

**Domain I: Shared Vision, School Culture, and Family Engagement**

**Administrator Growth Rubric**

	4	3	2	1	Examples of Evidence
<b>1. Implements a shared vision</b>	Fully develops and implements a schoolwide vision that is adopted and embraced by the school and community	Implements a schoolwide vision that is adopted and embraced by some of the members of the school and community	Communicates vision to the school and community but implementation is not clearly evident	Does not or ineffectively communicates and implements the vision	<ul style="list-style-type: none"> <li>• Documentation of vision and efforts to communicate vision are evident</li> <li>• Written values and beliefs reflecting high expectations for all students are publically visible</li> <li>• School vision includes a focus on student academic achievement and the social, intellectual, and emotional development</li> <li>• School vision is clearly articulated and understood by all staff</li> <li>• Documentation of decision-making processes is available that aligns to the vision</li> <li>• Alignment of school goals, instructional program, and vision is visible</li> </ul>
	Builds the capacity of the staff to ensure all instructional strategies and decisions support the vision	Works with the leadership team to implement effective instructional strategies to achieve the vision	Adequately implements instructional strategies that align to the vision	Makes little or no connection between instructional strategies and the vision	
	Documents processes that ensure all decisions are aligned to and support the vision	Makes decisions aligned to and in support of the vision	Demonstrates some consideration of vision in decision-making	Makes decisions without consideration of the vision	
<b>2. Maintains a supportive, secure, and respectful learning environment</b>	Builds the capacity of the staff to support and enhance students' social, intellectual, and emotional development	Works with the staff to support students' social, intellectual, and emotional development	Provides some support for students' social, intellectual, and emotional development	Provides minimal or inadequate support for students' social, intellectual, and emotional development	<ul style="list-style-type: none"> <li>• Schoolwide code of conduct aligned with district/school priorities is consistently implemented across all classrooms</li> <li>• Values and behaviors are referenced in daily school structures</li> <li>• The school's culture encourages students to respect and value their peers</li> <li>• Core components of social, emotional, intellectual, and behavioral supports are in place to support student learning</li> <li>• School building is clean and safe; all basic facilities are in working order</li> <li>• Routines and procedures are discussed regularly and implemented with fidelity</li> </ul>
	Ensures each student is respected and valued through systems that foster strong connections among students and adults	Respects and values each student in the school and fosters strong connections among students and adults	Respects and values students but provides limited support to ensure meaningful connections between students and adults	Provides no clear support to ensure that each student is respected and valued	
	Continually assesses systems and procedures to ensure the school environment is safe and secure	Implements processes that ensure the school environment is safe and secure	Manages a school environment that is safe and secure	Fails to ensure that the school environment is safe and secure	

