Appendix G

Administrator Domain 1

A Data-Driven Focus on Student Achievement

1. Establishing Goals for Overall Student Achievement						
The school adm	ninistrator ensure	s that clear and	Notes			
measureable go	sureable goals are established regarding					
overall student	achievement at the	he school level.				
					ovating (4)	
					olying (3)	
				O Dev	reloping (2)	
				-	ginning (1)	
				O Not	Using (0)	
				O Not	Applicable	
Indicators						
☐ Written goal	s are established	as a percentage	of students who	will score at a pr	oficient or	
higher level on	state assessment	s or benchmark a	assessments			
☐ Written goal	s are established	for eliminating of	lifferences in ach	nievement for stu	idents at	
different socioe	economic levels					
☐ Written goal	s are established	for eliminating of	lifferences in ach	nievement for stu	idents of	
differing ethnic	ities					
☐ Schoolwide	achievement goa	ls are posted so t	hat faculty and s	taff see them on	a regular basis	
☐ Schoolwide	achievement goa	ls are discussed	regularly at facul	ty and staff gath	erings	
☐ When asked	, faculty and staf	f can describe the	e schoolwide ach	ievement goals		
Scale						
	Innovating	Applying	Developing	Beginning	Not Using	
	(4)	(3)	(2)	(1)	(0)	
Establishing	In addition to	The school	The school	The school	The school	
goals for	score 3	administrator	administrator	administrator	administrator	
overall	actions and	establishes	establishes	attempts to	does not	
student	behaviors, the	written	written	establish	attempt to	
achievement	school	achievement	achievement	written	establish	
	administrator	goals at the	goals at the	achievement	written	
	refines achievement	school level and regularly	school level.	goals at the school level,	achievement goals at the	
	goals as	refers to these		but does not	school level.	
	achievement	goals and		complete the	Seliooi ievei.	
	data accrues	reminds		task or does		
	and clearly	faculty and		so partially.		
	communicates	staff of these				
	these changes	goals.				
	to faculty and					

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2. Establishing	Goals for the A	chievement of l	Individual Stude	ents		
			Notes			
measureable go	als are establishe	ed regarding the				
achievement of	individual stude	nts within the				
school.						
				O In	novating (4)	
				O A _l	pplying (3)	
				O De	eveloping (2)	
					ginning (1)	
				O No	ot Using (0)	
					ot Applicable	
Indicators				I	11	
	s are established	for each student	in terms of their	performance o	n state	
	enchmark assessr			r		
•	evement goals ar			erms of their k	nowledge gain	
	, students are awa					
	p data notebooks			nom godis spec		
	, parents are awa	•	_	als		
Scale	, parents are awa		y define verificing go			
Beare	Innovating	Applying	Developing	Beginning	Not Using	
	(4)	(3)	(2)	(1)	(0)	
Establishing	In addition to	The school	The school	The school	The school	
goals for the	score 3	administrator	administrator	administrator	administrator	
achievement	actions and	ensures that	ensures that	attempts to	does not	
of individual	behaviors, the	written	written	ensure that	attempt to	
students	school	achievement	achievement	written	ensure that	
	administrator	goals are	goals are	achievement	written	
ensures that established			established	goals are	achievement	
	individual	for each	for each	established	goals are	
	student goals	student and	student.	for each	established	
	are updated	that faculty		student, but	for each	
	regularly.	members are aware of the		does not	student.	
		goals for		complete the task or does		
		those students		so partially.		
		within their		so partially.		
		realm of				

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responsibility.

3. Progress Monitoring for School Achievement Goals The school administrator ensures that data Notes analysis and interpretation systems are in place to monitor progress toward school achievement goals. O Innovating (4) O Applying (3) O Developing (2) O Beginning (1) O Not Using (0) O 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 Applying Developing Beginning Not Using (4) (3) (2) (1)** (0)In addition to The school The school The school The school **Progress** 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 school available for available for data are ensure that goals administrator overall overall available for data are ensures that student student overall available for data are achievement achievement. student overall and that these analyzed in a achievement. student variety of data are achievement. but does not regularly complete the ways to provide the analyzed to task or does

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so partially.

determine

student growth.

most useful

information.

