Nevada Educator Performance Framework: Administrator Evaluation – Literature Review

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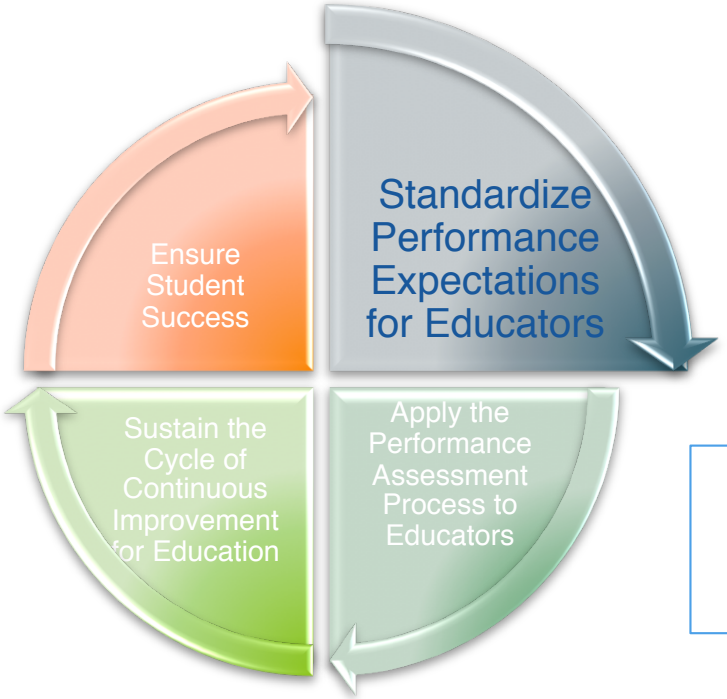

What the Framework Measures

Standards for what educators should know and be able to do

Teachers

- Educational Practice
  - Instructional Practice
  - Professional Responsibilities
- Student Performance

Administrators

- Educational Practice
  - Instructional Leadership Practice
  - Professional Responsibilities
- Student Performance

Nevada Educator Performance Framework: Administrator Evaluation Model

Educational Practice

Instructional Leadership Practice — 35%

Administrator behavior that enables every teacher to support student learning.

1) Creating and sustaining a focus on
1. learning
2) Creating and sustaining a culture of
2. continuous improvement
3) Creating and sustaining productive relationships
4) Creating and sustaining structures

Professional Responsibilities — 15%

Administrator behavior that supports learning and promotes effectiveness of the school community

1) Family engagement
2) Community advocacy
3) Reflection on professional growth and practice
4) Professional obligations
5) Stakeholder perception

Student Performance

Student Outcomes—50%

Students show appropriate, expected growth over time in their subject/content area. Students show proficiency in their subjects and grade level.

Categories of data:
1) Student growth
2) Student subpopulation gap reduction
3) Student proficiency

Standard I: Creating and Sustaining A Focus on Learning

Key Indicators

- Leading and developing a Vision
- Monitoring data for Accountability
- Supports Teacher Reflection
- Supports Teacher Planning for Student Success

Research

- T. Waters, RJ Marzano, B. McNulty (2003); *Balanced Leadership: What 30 Years of Research Tells Us*; ERIC ED481972.
- Meta Analysis on the effects of leadership on student achievement; 69 studies, 2,802 schools
- Identified 21 responsibilities of a school leader and their importance in school change and improvement.

Samples of Research

Annotated Bibliography

Standard I: Creating and Sustaining A Focus on Learning

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Research

- Spillane, J., Halverson, R. & Diamond, J. (2002). *Investigating School Leadership Practice: A Distributed Perspective.* Educational Researcher; 30(3).
- 4-year longitudinal study, funded by the National Science Foundation and the Spencer Foundation, designed to make the "black box" of leadership practice more transparent through an in-depth analysis of leadership practice.
- School leadership is best understood as a distributed practice, *stretched over* the school's social and situational contexts.

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Research

- K. Leithwood, KS Louis, S. Anderson, & K. Wahlstrom; (2004); *How Leadership Influences Student Learning: Review of Research*; ERIC ED485933
- Report examines available evidence to determine role of leadership in improving learning.
- Successful leadership plays a highly significant role in improving student learning. Requires principals to set direction, develop people, and redesign systems of support.

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Research

- Weiss, C. & Cambone, J. (1994); *Principals, Shared Decision Making, and School Reform*; Educational Evaluation and Policy Analysis; 16 (1).
- Multi-school case study on principals and shared decision making and impact on school change and reform.
- Principals who foster shared decision making achieve greater degree of reform.

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- Leading and developing a Vision
- Monitoring data for Accountability
- Supports Teacher Reflection
- Supports Teacher Planning for Student Success

Research

- Marks, H. & Printy, S. (2003); *Principal Leadership and School Performance: An Integration of Transformational and Instructional Leadership;* Educational Administration Quarterly; 39 (3).
- National Multiple School Study using Hierarchial Lineal Modeling to examine principal collaboration around instructional matters to enhance the quality of teaching and student performance.
- Shared leadership and transformational leadership when coexists in an integrated form of leadership has a substantial influence on the quality of its pedagogy and school performance.

