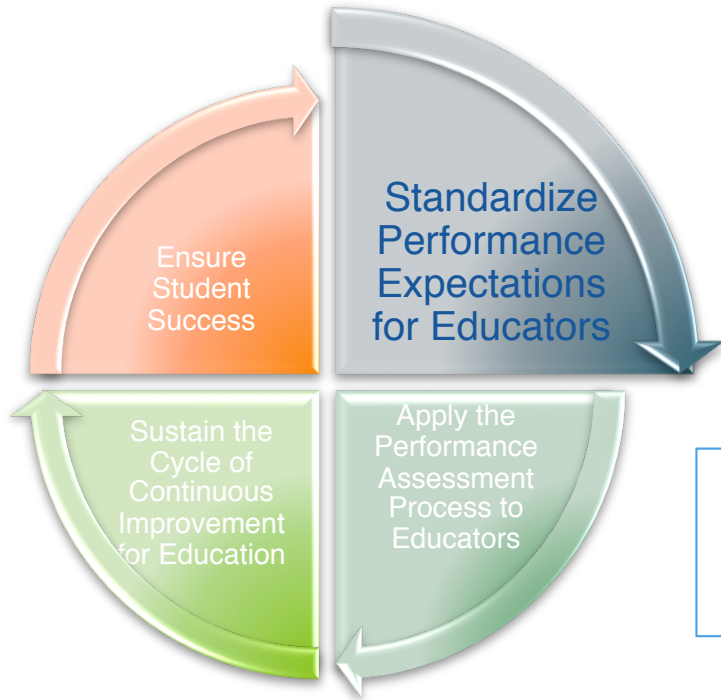


# Nevada Educator Performance Framework: Administrator Evaluation – Literature Review

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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

## Student Performance

### ***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 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

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## 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

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- Monitoring data for Accountability
- Supports Teacher Reflection
- Supports Teacher Planning for Student Success

## 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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## Key Indicators

- 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 Hierarchical 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

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## 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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- Continuously monitoring performance data for school improvement

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

## 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

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## 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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## 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

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## 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. & Coddling, 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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- Implements systems and processes to align curriculum, instruction, and assessment
- Allocates resources effectively, including organizing time, to support learning goals.

## 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.