficient collaboration between administrators and teachers and among teachers to further school goals, and have adequate structures and processes in place to sufficiently communicate and partner with teachers and parents in support of the school's learning goals.

2 - The ***developing*** administrator inadequately demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to minimally create a positive affective experience for members of the school community, providing few opportunities for productive discourse between the administrator and teachers and among teachers to support decision-making processes; they minimally structure the school environment to enable collaboration between administrators and teachers and among teachers to further school goals, and have limited structures and processes in place and inadequately communicate and partner with teachers and parents in support of the school's learning goals.

1 - The ***ineffective*** administrator does not demonstrate a welcoming, respectful, and caring environment and an interest in most adults' and students' well-being and does not create a positive affective experience for all members of the school community, providing no, or almost no opportunities for productive discourse between the administrator and teachers and among teachers to support decision-making processes; they do not structure the school environment to enable collaboration between administrators and teachers and among teachers to further school goals, and have no, or almost no structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.

NEVADA EDUCATOR PERFORMANCE FRAMEWORK
SCHOOL ADMINISTRATOR PERFORMANCE STANDARDS

INSTRUCTIONAL LEADERSHIP STANDARD 4
Creating and Sustaining Structures

DESCRIPTORS
- Implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.
- Develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.
- Allocates resources effectively, including organizing time, to support learning goals.

EVIDENCE SOURCES
Mandatory:
- Direct evaluator observation

Confirmatory:
- School performance plan
- Administrator pre/ post conference
- Administrator notes
- Teacher interviews
- Student performance data

PERFORMANCE LEVELS
4 - The ***highly effective*** administrator implements effective systems and processes to effectively align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate, developing effective systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate; they allocate and reallocate human and fiscal resources effectively, including organizing time, to support learning goals and achieve the school's vision.

3 - The ***effective*** administrator implements sufficient systems and processes to adequately align curriculum, instruction, and assessment to state standards and college-readiness standards, reviewing and adapting when appropriate, developing sufficient systems and processes to adequately implement a coherent and articulated curriculum across the entire school, reviewing and adapting when appropriate; they allocate resources adequately, including organizing time, to support learning goals.

2 - The ***developing*** administrator implements limited systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, developing limited systems and processes to minimally implement a coherent and articulated curriculum across the entire school; they allocate resources inadequately including organizing time, to minimally support learning goals.

1 - The ***ineffective*** administrator implements no, or almost no systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, developing no, or almost no systems and processes to minimally implement a coherent and articulated curriculum across the entire school, they allocate no or almost no resources to support learning goals.

NEVADA EDUCATOR PERFORMANCE FRAMEWORK
SCHOOL ADMINISTRATOR PERFORMANCE STANDARDS

PROFESSIONAL RESPONSIBILITIES STANDARD 1
Manages Human Capital

DESCRIPTORS
- Collects high quality observation data and evidence of teacher practice in a fair and equitable manner and utilizes the results of evaluations to provide support to improve performance.
- Uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.
- Supports the development of teacher leaders and provides leadership opportunities.
- Complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.

EVIDENCE SOURCES
Mandatory:
- Direct evaluator observation

Confirmatory:
- School performance plan
- School personnel data
- Administrator pre/ post conference
- Administrator notes
- Educator evaluation summative reports
- Teacher interviews

PERFORMANCE LEVELS
4 - The ***highly effective*** 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, leading 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; they collaborate with instructional staff and the leadership team to provide extensive support for the development of teacher leaders and provide multiple and varied leadership opportunities, leveraging the Nevada Teacher Evaluation Framework for continuous improvement in performance, coaching or mentoring other principals in using the framework with fidelity, and communicate the requirements and expectations to all school leadership and staff.

3 - The ***effective*** 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, sufficiently using available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers monitoring these processes appropriately; they support or designate 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 as they leverage the Nevada Teacher Evaluation Framework and communicate the requirements and expectations to all school leadership and staff.

2 - The ***developing*** 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.