## Domain I: Shared Vision, School Culture, and Family Engagement

	4	3	2	1	Examples of Evidence
<b>3. Engages in courageous conversations about diversity</b>	<p>Publicly models beliefs in the potential of every student to achieve at high level; builds expectations for students, staff, and parents/guardians that success is possible for all students; challenges low expectations</p> <p>Builds the school's collective capacity to engage in courageous conversations about diversity and culture, as well as how they may impact student learning</p>	<p>Builds expectation for students, staff, and parents/guardians that success is possible for all students; challenges low expectations</p> <p>Initiates courageous conversations about diversity and culture, as well as how they may impact student learning</p>	<p>Sets expectation for students, staff, and parents/guardians that success is possible for all students but may not consistently communicate expectation</p> <p>Reactively responds to courageous conversations about diversity and culture as well as how they may impact student learning, but rarely initiates conversations; demonstrates limited awareness of the impact of diversity on student learning</p>	<p>Rarely demonstrates confidence in the potential of every student to achieve at high levels; does not create an environment that supports all students</p> <p>Avoids courageous conversations about diversity and culture; demonstrates limited or no awareness of the impact of diversity on student learning</p>	<ul style="list-style-type: none"> <li>The School is building the capacity of adults to support diverse student needs and diverse student groups through professional development</li> <li>Adults and students monitor themselves and hold each other accountable for language, attitudes, and behaviors that are racially or culturally offensive or uninformed</li> <li>Staff participate in and lead learning experiences where they explore their personal assumptions and approaches to diversity</li> <li>Community conversations about culture and diversity occur regularly</li> </ul>
<b>4. Welcomes families and community members into the school</b>	<p>Creates a schoolwide culture in which all families/guardians and community members are welcomed into the school and builds the capacity of the staff to do so as well</p> <p>Shares the school's vision for high student achievement with all visitors and builds the capacity of the staff to do so</p>	<p>Builds the capacity of staff to welcome all families/guardians and community members into the school</p> <p>Shares the school's vision for high student achievement with all visitors</p>	<p>Welcomes all families/guardians and community members into the school but does not build the capacity of staff to do so</p> <p>Occasionally shares the school's vision for high student achievement with visitors</p>	<p>Rarely or inconsistently welcomes families/guardians or community members into the school</p> <p>Rarely shares the school's vision for high student achievement with visitors</p>	<ul style="list-style-type: none"> <li>Families feel included and invested in the school</li> <li>Families are given strategies and tools to support student learning outside the school day</li> <li>Families have multiple ways to communicate with staff</li> <li>Consistent communication between families and school is present</li> <li>Communications from families and stakeholders are responded to appropriately and in a timely manner</li> </ul>

## Domain II: Teaching and Learning

	4	3	2	1	Examples of Evidence
<b>5. Supports the development and implementation of Mississippi standards-based lesson and unit plans</b>	<p>Builds the capacity of staff to effectively develop and implement lesson and unit plans aligned to Mississippi state standards, curricula, and assessments</p> <p>Implements ongoing systems to review and improve lesson and unit plans based on student outcomes</p>	<p>Leads staff in the development and implementation of lesson and unit plans aligned to Mississippi state standards, curricula, and assessments</p> <p>Oversees revisions to lesson and unit plans based on student outcomes</p>	<p>Provides limited support to staff in the development and implementation of lesson and unit plans aligned to Mississippi state standards, curricula, and assessments</p> <p>Provides limited oversight in revising lesson and unit plans based on student outcomes</p>	<p>Provides no support to staff in the development and implementation of lesson and unit plans aligned to Mississippi state standards, curricula, and assessments</p> <p>Rarely ensures lesson or unit plans are revised based on student outcomes</p>	<ul style="list-style-type: none"> <li>• Systems ensure that lesson and unit plans align to the scope and sequence and prepare students to be on a college readiness track based on Mississippi state standards</li> <li>• Instructional decisions throughout the year are based on ongoing formative and summative assessments, instructional observations, and various data analyses</li> <li>• Lesson plans, unit plans, and curricular materials demonstrate curriculum coordination and alignment to Mississippi College and Career Ready Standards and Frameworks</li> <li>• Rigorous course content is accessible to all students</li> <li>• Throughout the school, classroom activities engage students in cognitively challenging work that is aligned to the Mississippi state standards</li> <li>• Instructional staff (teachers, coaches, and administrators) have a broad repertoire of pedagogical approaches that are effectively incorporated into lesson plans</li> </ul>
	<p>Builds the capacity of staff to effectively implement a variety of rigorous instructional strategies and pedagogical methods that meet students' needs and drive students' learning</p> <p>Builds the capacity of staff to effectively adapt instructional practices to ensure that all students master content</p>	<p>Supports staff in implementing a variety of rigorous instructional strategies and pedagogical methods that meet students' needs and drive students' learning</p> <p>Supports staff in effectively adapting instructional practices to ensure that all students master content</p>	<p>Provides staff with limited support in the use of instructional strategies that meet students' needs and drive students' learning</p> <p>Provides staff with limited support in adapting instructional practices to ensure all students master content</p>	<p>Rarely ensures instructional strategies meet students' needs and drive students' learning</p> <p>Rarely or never adapts instructional practices to ensure all students master content</p>	

