MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

Professional Growth System

Administrator Growth Rubric

Administrator

Observation and Feedback Guidebook

ACKNOWLEDGEMENTS

The Mississippi Department of Education (MDE) thanks the following individuals and organizations for their contributions to the development and implementation of the Professional Growth System.

- Southern Regional Education Board (SREB) - Educator Effectiveness
- The Educator and Leader Effectiveness Steering Committee
- Jess Wood, EdCounsel
- Dr. Pete Goldschmidt
- Cindy Tocci, Educational Observations, LLC
- Center for Educational Research and Evaluation (CERE), The University of Mississippi
- Southeast Comprehensive Center (SECC) at American Institutes for Research

The MDE also thanks the educators who participated in focus groups and feedback sessions.

Table of Contents

INTRODUCTION 5

How the PGS Connects to Broader Goals 5
Administrator Growth Rubric 5
Professional Growth System Goals 6
Future Measures 7
The Observation and Feedback Cycle 7
The Observation and Feedback Process 8
Summative Observation Ratings and Conferences 9

Administrator GROWTH RUBRIC 13

Administrator Grow Rubric Design 13
Administrator Performance Levels 15
Administrator Growth Rubric 16

RESOURCES 27

Glossary 28
The Observation and Feedback Cycle: Best Practices for Collecting Evidence 29
Selected Scripting Form 34
Observation Evidence Sorting Form Option A 36
Observation Evidence Sorting Form Option B 56
Summative Observation Rating Form 60

Notes:

Introduction

How the Professional Growth System Connects to Our Broader Goals

The Mississippi State Board of Education's Strategic Plan outlines clear goals for advancing public education in the State of Mississippi. **Goal 4** of the strategic plan specifically addresses teacher and leader effectiveness by ensuring that "every school has effective teachers and leaders."

VISION: To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce and to flourish as parents and citizens

MISSION: To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

Goals:

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and Is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
6. Every School and District Is Rated "C" or Higher Teacher Growth Rubric

Administrator Growth Rubric

The Administrator of each school is responsible for every level of education with their school environment from working with students, managing staff and teachers to assisting with parents and partners in the community. In their critical role, administrators need feedback and high-quality learning experiences to continuously improve their practice and student learning. This feedback and support should be based on a shared understanding and ongoing support of best practice.

With input from hundreds of educators, a statewide team of teachers and leaders designed the Mississippi Educator and Administrator Professional Growth System (PGS) to help ensure that administrators receive the high-quality feedback necessary to support the growth they must maintain. This system is also intended to provide districts and the Mississippi Department of Education (MDE) with data to strengthen decision-making to ensure that administrators are better prepared, supported, and retained to improve teaching and learning for all students.

Professional Growth System Goals

The following are the goals of the Professional Growth System:

- Provide a shared vision for high-quality teaching and learning and guide educators in improving their practice
- Encourage regular, evidence-based observation and feedback for all teachers
- Support teachers and school leaders in identifying priorities for strengthening practice
- Serve as a guide for teachers as they reflect upon their own practices

Administrator/Observer Responsibilities

Administrator Responsibilities:

- Know and understand the Administrator Growth Rubric domains, standards, and indicators
- Understand the observation process
- Prepare for and fully participate in each component of the observation process
- Develop strategies to improve leadership practice in areas individually or collaboratively identified
- Implement strategies to improve leadership practice in areas individually or collaboratively identified

Observer Responsibilities:

- Complete the MDE's observer training to understand and implement the Administrator Growth Rubric with fidelity and consistency
- Know and understand the Administrator Growth Rubric domains, standards, and indicators
- Supervise the observation process and ensure that all steps are conducted according to the process
- Identify the administrator's strengths and areas for growth and provide specific, actionable feedback for improving practice
- Ensure that the Summative Observation Rating accurately reflects leadership practice

Observers

Local school districts have the discretion to designate administrators and educators to perform observations within their school district. All observations and feedback conversations must be performed by licensed

educators and/or administrators who have successfully completed all MDE training requirements.

Future Measures

The Professional Growth System will eventually include multiple measures: student surveys for both elementary and secondary education; teacher impact and parent surveys for administrators. The processes and business rules for these measures are currently being developed/piloted. The development of these measures is being done with input from administrators and teachers from around the state. Once developed and piloted training will be available on these measures.

Student Surveys (Elementary and Secondary)

- Develop and pilot during the 2018-2019 and 2019-2020 school years
- Implement during the 2020-2021 school year

Assessing Teachers' Impact on Student Learning

- Develop and pilot during the 2018-2019 and 2019-2020 school years
- Implement during the 2020-2021 school year

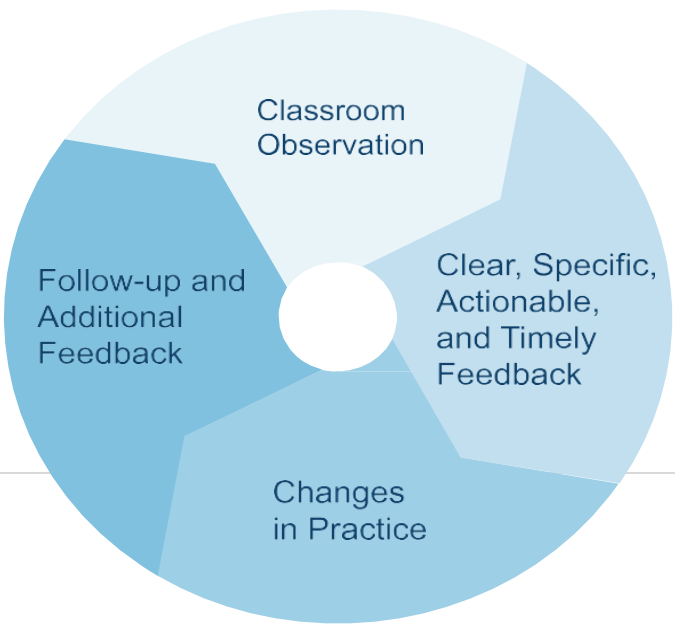
Parent Surveys

- Develop and pilot during the 2018-2019 and 2019-2020 school years
- Implement during the 2020-2021 school year

The Observation and Feedback Cycle

The purpose of the PGS is to support all educators in strengthening practice. This purpose is achieved through the cycle of observations, feedback, adjustments in practice, and follow-up to support the growth of administrators. The Observation and Feedback Cycle will ensure that administrators receive regular observations to provide accurate and meaningful feedback.

Each observation should be followed by clear, specific, actionable, and timely feedback to improve practice. Observers should follow up to ensure feedback is effectively implemented and to provide additional assistance if necessary. This cycle provides teachers with continuous feedback.



The Observation and Feedback Process

COLLECT
The observer looks for relevant evidence in a lesson.

SORT
The observer organizes evidence by rubric standards.

ANALYZE
The observer determines records performance levels by aligning from evidence to rubric indicators.

PROVIDE FEEDBACK
The observer uses evidence to ground discussion with the teacher on improving practice.

The Observation and Feedback Process is not a mystery. This is the four-step process for collecting evidence to support feedback conversations. These steps should be followed when observing administrators. This process represents best practice and is not intended to be burdensome but provide observers with a clear process to make identifying high-quality feedback easier.

As observers gain experience and expertise with the Administrator Growth Rubric, collecting and sorting evidence can be done simultaneously.

COLLECT: An observer looks for and records relevant evidence from the critical contexts. The observation process begins by gathering relevant evidence of the practices that are most important to school leadership and student learning.

SORT: The observer organizes the evidence by standards.

ANALYZE: The observer determines performance levels by aligning and analyzing the evidence to the rubric's indicators.

PROVIDE FEEDBACK: The observer uses evidence in discussion with the administrator on how to improve practice and leadership.

Administrator Observations and Feedback Conversations

Administrators Observations and Site Visits

Administrator and site visit observations provide a view of leadership practice and the opportunity to collect evidence to assess practice using the Administrator Growth Rubric. Archer, Cantrell, Holtzman Joe, Tocci, & Wood (2016) wrote:

> Evidence is the basis of fair evaluation and meaningful feedback. Evidence is what grounds agreement on the quality of practice, as well as the conversation about how to improve.
>
> When an observer calls attention to specific actions that took place in a lesson, it demystifies the reasons why a specific performance rating is warranted and provides a clear starting point for discussing how to implement changes. A piece of evidence is an objective description of something observed in a lesson. It makes no suggestion of quality (p. 128).[1]

Administrator and site visit observations serve as a snapshot of practice and leadership captured through watching the administrator and providing feedback on what is observed. Observations, both informal and formal, should be of sufficient length so that the observer can analyze the lesson and accurately collect evidence.

Time between observations must be sufficient for administrator to improve their practice using the action steps identified during the feedback conversation. If the administrator needs support(s) to improve his/her leadership practice (i.e., coaching and professional learning opportunities), then the time between observations must be sufficient for the administrator to have had the opportunity to access appropriate supports.

Informal/Walk-through Observations

Research clearly indicates that adults, including educators and administrators, need regular feedback to strengthen practice. Informal observations/walk-throughs are unannounced observations that support the collection of evidence to provide high-quality feedback to administrators about specific practice and leadership. The informal/walk-through observations should occur throughout the school year.

Formal Observations

Formal observations should be announced. Each administrator should receive a minimum of one formal observation per school year. Beyond the required one, the frequency and length of the formal observations are at the discretion of the school district.

While two observations are the minimum requirement, more frequent observations may be needed to strengthen an administrator's practice. A single observation does not need to assess every aspect of an administrator's practice, but observers should use the rubric to identify potential areas for feedback.

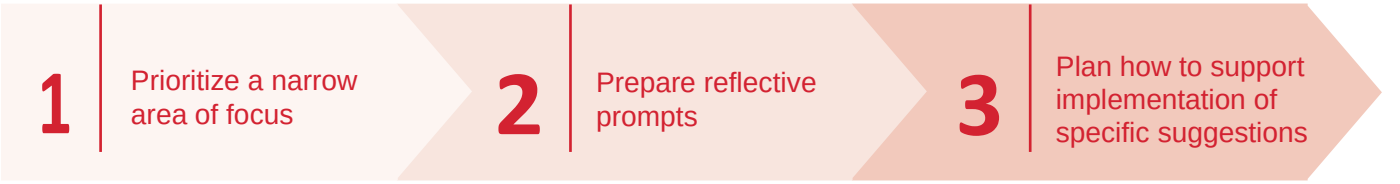
1 Archer, J., Cantrell, S., Holtzman, S. L., Joe, J. N., Tocci, C. M., & Wood, J. (2016). Better feedback for better teaching: a practical guide to improving classroom observations. San Francisco, CA: Jossey-Bass, a Wiley Brand.

