

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

Administrator Growth Rubric

	4	3	2	1	Examples of Evidence
1. Implements a shared vision	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 decisions are aligned to and support the vision	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 decisions aligned to and in support of the vision	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	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	- Documentation of vision and efforts to communicate vision are evident - Written values and beliefs reflecting high expectations for all students are publically 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 program, and vision is visible
2. Maintains a supportive, secure, and respectful learning environment	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 students and adults Continually assesses systems and procedures to ensure the school environment is safe and secure	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	Provides some support for 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	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	- 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 their 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

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	4	3	2	1	Examples of Evidence
3. Engages in courageous conversations about diversity	Publicly models beliefs in the potential of every student to achieve at high level; builds expectations for students, staff, and parents/guardians that success is possible for all students; challenges low expectations Builds the school's collective capacity to engage in courageous conversations about diversity and culture, as well as how they may impact student learning	Builds expectation 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	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	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	• 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	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	Builds the capacity of staff to welcome all families/guardians and community members into the school Shares the school's vision for high student achievement with all visitors	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	Rarely or inconsistently welcomes families/guardians or community members into the school Rarely shares the school's vision for high student achievement with visitors	• Families feel included and invested in the school • Families are given strategies and tools to support student learning outside the school day • Families have multiple 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

	4	3	2	1	Examples of Evidence
5. Supports the development and implementation of Mississippi standards-based lesson and unit plans	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	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	Provides limited support to staff in the development and implementation of lesson and unit plans aligned to Mississippi state standards, curricula, and assessments Provides limited oversight in revising lesson and unit plans based on student outcomes	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 based on student outcomes	• Systems ensure that lesson and unit plans align to the scope and sequence and prepare students to be on a college readiness track based on Mississippi state standards • Instructional decisions throughout the year are 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
6. Implements effective instructional strategies to meet student learning needs	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	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	Provides staff with limited support in the use of instructional strategies that meet students' needs and drive students' learning Provides staff with limited support in adapting instructional practices to ensure all students master content	Rarely ensures instructional strategies meet students' needs and drive students' learning Rarely or never adapts instructional practices to ensure all students master content	• 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

Domain II: Teaching and Learning

	4	3	2	1	Examples of Evidence
7. Tracks student-level data to drive continuous improvement	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	Consistently monitors and collects data to inform continuous improvement Uses multiple sources of data to evaluate instruction, identify student outcome trends, prioritize needs, and inform continuous improvement Facilitates and supports staff in monitoring progress toward student learning goals	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	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, or inform continuous improvement Does not support staff in monitoring progress toward student learning goals	- Instructional decisions 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
8. Uses disaggregated data to inform academic intervention	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	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 subgroups not making progress	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	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	- 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 student needs and progress

Domain III: Staff Development

	4	3	2	1	Examples of Evidence
9. Provides actionable feedback	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 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	Provides ongoing, timely, and individualized actionable feedback to staff based on evidence collected from observations Implements a sufficient system in place to support incorporation of feedback into teacher practice Conducts co-observations with leadership team and utilizes results to improve the quality of feedback	Provides feedback based on 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 impact on the quality of feedback	Provides limited, confusing feedback to teachers based on limited data No system in place to ensure feedback is incorporated into teacher practice No co-observation system in place; no value placed on reliability of classroom observations	• 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 a 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	Develops, implements, and facilitates effective professional learning opportunities and coaching Tailors professional learning to 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	Facilitates or provides limited professional learning opportunities Provides undifferentiated professional learning to staff members	Does not facilitate or provide regular or appropriate professional learning opportunities for staff Does not provide professional learning to staff members	

Domain III: Staff Development

	4	3	2	1	Examples of Evidence
11. Provides leadership opportunities	Identifies effective teachers and actively and consistently provides them with meaningful leadership opportunities	Identifies effective teachers and provides them with leadership opportunities	Provides leadership opportunities to teachers who express interest	Rarely provides leadership opportunities to teachers	- 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
	Mentors and supports the development of teacher leaders and leadership team members	Supports the development of teacher leaders and leadership team members	Inconsistently supports the development of teacher leaders and leadership team members	Does not support the development of teacher leaders and leadership team members	
	Communicates a clear leadership trajectory to those teachers with the most leadership potential	Supports leadership advancement for teachers with the most leadership potential but does not communicate a clear trajectory	Provides leadership advancement information to those who request it	Does not communicate a leadership trajectory for any teachers	
12. Develops a highly effective leadership team	Establishes an effective leadership team (potentially including multiple teams with unique purposes) and builds team's capacity to focus on student learning	Establishes an effective leadership team (potentially including multiple teams with unique purposes) with a focus on student learning	Establishes a leadership team with a limited focus on student learning	Establishes an ineffective leadership team with little or no focus on student learning	- 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
	Builds the capacity of the team to oversee complex projects, lead teacher teams, and conduct teacher observations	Provides support for leadership team to lead teacher teams and conduct teacher observations	Provides limited support to the leadership team	Rarely or never provides support to the leadership team	

