DRAFT

NV Administrator Evaluation Framework

Educational Practice

Leadership Practice

Administrator behavior that enables every teacher to support student learning

High leverage leadership principles:

1) Leadership for Results
2) Vision/Culture/Clear & High Expectations
3) Leading the instructional framework that aligns Curriculum, Instruction, and Assessment
4) Build Teacher Capacity and Effectiveness
   a. Professional Development that is differentiated and sustained
5) Collaboration/Collective Inquiry

Professional Responsibilities

Everything an administrator does outside of instructional leadership to influence and prepare for learning at the highest level in each classroom and promote effectiveness of the school community.

Professional responsibilities:

1) Family Engagement
2) Community Advocacy
3) Reflection on professional growth and practice
4) Professional Obligations (e.g.: legal responsibilities, ethical practice, district/state/fed reqs, other position-tied

School Performance

School Outcomes

Students show appropriate, expected growth over time in their subject/content area. Students show proficiency in their subjects and grade level. (Indicators in this domain should align with school accountability measures.)

Categories of data:

1) Proficiency
2) Aggregated Student Growth (from Teacher Evaluation)
3) Grade-level or subject-based benchmarks/thresholdS
4) Reducing gap
5) Stakeholder Engagement

Standards of Practice—To be defined

Potential Measures:
- Artifact review (reg. compliance, SIP/Monitoring Plan)
- Teacher Effectiveness Results
- Professional Development Plan (narrative, collaboration schedules)

Criteria TBD For each standard:
- Highly Effective looks like:
- Effective looks like:
- Minimally Effective looks like:
- Ineffective looks like:

Potential Measures:
- CRT and HSPE (performance level/score, year-to-year growth)
- Other SEA or LEA-based measures (e.g.: attendance rates, graduation rates)
- Tripod Survey