Pre-observation Conferences

Pre-observation conferences provide the opportunity for the administrator to describe the context and plans for the lesson prior to a site visit observation. The administrator would also discuss goals related to his/her leadership practice. Pre-observation conferences are not required, but are useful in building shared trust with the observation process.

Feedback Conversations

Of all the approaches to promote administrator leadership, the most powerful (and embedded in virtually all others) is that of professional conversation.[2] Reflective conversations about practice allow administrators to understand and analyze events in the school. High-quality feedback helps administrators improve by identifying strengths (practices they should continue) and areas for improvement (changes to their practice that should be prioritized). To be effective, feedback after a site visit observation should focus on foundational practices that will have a domino effect on the mastery of other practices (highest leverage), be clear and observable (not vague), and be bite-sized so it can be implemented quickly.[1] Feedback should be provided to the administrator as soon as possible after each classroom observation.



Observers should **prioritize a narrow area of focus** to discuss with the administrator. A focus area should be narrowed so that the observer and administrator can co-plan strategies for implementation that can quickly make a noticeable difference in the school.

Teachers should always be meaningfully engaged in the feedback conversation and not just recipients of information from the observer. A two-way conversation allows an administrator to better understand the relationships between his/her management and leadership. **Reflective prompts** provide a structure for administrator to self-analyze their own leadership and what they might improve on in the future.

Feedback must include more than prompts crafted to promote self-reflection. The onus for identifying techniques to improve leadership should not rest only on the administrator. Observers need to bring something to the table. For instance, if the focus of feedback is on staff management, **the observer should come with a handful of very specific and practical techniques** for doing so. An administrator who leaves a post-observation conference with something of value is much more likely to view observation in a positive light.

Summative Observation Ratings

Using the evidence collected over the course of the school year, the observer should apply the four-performance level rating scale to evaluate an administrator's practice using all nineteen (19) Administrator Growth Rubric standards. Therefore, the summative observation rating represents where the "preponderance of evidence" exists. The summative observation rating is based upon the aggregate, unweighted domain averages. Each standard is assigned a rating of 1.00 through 4.00 points.

Domain ratings are calculated by averaging the standards in each domain. The values are rounded to two decimals (i.e., 3.05). These numeric values are then aggregated and divided by four (i.e., the number of domains) to produce a summative observation rating from 1.00 through 4.00 points. Summative observation standard ratings for each teacher will be submitted to the MDE. The method of submission and submission window will be provided to districts between February or March of each year.

2 Danielson, C. (2016). Talk about teaching!: leading professional conversations. Thousand Oaks, CA: Corwin, a Sage Company.

Summative Observation Rating Calculation Example

Standards	4 points	3 points	2 points	1 point	Rating
Domain I: shared Vision, School Culture and Family Engagement					
1. Implements a shared vision.		✓			3
2. Maintains a supportive, secure, and respectful learning environment.		✓			3
3. Engages in courageous conversations about diversity.		✓			3
4. Welcomes families and community members into the school.		✓			3
				Domain Rating (average of standards under domain)	**3**
Domain II: Teaching and Learning					
5. Supports the development and implementation of Mississippi standards-based lesson and unit plans.			✓		2
6. Implements effective instructional strategies to meet student learning needs.	✓				4
7. Tracks student-level data to drive continuous improvement.			✓		2
8. Uses disaggregated data to inform academic intervention.		✓			3
				Domain Rating (average of standards under domain)	**2.75**
Domain III: Staff Development					
9. Provides actionable feedback.			✓		2
10. Coaches and implements learning structures.	✓				4
11. Provides leadership opportunities.			✓		2
12. Develops a highly effective leadership team.		✓			3
				Domain Rating (average of standards under domain)	**2.75**
Domain IV: Strategic Planning and Systems					
13. Develops and implements a strategic plan.		✓			3
14. Monitors progress toward goals.	✓				4
15. Effectively manages professional time.		✓			3
16. Aligns and manages the school's resources.		✓			3
				Domain Rating (average of standards under domain)	**3.25**

Summative Observation Rating Calculation Example

Standards	4 points	3 points	2 points	1 point	Rating
Domain V: Personal Leadership & Growth					
17. Demonstrates self-awareness, reflection and on-going learning.	✓				4
18. Demonstrates resiliency in the face of challenge.	✓				4
19. Communicates with stakeholders.		✓			3
				Domain Rating (average of standards under domain)	**3.66**
				Summative Observation Raring (average of domain ratings)	**3.08**

Summative Observation Conferences

Prior to the end of the school year and in accordance with school district timelines, the observer will conduct a summative observation conference with the administrator. During the conference, the observer and administrator will discuss the administrator's school site-visit observations, evidence of the administrator's practice, leadership and professional growth opportunities. At this time, the administrator should also receive summative observation rating for the school year.

Administrator Growth Rubric Design

DOMAIN

Domain I: Shared Vision, School Culture and Family Engagement

STANDARD

1. Implements a shared vision

INDICATORS

4	• Fully develops and implements a schoolwide vision that is adopted and embraced by the school and community. • Builds the capacity of the staff to ensure all instructional strategies and decisions support the vision. • Documents processes that ensure all decision are aligned to and support the vision.
3	• Implements a schoolwide vision that is adopted by some of the members of the school and community. • Works with the leadership team to implement effective instructional strategies to achieve the vision. • Makes decision aligned to and in support of the vision.
2	• Communicates vision to the school and community but implementation is not clearly evident. • Adequately implements instructional strategies that align to the vision. • Demonstrates some consideration of vision in decision-making.
1	• Does not or ineffectively communicates and implements the vision. • Makes little or no connection between instructional strategies and the vision. • Makes decisions without consideration of the vision

Examples of Evidence

- Documentation of vision and efforts to communicate vision are evident.
- Written values and beliefs reflecting high expectations for all students are publicly visional.
- School vision includes a focus on student academic achievement and the social, intellectual and emotional development.
- School vision is clearly articulated and understood by all staff.
- Documentation of decision-making processes is available that aligns to the vision.
- Alignment of school goals, instructional program and vision is visible.

Administrator Growth Rubric Domains and Standards

The Administrator Growth Rubric has five domains and nineteen standards.

DOMAIN I: SHARED VISION, SCHOOL CULTURE AND FAMILY ENGAGEMENT –

Administrators must be skilled in creating shared vision for the school, maintaining school culture and ensuring that there is family and community engagement within the school.

1. Implements a shared vision.
2. Maintains a supportive, secure and respectful learning environment.
3. Engages in courageous conversations about diversity.
4. Welcomes families and community members into the school.

DOMAIN II: TEACHING AND LEARNING – Administrators support staff and teachers with the development and implementation of strategies and focus on student learning needs, while tracking data for continuous improvement.

5. Supports the development and implementation of Mississippi standards-based lessons and unit plans.
6. Implements effective instructional strategies to meet learning needs.
7. Tracks student-level data to drive continuous improvement.
8. Uses disaggregated data to inform academic intervention.

DOMAIN III: STAFF DEVELOPMENT - Administrators build a learning environment with development of all staff within the school, which includes feedback, coaching, leadership opportunities and an effective leadership team.

9. Provides actionable feedback.
10. Coaches and implements learning structures.
11. Provides leadership opportunities.
12. Develops a highly effective leadership team.

DOMAIN IV: STRATEGIC PLANNING AND SYSTEMS - Administrators develop strategy plan and monitor progress toward goals within the plan, by managing professional time and aligning school resources to accomplish goals that are set.

13. Develops and implements a strategic goal.
14. Monitors progress toward goals.
15. Effectively manages professional time.
16. Aligns and manages the school's resources.

DOMAIN V: PERSONAL LEADERSHIP AND GROWTH - Administrators should develop their own sets of goals and skills toward personal leadership and growth, that will enhance the school in which they lead and manage. Facing challenges and communicating with stakeholders and personnel are a must for leadership and growth.

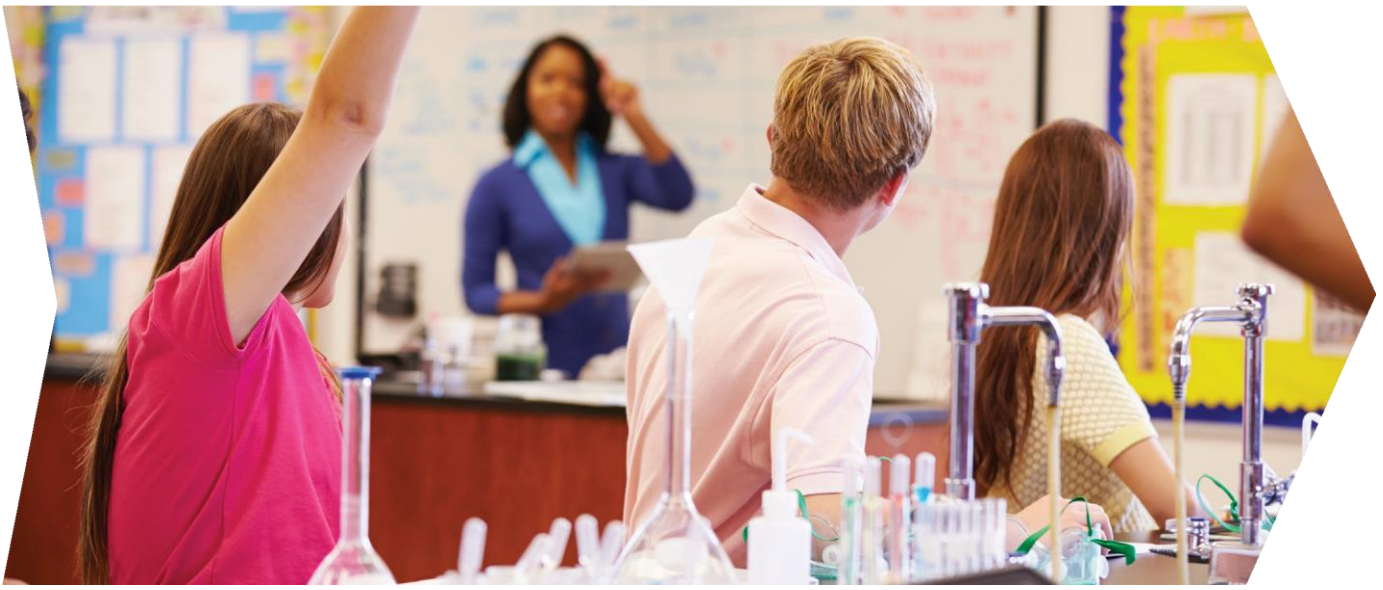
17. Demonstrates self-awareness, reflection and on-going learning.
18. Demonstrates resiliency in face of challenge.

