Appendix G

Administrator Domain 1

A Data-Driven Focus on Student Achievement

1. Establishing Goals for Overall Student Achievement	
The school administrator ensures that clear and measureable goals are established regarding overall student achievement at the school level.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Indicators

❒ Written goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments

❒ Written goals are established for eliminating differences in achievement for students at different socioeconomic levels

❒ Written goals are established for eliminating differences in achievement for students of differing ethnicities

❒ Schoolwide achievement goals are posted so that faculty and staff see them on a regular basis

❒ Schoolwide achievement goals are discussed regularly at faculty and staff gatherings

❒ When asked, faculty and staff can describe the schoolwide achievement goals

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Establishing goals for overall student achievement	In addition to score 3 actions and behaviors, the school administrator refines achievement goals as achievement data accrues and clearly communicates these changes to faculty and staff.	The school administrator establishes written achievement goals at the school level and regularly refers to these goals and reminds faculty and staff of these goals.	The school administrator establishes written achievement goals at the school level.	The school administrator attempts to establish written achievement goals at the school level, but does not complete the task or does so partially.	The school administrator does not attempt to establish written achievement goals at the school level.

2. Establishing Goals for the Achievement of Individual Students	
The school administrator ensures that clear and measureable goals are established regarding the achievement of individual students within the school.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Indicators

❒ Written goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments

❒ Written achievement goals are established for each student in terms of their knowledge gain

❒ When asked, students are aware of their status on the achievement goals specific to them

❒ Students keep data notebooks regarding their individual goals

❒ When asked, parents are aware of their child's achievement goals

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Establishing goals for the achievement of individual students	In addition to score 3 actions and behaviors, the school administrator ensures that individual student goals are updated regularly.	The school administrator ensures that written achievement goals are established for each student and that faculty members are aware of the goals for those students within their realm of responsibility.	The school administrator ensures that written achievement goals are established for each student.	The school administrator attempts to ensure that written achievement goals are established for each student, but does not complete the task or does so partially.	The school administrator does not attempt to ensure that written achievement goals are established for each student.

3. Progress Monitoring for School Achievement Goals	
The school administrator ensures that data analysis and interpretation systems are in place to monitor progress toward school achievement goals.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Indicators

❒ Report, graphs, and charts are available for overall student achievement

❒ When asked, faculty and staff can describe the overall achievement of the school

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Progress monitoring for school achievement goals	In addition to score 3 actions and behaviors, the school administrator ensures that data are analyzed in a variety of ways to provide the most useful information.	The school administrator ensures that data are available for overall student achievement and that these data are regularly analyzed to determine student growth.	The school administrator ensures that data are available for overall student achievement.	The school administrator attempts to ensure that data are available for overall student achievement, but does not complete the task or does so partially.	The school administrator does not attempt to ensure that data are available for overall student achievement.

4. Progress Monitoring for Individual Student Achievement Goals	
The school administrator ensures that data analysis and interpretation systems are in place to monitor achievement goals for individual students.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Indicators

❒ Reports, charts, and graphs are available for individual students depicting their status and growth

❒ When asked, individual students and their parents can describe their achievement status and growth

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Progress monitoring for individual student achievement goals	In addition to score 3 actions and behaviors, the school administrator ensures that data are analyzed in a variety of ways to provide the most useful information.	The school administrator ensures that achievement data are available for individual students and that these data are regularly analyzed to determine individual student growth.	The school administrator ensures that achievement data are available for individual students.	The school administrator attempts to ensure that achievement data are available for individual students, but does not complete the task or does so partially.	The school administrator does not attempt to ensure that achievement data are available for individual students.

5. Interventions to Help Students Meet Individual Achievement Goals	
The school administrator ensures that appropriate school-level and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Indicators

❒ After-school programs are in place
❒ Tutorial programs are in place
❒ The school schedule is designed so that students can receive academic help while in school
❒ Individual student completion of programs designed to enhance their academic achievement is monitored

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Interventions to help students meet individual achievement goals	In addition to score 3 actions and behaviors, the school administrator continually examines and expands the options for individual students to make adequate progress.	The school administrator ensures that programs and practices are in place for individual students who are not making adequate progress and that students are successfully completing those programs.	The school administrator ensures that programs and practices are in place for individual students who are not making adequate progress.	The school administrator attempts to ensure that programs and practices are in place for individual students who are not making adequate progress, but does not complete the task or does so partially.	The school administrator does not attempt to ensure that programs and practices are in place for individual students who are not making adequate progress.