## Domain II: Teaching and Learning

	4	3	2	1	Examples of Evidence
<b>7. Tracks student-level data to drive continuous improvement</b>	<p>Creates systems for the consistent monitoring and collection of data to inform continuous improvement</p> <p>Uses multiple sources of both quantitative and qualitative data to evaluate instruction, identify student outcome trends, prioritize needs, and inform continuous improvement</p> <p>Facilitates, supports, and builds staff capacity to monitor progress toward student learning goals</p>	<p>Consistently monitors and collects data to inform continuous improvement</p> <p>Uses multiple sources of data to evaluate instruction, identify student outcome trends, prioritize needs, and inform continuous improvement</p> <p>Facilitates and supports staff in monitoring progress toward student learning goals</p>	<p>Provides limited monitoring and collection of data to inform continuous improvement</p> <p>Uses limited forms of data to evaluate instruction, identify student outcome trends, prioritize needs, and inform continuous improvement</p> <p>Provides limited support to staff in monitoring progress toward student learning goals</p>	<p>Does not ensure consistent monitoring and collection of data to inform continuous improvement</p> <p>Rarely uses data to evaluate instruction, identify student outcome trends, prioritize needs, or inform continuous improvement</p> <p>Does not support staff in monitoring progress toward student learning goals</p>	<ul style="list-style-type: none"> <li>• Instructional decisions throughout the year are based on student outcome data</li> <li>• Student performance data are readily available and can be organized by cohort, grade, subject, sub-group, etc.</li> <li>• Elementary students who are not yet proficient are identified and supported to ensure progress</li> <li>• Secondary student performance is closely monitored to ensure that the students remain “on track” to graduate in four years</li> <li>• Data are used and reviewed in every teacher team meeting to improve instruction, to determine differentiation, and to drive re-teaching</li> </ul>
<b>8. Uses disaggregated data to inform academic intervention</b>	<p>Builds the capacity of staff to analyze disaggregated student-specific data to determine appropriate differentiation and academic intervention</p> <p>Builds the capacity of staff to use data to make updates to the intervention plans for students or subgroups not making progress</p>	<p>Leads staff in analyzing disaggregated student-specific data to determine appropriate differentiation and academic intervention</p> <p>Leads staff in using data to make updates to the intervention plans for students or subgroups not making progress</p>	<p>Provides limited support to staff in analyzing disaggregated data to determine differentiation and academic intervention</p> <p>Provides limited support to staff in using data to make updates to the intervention plans for students or subgroups not making progress</p>	<p>Provides no support to staff in analyzing disaggregated data to determine differentiation and academic intervention</p> <p>Rarely or never supports staff in using data to make updates to the intervention plans for students or subgroups not making progress</p>	<ul style="list-style-type: none"> <li>• Staff monitor student progress through frequent checks for understanding</li> <li>• Students receive rapid, data-driven interventions matched to current needs</li> <li>• Intervention assignments and schedules are frequently updated to reflect student needs and progress</li> </ul>