19. Communicate with stakeholders.

Administrator Performance Levels

An administrator's practice on each standard will be evaluated in accordance with a four-level rating scale:

- **Level 4 Practice**: This administrator empowers staff and leadership team. This school leader is constantly building the leadership of his/her team – whether teachers or other leaders – so that the seeds of sustainable leadership are being planted. Effective practices are not just being employed, but there are systems in place to ensure that the best results are gotten reliably, time and time again. Level 4 practice goes above and beyond the expectations for an effective administrator.
- **Level 3 Practice:** This administrator practices and demonstrates effective leadership practices. If you are a parent, you're delighted that your child is in the school of a leader with Level 3 practice because this leader gets positive results. An effective school leader builds and sustains a positive culture of high expectations. Level 3 practices are expected of all effective teachers.
- **Level 2 Practice:** The administrator practice represents attempted implementation of effective practices, but the results are inconsistent or limited. This is a high-potential leader who will likely produce strong results with effective support. This might be common for leaders in turn-around situations, or leaders in the first five years of practice. As leaders, we need to feel comfortable rating practice in this level – it's not a stigma or a sign that the leader doesn't have potential. This level just highlights that there is more work to do. High-quality feedback is essential in improving his/her practice.
- **Level 1 Practice:** This administrator should receive immediate and comprehensive professional learning and support(s) designed to address the identified area(s) for growth. A Level 1 administrator represents practice that is rarely effective. This suggests a serious concern for the school and school district.



Administrator Growth Rubric

Domain I: Shared Vision, School Culture and Family Engagement

1. Implements a shared vision.

4
- Fully develops and implements a schoolwide vision that is adopted and embraced by the school and community.
- Builds the capacity of the staff to ensure all instructional strategies and decisions support the vision.
- Documents processes that ensure all decision are aligned to and support the vision.

3
- Implements a schoolwide vision that is adopted and embraced by some of the members of the school and community.
- Works with the leadership team to implement effective instructional strategies to achieve the vision.
- Makes decision aligned to and in support of the vision.

2
- Communicates vision to the school and community but implementation is not clearly-evident.
- Adequately implements instructional strategies that align to the vision.
- Demonstrates some consideration of vision in decision-making.

1
- Does not effectively or ineffectively communicates and implements the vision.
- Makes little or no connection between instructional strategies and the vision.
- Make decisions without consideration of the vision.

Examples of Evidence:
- Documentation of the vision and efforts to communicate vision are evident.
- Written values and beliefs reflecting high expectations for all students are publicly visible.
- School vision includes a focus on student academic achievement and the social, intellectual and emotional development.
- School vision is clearly articulated and understood by all staff.
- Documentation of decision-making processes is available that aligns to the vision.
- Alignment of school goals, instructional programs and vision is visible.

2. Maintains a supportive, secure and respectful learning environment.

4
- Builds the capacity of the staff to support and enhance students' social, intellectual and emotional development.
- Ensures each student is respected and valued through systems that foster strong connections among student and adults.
- Continually assesses systems and procedures to ensure the school environment is safe and secure.

3
- Works with the staff to support students' social, intellectual and emotional development.
- Respects and values each student in the school and fosters strong connections among students and adults.
- Implements processes that ensure the school environment is safe and secure.

2
- Provides some support for support students' social, intellectual and emotional development.
- Respects and values students but provides limited support to ensure meaningful connections between students and adults.
- Manages a school environment that is safe and secure.

1
- Provides minimal or inadequate support for students' social, intellectual and emotional development.
- Provides no clear support to ensure that each student is respected and valued.
- Fails to ensure that the school environment is safe and secure.

Examples of Evidence:
- Schoolwide code of conduct aligned with district/school priorities is consistently implemented across all classrooms.
- Values and behaviors are referenced in daily school structures.
- The school's culture encourages students to respect and value peers.

- Core components of social, emotional, intellectual and behavioral supports are in place to support student learning.
- School building is clean and safe; all basic facilities are in working order.
- Routines and procedures are discussed regularly and implemented with fidelity.

Domain I: Shared Vision, School Culture and Family Engagement

3. Engages in courageous conversations about diversity.

4
- Publicly models beliefs in the potential of every student to achieve at high level; build expectations for students, staff and parents/guardians that success is possible for all students; challenges low expectations.
- Builds the school's collective capacity to engage in courageous conversations about diversity and culture, as well as how they may impact student learning.

3
- Builds expectations for students, staff and parents/guardians that success is possible for all students; challenges low expectations.
- Initiates courageous conversations about diversity and culture, as well as how they may impact student learning.

2
- Sets expectation for students, staff and parents/guardians that success is possible for all students but may not consistently communicate expectation.
- 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.

1
- Rarely demonstrates confidence in the potential of every student to achieve at high levels; does not create an environment that supports all students.
- Avoids courageous conversations about diversity and culture; demonstrates limited or no awareness of the impact of diversity on student learning.

Examples of Evidence:
- The school is building the capacity of adults to support diverse student needs and diverse student groups through professional development.
- Adults and students monitor themselves and hold each other accountable for language, attitudes and behaviors that are racially or culturally offensive or uninformed.
- Staff participate in and lead learning experiences where they explore their personal assumptions and approaches to diversity.
- Community conversations about culture and diversity occur regularly.

4. WELCOMES FAMILIES AND COMMUNITY MEMBERS INTO THE SCHOOL

4
- 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.
- Shares the school's vision for high student achievement with all visitors and builds the capacity of the staff to do so, as well.

3
- Builds the capacity of the staff to welcome all families/guardians and community members into the school.
- Shares the school's vision for the high school's vision for high student achievement with all visitors.

2
- Welcomes all families/guardians and community members into the school but does not build the capacity of staff to do so.
- Occasionally shares the school's vision for high student achievement with visitors.

1
- Rarely or inconsistently welcomes families/guardians or community member into the school.
- Rarely shared the school's vision for high school achievement with visitors.

Examples of Evidence:
- Families feel included and invested in the school.
- Families are given strategies and tools to support student learning outside the school day.
- Families have multiples ways to communicate with staff.
- Consistent communication between families and school is present.
- Communications from families and stakeholders are responded to appropriately and in a timely manner.

Domain II: Teaching and Learning

5. SUPPORTS THE DEVELOPMENT AND IMPLEMENTATION OF MISSISSIPPI STANDARDS-BASED LESSON PLANS AND UNIT PLANS.

4
- Builds the capacity of staff to effectively develop and implement lesson and unit plans aligned to Mississippi state standards, curricula and assessments.
- Implements ongoing systems to review and improve lesson and unit plans based on student outcomes.

3
- Leads staff in the development and implementation of lesson and unit plans aligned to Mississippi state standards, curricula and assessments.
- Oversees revisions to lesson and unit plans based on student outcomes.

2
- Provides limited support to staff in the development and implementation of lesson and unit plans aligned to Mississippi state standards, curricula and assessments.
- Rarely ensures lesson or unit plans are revised based on student outcomes.

1
- Provides no support to staff in the development and implementation of lesson and unit plans aligned to Mississippi state standards, curricula and assessments.
- Rarely ensures lesson or unit plans are revised on student outcomes.

Examples of Evidence:
- Systems ensure that lesson and unit plans align to the scope and sequence and prepare students to be on a college readiness tack based on Mississippi standards.
- Instructional decisions throughout the year based on ongoing formative and summative assessments, instructional observations and various data analyses.
- Lesson Plans, unit plans and curricular materials demonstrate curriculum coordination and alignment to Mississippi College and Career Ready standards and Frameworks.
- Rigorous course content is accessible to all students.
- Throughout the school, classroom activities engage students in cognitively challenging work that is aligned to the Mississippi state standards.
- Instructional staff (teachers, coaches and administrators) have a broad repertoire of pedagogical approaches that are effectively incorporated into lesson plans.

6. IMPLEMENTS EFFECTIVE INSTRUCTIONAL STRATEGIES TO MEET STUDENT LEARNING NEEDS

4
- 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.
- Builds the capacity of staff to effectively adapt instructional practices to ensure that all students master content.

3
- Supports staff in implementing a variety of rigorous instructional strategies and pedagogical methods that meet students' needs and drive students' learning.
- Supports staff in effectively adapting instructional practices to ensure that all students master content.

2
- Provides no support to staff in the development and implementation of lesson and unit plans, aligned to Mississippi state standards, curricula and assessments.
- Rarely ensures lesson and unit plans are revised based on student outcomes.

1
- Rarely ensures instructional strategies meet students' needs and drive students' learning.

Examples of Evidence:
- Systems ensure that lesson and unit plans align to the scope and sequence and prepare students to be on a college readiness tack based on Mississippi standards.
- Instructional decisions throughout the year based on ongoing formative and summative assessments, instructional observations and various data analyses.
- Lesson Plans, unit plans and curricular materials demonstrate curriculum coordination and alignment to Mississippi College and Career Ready standards and Frameworks.
- Rigorous course content is accessible to all students.
- Throughout the school, classroom activities engage students in cognitively challenging work that is aligned to the Mississippi state standards.

- Instructional staff (teachers, coaches and administrators) have a broad repertoire of pedagogical approaches that are effectively incorporated into lesson plans.
- Rarely or never adapts instructional practices to ensure all students master content.

Domain II: Teaching and Learning

7. TRACKS STUDENT-LEVEL DATA TO DRIVE CONTINIOUS IMPROVEMENT

4
- Creates systems for the consistent monitoring and collection of data to inform continuous improvement.
- Uses multiple sources of both quantitative and qualitative data to evaluate instruction, identify student outcome trends, prioritize needs and inform continuous improvement.
- Facilitates, supports and builds staff capacity to monitor progress toward student learning goals.