Appendix H

Administrator Domain 2

Continuous Improvement of Instruction

1. Providing a Clear Vision for Instruction	
The school administrator provides a clear vision as to how instruction should be addressed in the school.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Indicators

❒ A written document articulating the school-wide model of instruction is in place

❒ Professional development opportunities are provided for new teachers regarding the school-wide model of instruction

❒ When asked, teachers can describe the major components of the school-wide model of instruction

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Providing a clear vision for instruction	In addition to score 3 actions and behaviors, the school administrator integrates new instructional initiatives into the school model.	The school administrator ensures that a school-wide language or model of instruction is in place and continually refers to that model.	The school administrator ensures that a school-wide language or model of instruction is in place.	The school administrator attempts to ensure that a school-wide language or model of instruction is in place, but does not complete the task or does so partially.	The school administrator does not attempt to ensure that a school-wide language or model of instruction is in place.

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2. Encouraging Teachers to Enhance Their Pedagogical Skills	
The school administrator encourages and inspires teachers to continually enhance their pedagogical skills.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Indicators

❒ Individual teachers have written statements of their pedagogical growth goals
❒ Individual teachers keep track of their progress on their pedagogical growth goals
❒ The school administrator meets with teachers regarding their growth goals
❒ When asked, teachers can describe their progress on their pedagogical growth goals

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Encouraging teachers to enhance their pedagogical skills	In addition to score 3 actions and behaviors, the school administrator regularly interacts with teachers about their growth and its impact on student achievement.	The school administrator ensures that teachers establish growth goals regarding their pedagogical skills and tracks their individual progress.	The school administrator ensures that teachers establish growth goals regarding their pedagogical skills.	The school administrator attempts to ensure that teachers establish growth goals regarding their pedagogical skills, but does not complete the task or does so partially.	The school administrator does not attempt to ensure that teachers establish growth goals regarding their pedagogical skills.

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3. Awareness of Predominant Instructional Practices in the School	
The school administrator is aware of predominant instructional practices throughout the school.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Indicators

❒ Walk-through data are aggregated in such a way as to disclose predominant instructional practices in the school

❒ When asked, the school administrator can describe the predominant instructional practices in the school

❒ When asked, teachers can describe the predominant instructional practices in the school

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Awareness of predominant instructional practices in the school	In addition to score 3 actions and behaviors, the school administrator regularly updates information about predominant instructional practices in the school to identify potential problems of practice.	The school administrator ensures that information about predominant instructional practices in the school is available and regularly interacts with teachers about the effectiveness of these practices.	The school administrator ensures that information about predominant instructional practices in the school is available.	The school administrator attempts to ensure that information about predominant instructional practices in the school is available, but does not complete the task or does so partially.	The school administrator does not attempt to ensure that information about predominant instructional practices in the school is available.

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4. Using Multiple Sources of Data for Teacher Evaluation	
The school administrator ensures that teachers are provided with clear evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Indicators

❒ Highly specific rubrics are in place to provide teachers feedback on their pedagogical strengths and weaknesses

❒ Teacher feedback and evaluation data is based on multiple sources of information including, but not limited to: teacher self-report, analysis of teacher performance as captured on video, student report on teacher effectiveness, and peer feedback to teachers

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Using multiple sources of data for teacher evaluation	In addition to score 3 actions and behaviors, the school administrator ensures that teacher data is updated regularly.	The school administrator ensures that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources.	The school administrator ensures that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses.	The school administrator attempts to ensure that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses, but does not complete the task or does so partially.	The school administrator does not attempt to ensure that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses.

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5. Providing Teacher Professional Development Related to Growth Goals	
The school administrator ensures that teachers are provided with job-embedded professional development that is directly related to their growth goals regarding instruction.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Indicators

❒ Online professional development courses are available to teachers regarding their pedagogical growth goals

❒ Teacher-led professional development is available to teachers regarding their pedagogical growth goals

❒ Instructional coaching is available to teachers regarding their pedagogical growth goals

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Providing teacher professional development related to growth goals	In addition to score 3 actions and behaviors, the school administrator continually re-evaluates the professional development program to ensure that it remains job-embedded and focused on teacher growth goals.	The school administrator ensures that job-embedded professional development is provided to teachers that is directly related to their growth goals.	The school administrator ensures that job-embedded professional development is provided to teachers.	The school administrator attempts to ensure that job-embedded professional development is provided to teachers, but does not complete the task or does so partially.	The school administrator does not attempt to ensure that job-embedded professional development is provided to teachers.

