Appendix G

Administrator Domain 1

A Data-Driven Focus on Student Achievement

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

□ 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	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(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 I	ndividual Students
The school administrator ensures that clear and	Notes
measureable goals are established regarding the	
achievement of individual students within the	
school.	
	O Innovating (4)
	O Applying (3)
	O Developing (2)
	O Beginning (1)
	• Not Using (0)
	O Not Applicable

□ 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

 \Box 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	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(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 Mo	3. Progress Monitoring for School Achievement Goals					
The school administrator ensures that data			Notes			
analysis and int	erpretation syste	ms are in place				
to monitor prog	gress toward scho	ol achievement				
goals.						
					ovating (4)	
					lying (3)	
					eloping (2)	
			O Beginning (1)			
			O Not Using (0)O Not Applicable			
Indicators					Applicable	
	hs, and charts are	e available for ov	verall student ach	ievement		
	, faculty and staf				ol	
Scale	, incurry und stur					
	Innovating	Applying	Developing	Beginning	Not Using	
	(4)	(3)	(2)	(1)	(0)	
Progress	In addition to	The school	The school	The school	The school	
monitoring	score 3	administrator	administrator	administrator	administrator	
for school	actions and	ensures that	ensures that	attempts to	does not	
achievement	behaviors, the	data are	data are	ensure that	attempt to	
goals	school administrator	available for overall	available for overall	data are available for	ensure that data are	
	ensures that	student	student	overall	available for	
	data are	achievement	achievement.	student	overall	
	analyzed in a	and that these	actific verificitit.	achievement,	student	
	variety of	data are		but does not	achievement.	
	ways to	regularly		complete the		
	provide the	analyzed to		task or does		
	most useful	determine		so partially.		
	information.	student		· ·		
		growth.				

4. Progress Monitoring for Individual Studen	t Achievement Goals
The school administrator ensures that data	Notes
analysis and interpretation systems are in place	
to monitor achievement goals for individual	
students.	
	O Innovating (4)
	O Applying (3)
	O Developing (2)
	O Beginning (1)
	O Not Using (0)
	O Not Applicable
Indicators	
□ Reports, charts, and graphs are available for in	ndividual students depicting their status and
growth	
When asked individual students and their per	ants can describe their achievement status and

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

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

5. Interventions to Help Students Meet Individual Achievement Goals				
The school administrator ensures that	Notes			
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.				
	O Innovating (4)			
	O Applying (3)			
	O Developing (2)			
	O Beginning (1)			
	O Not Using (0)			
	O Not Applicable			

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

Appendix H

Administrator Domain 2

Continuous Improvement of Instruction

1. Providing a	Clear Vision for	r Instruction			
The school administrator provides a clear			Notes		
vision as to how	v instruction show	uld be			
addressed in the	e school.				
				O Inno	ovating (4)
					lying (3)
					eloping (2)
					inning (1)
					Using (0)
				O Not	Applicable
Indicators					
		•		ruction is in plac	
wide model of		portunities are pi	covided for new t	eachers regardin	g the school-
		ariba tha major	components of th	a school wide m	odal of
instruction	, leachers can des	scribe the major (components of th	ne school-wide m	IOUEI OI
Scale					
Scale	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Providing a	In addition to	The school	The school	The school	The school
clear vision	score 3	administrator	administrator	administrator	1 • •
-	50010 5	administrator	uammistrator	administrator	administrator
for	actions and	ensures that a	ensures that a	attempts to	does not
	actions and behaviors, the	ensures that a school-wide	ensures that a school-wide	attempts to ensure that a	does not attempt to
for	actions and behaviors, the school	ensures that a school-wide language or	ensures that a school-wide language or	attempts to ensure that a school-wide	does not attempt to ensure that a
for	actions and behaviors, the school administrator	ensures that a school-wide language or model of	ensures that a school-wide language or model of	attempts to ensure that a school-wide language or	does not attempt to ensure that a school-wide
for	actions and behaviors, the school	ensures that a school-wide language or model of instruction is	ensures that a school-wide language or model of instruction is	attempts to ensure that a school-wide	does not attempt to ensure that a
for	actions and behaviors, the school administrator integrates	ensures that a school-wide language or model of	ensures that a school-wide language or model of	attempts to ensure that a school-wide language or model of	does not attempt to ensure that a school-wide language or
for	actions and behaviors, the school administrator integrates new instructional initiatives into	ensures that a school-wide language or model of instruction is in place and continually refers to that	ensures that a school-wide language or model of instruction is	attempts to ensure that a school-wide language or model of instruction is in place, but does not	does not attempt to ensure that a school-wide language or model of
for	actions and behaviors, the school administrator integrates new instructional initiatives into the school	ensures that a school-wide language or model of instruction is in place and continually	ensures that a school-wide language or model of instruction is	attempts to ensure that a school-wide language or model of instruction is in place, but does not complete the	does not attempt to ensure that a school-wide language or model of instruction is
for	actions and behaviors, the school administrator integrates new instructional initiatives into	ensures that a school-wide language or model of instruction is in place and continually refers to that	ensures that a school-wide language or model of instruction is	attempts to ensure that a school-wide language or model of instruction is in place, but does not	does not attempt to ensure that a school-wide language or model of instruction is