3
- Consistently monitors and collects data to inform continuous improvement.
- Uses multiple sources of data to evaluate instruction, identify student outcomes trends, prioritize needs and inform continuous improvement.
- Facilitates and supports staff in monitoring progress toward student learning goals.

2
- Provides limited monitoring and collection of data to inform continuous improvement.
- Uses limited forms of data to evaluate instruction, identify student outcome trends, prioritize needs and inform continuous improvement.
- Provides limited support to staff in monitoring progress toward student learning goals.

1
- Does not ensure consistent monitoring and collection of data to inform continuous improvement.
- Rarely uses data to evaluate instruction, identify student outcome trends, prioritize needs and inform continuous improvement.
- Does not support staff in monitoring progress toward student learning goals.
- Does not demonstrate a strong positive relationship with students

Examples of Evidence:

- Instructional decision throughout the year are based on student outcome data.
- Student performance data are readily available and can be organized by cohort, grade, subject, sub-group, etc.
- Elementary students who are not yet proficient are identified and supported to ensure progress.
- Secondary student performance is closely monitored to ensure that the students remain "on track" to graduate in four years.
- Data are used and reviewed in every teacher team meeting to improve instruction, to determine differentiation and to drive re-teaching.
- Staff monitor student progress through frequent checks for understanding.
- Students receive rapid, data driven interventions matched to current needs.
- Intervention assignments and schedules are frequently updated to reflect students' needs and progress.

8. USES DISAGGREGATED DATA TO INFORM ACADEMIC INTERVENTION

4
- Builds the capacity of staff to analyze disaggregated student-specific data to determine appropriate differentiation and academic intervention.
- Builds the capacity of staff to use data to make updates to the intervention plans for students or sub-groups not making progress.

3
- Leads staff in analyzing disaggregated student-specific data to determine appropriate differentiation and academic intervention.
- Leads staff in using data to make updates to the intervention plans for students or sub-groups not making progress.

2
- Provides limited support to staff in analyzing disaggregated student-specific data to determine appropriate differentiation and academic intervention.
- Provides limited support to staff in using data to make updates to the intervention plans for students or sub-groups not making progress.

1
- Provides no support to staff in analyzing disaggregated student-specific data to determine appropriate differentiation and academic intervention.
- Rarely or never supports staff in using data to make updates to the intervention plans for students or sub-groups not making progress.

Examples of Evidence:

- Instructional decision throughout the year are based on student outcome data.
- Student performance data are readily available and can be organized by cohort, grade, subject, sub-group, etc.
- Elementary students who are not yet proficient are identified and supported to ensure progress.
- Secondary student performance is closely monitored to ensure that the students remain "on track" to graduate in four years.
- Data are used and reviewed in every teacher team meeting to improve instruction, to determine differentiation and to drive re-teaching.
- Staff monitor student progress through frequent checks for understanding.

- Students receive rapid, data driven interventions matched to current needs.
- Intervention assignments and schedules are frequently updated to reflect students' needs and progress.

Domain III: Staff Development

9. PROVIDES ACTIONABLE FEEDBACK

4
- Provides ongoing, timely and individualized actionable feedback to staff based on evidence collected from observations; build the capacity of staff to use feedback as a tool for professional learning and growth.
- Develops and implements a strong system to ensure feedback is incorporated into teacher practice.
- Develops interrater reliability with the leadership team by co-observing and utilizing results to improve the quality of feedback.

3
- Provides ongoing, timely and individualized actionable feedback to staff based on evidence collected from observations.
- Implements a sufficient system to ensure feedback is incorporated into teacher practice.
- Conducts co-observations with leadership team and utilizes results to improve the quality of feedback.

2
- Provides feedback to staff based on evidence collected from observations, but feedback may be vague or not actionable.
- Limited system in place to ensure feedback is incorporated into teacher practice.
- Inconsistently conducts co-observations with leadership team that has limited feedback on the quality of feedback.

1
- Provides limited, confusing feedback to teachers based on limited data.
- No system in place to ensure feedback is incorporated into teacher practice.
- No co-observations system in place; no value placed on reliability of classroom observations.

Examples of Evidence:

- Leadership team members conduct frequent observations and provide verbal and written feedback to staff on instructional practices with follow-up to ensure improvement.
- Evidence of teacher practice is gathered through classroom observations and in informal interactions with students, staff and families.
- Instructional feedback builds effective teacher practice and observable changes in teacher practice.
- Teachers are taught how to use variety of instructional strategies.
- Teacher-driven professional development focuses on student learning challenges, progress toward goals and information from teacher team meetings and peer visitations.

10. COACHES AND IMPLEMENTS LEARNING STRUCTURES

4
- Develops, implements and facilitates effective professional learning opportunities and coaching.
- Tailors professional learning to individual staff member's growth needs.

3
- Facilitates or provides effective professional learning opportunities and coaching.
- Provides some differentiated professional learning to meet individual staff member's growth needs.

2
- Facilitates or provides limited professional learning opportunities.
- Provides undifferentiated professional learning to staff members.

1
- Does not facilitates or provide regular or appropriate professional learning opportunities for staff.
- Does not provide professional learning to staff members.

Examples of Evidence:

- Leadership team members conduct frequent observations and provide verbal and written feedback to staff on instructional practices with follow-up to ensure improvement.
- Evidence of teacher practice is gathered through classroom observations and in informal interactions with students, staff and families.
- Instructional feedback builds effective teacher practice and observable changes in teacher practice.
- Teachers are taught how to use variety of instructional strategies.
- Teacher-driven professional development focuses on student learning challenges, progress toward goals and information from teacher team

meetings and peer visitations.

Domain III: Staff Development

11. PROVIDES LEADERSHIP OPPORTUNITIES

4
- Identifies effective teachers and actively and consistently provides them with meaningful leadership opportunities.
- Mentors and supports the development of teacher leaders and leadership team members.
- Communicates a clear leadership trajectory to those teachers with the most leadership potential.

3
- Identifies effective teachers and provides them with meaningful leadership opportunities.
- Supports the development of teacher leaders and leadership team members.
- Supports leadership advancement for teachers with the most leadership potential but does not communicate a clear trajectory.

2
- Provides leadership opportunities to teachers who express interest.
- Inconsistently supports the development of teacher leaders and leadership team members.
- Provides leadership advancement information to those who request it.

1
- Rarely provides leadership opportunities to teachers.
- Does not support the development of teacher leaders and leadership team members.
- Does not communicate a leadership trajectory for any teachers.

Examples of Evidence:

- Multiple staff members serve as instructional leaders in the school.
- Staff members proactively assume leadership roles.
- Teacher leaders are utilized as teacher mentors and instructional coaches in the school.
- Teacher leaders and leadership team are offered professional learning opportunities to strengthen leadership skills.
- Teacher leaders and leadership team facilitate professional development in the school.
- Teacher leaders are provided with leadership opportunities that allow them to remain in the classroom.
- Leadership team focuses on student learning to target key instructional needs.
- Leadership team consistently models and enforces schoolwide philosophy, core values and professional responsibility.
- Leadership team is comprised of highly skilled staff who are engaged in instructional leadership.

12. DEVELOPS A HIGHLY EFFECTIVE LEADERSHIP TEAM

4
- Establishes an effective leadership team (potentially including multiple teams with unique purposes) and builds team's capacity to focus on student learning.
- Builds the capacity of the team to oversee complex projects, lead teacher teams and conduct teacher observations.

3
- Establishes an effective leadership team (potentially including multiple teams with unique purposes) with a focus on student learning.
- Provides support for leadership team to lead teacher teams and conduct teacher observations.

2
- Establishes a leadership team with a limited focus on student learning.
- Provides limited support to the leadership team.

1
- Establishes an ineffective leadership team with little or no focus on student learning.
- Rarely or never provides support to the leadership team.

Examples of Evidence:

- Multiple staff members serve as instructional leaders in the school.
- Staff members proactively assume leadership roles.
- Teacher leaders are utilized as teacher mentors and instructional coaches in the school.
- Teacher leaders and leadership team are offered professional learning opportunities to strengthen leadership skills.
- Teacher leaders and leadership team facilitate professional development in the school.
- Teacher leaders are provided with leadership opportunities that allow them to remain in the classroom.
- Leadership team focuses on student learning to target key instructional needs.
- Leadership team consistently models and enforces schoolwide philosophy, core values and professional responsibility.
- Leadership team is comprised of highly skilled staff who are engaged in instructional leadership.

Domain IV: Strategic Planning and Systems

13. DEVELOPS AND IMPLEMENTS A STRATEGIC PLAN

4
- Engages staff and school-level stakeholders in developing and implementing a detailed strategic plan that describes milestones.
- Includes staff capacity building to implement strategies for rigorous classroom content and effective instructional practices to support students in achieving the learning targets.

3
- Develops and implements a strategic plan that describes milestones.
- Includes effective strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets.

2
- Drafts a strategic plan that identifies milestones, but implementation is inconsistent.
- Includes some strategies for effective instruction to support students in working toward learning targets.

1
- No strategic plan developed; rarely formalizes strategies or plans to reach school priorities or goals.
- Includes minimal or no strategies for effective instruction to support students in working toward learning goals.

Examples of Evidence:

- 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.
- Evidence of Plan – Do – Study/Check – Act Cycles.
- Each grade and each sub-group have specific student outcome targets, clear milestones and benchmarks to track student outcomes and school practice implementation.
- Strategic plan priorities are public; stakeholders share a common understanding of short- and long-term milestones and goals.
- Teacher leaders and members of the leadership team focus on weekly discussions on student learning outcomes.
- 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.

14. MONITORS PROGRESS TOWARD GOALS

4
- Develops and effectively implements a clear plan to conduct on-going, documented monitoring of the progress toward achieving goals identified as part of the strategic process.
- Utilizes progress monitoring results to continually improve activities.

3
- Develops and effectively implements a plan to monitor progress toward achieving goals identified as part of the strategic process, but no documented process is in place to ensure monitoring is ongoing.
- Utilizes progress monitoring results to improve activities, but no clear process is in place to ensure continuous improvement occurs.