## Domain III: Staff Development

	4	3	2	1	Examples of Evidence
<b>9. Provides actionable feedback</b>	<p>Provides ongoing, timely, and individualized actionable feedback to staff based on evidence collected from observations; builds the capacity of staff to use feedback as a tool for professional learning and growth</p> <p>Develops and implements a strong system to ensure feedback is incorporated into teacher practice</p> <p>Develops interrater reliability with the leadership team by co-observing and utilizing results to improve the quality of feedback</p>	<p>Provides ongoing, timely, and individualized actionable feedback to staff based on evidence collected from observations</p> <p>Implements a sufficient system in place to support incorporation of feedback into teacher practice</p> <p>Conducts co-observations with leadership team and utilizes results to improve the quality of feedback</p>	<p>Provides feedback based on observations but feedback may be vague or not actionable</p> <p>Limited system in place to ensure feedback is incorporated into teacher practice</p> <p>Inconsistently conducts co-observations with leadership team that has limited impact on the quality of feedback</p>	<p>Provides limited, confusing feedback to teachers based on limited data</p> <p>No system in place to ensure feedback is incorporated into teacher practice</p> <p>No co-observation system in place; no value placed on reliability of classroom observations</p>	<ul style="list-style-type: none"> <li>Leadership team members conduct frequent observations and provide verbal and written feedback to staff on instructional practices with follow up to ensure improvement</li> <li>Evidence of teacher practice is gathered through classroom observations and in informal interactions with students, staff, and families</li> <li>Instructional feedback builds effective teacher practice and observable changes in teacher practice</li> <li>Teachers are taught how to use a variety of instructional strategies</li> <li>Teacher-driven professional development focuses on student learning challenges, progress toward goals, and information from teacher team meetings and peer visitations</li> </ul>
<b>10. Coaches and implements learning structures</b>	<p>Develops, implements, and facilitates effective professional learning opportunities and coaching</p> <p>Tailors professional learning to individual staff member's growth needs</p>	<p>Facilitates or provides effective professional learning opportunities and coaching</p> <p>Provides some differentiated professional learning to meet individual staff member's growth needs</p>	<p>Facilitates or provides limited professional learning opportunities</p> <p>Provides undifferentiated professional learning to staff members</p>	<p>Does not facilitate or provide regular or appropriate professional learning opportunities for staff</p> <p>Does not provide professional learning to staff members</p>	

## Domain III: Staff Development

	4	3	2	1	Examples of Evidence
<b>11. Provides leadership opportunities</b>	Identifies effective teachers and actively and consistently provides them with meaningful leadership opportunities	Identifies effective teachers and provides them with leadership opportunities	Provides leadership opportunities to teachers who express interest	Rarely provides leadership opportunities to teachers	<ul style="list-style-type: none"> <li>Multiple staff members serve as instructional leaders in the school</li> <li>Staff members proactively assume leadership roles</li> <li>Teacher leaders are utilized as teacher mentors and instructional coaches in the school</li> <li>Teacher leaders and leadership team are offered professional learning opportunities to strengthen leadership skills</li> <li>Teacher leaders and leadership team facilitate professional development in the school</li> <li>Teacher leaders are provided with leadership opportunities that allow them to remain in the classroom</li> </ul>
	<p>Mentors and supports the development of teacher leaders and leadership team members</p> <p>Communicates a clear leadership trajectory to those teachers with the most leadership potential</p>	<p>Supports the development of teacher leaders and leadership team members</p> <p>Supports leadership advancement for teachers with the most leadership potential but does not communicate a clear trajectory</p>	<p>Inconsistently supports the development of teacher leaders and leadership team members</p> <p>Provides leadership advancement information to those who request it</p>	<p>Does not support the development of teacher leaders and leadership team members</p> <p>Does not communicate a leadership trajectory for any teachers</p>	
<b>12. Develops a highly effective leadership team</b>	<p>Establishes an effective leadership team (potentially including multiple teams with unique purposes) and builds team's capacity to focus on student learning</p> <p>Builds the capacity of the team to oversee complex projects, lead teacher teams, and conduct teacher observations</p>	<p>Establishes an effective leadership team (potentially including multiple teams with unique purposes) with a focus on student learning</p> <p>Provides support for leadership team to lead teacher teams and conduct teacher observations</p>	<p>Establishes a leadership team with a limited focus on student learning</p> <p>Provides limited support to the leadership team</p>	<p>Establishes an ineffective leadership team with little or no focus on student learning</p> <p>Rarely or never provides support to the leadership team</p>	<ul style="list-style-type: none"> <li>Leadership team focuses on student learning to target key instructional needs</li> <li>Leadership team consistently models and enforces schoolwide philosophy, core values, and professional responsibility</li> <li>Leadership team is comprised of highly skilled staff who are engaged in instructional leadership</li> </ul>