Appendix H: Administrator Domain 2-Continuous Improvement of Instruction

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Not Using
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Appendix H: Administrator Domain 2-Continuous Improvement of Instruction

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

UWalk-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**

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

Appendix H: Administrator Domain 2-Continuous Improvement of Instruction

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

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

Appendix H: Administrator Domain 2-Continuous Improvement of Instruction

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

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

Appendix H: Administrator Domain 2-Continuous Improvement of Instruction

Appendix I

Administrator Domain 3

A Guaranteed and Viable Curriculum

1. Curriculum Aligned to State and District St	tandards
The school administrator ensures that the	Notes
school curriculum adheres to state and district	
standards.	
	\bigcirc Is a spectrum (4)
	O Innovating (4)
	O Applying (3)
	O Developing (2)
	O Beginning (1)
	O Not Using (0)
	O Not Applicable

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

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

Scale					
	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(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.

Appendix I: Administrator Domain 3-A Guaranteed and Viable Curriculum

2. Curriculum	Focused Accord	ding to Time Av	ailable		
The school adn	ninistrator ensure	es that the	Notes		
school curricul	um is focused en	ough that it can			
be adequately a	ddressed in the t	ime available			
to teachers.					
				O Inno	ovating (4)
					olying (3)
					eloping (2)
					inning (1)
				O Not	Using (0)
				O Not	Applicable
Indicators					
A written list of essential elements is in place					
Essential ele	ments have been	articulated as pr	oficiency scales	or rubrics	
A curriculur	n audit has been	conducted that de	elineates how mu	ich time it would	l take to
adequately add	ress the essential	elements			
Scale					
	Innovating	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Curriculum	In addition to	The school	The school	The school	The school
aligned to	score 3	administrator	administrator	administrator	administrator
time	actions and	ensures that	ensures that	attempts to	does not

ensures that

the written

curriculum

unpacked in

manner that

elements have

essential

identified.

been

has been

such a

attempts to

ensure that

the written

curriculum

unpacked in

manner that

elements have

identified, but

complete the

task or does

so partially.

essential

does not

has been

such a

been

Appendix I: Administrator Domain 3-A Guaranteed and Viable Curriculum

school

behaviors, the

administrator

ensures that

elements of

curriculum

are regularly

revised with

making

instruction

examined and

an eye toward

more focused

and efficient.

essential

the

available

the written

curriculum

unpacked in

manner that

elements have

identified and

elements are

few enough to

adequate time for students to learn them.

that these

essential

allow

essential

has been

such a

been

does not

attempt to

ensure that

the written

curriculum

unpacked in

manner that

elements have

has been

such a

essential

identified.