2
- Some evidence of monitoring progress toward gals is present, but monitoring is inconsistent.
- Limited/inconsistent utilization of progress monitoring results to improve activities.

1
- Minimal or no monitoring of progress toward achieving goals identified as part of the strategic planning process.
- Minimal or no evidence that progress monitoring results are utilized to improve activities.

Examples of Evidence:

- 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.
- Evidence of Plan – Do – Study/Check – Act Cycles.
- Each grade and each sub-group have specific student outcome targets, clear milestones and benchmarks to track student outcomes and school practice implementation.
- Strategic plan priorities are public; stakeholders share a common understanding of short- and long-term milestones and goals.
- Teacher leaders and members of the leadership team focus on weekly discussions on student learning outcomes.
- 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.

Domain IV: Strategic Planning and Systems

15. EFFECTIVELY MANAGES PROFESSIONAL TIME

4 ● Strategically plans daily schedule to address instructional leadership priorities supporting the on-going development of teacher quality, effective staff collaboration, data analysis and other schoolwide priorities.

3 ● Maintains a daily schedule to address instructional leadership priorities supporting the on-going development of teacher quality, effective staff collaboration, data analysis and other schoolwide priorities.

2 ● Schedules time daily to address instructional leadership priorities but blocks of time are used ineffectively.

1 ● Rarely plans own time in advance; neglects to protect time for instructional leadership priorities.

Examples of Evidence:

- School calendar of professional development, interim assessments and re-teaching is in place.
- Daily/weekly schedules create adequate time for all student interventions and staff development and are flexible enough to adjust to new priorities and needs.
- Keeps a persona/professional calendar.
- Finances and other resources are aligned with strategic priorities.
- External partners are identified and accessed to supplement available resources.

16. ALIGNS AND MANAGES SCHOOL'S RESOURCES

4 ● Maximizes school and district resources; actively seeks external resources that align with strategic priorities.

3 ● Allocates resources in alignment with school priorities; seeks external resources that align with strategic priorities.

2 ● Allocated resources based on priorities; leverages external resources when available.

1 ● Allocated resources to initiatives that do not align with the school goals; does not seek external resources.

Examples of Evidence:

- School calendar of professional development, interim assessments and re-teaching is in place.
- Daily/weekly schedules create adequate time for all student interventions and staff development and are flexible enough to adjust to new priorities and needs.
- Keeps a persona/professional calendar.
- Finances and other resources are aligned with strategic priorities.
- External partners are identified and accessed to supplement available resources.

Domain V: Personal Leadership and Growth

17. DEMONSTRATES SELF-AWARENESS, REFLECTION AND ON-GOING LEARNING

4
- Consistently seeks feedback on their own practice, self-reflects and adapts their leadership practice; build the capacity of staff to do so, as well.
- Engages in multiple learning opportunities aligned with staff needs.
- Accepts personal responsibility for mistakes and uses them, as learning opportunities; build the capacity of staff to do so.

3
- Proactively seeks feedback, self-reflects and adapts their leadership practice.
- Engages in learning opportunities aligned with staff needs.
- Accepts personal responsibility for mistakes and uses them, as learning opportunities.

2
- Demonstrates a non-defensive attitude in receiving feedback from staff members and makes minor adjustments to worn leadership practice.
- Seeks some learning opportunities aligned with student needs.
- Accepts some responsibility for mistakes but are not used for learning opportunities.

1
- Unwilling to accept feedback and adjust leadership practice.
- Rarely or never seeks learning opportunities aligned with student needs.

Examples of Evidence:

- Message about goals does not change in moments of challenge or adversity.
- Shares personal failures and the lessons learned from them.
- Continuously reflects on performance, seeks feedback and actively pursues opportunities to improve personal and school leadership.
- Takes initiative and remains solutions-oriented at all times to move the work of the school forward.
- Staff is aware of and can share missteps, mistakes, tactics that were unsuccessful and how they were used as learning opportunities.

18. DEMONSTRATES RESILIENCY IN THE FACE OF CHALLENGE

4
- Models and builds the capacity of staff to maintain the focus on conversations and initiatives on improving student achievement and finding solutions despite adversity.
- Actively identifies solutions and remains focused when faced with setbacks.
- Capitalizes on challenges as opportunities to grow and develop themselves and their staff; communicates the opportunity clearly.

3
- Encourages staff to focus on conversations and initiatives on improving student achievement and finding solutions despite adversity.
- Identifies solutions when faced with setbacks.
- Supports staff growth and development in the face of challenges.

2
- 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.
- Attempts to remain solutions oriented.
- Provides some support to staff to grow in the face of challenges.

1
- Easily loses focus on improving student achievement.
- Rarely remains solution-oriented.
- Reacts with visible frustration to challenges and setbacks; fails to respond to challenges as they arise.

Examples of Evidence:
- Message about goals does not change in moments of challenge or adversity.
- Shares personal failures and the lessons learned from them.
- Continuously reflects on performance, seeks feedback and actively pursues opportunities to improve personal and school leadership.
- Takes initiative and remains solutions-oriented at all times to move the work of the school forward.
- Staff is aware of and can share missteps, mistakes, tactics that were unsuccessful and how they were used as learning opportunities.

Domain V: Personal Leadership and Growth

19. COMMUNICATES WITH STAKEHOLDERS

4
- Implements effective two-way communication structures with district leadership and all stakeholders.
- Engages stakeholders in focused conversations about school goals and values.
- 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.

3
- Engages in two-way communication with all stakeholders.
- Communicates with stakeholders about school goals and values.
- Supports staff to effectively leading and participating in conversations about professional practice/student learning and to tailoring messages to the intended audience.

2
- Inconsistently engages in two-way communication with stakeholders, or communication is one-way.
- Inconsistently communicates with stakeholders about school goals and values.
- Supports staff in engaging conversations about professional practice and student learning.

1
- Rarely or never engages stakeholders in meaningful conversations about the school.
- Rarely or never communicates with stakeholders about school goals and values.
- Rarely or never supports staff in engaging conversations about professional practice and student learning.

Examples of Evidence:
- School staff development plan addresses difficult conversations to improve and enhance student learning.
- Administrator reacts to difficult moments or feedback in calm and positive ways.

- Differentiates communication style and has demonstrated a positive and appropriate rapport with students, staff, families and community members.
- Systems, processes and structure are in place to share the current state of the school and solicit feedback.
- Leadership team participated in professional development to learn and practice active listening skills.

Notes:

Resources

All forms are optional. Documentation of the site-visit observations, post-observation conferences, summative conferences and summative ratings for each administrator should be on file at each school/district.

Glossary 28

The Observation and Feedback Cycle:
Best Practices for Collecting Evidence 29

Selected Scripting Form 34

Observation Evidence Sorting Form A 36

Observation Evidence Sorting Form B 56

Summative Observation Rating Form 60

Glossary

DOMAINS: Domains are broad categories of skills, knowledge, dispositions, and related elements in an administrator's practice. Domains are umbrella descriptions defined by standards and indicators.

EVIDENCE: Evidence is a factual reporting of events that is not biased or clouded with personal opinion, such as how the observer may have taught the lesson himself/herself. Evidence may include administrator's practice, leadership, teacher and student behavior, descriptions of the school environment, as well as data and strategic plans.

FEEDBACK: Feedback is insight from the observer on an administrator's practice that is grounded in the five (5) domains and the nineteen (19) standards of the Administrator Growth Rubric. To effectively support improvements in practice, feedback should be focused and actionable – not a long list of things the administrator might change. High-quality feedback focuses on the highest leverage practice the administrator should effectively implement and is delivered in a way that makes clear how the administrator can try out the suggestion(s) in the school environment.

FORMAL SITE VISIT OBSERVATION: A formal site visit observation is a period of time during which a trained observer visits a school and uses a rubric to observe specific leadership practices, aspects of instruction, and interactions between staff, teachers and student. Formal observations are announced.

INDICATORS: Indicators are the smallest category for describing and organizing educator knowledge, skills, dispositions, and related elements in an educator performance framework. Indicators are narrow, observable or measurable descriptors of educator practice.

INFORMAL/ WALK-THROUGH OBSERVATION: An informal/walk-through observation is conducted by a trained observer and is unannounced. Its purpose is to provide a quick check of teacher performance so that the observer can provide high-quality feedback. These visits are performed throughout the school year.

MEASURES: Measures are types of instruments or tools used to assess the performance and outcomes of educator practice *(e.g., observations, student surveys, and a teacher's impact on student outcomes)*.

MULTIPLE MEASURES: Multiple measures include the use of more than one instrument or tool by observers to assess the performance and outcome of educator practice.

POST-OBSERVATION CONFERENCE: A post-observation conference is a meeting between an administrator and an observer that takes place after each site-visit observation. The purpose of the conference is to allow the observer to have a feedback conversation with the teacher. The administrator should receive specific, actionable, and timely feedback during the post-observation conference.

PRE-OBSERVATION CONFERENCE: A pre-observation conference is a meeting between an administrator and an observer that takes place prior to a formal site-visit observation. The purpose of the conference is to provide the observer with background information about the school, the staff, teachers and students, and any other details that may help the observer understand the context of the school. Additionally, it is an opportunity for the administrator to ask clarifying questions about the formal observation.

STANDARDS: Standards are definitions of the specific teaching activities and responsibilities in each domain that are research-based best practices.

SUMMATIVE OBSERVATION CONFERENCE: The Summative Observation Conference is an end-of-year meeting between the administrator and observer. The purpose of this collaborative conversation is to review feedback and summative ratings from observations of practice and to identify successes, areas for growth, and next steps toward the administrator's continued professional growth. It is also an opportunity to reflect on available school, teacher, student data that may inform ways to improve leadership practice and school outcomes.

The Observation and Feedback Cycle: Best Practices for Collecting Evidence[1]

Observe

The observer visits the school and takes notes on administrator, teacher and student actions.

Best Practices for Observation

1. Eliminate effects of bias. Enter the school without judgment and work from evidence.
2. Collect evidence, not interpretation. Write down only what the administrator, teacher and students say and do.
3. Look for learning. Seek evidence of what students know and are able to do.
4. Review and reflect. Pause to organize evidence before interpreting.