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Appendix I

Administrator Domain 3

A Guaranteed and Viable Curriculum

1. Curriculum Aligned to State and District Standards	
The school administrator ensures that the school curriculum adheres to state and district standards.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Indicators

❒ Curriculum documents are in place that correlate the written curriculum to state and district standards

❒ Rubrics or proficiency scales are in place that clearly delineate student levels of performance on essential elements of the state and district standards

❒ Data is available correlating what is taught in the classrooms (i.e., the taught curriculum) and the written curriculum

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Curriculum alignment with state and district standards	In addition to score 3 actions and behaviors, the school administrator ensures that the assessment and reporting system focuses on state and district standards.	The school administrator ensures that both the written curriculum and the curriculum that is delivered in the classroom (i.e., the taught curriculum) adhere to state and district standards.	The school administrator ensures that the written curriculum adheres to state and district standards.	The school administrator attempts to ensure that the written curriculum adheres to state and district standards, but does not complete the task or does so partially.	The school administrator does not attempt to ensure that the written curriculum adheres to state and district standards.

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2. Curriculum Focused According to Time Available	
The school administrator ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Indicators

❒ A written list of essential elements is in place

❒ Essential elements have been articulated as proficiency scales or rubrics

❒ A curriculum audit has been conducted that delineates how much time it would take to adequately address the essential elements

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Curriculum aligned to time available	In addition to score 3 actions and behaviors, the school administrator ensures that essential elements of the curriculum are regularly examined and revised with an eye toward making instruction more focused and efficient.	The school administrator ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified and that these essential elements are few enough to allow adequate time for students to learn them.	The school administrator ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified.	The school administrator attempts to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified, but does not complete the task or does so partially.	The school administrator does not attempt to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified.

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3. Equal Opportunities for All Students	
The school administrator ensures that all students have the opportunity to learn the critical content of the curriculum.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Indicators

❒ Tracking systems are in place that examine each student's access to the essential elements of the curriculum

❒ Parents are aware of their child's current access to the essential elements of the curriculum

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Equal opportunities for all students	In addition to score 3 actions and behaviors, the school administrator continually monitors the extent to which all students have the opportunity to learn the essential content.	The school administrator ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum as well as access to the teachers and instructional practices that most strongly increase the chances that students will learn the essential elements.	The school administrator ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum.	The school administrator attempts to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum, but does not complete the task or does so partially.	The school administrator does not attempt to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum.

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Appendix J

Administrator Domain 4

Cooperation and Collaboration

1. Opportunities for Teachers to Observe and Discuss Effective Teaching	
The school administrator ensures that teachers have opportunities to observe and discuss effective teaching.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Indicators

❒ Teachers have opportunities to engage in instructional rounds
❒ Teachers have opportunities to view video-based examples of exemplary teaching
❒ Teachers have regular times to meet and discuss effective instructional practices
❒ Teacher have opportunities to interact about effective teaching via technology

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Opportunities for teachers to observe and discuss effective teaching	In addition to score 3 actions and behaviors, the school administrator continually monitors the extent to which teachers are participating in and learning from the opportunities offered.	The school administrator ensures that teachers have regular opportunities to interact regarding effective instructional practices and that they have opportunities to observe specific examples of effective teaching virtually or in person.	The school administrator ensures that teachers have regular opportunities to interact regarding effective instructional practices.	The school administrator attempts to ensure that teachers have regular opportunities to interact regarding effective instructional practices, but does not complete the task or does so partially.	The school administrator does not attempt to ensure that teachers have regular opportunities to interact regarding effective instructional practices.

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2. Teacher Roles in Decision-Making Processes	
The school administrator ensures that teachers have formal roles in the decision-making process regarding school initiatives.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Indicators

❒ The specific types of decisions on which teachers will have direct input are made clear

❒ Data-gathering techniques are in place to collect information from teachers

❒ Notes and reports are in place that describe how teacher input was used when making specific decisions

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Teacher roles in decision-making processes	In addition to score 3 actions and behaviors, the school administrator continually seeks new venues for teacher input regarding important decisions.	For specific types of decisions, the school administrator ensures that formal processes are in place to collect data from all teachers regarding their preferences and that the manner in which those data are used to make decisions is made transparent.	For specific types of decisions, the school administrator ensures that formal processes are in place to collect data from all teachers regarding their preferences.	The school administrator attempts to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions, but does not complete the task or does so partially.	The school administrator does not attempt to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions.