been

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

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

Appendix I: Administrator Domain 3—A Guaranteed and Viable Curriculum

Appendix J

Administrator Domain 4

Cooperation and Collaboration

The school administrator ensures that teachers		Notes				
have opportunities to observe and discuss						
effective teaching.						
						. (4)
						ovating (4)
						olying (3)
						veloping (2)
						(1)
						Using (0)
					O Not	Applicable
Indicators						
	e opportunities t					
	e opportunities t		-	-	•	•
	e regular times to				-	es
	opportunities to	interact about et	ffective teaching	via tech	nology	
Scale						
	Innovating	Applying	Developing	Begir	nning	Not Using
	(4)	(3)	(2)	(1	l)	(0)
Opportunities	(4) In addition to	(3) The school	(2) The school	(1 The sch	l) nool	(0) The school
for teachers	(4) In addition to score 3	(3) The school administrator	(2) The school administrator	(1 The sch adminis	l) nool strator	(0) The school administrator
for teachers to observe	(4) In addition to score 3 actions and	(3) The school administrator ensures that	(2) The school administrator ensures that	(1 The sch adminis attempt	l) nool strator ts to	(0) The school administrator does not
for teachers to observe and discuss	(4) In addition to score 3 actions and behaviors, the	(3) The school administrator ensures that teachers have	(2) The school administrator ensures that teachers have	(1 The sch adminis attempt ensure	l) nool strator ts to that	(0) The school administrator does not attempt to
for teachers to observe and discuss effective	(4) In addition to score 3 actions and behaviors, the school	(3) The school administrator ensures that teachers have regular	(2) The school administrator ensures that teachers have regular	(1 The sch adminis attempt ensure teacher	hool strator ts to that ts have	(0) The school administrator does not attempt to ensure that
for teachers to observe and discuss	(4) In addition to score 3 actions and behaviors, the school administrator	(3) The school administrator ensures that teachers have	(2) The school administrator ensures that teachers have	(1 The sch adminis attempt ensure teacher regular	l) nool strator ts to that s have	(0) The school administrator does not attempt to ensure that teachers have
for teachers to observe and discuss effective	(4) In addition to score 3 actions and behaviors, the school	(3) The school administrator ensures that teachers have regular opportunities	(2) The school administrator ensures that teachers have regular opportunities	(1 The sch adminis attempt ensure teacher	1) nool strator ts to that s have unities	(0) The school administrator does not attempt to ensure that
for teachers to observe and discuss effective	(4) In addition to score 3 actions and behaviors, the school administrator continually monitors the extent to	(3) The school administrator ensures that teachers have regular opportunities to interact regarding effective	(2) The school administrator ensures that teachers have regular opportunities to interact regarding effective	(1 The sch adminis attempt ensure teacher regular opportu to inter regardi	l) nool strator ts to that 's have unities act ng	(0) The school administrator does not attempt to ensure that teachers have regular opportunities to interact
for teachers to observe and discuss effective	(4) In addition to score 3 actions and behaviors, the school administrator continually monitors the extent to which	(3) The school administrator ensures that teachers have regular opportunities to interact regarding effective instructional	(2) The school administrator ensures that teachers have regular opportunities to interact regarding effective instructional	(1 The sch adminis attempt ensure teacher regular opportu to inter regardis effectiv	l) nool strator ts to that s have unities act ng 7e	(0) The school administrator does not attempt to ensure that teachers have regular opportunities to interact regarding
for teachers to observe and discuss effective	(4) In addition to score 3 actions and behaviors, the school administrator continually monitors the extent to which teachers are	(3) The school administrator ensures that teachers have regular opportunities to interact regarding effective instructional practices and	(2) The school administrator ensures that teachers have regular opportunities to interact regarding effective	(1 The sch adminis attempt ensure teacher regular opportu to inter regardi effectiv instruct	1) nool strator ts to that s have unities act ng ye tional	(0) The school administrator does not attempt to ensure that teachers have regular opportunities to interact regarding effective
for teachers to observe and discuss effective	(4) In addition to score 3 actions and behaviors, the school administrator continually monitors the extent to which teachers are participating	(3) The school administrator ensures that teachers have regular opportunities to interact regarding effective instructional practices and that they have	(2) The school administrator ensures that teachers have regular opportunities to interact regarding effective instructional	(1 The sch adminis attempt ensure teacher regular opportu to inter regardi: effectiv instruct practice	1) nool strator ts to that 's have unities act ng 'e tional es, but	(0) The school administrator does not attempt to ensure that teachers have regular opportunities to interact regarding effective instructional
for teachers to observe and discuss effective	(4) In addition to score 3 actions and behaviors, the school administrator continually monitors the extent to which teachers are participating in and	(3) The school administrator ensures that teachers have regular opportunities to interact regarding effective instructional practices and that they have opportunities	(2) The school administrator ensures that teachers have regular opportunities to interact regarding effective instructional	(1) The sch administ attempt ensure teacher regular opportu to inter regardit effectiv instruct practice does not	1) nool strator ts to that s have unities act ng ve tional es, but ot	(0) The school administrator does not attempt to ensure that teachers have regular opportunities to interact regarding effective
for teachers to observe and discuss effective	(4) In addition to score 3 actions and behaviors, the school administrator continually monitors the extent to which teachers are participating in and learning from	(3) The school administrator ensures that teachers have regular opportunities to interact regarding effective instructional practices and that they have opportunities to observe	(2) The school administrator ensures that teachers have regular opportunities to interact regarding effective instructional	(1 The sch adminis attempt ensure teacher regular opportu to inter regardi effectiv instruct practice does no comple	1) nool strator ts to that s have unities act ng ve tional es, but ot ete the	(0) The school administrator does not attempt to ensure that teachers have regular opportunities to interact regarding effective instructional
for teachers to observe and discuss effective	(4) 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	(3) The school administrator ensures that teachers have regular opportunities to interact regarding effective instructional practices and that they have opportunities to observe specific	(2) The school administrator ensures that teachers have regular opportunities to interact regarding effective instructional	(1 The sch adminis attempt ensure teacher regular opportu to inter regardi: effectiv instruct practice does no comple task or	1) nool strator ts to that 's have unities act ng 'e tional es, but ot ete the does	(0) The school administrator does not attempt to ensure that teachers have regular opportunities to interact regarding effective instructional
for teachers to observe and discuss effective	(4) In addition to score 3 actions and behaviors, the school administrator continually monitors the extent to which teachers are participating in and learning from	(3) The school administrator ensures that teachers have regular opportunities to interact regarding effective instructional practices and that they have opportunities to observe	(2) The school administrator ensures that teachers have regular opportunities to interact regarding effective instructional	(1 The sch adminis attempt ensure teacher regular opportu to inter regardi effectiv instruct practice does no comple	1) nool strator ts to that 's have unities act ng 'e tional es, but ot ete the does	(0) The school administrator does not attempt to ensure that teachers have regular opportunities to interact regarding effective instructional
for teachers to observe and discuss effective	(4) 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	(3) 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	(2) The school administrator ensures that teachers have regular opportunities to interact regarding effective instructional	(1 The sch adminis attempt ensure teacher regular opportu to inter regardi: effectiv instruct practice does no comple task or	1) nool strator ts to that 's have unities act ng 'e tional es, but ot ete the does	(0) The school administrator does not attempt to ensure that teachers have regular opportunities to interact regarding effective instructional
for teachers to observe and discuss effective	(4) 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	(3) 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	(2) The school administrator ensures that teachers have regular opportunities to interact regarding effective instructional	(1 The sch adminis attempt ensure teacher regular opportu to inter regardi: effectiv instruct practice does no comple task or	1) nool strator ts to that 's have unities act ng 'e tional es, but ot ete the does	(0) The school administrator does not attempt to ensure that teachers have regular opportunities to interact regarding effective instructional

