



ACTIVITY

THE NEPF HIGH-LEVERAGE INSTRUCTIONAL LEADERSHIP STANDARDS RUBRIC + DEVELOPING COMMON LANGUAGE TO DESCRIBE ADMINISTRATOR PRACTICE

Orientation

In this activity, the participants become acquainted with the administrator evaluation rubric. First we ask participants to draw on their beliefs and experiences to describe the skills and knowledge of an effective administrator in categories that align to the five standards. Next, we have participants closely read each standard in the rubric and understand how their vision of effective leadership compares to the skills and knowledge described in the rubric. This activity takes 45-60 minutes.

Essential Question

What are the skills and habits of an effective administrator?

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 High-Leverage Instructional Leadership Standards Rubric. Have them generate responses based on their professional experience.

- Brainstorm.

Use the graphic organizer to guide your thinking about the skills and habits of an effective administrator. List your ideas. Take 2 minutes to write down your vision of an effective administrator.

- As you write, ask yourself,

“What are the skills and knowledge of an effective administrator in the four different areas?”

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



- 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 skills and knowledge listed.

Next, organize participants into four small groups. Each group will take their brainstormed skills and knowledge and do a carousel through each Nevada NEPF Leadership Standard and indicators. (Note: if there are more than 6 participants per group – break up the large group and separate each of the groups into the four small groups. You will need to have four additional stations to accommodate the large group. You can extend this to accommodate any size group.)

Put blank chart paper up for four stations (or eight stations, etc. depending on the size of the group) throughout the meeting room. Create a T-chart for each station that looks like this:

Similarities in this standard to my personal experiences/knowledge. – “I do this...”

Questions/wonders that I have about this standard. “I could do this...”

Post a copy of the Standard and indicators at each station. For example, Station 1 would have a poster of one of the NEPF Leadership Standards, Focus on Learning. Alongside the Standard rubric would be the chart paper.

Each of the stations should have one NEPF Leadership Standard set up in the manner described above; there will be four stations that make the Standards Carousel. The key idea is twofold.

First it is important to get participants exploring their beliefs about administrator practice. Second, participants become familiar with the proficient indicator language in each leadership standard and can calibrate the practice described with the skills and knowledge that they brainstormed.

Have each small group begin at one of the four stations. They will take 5 minutes at each station. Groups should do the following:

- Go to one Standard
- Read the proficient indicators in the Standard
- Participants reflect on:

“Where do you see links between the skills and knowledge of an effective administrator and the standard that you just read? Note on the chart paper:

Similarities in this standard to my personal experiences/knowledge. “I do this.”



Questions/wonders that I have about this standard. *"I could do this."*

- *At the signal, move to the next standard. Take your marker with you.*
- *As you move from standard to standard, follow the same protocol. Make sure that you build on the similarities and questions for each standard from what others have written before you.*

Debrief

- *In which indicators did you find most similarities? Why do you think that is?*
- *In which dimensions did you find the most differences? Why?*
- *What are your strengths in your current practice?*
- *What are your challenges in your current practice?*
- *Based on your strengths and challenges, how has your thinking changed about your responsibility for leading student learning?*

Final Thoughts

- Many of the attributes we already use to define effective administrators are found in the NEPF High-leverage Instructional Leadership Standards rubric.
- We often use different language to describe effective administrators; the NEPF High-leverage Instructional Leadership Standard rubric provides common language and focuses primarily on evidence of performance.
- The NEPF High-leverage Instructional Leadership Standard rubric leverages the school leader practices that are most closely tied to positive student outcomes.