Collecting evidence during an observation

Collecting evidence during the observation is the first step in ensuring that ratings are accurate, and feedback aligns to administrator' needed area(s) of improvement. Many observers of leadership confuse descriptions of leadership practice with opinions about the school. Interpretation can be a reflection of one's biases and personal preferences, particularly when it is not supported by a collection of evidence. **Evidence collecting is a skill,** not knowledge; it comes with practice. When collecting evidence, observers describe what is taking place without drawing conclusions or making judgments about what is observed.

When collecting evidence on leadership, ask:

- What do you see and hear the staff, teachers and students saying and doing?
- How does the administrator support student achievement through the goals and vision of the school?
- What types of communication are present across the school?
- Does the school exhibit modeling toward the school-wide beliefs in professional learning and growth?

Common mistakes/pitfalls to avoid

- Distinguish between evidence and interpretation. For instance, you can identify key words that give away subjectivity: e.g., "*I think*," or "*I feel*." Be cognizant of keeping evidence separate from interpretation, using this framework:

EVIDENCE	INTERPRETATION
• Is observable • Is not influenced by the observer's perspective • Is free of evaluative words • Does not draw conclusions	• Makes inferences • Depends on observer's perspective • Includes evaluative words • Draws conclusions

- Replace vague quantifiers by capturing more specific evidence (e.g., "*a lot of students raised their hands*" vs. "*17 of 20 students raised their hands.*")
- Swap edu-speak for evidence. For example, rather than saying, "*You differentiated by scaffolding questions during the mini-lesson*," identify the actual questions that the teacher asked, such as "*What is the name of this shape? How is it different from a square or rectangle? Where in real life have you seen this shape?*"

1 Adapted from New York City Department of Education. (n.d.). The Observation and Feedback Cycle: Best Practices for Low Inference Notes. Retrieved July 7, 2017, from https://www.weteachnyc.org/media2016/filer_public/22/e8/22e801b3-f4c9-4f02-9f20- df500f056337/best-practices-for-low-inference-notes.pdf Policy Guide

Tips for collecting evidence: Administrator Observation

Below are some examples of common practice for administrator observation:

- Conduct administrator evaluations with a team, which can include the superintendent, assistant superintendent, supervisors of curriculum and instruction, financial services and school improvement staff.
- Collect evidence over the year and not at one time. Evidence can include:
    - School Leadership team meetings;
    - Session Notes/Handouts
    - Survey Results
    - Assessments
- Conduct data meetings with administrators that delve deeply into student assessments results.
- Observe planning meetings or data conferences that involve the administrator and conduct multiple visits with each principal to discuss relevant student data with attention to action steps based on the analysis of that data.
- Observe a school leadership meeting and look for the diversity of team members, shared leadership, and accountability among staff.
- Observe classrooms at each school to monitor classroom practices and culture with staff, teachers and students.
- During the initial site-visit, discuss what needs improvement and how administrators plan to improve before the end of the semester. Setting a goal allows the tone to be set as, "Let's do this together," rather than, "I'm out to get you."
- During follow-up site-visits, discuss progress around goals set in the initial site-visit and discuss improvement or opportunities for growth.
- Review Strategic Plans or Action Plans before the site-visit, to be aware of goals, measures and vision of the school, along with any initiatives and areas of focus.
- Set aside time that will allow the observer time for the pre-conference meeting, site visit and post-visit, as well as analyzing the evidence collected from the site-visit.
- Prepare for high quality feedback for the administrator and provide an engaged feedback conversation regarding evidence collected.

Tips for collecting evidence: Classroom Observation

There are various techniques to collect student outcomes data during an observation:

- Sit with a table/group of students. Write down the questions asked and answers given by the students in that group.
- Copy down what each student has written on his/her paper **verbatim** into your observation notes (e.g. Answer to #2 on handout, response to quick-write prompt). The observer can obtain a handout from the teacher, if available, and record the answers directly onto it.
- Write down the time and circulate in the room. Record the item that all students are working on in that moment. Then, go around a second time.
- Select a problem, determine the correct answer, and tally the number of students who have the correct response written on their papers.
- If recording observation notes using an iPad, use the iPad to take pictures of actual student work during the classroom observation.
- Move around the classroom and identify students performing at high, medium, low levels and strategically capture their work.
- Monitor observation notes to ensure that the "student side" is not neglected.
- Ask students to tell you what they are learning/doing, why they are learning, and if they have learned anything new today.

- Collect the lesson plan and/or copies of student work prior to leaving the classroom.

How do I capture as much evidence as possible?

- Effective evidence collection can be done using scripting, coding, and anecdotes.
  - SCRIPTING – writing down teacher and/or student language verbatim
  - CODING – using shorthand to increase how much can be written and the quality of data collected *(T= teacher, S= student, HU= hands up)*
  - ANECDOTES – brief descriptions about "who did what" and other important information without specifics about what was said
- Time transitions by using time stamping. Time stamping helps to record more accurate information about the flow of a lesson. Time stamping also provides information about lesson pacing and the duration of activities/learning experiences.

TIME STAMP EXAMPLES	
Time	*Teacher/Student Actions*
9:15	T says to class "Let's get with our partners and think about what we just discussed."
9:20	Ss found partners and began discussion of story.
9:40	After two claps, all partners ended their discussions and looked at the T.

- Copy learning target, or make a note if it is not posted.
- Draw circles to represent groups of students or teacher interaction with students.

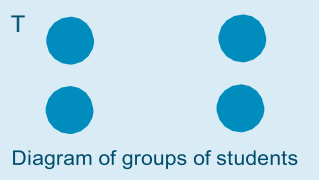
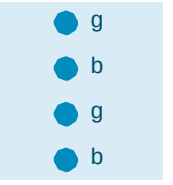


Diagram of groups of students



- If you notice a trend, create a tally on the side, so you can capture other evidence that may be occurring while also documenting the trend. For example, Jane is the only one responding to the teacher's questions. You may capture several instances verbatim, but you can also capture how many times it occurs if you can't capture everything Jane said.

Jane is called on 𝍸 |
Times teacher provides feedback to front table |||

- When appropriate, collect full interactions:
  - *When teacher did __, student __. When student said __, teacher said __.*

Sample Codes for Observation Scripting

THE BASICS	
Code	*Use*
T	Teacher
T1/T2	Co-teachers
TA	Teacher's Assistant or IA = Instructional Aide
S	Student
Ss	Students
CAPS	Student responses (Saves you from using quotation marks and noting S repeatedly)
✓or tally marks	Repeated Action (e.g., T remind to raise hand ✓✓✓✓=4 reminders)

DESCRIBING TEACHER & STUDENT ACTIONS	
Code	*Use*
HR	Hands raised (You can add a number before HR to note how many hands are raised – e.g., 2 HR = 2 Hands Raised)
CR	Choral Response
CFU	Check for Understanding
MU	Misunderstanding
S+	Effective Scaffold
S-	Ineffective Scaffold
RT+	Effective Re-teach (or RT- for ineffective re-teach)
FB	Feedback to Students (or SFB for student feedback to each other)
TAAS	Teacher Asked Another Student
INT	Introduction to New Material/Mini-Lesson
GP IP	Guided Practice / Independent Practice
RA	Read Aloud
GR	Guided Reading
SR	Shared Reading
NR	No Response from Student(s)
D	Disruption

Observation Evidence Collection Samples: Strong versus Weak

Strong example observation evidence collection:

Time	*Teacher Actions*	*Student Actions*
1:00	T says to walking students, "You need to be on the rug in 3-2-1."	24 Ss on the carpet facing the front of the room. 3 Ss walking around the classroom. As T said "one" Ss joined classmates.
1:01	T asked, "How many days are there in the week?" T repeated question and then said, "Anyone?" T asked Ss to stand and led them in "The Days of the Week" song.	5-6 Ss spoke to each other when T spoke. T called on Terrence who said "7." 16 of the 27 Ss stood up for the song.
1:02	T asked, "What day comes after Saturday?"	Steven shouted out, "Monday!" Most Ss laughed – 2 boys physically rolled around and knocked over 2 girls. Steven walked away from the group and sat in the opposite corner of the classroom.
1:03	T: "Ok, boys and girls, if you hear my voice clap once, if you hear my voice clap twice."	After two claps, all but 2 boys were quiet and looking at her.

Weak example classroom observation evidence collection:

Time	*Teacher Actions*	*Student Actions*
1:00		Ss on carpet during mini-lesson. Lots of Ss walking around the classroom while the T tried to get their attention.
1:01	T asked questions about the calendar.	Many Ss were not listening while the teacher reviewed the days of the week.
1:02		Steven called out over and over again when you asked the question about the days of the week.
1:03		Steven walked away from the group and the class fell apart.
1:04	Mini-lesson is not successful. Little student learning accomplished as teacher has no classroom management skills.	
1:05	Poor classroom management continues through sloppy transitions from carpet to desks.	Several students are talking to one another.
1:06	The teacher seemed to be okay with this.	A few students go to the round table. Some start reading and some don't.

Selected Scripting Form

Professional Growth System

Administrator Growth Rubric

Administrator

School/District

Date (Month/Day/Year)

Observer

Informal Observation

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Formal Observation

☐ 1 ☐ 2 ☐ 3

DOMAIN I: Shared Vision, School Culture, and Family Engagement

1. Implements a Shared Vision.
2. Maintains a supportive, secure and respectful learning environment.
3. Engages in courageous conversations about diversity.
4. Welcomes families and community members into the school.

DOMAIN II: TEACHING AND LEARNING

5. Supports the development & Implementation of MS Standards based lesson and unit plans.
6. Implements effective instructional strategies to meet students learning needs.
7. Tracks student level data to drive continuous improvement.
8. Uses disaggregated data to inform academic intervention.

DOMAIN III: STAFF DEVELOPMENT

9. Provide actionable feedback.
10. Coaches and implements learning structures.
11. Provides leadership opportunities.
12. Develops a highly effective leadership team.

DOMAIN IV: STRATEGIC PLANNING

13. Develops and implements a strategic plan.
14. Monitors progress toward goals.
15. Effectively manages professional time.
16. Aligns and manages school's resources.

DOMAIN V: PERSONAL LEARDERSHIP AND GROWTH

17. Demonstrates self-awareness, reflection and on-going learning.
18. Demonstrates resiliency in the face of challenge.
19. Communicates with Stakeholders.