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3. Teacher Collaboration About Common Issues	
The school administrator ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and student achievement.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Indicators

❒ Professional learning communities (PLCs) are in place
❒ Common assessments are created by PLCs
❒ Student achievement and growth are analyzed by PLCs
❒ Data teams are in place
❒ Minutes and notes are collected and archived regarding meetings

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Teacher collaboration about common issues	In addition to score 3 actions and behaviors, the school administrator continually monitors the effectiveness of teacher teams and collaborative groups and makes changes as necessary to enhance student achievement.	The school administrator ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction that are designed to enhance student achievement.	The school administrator ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly.	The school administrator attempts to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly, but does not complete the task or does so partially.	The school administrator does not attempt to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly.

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4. Teacher and Staff Input	
The school administrator ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Indicators

❒ Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of the school

❒ Data is archived and reports regularly generated regarding these data

❒ The manner in which these data are used is made transparent

Scale

	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Teacher and staff input	In addition to score 3 actions and behaviors, the school administrator monitors the data collection process to render it more robust and inclusive.	The school administrator ensures that data are regularly collected from teachers and staff regarding their opinions about and suggestions for the optimal functioning of the school, and this information is an important part of deliberations about the school.	The school administrator ensures that data are regularly collected from teachers and staff regarding their opinions about and suggestions for the optimal functioning of the school.	The school administrator attempts to ensure that data are regularly collected from teachers and staff regarding their opinions about and suggestions for the optimal functioning of the school, but does not complete the task or does so partially.	The school administrator does not attempt to ensure that data are regularly collected from teachers and staff regarding their opinions about and suggestions for the optimal functioning of the school.

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5. Student and Parent Input	
The school administrator ensures that students and parents have formal ways to provide input regarding the optimal functioning of the school.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Indicators

❒ Data collection systems are in place to collect opinion data from students and parents regarding the optimal functioning of the school

❒ Data is archived and reports regularly generated regarding these data

❒ The manner in which these data are used is made transparent

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Student and parent input	In addition to score 3 actions and behaviors, the school administrator monitors the data collection process to render it more robust and inclusive.	The school administrator ensures that data are regularly collected from students and parents regarding their opinions about and suggestions for the optimal functioning of the school, and this information is an important part of deliberations about the school.	The school administrator ensures that data are regularly collected from students and parents regarding their opinions about and suggestions for the optimal functioning of the school.	The school administrator attempts to ensure that data are regularly collected from students and parents regarding their opinions about and suggestions for the optimal functioning of the school, but does not complete the task or does so partially.	The school administrator does not attempt to ensure that data are regularly collected from students and parents regarding their opinions about and suggestions for the optimal functioning of the school.

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Appendix K

Administrator Domain 5

School Climate

1. Recognition as Leader	
The school administrator is recognized as the leader of the school.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Indicators

❒ When asked, faculty and staff identify the school administrator as the leader of the school

❒ When asked, faculty and staff generally agree as to the direction provided by the school administrator

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Recognition as leader	In addition to score 3 actions and behaviors, faculty and staff are willing to assist the school administrator in his or her leadership initiatives.	Faculty and staff perceive the school administrator as the leader of the school and generally feel confident about his or her leadership abilities.	Faculty and staff perceive the school administrator as the leader of the school.	Faculty and staff are divided in their perceptions of the school administrator as the leader of the school.	Faculty and staff do not perceive the school administrator as the leader of the school.

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2. Trust of Faculty and Staff	
The school administrator has the trust of the faculty and staff that his or her actions are guided by what is best for students.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Indicators

❒ When asked, faculty and staff describe the school administrator as an individual whose actions are guided by a desire to help all students learn

❒ When asked, faculty and staff describe the school administrator as an individual who will follow through with his or her initiatives

Scale

	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Trust of faculty and staff	In addition to score 3 actions and behaviors, faculty and staff are inspired by the school administrator.	Faculty and staff perceive the school administrator as an individual whose actions are guided by the desire to help all students learn and as a person who will follow through with his or her initiatives.	Faculty and staff perceive the school administrator as an individual whose actions are guided by the desire to help all students learn.	Faculty and staff are divided in their perceptions of the school administrator as an individual whose actions are guided by the desire to help all students learn.	Faculty and staff do not perceive the school administrator as an individual whose actions are guided by the desire to help all students learn.