1. Opportunities for Teachers to Observe and Discuss Effective Teaching

Appendix J: Administrator Domain 4—Cooperation and Collaboration

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

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

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

Appendix J: Administrator Domain 4—Cooperation and Collaboration

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

□ Professional learning communities (PLCs) are in place

Common assessments are created by PLCs

□ Student achievement and growth are analyzed by PLCs

D Data teams are in place

□ Minutes and notes are collected and archived regarding meetings

Scale

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

Appendix J: Administrator Domain 4—Cooperation and Collaboration

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

□ 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

 \square The manner in which these data are used is made transparent

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

Appendix J: Administrator Domain 4—Cooperation and Collaboration

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

□ 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
- \square The manner in which these data are used is made transparent

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

Appendix J: Administrator Domain 4—Cooperation and Collaboration

Appendix K

Administrator Domain 5

School Climate

1. Recognit	1. Recognition as Leader						
The school administrator is recognized as			Notes				
the leader o	f the school.						
					Innovating (1)		
					Innovating (4)		
					Applying (3)		
					Developing (2)		
					Beginning (1)		
					Not Using (0) Not Applicable		
Indicators					Not Applicable		
	ked, faculty and s	taff identify the s	chool administra	tor as the leader	of the school		
	ked, faculty and s	•					
administrate	-	and generally ag	to the unce		the sensor		
Scale							
	Innovating	Applying	Developing	Beginning	Not Using		
	(4)	(3)	(2)	(1)	(0)		
Recogniti	In addition to	Faculty and	Faculty and	Faculty and	Faculty and		
on as	score 3 actions	staff perceive	staff perceive	staff are divide	d staff do not		
leader	and behaviors,	the school	the school	in their	perceive the		
	faculty and	administrator	administrator	perceptions of	school		
	staff are	as the leader	as the leader	the school	administrator		
	willing to assist the	of the school and generally	of the school.	administrator a the leader of th			
	school	feel confident		school.			
	administrator	about his or					
	in his or her	her leadership					
	leadership	abilities.					

Appendix K: Administrator Domain 5-School Climate

initiatives.

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

a 1

□ 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	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(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.