EVIDENCE		
Time	Administrator	Staff

Observation Evidence Sorting-Form A

Professional Growth System

Administrator Growth Rubric

Administrator

School/District

Date (Month/Day/Year)

Observer

Informal Observation

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Formal Observation

☐ 1 ☐ 2 ☐ 3

Domain I: Shared Vision, School Culture and Family Engagement

1. Implements a shared vision.

4

- Fully develops and implements a schoolwide vision that is adopted and embraced by the school and community.
- Builds the capacity of the staff to ensure all instructional strategies and decisions support the vision.
- Documents processes that ensure all decision are aligned to and support the vision.

3

- Implements a schoolwide vision that is adopted and embraced by some of the members of the school and community.
- Works with the leadership team to implement effective instructional strategies to achieve the vision.
- Makes decision aligned to and in support of the vision.

2

- Communicates vision to the school and community but implementation is not clearly-evident.
- Adequately implements instructional strategies that align to the vision.
- Demonstrates some consideration of vision in decision-making.

1

- Does not effectively or ineffectively communicates and implements the vision.
- Makes little or no connection between instructional strategies and the vision.
- Make decisions without consideration of the vision.

Evidence:

Domain I: Shared Vision, School Culture and Family Engagement

2. Maintains a supportive, secure and respectful learning environment.

4

- Builds the capacity of the staff to support and enhance students' social, intellectual and emotional development.
- Ensures each student is respected and valued through systems that foster strong connections among student and adults.
- Continually assesses systems and procedures to ensure the school environment is safe and secure.

3

- Works with the staff to support students' social, intellectual and emotional development.
- Respects and values each student in the school and fosters strong connections among students and adults.
- Implements processes that ensure the school environment is safe and secure.

2

- Provides some support for support students' social, intellectual and emotional development.
- Respects and values students but provide limited support to ensure meaningful connections between students and adults.
- Manages a school environment that is safe and secure.

1

- Provides minimal or inadequate support for students' social, intellectual and emotional development.
- Provides no clear support to ensure that each student is respected and valued.
- Fails to ensure that the school environment is safe and secure.

Evidence:

Domain I: Shared Vision, School Culture and Family Engagement

3. Engages in courageous conversations about diversity.

4

- Publicly models beliefs in the potential of every student to achieve at high level; build expectations for students, staff and parents/guardians that success is possible for all students; challenges low expectations.
- Builds the school's collective capacity to engage in courageous conversations about diversity and culture, as well as how they may impact student learning.

3

- Builds expectations for students, staff and parents/guardians that success is possible for all students; challenges low expectations.
- Initiates courageous conversations about diversity and culture, as well as how they may impact student learning.

2

- Sets expectation for students, staff and parents/guardians that success is possible for all students but may not consistently communicate expectation.
- 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.

1

- Rarely demonstrates confidence in the potential of every student to achieve at high levels; does not create an environment that supports all students.
- Avoids courageous conversations about diversity and culture; demonstrates limited or no awareness of the impact of diversity on student learning.

Evidence:

Domain I: Shared Vision, School Culture and Family Engagement

4. Welcomes Families and Community Members into the School

4

- 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.
- Shares the school's vision for high student achievement with all visitors and builds the capacity of the staff to do so, as well.

3

- Builds the capacity of the staff to welcome all families/guardians and community members into the school.
- Shares the school's vision for the high school's vision for high student achievement with all visitors.

2

- Welcomes all families/guardians and community members into the school but does not build the capacity of staff to do so.
- Occasionally shares the school's vision for high student achievement with visitors.

1

- Rarely or inconsistently welcomes families/guardians or community member into the school.
- Rarely shared the school's vision for high school achievement with visitors.

Evidence:

Domain II: Teaching and Learning

5. SUPPORTS THE DEVELOPMENT AND IMPLEMENTATION OF MISSISSIPPI STANDARDS-BASED LESSON PLANS AND UNIT PLANS.

4

- Builds the capacity of staff to effectively develop and implement lesson and unit plans aligned to Mississippi state standards, curricula and assessments.
- Implements ongoing systems to review and improve lesson and unit plans based on student outcomes.

3

- Leads staff in the development and implementation of lesson and unit plans aligned to Mississippi state standards, curricula and assessments.
- Oversees revisions to lesson and unit plans based on student outcomes.

2

- Provides limited support to staff in the development and implementation of lesson and unit plans aligned to Mississippi state standards, curricula and assessments.
- Rarely ensures lesson or unit plans are revised based on student outcomes.

1

- Provides no support to staff in the development and implementation of lesson and unit plans aligned to Mississippi state standards, curricula and assessments.
- Rarely ensures lesson or unit plans are revised on student outcomes.

Evidence:

Domain II: Teaching and Learning

6. IMPLEMENTS EFFECTIVE INSTRUCTIONAL STRATEGIES TO MEET STUDENT LEARNING NEEDS

4
- 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.
- Builds the capacity of staff to effectively adapt instructional practices to ensure that all students master content.

3
- Supports staff in implementing a variety of rigorous instructional strategies and pedagogical methods that meet students' needs and drive students' learning.
- Supports staff in effectively adapting instructional practices to ensure that all students master content.

2
- Provides no support to staff in the development and implementation of lesson and unit plans, aligned to Mississippi state standards, curricula and assessments.
- Rarely ensures lesson and unit plans are revised based on student outcomes.

|
- Rarely ensures instructional strategies meet students' needs and drive students' learning.

Evidence:

Domain II: Teaching and Learning

7.TRACKS STUDENT-LEVEL DATA TO DRIVE CONTINIOUS IMPROVEMENT

4

- Creates systems for the consistent monitoring and collection of data to inform continuous improvement.
- Uses multiple sources of both quantitative and qualitative data to evaluate instruction, identify student outcome trends, prioritize needs and inform continuous improvement.
- Facilitates, supports and builds staff capacity to monitor progress toward student learning goals.

3

- Consistently monitors and collects data to inform continuous improvement.
- Uses multiple sources of data to evaluate instruction, identify student outcomes trends, prioritize needs and inform continuous improvement.
- Facilitates and supports staff in monitoring progress toward student learning goals.

2

- Provides limited monitoring and collection of data to inform continuous improvement.
- Uses limited forms of data to evaluate instruction, identify student outcome trends, prioritize needs and inform continuous improvement.
- Provides limited support to staff in monitoring progress toward student learning goals.

I

- Does not ensure consistent monitoring and collection of data to inform continuous improvement.
- Rarely uses data to evaluate instruction, identify student outcome trends, prioritize needs and inform continuous improvement.
- Does not support staff in monitoring progress toward student learning goals.

Evidence:

Domain II: Teaching and Learning

8. USES DISAGGREGATED DATA TO INFORM ACADEMIC INTERVENTION

4

- Builds the capacity of staff to analyze disaggregated student-specific data to determine appropriate differentiation and academic intervention.
- Builds the capacity of staff to use data to make updates to the intervention plans for students or sub-groups not making progress.

3

- Leads staff in analyzing disaggregated student-specific data to determine appropriate differentiation and academic intervention.
- Leads staff in using data to make updates to the intervention plans for students or sub-groups not making progress.

2

- Provides limited support to staff in analyzing disaggregated student-specific data to determine appropriate differentiation and academic intervention.
- Provides limited support to staff in using data to make updates to the intervention plans for students or sub-groups not making progress.

1

- Provides no support to staff in analyzing disaggregated student-specific data to determine appropriate differentiation and academic intervention.
- Rarely or never supports staff in using data to make updates to the intervention plans for students or sub-groups not making progress.

Evidence:

Domain III: Staff Development

9. PROVIDES ACTIONABLE FEEDBACK

4

- Provides ongoing, timely and individualized actionable feedback to staff based on evidence collected from observations; build the capacity of staff to use feedback as a tool for professional learning and growth.
- Develops and implements a strong system to ensure feedback is incorporated into teacher practice.
- Develops interrater reliability with the leadership team by co-observing and utilizing results to improve the quality of feedback.

3

- Provides ongoing, timely and individualized actionable feedback to staff based on evidence collected from observations.
- Implements a sufficient system to ensure feedback is incorporated into teacher practice.
- Conducts co-observations with leadership team and utilizes results to improve the quality of feedback.

2

- Provides feedback to staff based on evidence collected from observations, but feedback may be vague or not actionable.
- Limited system in place to ensure feedback is incorporated into teacher practice.
- Inconsistently conducts co-observations with leadership team that has limited feedback on the quality of feedback.

1

- Provides limited, confusing feedback to teachers based on limited data.
- No system in place to ensure feedback is incorporated into teacher practice.
- No co-observations system in place; no value placed on reliability of classroom observations.

Evidence:

Domain III: Staff Development

10. COACHES AND IMPLEMENTS LEARNING STUCTURES

4
- Develops, implements and facilitates effective professional learning opportunities and coaching.
- Tailors professional learning to individual staff member's growth needs.

3
- Facilitates or provides effective professional learning opportunities and coaching.
- Provides some differentiated professional learning to meet individual staff member's growth needs.

2
- Facilitates or provides limited professional learning opportunities.
- Provides undifferentiated professional learning to staff members.

1
- Does not facilitates or provide regular or appropriate professional learning opportunities for staff.
- Does not provide professional learning to staff members.

Evidence:

Domain III: Staff Development

11. PROVIDES LEADERSHIP OPPORTUNITIES

4
- Identifies effective teachers and actively and consistently provides them with meaningful leadership opportunities.
- Mentors and supports the development of teacher leaders and leadership team members.
- Communicates a clear leadership trajectory to those teachers with the most leadership potential.

3
- Identifies effective teachers and provides them with meaningful leadership opportunities.
- Supports the development of teacher leaders and leadership team members.
- Supports leadership advancement for teachers with the most leadership potential but does not communicate a clear trajectory.

2
- Provides leadership opportunities to teachers who express interest.
- Inconsistently supports the development of teacher leaders and leadership team members.
- Provides leadership advancement information to those who request it.

1
- Rarely provides leadership opportunities to teachers.
- Does not support the development of teacher leaders and leadership team members.
- Does not communicate a leadership trajectory for any teachers.

Evidence:

Domain III: Staff Development

12. DEVELOPS A HIGHLY EFFECTIVE LEADERSHIP TEAM

4
- Establishes an effective leadership team (potentially including multiple teams with unique purposes) and builds team's capacity to focus on student learning.
- Builds the capacity of the team to oversee complex projects, lead teacher teams and conduct teacher observations.