4. Progress Monitoring for Individual Student 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 individual students depicting their status and growth ☐ When asked, individual students and their parents can describe their achievement status and growth Scale **Developing Innovating** Applying **Beginning Not Using (4) (3) (2) (1)** (0)In addition to The school The school The school **Progress** The school administrator monitoring score 3 administrator administrator administrator ensures that for actions and ensures that attempts to does not achievement achievement individual behaviors, the ensure that attempt to student school data are data are achievement ensure that achievement administrator available for available for data are achievement ensures that individual individual available for data are goals 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

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so partially.

individual

student growth.

most useful

information.

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

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does not

complete the task or does

so partially.

adequate

progress.

are

successfully

completing those

programs.

progress.

Appendix H

Administrator Domain 2

Continuous Improvement of Instruction

1. Providing a	1. Providing a Clear Vision for Instruction					
The school adm	ninistrator provid	es a clear	Notes			
vision as to how	w instruction show	uld be				
addressed in the	e school.					
				O Inno	ovating (4)	
				O App	olying (3)	
				O Dev	eloping (2)	
				O Beg	inning (1)	
				O Not	Using (0)	
				O Not	Applicable	
Indicators				,		
☐ A written do	cument articulati	ing the school-wi	ide model of inst	ruction is in plac	e	
☐ Professional	development op	portunities are pr	ovided for new t	eachers regardin	g the school-	
wide model of	instruction					
☐ When asked	, teachers can des	scribe the major	components of th	ne school-wide m	nodel of	
instruction						
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	

	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	administrator
for	actions and	ensures that a	ensures that a	attempts to	does not
instruction	behaviors, the	school-wide	school-wide	ensure that a	attempt to
	school	language or	language or	school-wide	ensure that a
	administrator	model of	model of	language or	school-wide
	integrates	instruction is	instruction is	model of	language or
	new	in place and	in place.	instruction is	model of
	instructional	continually		in place, but	instruction is
	initiatives into	refers to that		does not	in place.
	the school	model.		complete the	
	model.			task or does	
				so partially.	

Appendix H: Administrator Domain 2—Continuous Improvement of Instruction

2. Encouraging Teachers to Enhance Their Pedagogical Skills The school administrator encourages and Notes inspires teachers to continually enhance their pedagogical skills. O Innovating (4) O Applying (3) O Developing (2) O Beginning (1) O Not Using (0) O 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 Developing Beginning Applying Not Using (4) (3) (2) (1)** (0)In addition to The school The school The school **Encouraging** The school administrator teachers to score 3 administrator administrator administrator enhance ensures that actions and ensures that attempts to does not their ensure that behaviors, the teachers teachers attempt to teachers pedagogical school establish establish ensure that skills administrator establish growth goals growth goals teachers regularly regarding regarding growth goals establish interacts with their their regarding growth goals their teachers about pedagogical pedagogical regarding their growth skills and skills. pedagogical their skills, but and its impact tracks their pedagogical on student individual does not skills. achievement. complete the progress.

task or does so partially.

3. Awareness of Predominant Instructional Practices in the School The school administrator is aware of 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 Indicators O Walk-through data are aggregated in such a way as to disclose predominant instructional practices in the school O When asked, the school administrator can describe the predominant instructional practices in

- ☐ 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

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

Appendix H: Administrator Domain 2—Continuous Improvement of Instruction

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

	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
growth goals	administrator	development	development	professional	job-embedded
	continually	is provided to	is provided to	development	professional
	re-evaluates	teachers that	teachers.	is provided to	development
	the	is directly		teachers, but	is provided to
	professional	related to		does not	teachers.
	development	their growth		complete the	
	program to	goals.		task or does	
	ensure that it			so partially.	
	remains job-				
	embedded				
	and focused				
	on teacher				
	growth goals.				

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

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

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

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. O Innovating (4) O Applying (3) O Developing (2) O Beginning (1) O Not Using (0) O Not Applicable

- ☐ 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

	Tuna avadin -	A	Davidanie -	Doninaia -	Not Hain -
	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
available	behaviors, the	the written	the written	ensure that	attempt to
	school	curriculum	curriculum	the written	ensure that
	administrator	has been	has been	curriculum	the written
	ensures that	unpacked in	unpacked in	has been	curriculum
	essential	such a	such a	unpacked in	has been
	elements of	manner that	manner that	such a	unpacked in
	the	essential	essential	manner that	such a
	curriculum	elements have	elements have	essential	manner that
	are regularly	been	been	elements have	essential
	examined and	identified and	identified.	been	elements have
	revised with	that these		identified, but	been
	an eye toward	essential		does not	identified.
	making	elements are		complete the	
	instruction	few enough to		task or does	
	more focused	allow		so partially.	
	and efficient.	adequate time			
		for students to			
		learn them.			

