



ACTIVITY

THE NEPF ADMINISTRATOR INSTRUCTIONAL LEADERSHIP STANDARDS RUBRIC + IDENTIFYING EVIDENCE TO REVIEW ADMINISTRATOR PRACTICE

Orientation

It is important for evaluators and administrators to gather a preponderance of evidence to make fair and accurate judgments about an administrator's practice. The NEPF High-leverage Instructional Leadership Standards rubric has examples that illustrate the processes and structures evaluators might expect to see in a school with an administrator who demonstrates proficient practice. In this activity, participants review these examples of evidence and generate additional examples from their own context. This activity takes 30 - 45 minutes.

Essential Question

What is evidence and how do we use it meaningfully?

Learning Activity

Begin the activity by asking participants to bring their experiences and background knowledge to the effective administrator conversation. Do not have participants refer to the NEPF Administrator High-leverage Instructional Leadership Standards Rubric. Have them generate responses based on their professional experience.

Participants will then review the examples of evidence in the NEPF High-leverage Instructional Leadership Standards rubric and brainstorm additional types of evidence they would look for across the four evidence categories: direct observation, indirect observation, artifacts, and school data to determine administrator effectiveness.

A comprehensive effort to gather evidence of leadership practice includes four things:

- 1. Direct observation of administrator practice** occurs when the evaluator is physically present in the school or venue where the administrator is present and leading. These observations include but are not limited to leadership team meetings, administrators observing teacher practice, or administrator to teacher feedback conversations.
- 2. Indirect observation of administrator practice** occurs when the evaluator is observing or reviewing systems or processes that have been developed and implemented by the administrator but operate without the administrator present.



These indirect observations include but are not limited to attending teacher team meetings or collaboration sessions (where the administrator is not present) or observing teacher practice across multiple classrooms.

3. Artifacts documenting administrator practice include but are not limited to the strategic school plan, documentation of the school's instructional framework, and communications to families and community members.

4. School data are concrete results of an administrator's work, including but not limited to direct evidence of student performance and stakeholder feedback.

Directions:

- You will need: NEPF High-Leverage Instructional Leadership Standards Rubric which includes the descriptors of each standard and the evidence.
- Brainstorm.

Use the graphic organizer to guide your thinking about the evidence an evaluator could use to review the practices of an effective administrator. List your ideas. Take 2 minutes to write down your ideas of evidence.

- As you write, ask yourself,

“What are the possible artifacts and data sources an evaluator could use to determine administrator effectiveness in each of the following areas:

- 1: Focus on Learning
- 2: Focus on Continuous Improvement
- 3: Focus on Productive Relationships
- 4: Focus on Structures

- Share your writing with a partner.

What similarities did you have with your partner? If there were differences, what were they? As you discuss with your partner, refine the evidence listed.

Review examples of evidence in the NEPF High-leverage Instructional Leadership Standards rubric, and in pairs, augment the examples of evidence using the four evidence categories. When you are finished, be prepared to share with the whole group.



Note: This activity could also be done as a carousel of each of the four standards.

Debrief

- *Looking at the list of evidence you have generated, what do you think the best ways are to use it meaningfully for growth and accountability?*

If you are a supervisor of administrators:

- *What evidence do you currently collect to determine administrator effectiveness?*
- *What evidence could you collect to determine administrator effectiveness?*
- *How can you organize the evidence so that it can be used meaningfully for growth and accountability?*

If you are an administrator:

- *What evidence do you currently collect to demonstrate administrator effectiveness?*
- *What evidence could you collect to demonstrate administrator effectiveness?*
- *How can you organize the evidence so that it can be used meaningfully for growth and accountability?*

Final Thoughts

- *Once we can use common language to describe what has been collected as evidence then analysis of the evidence—looking for patterns within and across the evidence collected—should follow logically.*
- *It's important to consider how to connect the evidence collected to teaching and learning patterns, and how leadership actions are connected to these outcomes.*
- *Note: Evidence sources used to evaluate administrator instructional leadership practices are divided into two categories: mandatory and optional. Evaluators are required to collect at least two sources of evidence per indicator in order to evaluate administrator performance. The primary mandatory source of evidence is direct evaluator observation, and the second mandatory evidence source varies from indicator to indicator.*

However, the more sources of evidence the evaluator has, the stronger the basis for making a judgment of administrator performance. *Multiple data points are needed to build a robust picture of an administrator's practice.*