Standard 2: Creating and Sustaining A Culture of Continuous Improvement

Key Indicators

- Continuously monitoring, evaluating, and adjusting performance
- Supports Teacher Development through Coaching, Feedback, Professional Learning Structures
- Continuously monitoring performance data for school improvement

Research

- Blasé, J. & Blasé, J. (2000); *Effective instructional leadership: Teachers Perspectives on How Principals Promote Teaching and Learning Schools*; Corwin Press.
- Teachers' perspectives on principals' everyday instructional leadership characteristics and the impacts of these characteristics on teachers. Described characteristics of principals that enhance classroom instruction. Surveyed 800 teachers.
- The data reveals two themes and 11 strategies of effective instructional leadership; talking with teachers to promote reflection and promoting professional growth.

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Research

- Crum, K. & Sherman, W. (2008); *Facilitating High Achievement: High School Principals' Reflections on Their Successful Leadership Practices.* Journal of Educational Administration;46 (5)
- Inductive explorative study to provide insight into how successful high school principals facilitate high levels of student achievement.
- Principals foster an environment focused on developing personnel and facilitating leadership, responsible delegation and empowering the team, recognizing ultimate accountability, communicating and rapport, facilitating instruction, and managing change.

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Research

- Zepeda, S. (2004). *Leadership to Build Learning Communities*; The Educational Forum. 68 (2).
- Case study on principal who used instructional supervision as a means of developing a learning community for adults.
- Principal leadership paradigms that lead to inquiry, generative problem solving, dialogue, and reflection.

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Research

- Knapp, M., Swinnerton, J. Copland, M., & Monpas Huber, J. (2006); *Data-Informed Leadership in Education*. Center for the Study of Teaching and Policy, Seattle, WA.
- Meta-synthesis of empirical descriptive studies on leadership for learning and the use of data.
- Details how educational leaders access data, the meaning they assign to it, and how they use data to improve teaching and learning.

Standard 3: Creating and Sustaining Productive Relationships

Key Indicators

- Creates a welcoming, respectful, and caring environment.
- Provides opportunities for extended, productive discourse
- Enables collaboration between administrators and teachers
- Communicates and partners with teachers and parents

Research

- Tschannen-Moran, M. (2009); *Fostering Teacher Professionalism in Schools*; Educational Administration Quarterly; 45(2).
- Professional orientation of principals and impact on teacher professionalism; Survey on School Climate with 80 middle schools
- Teacher professionalism is related to professional orientation of school leader and to faculty trust.

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- Communicates and partners with teachers and parents

Research

- Brown, K. & Wynn, S. (2009); *Finding, Supporting, and Keeping: The Role of the Principal in Teacher Retention Issues*; Leadership and Policy in Schools; 8(1).
- Empirical Inquiry of teacher retention issues and leadership styles of principals.
- Principals take proactive approach in supporting new teachers and have a commitment to professional growth and development for themselves retain teachers at a higher rate.

Standard 4: Creating and Sustaining Structures

Key Indicators

- Design and develop structures and processes
- Implements systems and processes to align curriculum, instruction, and assessment
- Allocates resources effectively, including organizing time, to support learning goals.

Research

- Boscardin, M. (2005); *The Administrative Role in Transforming Secondary Schools to Support Inclusive Evidence-Based Practices.* American Secondary Education. 33 (3).
- Case study of two ways in which administrators facilitate the development, adoptions, use, and evaluation of evidence-based educational interventions within secondary schools.
- Principals have a critical role to play in support of the use of a problem-solving model for educational intervention.

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Research

- Tucker, M. & Codding, J. (Eds.) (2003). *The Principal Challenge: Leading and Managing Schools in an Era of Accountability*; Jossey-Bass.
- Research of two years of study on effective school leadership supported by Carnegie Corp, Broad Foundation, and New Schools Venture Fund.
- Presents an overview of what it takes for a principal to be a strategic thinker where principals can use the best current thinking on knowledge management and professional development and a conception of the principal as school designer with an emphasis on the use of data to drive planning.

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Research

- Schlechty, P. (2005). *Creating Great Schools: Six Critical Systems at the Heart of Educational Innovation.* Jossey-Bass.
- Reports on the effective actions of educational leaders to sustain continuous innovation and improvement.
- Outlines six critical systems that support school improvement: recruitment and induction, knowledge transmission, power and authority, evaluation, direction, and boundaries.

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Research

- Marks, H. & Nance, J. (2007); *Contexts of Accountability Under Systemic Reform: Implications for Principal Influences on Instruction and Supervision;* Educational Administration Quarterly 43(1).
- Researchers using data from the 1999-2000 Schools and Staffing Survey investigate how accountability contexts affect the ability of principals to influence instructional and supervisory decisions in their schools.
- Principals' influence in both the supervisory and instructional domains is strongly related to that of teachers' active participation in decision making, suggesting the benefits of mutuality in school settings.