1 - The ***ineffective*** 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, not, or rarely, using available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers and/or fails to monitor the effectiveness of these processes; They do not, or rarely, support the development of teacher leaders and do not provide leadership opportunities, not, or rarely, complying with the requirements and expectations of the Nevada Teacher Evaluation Framework and are not, or rarely, successful in communicating, the requirements and expectations to others.

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SCHOOL ADMINISTRATOR PERFORMANCE STANDARDS

PROFESSIONAL RESPONSIBILITIES STANDARD 2
Self-Reflection and Professional Growth

DESCRIPTORS
- Seeks out feedback from colleagues and staff and uses a variety of data to self-reflect on his or her practice.
- Seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.
- Pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.

EVIDENCE SOURCES
Mandatory:
- Direct evaluator observation

Confirmatory:
- School performance plan
- Administrator pre/ post conference
- Administrator notes
- Administrator professional growth plan
- Teacher interviews

PERFORMANCE LEVELS
4 - The **highly effective** 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 their instructional leadership and professional practice behaviors while setting timely and challenging professional growth goals, seeking a wide variety of opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices, sharing and applying knowledge gained within the school and the district; they pursue a wide variety of fully aligned professional learning opportunities, applying the information and practices acquired to continuously improve more than three key areas of their instructional leadership across the school community, modeling and encouraging staff and teachers to pursue aligned professional learning opportunities.

3 - The **effective** administrator seeks out feedback from colleagues and staff and uses a variety of data to self-reflect, adjusting their instructional leadership and professional practice behaviors, setting appropriate professional growth goals, and seeking appropriate opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices, sharing and applying knowledge gained within the school; they pursue aligned professional learning opportunities, applying the information and practices acquired to improve up to three key areas of their instructional leadership.

2 - The **developing** administrator seeks out feedback from a limited set of colleagues and staff and uses a narrow collection of data to minimally self-reflect, adjust their instructional leadership and professional practice behaviors, and set professional growth goals, seeking limited opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices, making a limited attempt to share and/or apply knowledge gained within the school; they pursue limited or poorly aligned professional learning opportunities or minimally apply the information and practices acquired to improve their instructional leadership across the school community.

1 - The **ineffective** administrator does not or rarely seek out feedback from colleagues and staff and/or does not or rarely use additional data to self-reflect on their instructional leadership and professional practice behaviors, not or rarely seeking out opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices and rarely make an attempt to share and/or apply knowledge gained within the school; They do not or rarely pursue aligned professional learning opportunities or inadequately apply the information and practices acquired to improve their instructional leadership across the school community.

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SCHOOL ADMINISTRATOR PERFORMANCE STANDARDS

PROFESSIONAL RESPONSIBILITIES STANDARD 3
Professional Obligations

DESCRIPTORS
- Models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.
- Models integrity in all interactions with colleagues, staff, students, families, and the community.
- Respects the rights of others with regard to confidentiality and dignity and engages in honest interactions.
- Follows policies, regulations, and procedures specific to role and responsibilities.

EVIDENCE SOURCES
Mandatory:
- Direct evaluator observation

Confirmatory:
- Administrator pre/ post conference
- Administrator notes
- School performance plan
- School personnel files
- Teacher interviews

PERFORMANCE LEVELS

4 - The ***highly effective*** 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, demonstrating and modeling the highest level of integrity (e.g., ethical standards of the profession) in all interactions with students, families, colleagues, and the community, taking an active role in ensuring that students and staff treat others with integrity; they fully respect the rights of all others with regard to confidentiality and dignity, consistently engaging in honest interactions, requiring all members of the school community to do the same; monitoring the school instructional environment to ensure that staff maintain a culture of respect, dignity, and honesty, consistently and fully following policies, regulations, and procedures specific to role and responsibilities, encouraging and supporting school staff in doing the same, and monitoring the school instructional environment to ensure staff follow policies, regulations, and procedures.

