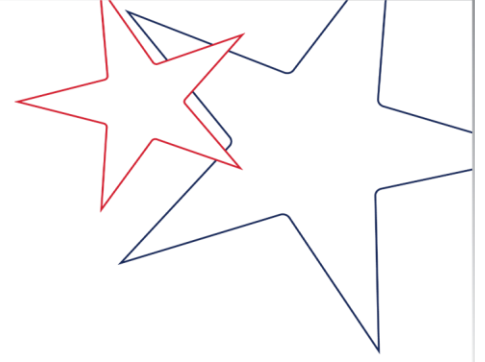




MISSISSIPPI EDUCATOR & ADMINISTRATOR OBSERVATION FORM ADMINISTRATOR GROWTH RUBRIC



Administrator Name

Grade Levels

Time of Day

Date of Pre-Observation Meeting

Date of Observation

Date of Post-Observation Meeting

District & School

Observer Name or Signature

Informal Observation (One Required)

Formal Observation (One Required)

☐ 1 ☐ 2 ☐ 3

☐ 1 ☐ 2 ☐ 3

DOMAIN I: VISION AND STRATEGY

Standard 1: Implements a shared vision.

Indicators

4

- **Collaboratively develops** and implements a schoolwide vision that is implemented 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 decisions are aligned to and support the vision

3

- **Implements** a schoolwide vision that is implemented **and embraced by most** members of the school and community
- Works with **the leadership team** to implement effective instructional strategies to achieve the vision
- **Makes decisions** aligned to and in support of the vision

2

- **Communicates** a vision that **is implemented by some** members of the school and community
- **Adequately** implements instructional strategies that align to the vision
- Demonstrates **some** consideration of vision in decision-making
- **Does not or ineffectively** communicates and implements the vision

1

- **Makes little or no** connection between instructional strategies and the vision
- Makes decisions **without** consideration of the vision

Evidence Collected

Examples of Evidence

- ☐ Documentation of vision and communication efforts
- ☐ Staff articulation of vision
- ☐ Alignment of vision, goals, and instruction

Performance Level

- ☐ Level 4
- ☐ Level 3
- ☐ Level 2
- ☐ Level 1

DOMAIN I: VISION AND STRATEGY

Standard 2: Monitors progress toward goals and aligns the school's resources based on the school and/or district strategic plan.

Indicators

4

- **Engages staff and school-level stakeholders** in implementing a **detailed** strategic plan that **describes** milestones
- **Collaboratively** develops and effectively implements a **clear plan** to conduct ongoing, documented progress monitoring toward achieving strategic plan goals and **continually** improving activities
- **Builds staff capacity** to implement strategies for rigorous classroom content and effective instructional practices to support students in achieving the learning targets
- **Maximizes** school and district resources in alignment with school priorities; **actively seeks** external resources that align to strategic priorities

3

- **Implements and/or consistently supports** a strategic plan that identifies milestones
- Develops and **effectively** implements a plan to monitor progress toward achieving strategic plan goals and **consistently** improving activities
- **Monitors and supports effective strategies** for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets
- Allocates resources **in alignment with** school priorities; **seeks** external resources that align to strategic priorities

2

- **Maintains and/or uses** a strategic plan that identifies milestones, but implementation is **inconsistent**
- **Some** evidence of monitoring progress toward strategic plan goals is present, but monitoring is **inconsistent in** improving activities
- **Provides some strategies** for effective instruction to support students in working toward learning targets
- Allocates resources **based on** priorities; **leverages** external resources when available

1

- **No strategic plan** developed; **rarely** formalizes strategies or plans to reach school priorities or goals
- **Minimal or no** monitoring progress toward achieving strategic plan goals with minimal or no evidence that monitoring is improving activities
- Provides **minimal or no strategies** for effective instruction to support students in working toward learning targets
- Allocates resources to initiatives that **do not align** with school goals; **does not seek** external resources

Evidence Collected

Examples of Evidence

- ☐ Staff and stakeholder understanding of strategic plan
- ☐ Protocols and processes to identify progress toward goals
- ☐ Schedules reflect prioritized instructional intervention/acceleration and staff development
- ☐ Finance and/or resource alignment with strategic priorities

Performance Level

- ☐ Level 4
- ☐ Level 3
- ☐ Level 2
- ☐ Level 1

DOMAIN II: TEACHING AND LEARNING

Standard 3: Supports the development and/or implementation of Mississippi standards-based instructional materials.