Appendix K: Administrator Domain 5-School Climate

3. Faculty and	3. Faculty and Staff Perceptions of School Environment					
The school administrator ensures that faculty			Notes			
and staff perceive the school environment as						
safe and orderly.						
sure and orderry.						
					O Ir	novating (4)
						pplying (3)
						Developing (2)
						eginning (1)
						lot Using (0)
						lot Applicable
Indicators						
	faculty and sta	ff describe the so	chool as a safe n	ace		
	-	ff describe the so	-			
	•	procedures are in		• •	scho	ol
-		in which the safe	-	-		
Scale	merdents occur		ery of faculty of	starr is comp	101111	
	Innovating	Applying	Developing	Beginnin	σ	Not Using
	(4)	(3)	(2)	(1)	8	(0)
Faculty and	In addition to	The school	The school	The school		The school
staff	score 3	administrator	administrator	administrate	or	administrator
perceptions	actions and	ensures that	ensures that	attempts to		does not
of school	behaviors,	faculty and	faculty and	ensure that		attempt to
environment	faculty and	staff perceive	staff perceive	faculty and		ensure that
	staff are	the school as	the school as	staff perceiv		faculty and
	willing to	a safe place	a safe place.	the school a		staff perceive
	assist the	and as a place		safe place, b	out	the school as
	school administrator	that has well- defined		does not complete th	0	a safe place.
	in	routines and		task or does		
	maintaining	procedures		partially.	5 50	
	the safety	that lead to		Purtuiny.		
	and order of	orderly				
	the school.	conduct from				
1						

Appendix K: Administrator Domain 5—School Climate

4. Parent a	4. Parent and Student Perceptions of School Environment					
The school administrator ensures that			Notes			
parents and students perceive the school						
environment as safe and orderly.						
				Г		
						nnovating (4)
						Applying (3)
						Developing (2)
						Beginning (1)
						Not Using (0)
					ON	lot Applicable
Indicators						
	ked, parents and s			-		
	ked, parents and s					
	d specific rules an	-	-	-	scho	ol
	ny, incidents occu	ir in which stude	nts' safety is con	npromised		
Scale						
	Innovating	Applying	Developing	Beginnin	g	Not Using
	(4)	(3)	(2)	(1)		(0)
Parent	In addition to	The school	The school	The school		The school
and	score 3 actions	administrator	administrator ensures that	administrato	r	administrator
student perceptio	and behaviors, parents and	ensures that parents and	parents and	attempts to ensure that		does not attempt to
ns of	students are	students	students	parents and		ensure that
school	willing to	perceive the	perceive the	students		parents and
environm	assist the	school as a	school as a	perceive the		students
ent	school	safe place and	safe place.	school as a s		perceive the
	administrator	as a place that		place, but do		school as a
	in maintaining	has well-		not complete		safe place.
	the safety and order of the	defined routines and		the task or do	oes	
	school.	procedures		so partially.		
	5011001.	that lead to				
		orderly				
		conduct from				
		everyone.				

Appendix K: Administrator Domain 5—School Climate

5. Resource Management					
The school administrator manages the	Notes				
resources of the school in a way that focuses					
on the enhancement of student achievement.					
	O Innovating (4)				
	O Applying (3)				
	O Developing (2)				
	O Beginning (1)				
	\bigcirc Not Using (0)				
	O Not Applicable				
Indicators	· · · · · · · · · · · · · · · · · · ·				

 \Box 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	Applying	Developing	Beginning	Not Using
	(4)	(3)	(2)	(1)	(0)
Resource	In addition to	The school	The school	The school	The school
managem	score 3 actions	administrator	administrator	administrator	administrator
ent	and behaviors,	manages the	manages the	attempts to	does not
	the school	fiscal	fiscal	manage the	attempt to
	administrator	resources of	resources of	fiscal resources	manage the
	regularly	the school in	the school in	of the school in	fiscal
	procures extra	such a way	such a way	such a way that	resources of
	resources.	that faculty	that faculty	faculty and staff	the school in
		and staff have	and staff have	have the	such a way
		the materials	the materials	materials	that faculty
		necessary to	necessary to	necessary to	and staff have
		teach	teach	teach	the materials
		effectively	effectively.	effectively, but	necessary to
		and manages		does not	teach
		time resources		complete the	effectively.
		in such a way		task or does so	
		that faculty		partially.	
		and staff can			
		teach			
		effectively.			

Appendix K: Administrator Domain 5—School Climate

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

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

Appendix K: Administrator Domain 5-School Climate