## Domain IV: Strategic Planning and Systems

	4	3	2	1	Examples of Evidence
<b>13.</b> <b>Develops and implements a strategic plan</b>	<p>Engages staff and school-level stakeholders in developing and implementing a detailed strategic plan that describes milestones</p> <p>Includes staff capacity building to implement strategies for rigorous classroom content and effective instructional practices to support students in achieving the learning targets</p>	<p>Develops and implements a strategic plan that identifies milestones</p> <p>Includes effective strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets</p>	<p>Drafts a strategic plan that identifies milestones, but implementation is inconsistent</p> <p>Includes some strategies for effective instruction to support students in working toward learning targets</p>	<p>No strategic plan developed; rarely formalizes strategies or plans to reach school priorities or goals</p> <p>Includes minimal or no strategies for effective instruction to support students in working toward learning targets</p>	<ul style="list-style-type: none"> <li>• Protocols and processes to diagnose the current state of the school (including review of data, school practices, and instructional practices) are clear and transparent to all staff</li> <li>• Evidence of Plan - Do - Study/ Check - Act cycles</li> <li>• Each grade and each sub-group has specific student outcome targets, clear milestones, and benchmarks to track student outcomes and school practice implementation</li> <li>• Strategic plan priorities are public; stakeholders share a common understanding of short- and long-term milestones and goals</li> <li>• Teacher leaders and members of the leadership team focus weekly discussions on student learning outcomes</li> <li>• Leadership team creates short- and medium-term action plans to address on-going areas of concern and celebrates areas of success on developing the whole child</li> </ul>
	<p>Develops and effectively implements a clear plan to conduct ongoing, documented monitoring of the progress toward achieving goals identified as part of the strategic planning process</p> <p>Utilizes progress monitoring results to continually improve activities</p>	<p>Develops and effectively implements a plan to monitor progress toward achieving goals identified as part of the strategic planning process, but no documented process is in place to ensure monitoring is ongoing</p> <p>Utilizes progress monitoring results to improve activities, but no clear process is in place to ensure continuous improvement occurs</p>	<p>Some evidence of monitoring progress toward goals is present, but monitoring is inconsistent</p> <p>Limited/inconsistent utilization of progress monitoring results to improve activities</p>	<p>Minimal or no monitoring of progress toward achieving goals identified as part of the strategic planning process</p> <p>Minimal or no evidence that progress monitoring results are utilized to improve activities</p>	

## Domain IV: Strategic Planning and Systems

	4	3	2	1	Examples of Evidence
<b>15. Effectively manages professional time</b>	Strategically plans daily schedule to address instructional leadership priorities supporting the ongoing development of teacher quality, effective staff collaboration, data analysis, and other schoolwide priorities	Maintains a daily schedule to address instructional leadership priorities supporting the ongoing development of teacher quality, effective staff collaboration, data analysis, and other schoolwide priorities	Schedules time daily to address instructional leadership priorities but blocks of time are used ineffectively	Rarely plans own time in advance; neglects to protect time for instructional leadership priorities	<ul style="list-style-type: none"> <li>• School calendar of professional development, interim assessments and re-teaching is in place</li> <li>• Daily/weekly schedules create adequate time for all student interventions and staff development, and are flexible enough to adjust to new priorities and needs</li> <li>• Keeps a personal/professional calendar</li> </ul>
<b>16. Aligns and manages the school's resources</b>	Maximizes school and district resources; actively seeks external resources that align to strategic priorities	Allocates resources in alignment with school priorities; seeks external resources that align to strategic priorities	Allocates resources based on priorities; leverages external resources when available	Allocates resources to initiatives that do not align with school goals; does not seek external resources	<ul style="list-style-type: none"> <li>• Finances and other resources are aligned with strategic priorities</li> <li>• External partners are identified and accessed to supplement available resources</li> </ul>