3 - The ***effective*** 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, modeling a high level of integrity (e.g., ethical standards of the profession) in all interactions with colleagues, staff, students, families, and the community, encouraging and supporting (through communications and professional development activities) all school staff in doing the same; they fully respect the rights of others with regard to confidentiality and dignity, engaging in honest interactions, and encouraging all members of the school community to do the same, sufficiently following all policies, regulations, and procedures specific to their role and responsibilities, monitoring the school instructional environment to ensure most staff follow policies, regulations, and procedures.

2 - The ***developing*** 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, modeling a minimal level of integrity (e.g., ethical standards of the profession) in interactions with colleagues, staff, students, families, and the community; they inconsistently respect the rights of others with regard to confidentiality and dignity and/or inconsistently engage in honest interactions, following most policies, regulations, and procedures specific to his or her role and responsibilities and somewhat monitoring the school instructional environment to ensure staff follow policies, regulations, and procedures.

1 - The ***ineffective*** 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 takes action or takes ineffective actions that fail to address issues of unfair, inequitable, and inappropriate treatment of others, modeling little integrity (e.g., ethical standards of the profession) in interactions with colleagues, staff, students, families, and the community; they do not or rarely respect the rights of others with regard to confidentiality and/or dignity, and/or do not engage in honest interactions, following few or no policies, regulations, and procedures specific to their role and responsibilities and do not or rarely monitor the school instructional environment to ensure staff follow policies, regulations, and procedures.

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SCHOOL ADMINISTRATOR PERFORMANCE STANDARDS

PROFESSIONAL RESPONSIBILITIES STANDARD 4
Family and Community Engagement

DESCRIPTORS
- Involves families and the community in appropriate policy implementation, program planning, and assessment.
- Involves families and community members in the realization of vision and in related school improvement efforts.
- Connects students and families to community health, human, and social services as appropriate.

EVIDENCE SOURCES
Mandatory:
- Direct evaluator observation

Confirmatory:
- Administrator pre/ post conference
- Administrator notes
- School performance plan
- Family/community feedback
- Family and community engagement plan
- Teacher interviews

PERFORMANCE LEVELS
4 - The ***highly effective*** 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, consistently pursuing a shared sense of commitment by continuously involving families and community members in the realization of vision and in related school improvement efforts; they systematically connect students and families to a wide variety of community, health, human and social services as appropriate, and encourage other staff and teachers to take a leadership role in providing similar connections.

3 - The ***effective*** administrator sufficiently involves families and the community in appropriate policy implementation, program planning, and assessment by gathering and incorporating their input as appropriate, sufficiently involving families and community members in the realization of vision and in related school improvement efforts, and sufficiently connecting students and families to community health, human, and social services as appropriate.

2 - The ***developing*** administrator minimally involves families and the community in a limited range of areas in policy implementation, program planning, and/or assessment, minimally involving families and/or community members or involving only a limited number of families and community members in the realization of vision and in related school improvement efforts, and minimally connecting students and families or only connecting a small number of students and families to community health, human, and/or social services as appropriate.

1 - The ***ineffective*** administrator does not or rarely involves families and the community in any policy implementation, program planning, and assessment, not or rarely involving families and community members in the realization of vision and in related school improvement efforts, and does not or rarely connects students and families to community health, human, and/or social services as appropriate

NEVADA EDUCATOR PERFORMANCE FRAMEWORK
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FOUR-POINT RATING SCALE
KEY WORDS IN THE NEPF PERFORMANCE LEVELS

A review of this resource should make it clear that a performance level of 4 is the high bar for which educators should strive, but it is not that easy to attain.

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. Common words to describe this performance level include **fully, clearly, effectively, and continually**.

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. Common words to describe this performance are **adequately, generally, and sufficiently**.

LEVEL 2

The administrator is a ***developing*** leader, and 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. Common words to describe this performance are **inadequately, insufficiently, minimally, limited, or somewhat**.

LEVEL 1

The administrator is ***ineffective*** and 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 appropriately. Common words to describe this performance **are does not, rarely**.