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

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 **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 Developing Beginning Not Using** Applying **(4) (3) (2) (1)** (0)In addition to The school The school The school The school **Equal** 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 that directly monitors the 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

curriculum.

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

the

to the

curriculum as

well as access

teachers and

instructional

practices that

most strongly increase the chances that students will learn the essential essential

the

elements of

curriculum.

elements of

curriculum.

but does not

complete the

task or does

so partially.

the

the

opportunity to

learn the

essential

content.

Appendix J

Administrator Domain 4

Cooperation and Collaboration

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

person.

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) O Developing (2) O Beginning (1) O Not Using (0) O 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

	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	administrator	formal	ensure that
	administrator	ensures that	ensures that	processes are	formal
	continually	formal	formal	in place to	processes are
	seeks new	processes are	processes are	collect data	in place to
	venues for	in place to	in place to	from all	collect data
	teacher input	collect data	collect data	teachers	from all
	regarding	from all	from all	regarding	teachers
	important	teachers	teachers	their	regarding
	decisions.	regarding	regarding	preferences	their
		their	their	on specific	preferences
		preferences	preferences.	decisions, but	on specific
		and that the		does not	decisions.
		manner in		complete the	
		which those		task or does	
		data are used		so partially.	
		to make			
		decisions is			
		made			
		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) O Not Using (0) O Not Applicable **Indicators** ☐ Professional learning communities (PLCs) are in place ☐ Common assessments are created by PLCs ☐ Student achievement and growth are analyzed by PLCs

Scale

☐ Data teams are in place

	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

☐ Minutes and notes are collected and archived regarding meetings

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. O Innovating (4) O Applying (3) O Developing (2) O Beginning (1) O Not Using (0) O 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

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

Appendix J: Administrator Domain 4—Cooperation and Collaboration

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

	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. Recognition as Leader					
The school administrator is recognized as			Notes		
the leader of the school.					
				(O Innovating (4)
			O Applying (3)		
				O Developing (2)	
				O Beginning (1)	
				O Not Using (0)	
					O Not Applicable
Indicators			ı	1	
☐ When as	ked, faculty and s	taff identify the s	chool administra	itor as the leade	er of the school
☐ When as	ked, faculty and s	taff generally agr	ee as to the direc	ction provided b	by the school
administrate	or				
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 divid	
leader	and behaviors,	the school	the school	in their	perceive the
	faculty and staff are	administrator as the leader	administrator as the leader	perceptions of the school	f school administrator
	willing to	of the school	of the school.	administrator	
	assist the	and generally		the leader of t	
	school	feel confident		school.	

about his or

abilities.

her leadership

administrator

in his or her

leadership

initiatives.

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.	
<i>g ,</i>	
	O Innovating (4)
	O Applying (3)
	O Developing (2)
	O Beginning (1)
	O Not Using (0)
	O 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 stude	ents learn

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

	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.

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

and order of

the school.

orderly

conduct from everyone.

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. O Innovating (4) O Applying (3) O Developing (2) O Beginning (1) O Not Using (0) O 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 **Developing Beginning Not Using Innovating Applying (4) (3) (2) (1)** (0)In addition to The school The school The school The school **Parent** score 3 actions administrator administrator administrator administrator and student and behaviors, ensures that ensures that attempts to does not ensure that perceptio parents and parents and parents and attempt to ns of students are students students parents and ensure that perceive the school perceive the parents and willing to students environm assist the school as a school as a perceive the students ent school safe place and safe place. school as a safe perceive the as a place that administrator place, but does school as a has wellin maintaining not complete safe place.

Appendix K: Administrator Domain 5—School Climate

the safety and

order of the

school.

defined

routines and

conduct from everyone.

procedures that lead to orderly the task or does

so partially.

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) O Not Using (0) O 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

	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.			

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 **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

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

adequately acknowledged and celebrated