Domain IV: Strategic Planning and Systems

	4	3	2	1	Examples of Evidence
13. Develops and implements a strategic plan	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	Develops and implements a strategic plan that identifies milestones Includes effective strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets	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	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 targets	• 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 has 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
14. Monitors progress toward goals	Develops and effectively implements a clear plan to conduct ongoing, documented monitoring of the progress toward achieving goals identified as part of the strategic planning process Utilizes progress monitoring results to continually improve activities	Develops and effectively implements a plan to monitor progress toward achieving goals identified as part of the strategic planning process, but no documented process is in place to ensure monitoring is ongoing Utilizes progress monitoring results to improve activities, but no clear process is in place to ensure continuous improvement occurs	Some evidence of monitoring progress toward goals is present, but monitoring is inconsistent Limited/inconsistent utilization of progress monitoring results to improve activities	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	• Teacher leaders and members of the leadership team focus 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

	4	3	2	1	Examples of Evidence
15. Effectively manages professional time	Strategically plans daily schedule to address instructional leadership priorities supporting the ongoing development of teacher quality, effective staff collaboration, data analysis, and other schoolwide priorities	Maintains a daily schedule to address instructional leadership priorities supporting the ongoing development of teacher quality, effective staff collaboration, data analysis, and other schoolwide priorities	Schedules time daily to address instructional leadership priorities but blocks of time are used ineffectively	Rarely plans own time in advance; neglects to protect time for instructional leadership priorities	• 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 personal/professional calendar
16. Aligns and manages the school's resources	Maximizes school and district resources; actively seeks external resources that align to strategic priorities	Allocates resources in alignment with school priorities; seeks external resources that align to strategic priorities	Allocates resources based on priorities; leverages external resources when available	Allocates resources to initiatives that do not align with school goals; does not seek external resources	• Finances and other resources are aligned with strategic priorities • External partners are identified and accessed to supplement available resources

Domain V: Personal Leadership & Growth

	4	3	2	1	Examples of Evidence
17. Demonstrates self-awareness, reflection, and on-going learning	Consistently seeks feedback on their own practice, self-reflects, and adapts their leadership practice; builds the capacity of staff to do so as well Engages in multiple learning opportunities aligned with student needs Accepts personal responsibility for mistakes and uses them as learning opportunities; builds the capacity of staff to do so	Proactively seeks feedback, self-reflects, and adapts own leadership practice Engages in learning opportunities aligned with student needs Accepts personal responsibility for mistakes and uses them as learning opportunities	Demonstrates a non-defensive attitude in receiving feedback from staff members and makes minor adjustments to own leadership practice Seeks some learning opportunities aligned with student needs Accepts some responsibility for mistakes, but they are not used as learning opportunities	Unwilling to accept feedback and adjust leadership practice Rarely or never seeks learning opportunities aligned with students needs Fails to accept responsibility for mistakes	• 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	Models and builds the capacity of staff to maintain the focus of 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	Encourages staff to focus 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	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	Easily loses focus on improving student achievement Rarely remains solutions-oriented Reacts with visible frustration to challenges and setbacks; fails to respond to challenges as they arise	

Domain V: Personal Leadership & Growth

	4	3	2	1	Examples of Evidence
19. Communicates with stakeholders	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	Engages in two-way communication with all stakeholders Communicates with stakeholders about school goals and values Supports staff in effectively leading and participating in conversations about professional practice/ student learning and tailoring messages to the intended audience	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	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	- School staff development plan addresses difficult conversations to improve and enhance student learning - Principal 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 structures are in place to share the current state of the school and solicit feedback - Leadership team participates in professional development to learn and practice active listening skills