Indicators

4

- **Builds the capacity of staff** to effectively develop instructional plans and/or implement instructional materials aligned to Mississippi state standards, curricula, and assessments
- Implements **ongoing systems** to review and improve instructional plans and/or materials implementation based on student outcomes
- **Publicly models belief** in the potential of **every** student to achieve at high level; builds expectations for students, staff, and parents/guardians that success is possible for all students and challenges low expectations

3

- **Leads and/or provides effective support to staff** in the development of instructional plans and/or implementation of instructional materials aligned to Mississippi state standards, curricula, and assessments
- **Oversees and/or supports revisions** to instructional plans and/or materials implementation based on student outcomes
- **Builds expectation** for students, staff, and parents/guardians that success is possible for all students and challenges low expectations

2

- Provides **limited support to staff** in the development of instructional plans and/or implementation of instructional materials aligned to Mississippi state standards, curricula, and assessments
- **Provides limited oversight and/or support** in revisiting instructional plans and/or materials implementation based on student outcomes
- **Sets expectation** for students, staff, and parents/guardians that success is possible for all students but inconsistently communicates expectation

1

- Provides **no support to staff** in the development of instructional plans and/or implementation of instructional materials aligned to Mississippi state standards, curricula, and assessments
- **Rarely** ensures instructional plans and/or materials implementation are revisited based on student outcomes
- **Rarely demonstrates confidence** in the potential of every student to achieve at high levels

Evidence Collected

Examples of Evidence

- ☐ Lesson plans, unit plans, and/or instructional materials demonstrate alignment to Mississippi College- and Career-Readiness Standards (CCRS)
- ☐ Instructional decisions (including revisions) are based on student learning outcomes relative to CCRS standards
- ☐ Access to standards-aligned instructional materials for all students

Performance Level

- ☐ Level 4
- ☐ Level 3
- ☐ Level 2
- ☐ Level 1

DOMAIN II: TEACHING AND LEARNING

Standard 4: Uses data to drive continuous improvement and inform academic intervention.

Indicators

4

- **Creates or utilizes systems** for the consistent monitoring and collection of data to inform continuous improvement
- Uses multiple sources of **both quantitative and qualitative** data to assess instruction, identify student outcome trends, prioritize needs, and inform continuous improvement
- Facilitates, supports, and **builds staff capacity** to monitor progress toward student learning goals
- **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 subgroups not making progress

3

- **Consistently monitors** and collects data to inform continuous improvement
- Uses **multiple sources of data** to assess instruction, identify student outcome trends, prioritize needs, and inform continuous improvement
- **Facilitates and/or provides effective support to staff** in monitoring progress toward student learning goals
- **Leads and/or provides effective support to staff** in analyzing disaggregated student-specific data to determine appropriate differentiation and academic intervention
- **Leads and/or provides effective support to staff** in using data to make updates to the intervention plans for students or subgroups not making progress

2

- **Provides limited monitoring** and collection of data to inform continuous improvement
- Uses **limited forms of data** to assess instruction, identify student outcome trends, prioritize needs, and inform continuous improvement
- Provides **limited support to staff** in monitoring progress toward student learning goals
- Provides **limited support to staff** in analyzing disaggregated data to determine differentiation and academic intervention
- Provides **limited support to staff** in using data to make updates to the intervention plans for students or subgroups not making progress

1

- **Does not ensure consistent monitoring** and collection of data to inform continuous improvement
- **Rarely uses data** to assess instruction, identify student outcome trends, prioritize needs, or inform continuous improvement
- **Does not support staff** in monitoring progress toward student learning goals
- Provides **no support to staff** in analyzing disaggregated data to determine differentiation and academic intervention
- **Rarely or never supports staff** in using data to make updates to the intervention plans for students or subgroups not making progress

Evidence Collected

Examples of Evidence

- ☐ Student performance data organized by cohort, grade, subject, subgroup, etc.
- ☐ Data used in PLC meeting agendas and instructional plans
- ☐ Progress monitoring through checks for understanding and adjustments to intervention schedules

Performance Level

- ☐ Level 4
- ☐ Level 3
- ☐ Level 2
- ☐ Level 1

DOMAIN II: TEACHING AND LEARNING

Standard 5: Provides leadership opportunities and develops a highly effective leadership team.