3
- Establishes an effective leadership team (potentially including multiple teams with unique purposes) with a focus on student learning.
- Provides support for leadership team to lead teacher teams and conduct teacher observations.

2
- Establishes a leadership team with a limited focus on student learning.
- Provides limited support to the leadership team.

1
- Establishes an ineffective leadership team with little or no focus on student learning.
- Rarely or never provides support to the leadership team.

Evidence:

Domain IV: Strategic Planning and Systems

13. DEVELOPS AND IMPLEMENTS A STRATEGIC PLAN

4
- Engages staff and school-level stakeholders in developing and implementing a detailed strategic plan that describes milestones.
- Includes staff capacity building to implement strategies for rigorous classroom content and effective instructional practices to support students in achieving the learning targets.

3
- Develops and implements a strategic plan that describes milestones.
- Includes effective strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets.

2
- Drafts a strategic plan that identifies milestones, but implementation is inconsistent.
- Includes some strategies for effective instruction to support students in working toward learning targets.

1
- No strategic plan developed; rarely formalizes strategies or plans to reach school priorities or goals.
- Includes minimal or no strategies for effective instruction to support students in working toward learning goals.

Evidence:

Domain IV: Strategic Planning and Systems

14. MONITORS PROGRESS TOWARD GOALS

4
- Develops and effectively implements a clear plan to conduct on-going, documented monitoring of the progress toward achieving goals identified as part of the strategic process.
- Utilizes progress monitoring results to continually improve activities.

3
- Develops and effectively implements a plan to monitor progress toward achieving goals identified as part of the strategic process, but no documented process is in place to ensure monitoring is ongoing.
- Utilizes progress monitoring results to improve activities, but no clear process is in place to ensure continuous improvement occurs.

2
- Some evidence of monitoring progress toward gals is present, but monitoring is inconsistent.
- Limited/inconsistent utilization of progress monitoring results to improve activities.

1
- Minimal or no monitoring of progress toward achieving goals identified as part of the strategic planning process.
- Minimal or no evidence that progress monitoring results are utilized to improve activities.

Evidence:

Domain IV: Strategic Planning and Systems

15. EFFECTIVELY MANAGES PROFESSIONAL TIME

4 • Strategically plans daily schedule to address instructional leadership priorities supporting the on-going development of teacher quality, effective staff collaboration, data analysis and other schoolwide priorities.

3 • Maintains a daily schedule to address instructional leadership priorities supporting the on-going development of teacher quality, effective staff collaboration, data analysis and other schoolwide priorities.

2 • Schedules time daily to address instructional leadership priorities but blocks of time are used ineffectively.

1 • Rarely plans own time in advance; neglects to protect time for instructional leadership priorities.

Evidence:

Domain IV: Strategic Planning and Systems

16. ALIGNS AND MANAGES SCHOOL'S RESOURCES

4 • Maximizes school and district resources; actively seeks external resources that align with strategic priorities.

3 • Allocates resources in alignment with school priorities; seeks external resources that align with strategic priorities.

2 • Allocated resources based on priorities; leverages external resources when available.

1 • Allocated resources to initiatives that do not align with the school goals; does not seek external resources.

Evidence:

Domain V: Personal Leadership and Growth

17. DEMONSTRATES SELF-AWARENESS, REFLECTION AND ON-GOING LEARNING

4

- Consistently seeks feedback on their own practice, self-reflects and adapts their leadership practice; build the capacity of staff to do so, as well.
- Engages in multiple learning opportunities aligned with staff needs.
- Accepts personal responsibility for mistakes and uses them, as learning opportunities; build the capacity of staff to do so.

3

- Proactively seeks feedback, self-reflects and adapts their leadership practice.
- Engages in learning opportunities aligned with staff needs.
- Accepts personal responsibility for mistakes and uses them, as learning opportunities.

2

- Demonstrates a non-defensive attitude in receiving feedback from staff members and makes minor adjustments to worn leadership practice.
- Seeks some learning opportunities aligned with student needs.
- Accepts some responsibility for mistakes but are not used for learning opportunities.

1

- Unwilling to accept feedback and adjust leadership practice.
- Rarely or never seeks learning opportunities aligned with student needs.
- Fails to accept responsibility for mistakes.

Evidence:

Domain V: Personal Leadership and Growth

18. DEMONSTRATES RESILIENCY IN THE FACE OF CHALLENGE

4
- Models and builds the capacity of staff to maintain the focus on conversations and initiatives on improving student achievement and finding solutions despite adversity.
- Actively identifies solutions and remains focused when faced with set-backs.
- Capitalizes on challenges as opportunities to grow and develop themselves and their staff; communicates the opportunity clearly.

3
- Encourages staff to focus on conversations and initiatives on improving student achievement and finding solutions despite adversity.
- Identifies solutions when faced with set-backs.
- Supports staff growth and development in the face of challenges.

2
- 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.
- Attempts to remain solutions oriented.
- Provides some support to staff to grow in the face of challenges.

1
- Easily loses focus on improving student achievement.
- Rarely remains solution-oriented.
- Reacts with visible frustration to challenges and setbacks; fails to respond to challenges as they arise.

Evidence:

Domain V: Personal Leadership and Growth

19. COMMUNICATES WITH STAKEHOLDERS

4

- Implements effective two-way communication structures with district leadership and all stakeholders.
- Engages stakeholders in focused conversations about school goals and values.
- 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.

3

- Engages in two-way communication with all stakeholders.
- Communicates with stakeholders about school goals and values.
- Supports staff to effectively leading and participating in conversations about professional practice/student learning and to tailoring messages to the intended audience.

2

- Inconsistently engages in two-way communication with stakeholders, or communication is one-way.
- Inconsistently communicates with stakeholders about school goals and values.
- Supports staff in engaging conversations about professional practice and student learning.

1

- Rarely or never engages stakeholders in meaningful conversations about the school.
- Rarely or never communicates with stakeholders about school goals and values.
- Rarely or never supports staff in engaging conversations about professional practice and student learning.

Evidence:

Notes:

Observation Evidence Sorting Form Option B

Professional Growth System

Administrator Growth Rubric

Administrator

School/District

Date (Month/Day/Year)

Observer

Informal Observation

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Formal Observation

☐ 1 ☐ 2 ☐ 3

DOMAIN I: SHARED VISION, SCHOOL CULTURE AND FAMILY ENGAGEMENT	EVIDENCE
1. IMPLEMENTS A SHARED VISION	
2. MAINTAINS A SUPPORTIVE, SECURE AND RESPECTFUL LEARNING ENVIRONMENT	
3. ENGAGES IN COURAGEOUS CONVERSATIONS ABOUT DIVERSITY.	
4. WELCOMES FAMILIES AND COMMUNITY MEMBERS	

DOMAIN II: TEACHING AND LEARNING	EVIDENCE
5. SUPPORTS THE DEVELOPMENT AND IMPLEMENTATION OF MISSISSIPPI STANDARDS-BASED LESSON PLANS AND	
6. IMPLEMENTS EFFECTIVE INSTRUCTIONAL STRATEGIES TO MEET STUDENT LEARNING NEEDS	
7. TRACKS STUDENT-LEVEL DATA TO DRIVE CONTINIOUS IMPROVEMENT.	
8. USES DISAGGREGATED DATA TO INFORM ACADEMIC INTERVENTION	

DOMAIN III: STAFF DEVELOPMENT	EVIDENCE
9. PROVIDES ACTIONABLE FEEDBACK	

10. COACHES AND IMPLEMENTS LEARNING STUCTURES	
11. PROVIDES LEADERSHIP OPPORTUNITIES	
12. DEVELOPS A HIGHLY EFFECTIVE LEADERSHIP TEAM	
DOMAIN IV: STRATEGIC PLANNING	**EVIDENCE**
13. DEVELOPS AND IMPLEMENTS A STRATEGIC PLAN	
14. MONITORS PROGRESS TOWARD GOALS	
15. EFFECTIVELY MANAGES PROFESSIONAL TIME	
16. ALIGNS AND MANAGES SCHOOL'S RESOURCES	
DOMAIN V: PERSONAL LEADERSHIP AND GROWTH	**EVIDENCE**
17. DEMONSTRATES SELF-AWARENESS, REFLECTION AND ON-GOING LEARNING	
18. DEMONSTRATES RESILIENCY IN THE FACE OF CHALLENGE	
19. COMMUNICATES WITH STAKEHOLDERS	

Notes:

Notes:

Summative Observation Rating Form

Professional Growth System

Administrator Growth Rubric

Administrator

School/District

Date (Month/Day/Year)

Observer

Standards	4 points	3 points	2 points	1 point	Rating
Domain I: Shared Vision, School Culture and Family Engagement					
1. Implements a shared vision.					
2. Maintains a supportive, secure, and respectful learning environment.					
3. Engages in courageous conversations about diversity.					
4. Welcomes families and community members into the school.					
					Domain Rating (average of standards under domain)
Domain II: Teaching and Learning					
5. Supports the development and implementation of Mississippi standards-based lesson and unit plans.					
6. Implements effective instructional strategies to meet student learning needs.					
7. Tracks student-level data to drive continuous improvement.					
8. Uses disaggregated data to inform academic intervention.					
					Domain Rating (average of standards under domain)
Domain III: Staff Development					
9. Provides actionable feedback.					
10. Coaches and implements learning structures.					
11. Provides leadership opportunities.					

12. Develops a highly effective leadership team.					
					Domain Rating (average of standards under domain)
Domain IV: Strategic Planning and Systems					
13. Develops and implements a strategic plan.					
14. Monitors progress toward goals.					
15. Effectively manages professional time.					
16. Aligns and manages the school's resources.					
					Domain Rating (average of standards under domain)
Domain V: Personal Leadership & Growth					
17. Demonstrates self-awareness, reflection and on-going learning.					
18. Demonstrates resiliency in the face of challenge.					
19. Communicates with stakeholders.					
					Domain Rating (average of standards under domain)
					Summative Observation Raring (average of domain ratings)

Notes:

Notes:

Division of Educator Effectiveness
Office of Teaching and Leading

601-359-3631

profgrowth@mdek12.org

www.mdek12.org