## Domain V: Personal Leadership & Growth

	4	3	2	1	Examples of Evidence
<b>17. Demonstrates self-awareness, reflection, and on-going learning</b>	Consistently seeks feedback on their own practice, self-reflects, and adapts their leadership practice; builds the capacity of staff to do so as well	Proactively seeks feedback, self-reflects, and adapts own leadership practice	Demonstrates a non-defensive attitude in receiving feedback from staff members and makes minor adjustments to own leadership practice	Unwilling to accept feedback and adjust leadership practice	<ul style="list-style-type: none"> <li>• Message about goals does not change in moments of challenge or adversity</li> <li>• Shares personal failures and the lessons learned from them</li> <li>• Continuously reflects on performance, seeks feedback, and actively pursues opportunities to improve personal and school leadership</li> <li>• Takes initiative and remains solutions-oriented at all times to move the work of the school forward</li> <li>• Staff is aware of and can share missteps, mistakes, tactics that were unsuccessful and how they were used as learning opportunities</li> </ul>
	Engages in multiple learning opportunities aligned with student needs	Engages in learning opportunities aligned with student needs	Seeks some learning opportunities aligned with student needs	Rarely or never seeks learning opportunities aligned with students needs	
	Accepts personal responsibility for mistakes and uses them as learning opportunities; builds the capacity of staff to do so	Accepts personal responsibility for mistakes and uses them as learning opportunities	Accepts some responsibility for mistakes, but they are not used as learning opportunities	Fails to accept responsibility for mistakes	
<b>18. Demonstrates resiliency in the face of challenge</b>	Models and builds the capacity of staff to maintain the focus of conversations and initiatives on improving student achievement and finding solutions despite adversity	Encourages staff to focus conversations and initiatives on improving student achievement and finding solutions despite adversity	Demonstrates personal belief in the potential for improving student achievement but may struggle when faced with adversity; does not encourage staff to focus on student achievement despite adversity	Easily loses focus on improving student achievement	
	Actively identifies solutions and remains focused when faced with set-backs	Identifies solutions when faced with set-backs	Attempts to remain solutions-oriented	Rarely remains solutions-oriented	
	Capitalizes on challenges as opportunities to grow and develop themselves and their staff; communicates the opportunity clearly	Supports staff growth and development in the face of challenges	Provides some support to staff to grow in the face of challenges	Reacts with visible frustration to challenges and setbacks; fails to respond to challenges as they arise	

## Domain V: Personal Leadership & Growth

	4	3	2	1	Examples of Evidence
<b>19. Communicates with stakeholders</b>	<p>Implements effective two-way communication structures with district leadership and all stakeholders</p> <p>Engages stakeholders in focused conversations about school goals and values</p> <p>Builds the capacity of staff to effectively lead and participate in conversations about professional practice/ student learning and to tailor messages to the intended audience</p>	<p>Engages in two-way communication with all stakeholders</p> <p>Communicates with stakeholders about school goals and values</p> <p>Supports staff in effectively leading and participating in conversations about professional practice/ student learning and tailoring messages to the intended audience</p>	<p>Inconsistently engages in two-way communication with stakeholders, or communication is one-way</p> <p>Inconsistently communicates with stakeholders about school goals and values</p> <p>Supports staff in engaging in conversations about professional practice and student learning</p>	<p>Rarely or never engages stakeholders in meaningful conversations about the school</p> <p>Rarely or never communicates with stakeholders about school goals and values</p> <p>Rarely or never supports staff in engaging in conversations about professional practice and student learning</p>	<ul style="list-style-type: none"> <li>School staff development plan addresses difficult conversations to improve and enhance student learning</li> <li>Principal reacts to difficult moments or feedback in calm and positive ways</li> <li>Differentiates communication style and has demonstrated a positive and appropriate rapport with students, staff, families, and community members</li> <li>Systems, processes, and structures are in place to share the current state of the school and solicit feedback</li> <li>Leadership team participates in professional development to learn and practice active listening skills</li> </ul>