Indicators

4

- Identifies effective staff and **consistently** provides them with **meaningful** growth and/or leadership opportunities
- Mentors** and supports the development of teacher leaders and leadership team members
- Collaborates** to establish 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 leadership team to oversee complex projects and lead teacher teams

3

- Identifies effective** staff and provides them with growth and/or leadership opportunities
- Supports** the development of teacher leaders and leadership team members
- Establishes an **effective** leadership team (potentially including multiple teams with unique purposes) with a **focus on student learning**
- Provides support** for the leadership team to lead teacher teams

2

- Provides growth and/or leadership opportunities to staff **who express interest**
- Inconsistently supports** the development of teacher leaders and leadership team members
- Establishes a leadership team with a **limited focus on student learning**
- Provides limited support** to the leadership team

1

- Rarely provides** growth and/or leadership opportunities to staff
- Does not support** the development of teacher leaders and leadership team members
- Establishes an **ineffective** leadership team with **little or no focus on student learning**
- Rarely or never provides** support to the leadership team

Evidence Collected

Examples of Evidence

- ☐ Leadership team selection process and membership
- ☐ Alignment between leadership team efforts and key instructional needs
- ☐ Administrator collaboration with leadership team(s)

Performance Level

- ☐ Level 4
- ☐ Level 3
- ☐ Level 2
- ☐ Level 1

DOMAIN III: SCHOOL CULTURE

Standard 6: Maintains a safe, supportive, secure and respectful learning environment.

Indicators

- | | |
|----------|--|
| 4 | <ul style="list-style-type: none"> • Continually assesses systems and procedures to ensure the school environment is safe and secure • Builds the capacity of staff to support and enhance students' social, intellectual, and emotional development • Builds the school's collective capacity to engage in conversations about various backgrounds and perspectives, as well as how they may impact student learning • Ensures each student is respected and valued through systems that foster strong connections among students and adults |
| 3 | <ul style="list-style-type: none"> • Implements processes that ensure the school environment is safe and secure • Works with staff to support students' social, intellectual, and emotional development • Initiates conversations about various backgrounds and perspectives, as well as how they may impact student learning • Respects and values each student in the school and fosters strong connections among students and adults |
| 2 | <ul style="list-style-type: none"> • Manages a school environment that is safe and secure • Provides some support for students' social, intellectual, and emotional development • Reactively responds to conversations about various backgrounds and perspectives as well as how they may impact student learning, but rarely initiates conversations; demonstrates limited awareness of the impact on student learning • Respects and values students but provides limited support to ensure meaningful connections between students and adults |
| 1 | <ul style="list-style-type: none"> • Fails to ensure that the school environment is safe and secure • Provides minimal or inadequate support for students' social, intellectual, and emotional development • Avoids conversations about various backgrounds and perspectives; demonstrates limited or no awareness of the impact on student learning • Provides no clear support to ensure that each student is respected and valued |

Evidence Collected

Examples of Evidence

- ☐ Visible statements of school values, beliefs, and expectations
- ☐ Documentation and implementation of school safety plan
- ☐ Staff and student participation in discussions regarding various backgrounds and perspectives

Performance Level

- ☐ Level 4
- ☐ Level 3
- ☐ Level 2
- ☐ Level 1

DOMAIN III: SCHOOL CULTURE

Standard 7: Welcomes families and community members into the school and communicates with stakeholders

Indicators

- | | |
|----------|---|
| 4 | <ul style="list-style-type: none"> • Builds the capacity of staff to foster a schoolwide culture that welcomes all families/guardians and community members into the school • Shares the school's vision for high student achievement with all visitors and builds the capacity of the staff to do so • 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 engage in conversations about professional practice/student learning and to tailor messages to the intended audience |
| 3 | <ul style="list-style-type: none"> • Fosters a schoolwide culture that welcomes all families/guardians and community members into the school • Shares the school's vision for high student achievement with all visitors • Engages in two-way communication with all stakeholders • Communicates with stakeholders about school goals and values • Supports staff in effectively engaging in conversations about professional practice/student learning and tailoring messages to the intended audience |
| 2 | <ul style="list-style-type: none"> • Welcomes all families/guardians and community members into the school • Occasionally shares the school's vision for high student achievement with visitors • 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 in conversations about professional practice and student learning |
| 1 | <ul style="list-style-type: none"> • Rarely or inconsistently welcomes families/guardians or community members into the school • Rarely shares the school's vision for high student achievement with visitors • 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 in conversations about professional practice and student learning |

Evidence Collected

Examples of Evidence

- ☐ Family/guardian and community sign-ins, conference participation, and/or event engagement
- ☐ Communication structures for families, community members, and stakeholders
- ☐ Staff notes, newsletters, posts, and/or platforms

Performance Level

- ☐ Level 4
- ☐ Level 3
- ☐ Level 2
- ☐ Level 1

DOMAIN IV: PROFESSIONAL GROWTH AND DEVELOPMENT

Standard 8: Provides actionable feedback and implements learning structures.