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3. Faculty and Staff Perceptions of School Environment	
The school administrator ensures that faculty and staff perceive the school environment as safe and orderly.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Indicators

❒ When asked, faculty and staff describe the school as a safe place

❒ When asked, faculty and staff describe the school as an orderly place

❒ Clear and specific rules and procedures are in place for the running of the school

❒ Few, if any, incidents occur in which the safety of faculty or staff is compromised

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Faculty and staff perceptions of school environment	In addition to score 3 actions and behaviors, faculty and staff are willing to assist the school administrator in maintaining the safety and order of the school.	The school administrator ensures that faculty and staff perceive the school as a safe place and as a place that has well-defined routines and procedures that lead to orderly conduct from everyone.	The school administrator ensures that faculty and staff perceive the school as a safe place.	The school administrator attempts to ensure that faculty and staff perceive the school as a safe place, but does not complete the task or does so partially.	The school administrator does not attempt to ensure that faculty and staff perceive the school as a safe place.

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4. Parent and Student Perceptions of School Environment	
The school administrator ensures that parents and students perceive the school environment as safe and orderly.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Indicators

❒ When asked, parents and students describe the school as a safe place

❒ When asked, parents and students describe the school as an orderly place

❒ Clear and specific rules and procedures are in place for the running of the school

❒ Few, if any, incidents occur in which students' safety is compromised

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Parent and student perceptions of school environment	In addition to score 3 actions and behaviors, parents and students are willing to assist the school administrator in maintaining the safety and order of the school.	The school administrator ensures that parents and students perceive the school as a safe place and as a place that has well-defined routines and procedures that lead to orderly conduct from everyone.	The school administrator ensures that parents and students perceive the school as a safe place.	The school administrator attempts to ensure that parents and students perceive the school as a safe place, but does not complete the task or does so partially.	The school administrator does not attempt to ensure that parents and students perceive the school as a safe place.

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5. Resource Management					
The school administrator manages the resources of the school in a way that focuses on the enhancement of student achievement.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable				
Indicators ❒ When asked, faculty and staff report that they have adequate materials to teach effectively ❒ When asked, faculty and staff report that they have adequate time to teach effectively ❒ Materials and resources available for specific classes and courses meet the state or district specifications for those classes and courses ❒ Time available for specific classes and courses meets the state or district specifications for those classes and courses					
Scale					
	Innovating (4)	**Applying (3)**	**Developing (2)**	**Beginning (1)**	**Not Using (0)**
Resource management	In addition to score 3 actions and behaviors, the school administrator regularly procures extra resources.	The school administrator manages the fiscal resources of the school in such a way that faculty and staff have the materials necessary to teach effectively and manages time resources in such a way that faculty and staff can teach effectively.	The school administrator manages the fiscal resources of the school in such a way that faculty and staff have the materials necessary to teach effectively.	The school administrator attempts to manage the fiscal resources of the school in such a way that faculty and staff have the materials necessary to teach effectively, but does not complete the task or does so partially.	The school administrator does not attempt to manage the fiscal resources of the school in such a way that faculty and staff have the materials necessary to teach effectively.

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6. Acknowledging Success	
When appropriate, the school administrator acknowledges the success of the whole school, as well as individuals within the school.	Notes ❍ Innovating (4) ❍ Applying (3) ❍ Developing (2) ❍ Beginning (1) ❍ Not Using (0) ❍ Not Applicable

Indicators

❒ When asked, faculty and staff report that the accomplishments of the school have been adequately acknowledged and celebrated

❒ When asked, faculty and staff report that their individual accomplishments have been adequately acknowledged and celebrated

Scale

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Acknowledging success	In addition to score 3 actions and behaviors, the school administrator provides appropriate acknowledgement of successes in the lives of faculty and staff that are not related to their work at school.	When appropriate, the school administrator acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school.	When appropriate, the school administrator acknowledges and celebrates the accomplishments of the school as a whole.	When appropriate, the school administrator attempts to acknowledge and celebrate the accomplishments of the school as a whole, but does not complete the task or does so partially.	The school administrator does not attempt to acknowledge and celebrate the accomplishments of the school as a whole.

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