Indicators

- | | |
|----------|--|
| 4 | <ul style="list-style-type: none"> Provides ongoing, timely, and individualized actionable feedback to staff based on evidence collected from observations; builds the capacity of staff to use feedback as a tool for professional learning and growth Collaboratively develops interrater reliability with the leadership team by co-observing and utilizing results to improve the quality of feedback Collaboratively develops, implements, and facilitates effective professional learning opportunities and coaching Tailors professional learning to individual staff member's growth needs |
| 3 | <ul style="list-style-type: none"> Provides ongoing, timely, and individualized actionable feedback to staff based on evidence collected from observations Conducts co-observations with leadership team and utilizes results to improve the quality of feedback and provides some differentiated professional learning to meet individual staff member's growth needs Facilitates or provides effective professional learning opportunities and coaching Provides some differentiated professional learning to meet individual staff member's growth needs |
| 2 | <ul style="list-style-type: none"> Provides feedback based on observations but feedback may be vague or not actionable Inconsistently conducts co-observations with leadership team that has limited impact on the quality of feedback Facilitates or provides limited professional learning opportunities Provides undifferentiated professional learning to staff members |
| 1 | <ul style="list-style-type: none"> Provides limited, confusing feedback to staff based on limited data No co-observation system in place; no value placed on reliability of classroom observations Does not facilitate or provide regular or appropriate professional learning opportunities for staff Does not provide professional learning to staff members |

Evidence Collected

Examples of Evidence

- ☐ Feedback from observations with follow up steps noted
- ☐ Leadership team co-observation evidence
- ☐ Professional learning aligned to observations and feedback

Performance Level

- ☐ Level 4
- ☐ Level 3
- ☐ Level 2
- ☐ Level 1

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES

Standard 9: Demonstrates self-awareness, reflection, and ongoing learning

Indicators

4

- **Consistently** seeks feedback on their own practice, self-reflects, and adapts their leadership practice while **building the capacity of staff** to do the same
- **Strategically plans** daily schedule to address instructional leadership priorities supporting the ongoing development of teacher quality, effective staff collaboration, data analysis, and other schoolwide priorities
- Engages in **multiple learning opportunities** aligned with student needs
- Accepts personal responsibility for mistakes and uses them as learning opportunities while **building the capacity of staff** to do the same
- **Actively** identifies solutions and **remains focused** when faced with set-backs

3

- **Proactively** seeks feedback, self-reflects, and adapts own leadership practice
- **Maintains** a daily schedule to address instructional leadership priorities supporting the ongoing development of teacher quality, effective staff collaboration, data analysis, and other schoolwide priorities
- Engages in learning opportunities aligned with student needs
- **Accepts personal responsibility** for mistakes and uses them as learning opportunities
- **Identifies** solutions when faced with set-backs

2

- Demonstrates a **non-defensive attitude** in receiving feedback from staff members and **makes minor adjustments** to own leadership practice
- **Schedules time** daily to address instructional leadership priorities but blocks of time are **used ineffectively**
- **Seeks some learning opportunities** aligned with student needs
- **Accepts some responsibility** for mistakes, but they are not used as learning opportunities
- **Attempts** to remain solutions-oriented

1

- **Unwilling** to accept feedback and adjust leadership practice
- **Rarely plans** own time in advance; neglects to protect time for instructional leadership priorities
- **Rarely or never seeks learning opportunities** aligned with students' needs
- **Fails to accept responsibility** for mistakes
- **Rarely** remains solutions-oriented

Evidence Collected

Examples of Evidence

- ☐ Incorporation of feedback into leadership practice
- ☐ Personal and/or staff examples of lessons learned
- ☐ Calendars, schedules, and/or personal organization systems

Performance Level

- ☐ Level 4
- ☐ Level 3
- ☐ Level 2
- ☐ Level 1