# Observation Evidence Sorting Form Option 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 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.

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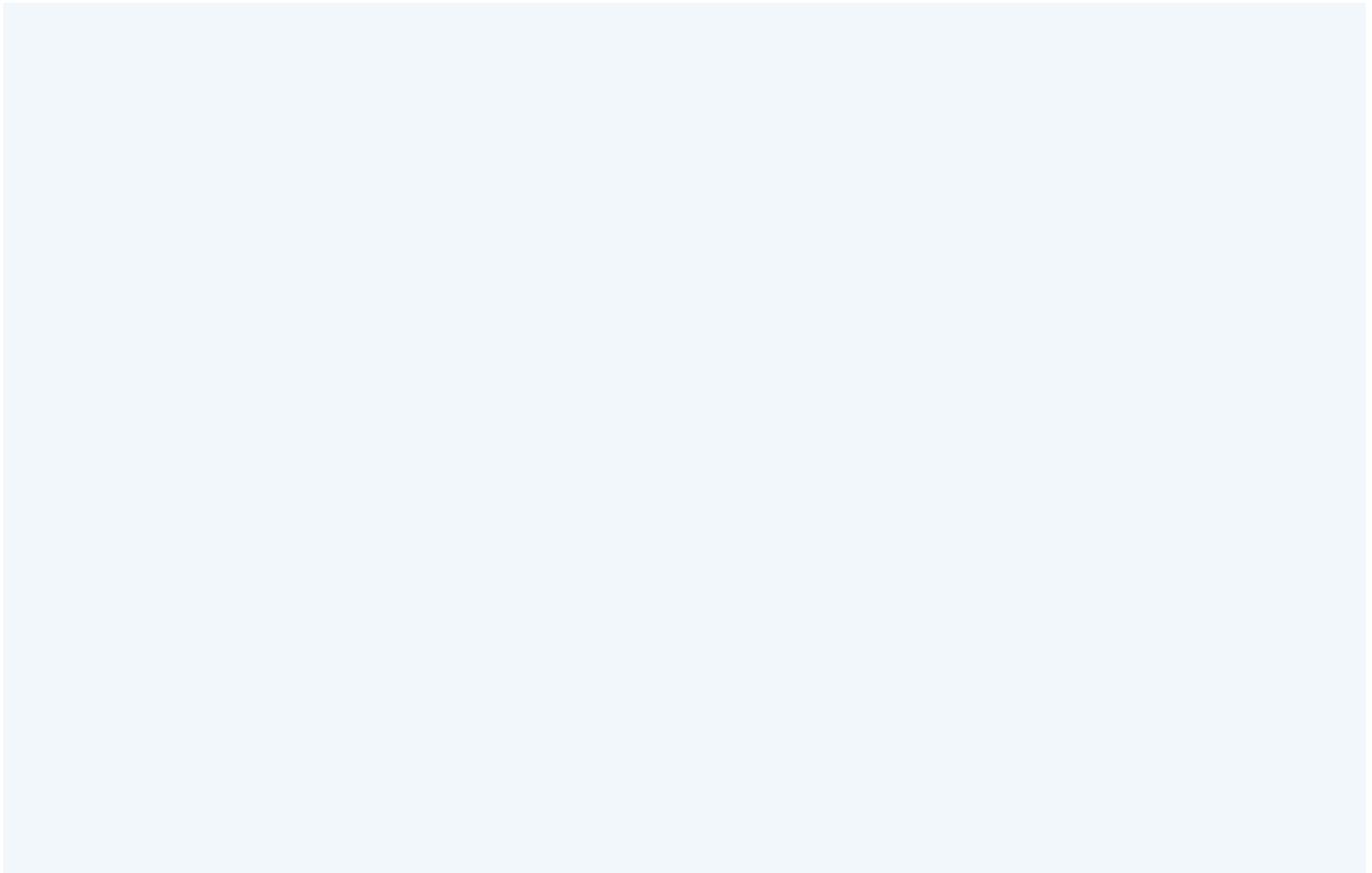
# Domain I: Shared Vision, School Culture and Family Engagement

## 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

**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.

**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.

**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.

**Evidence:**
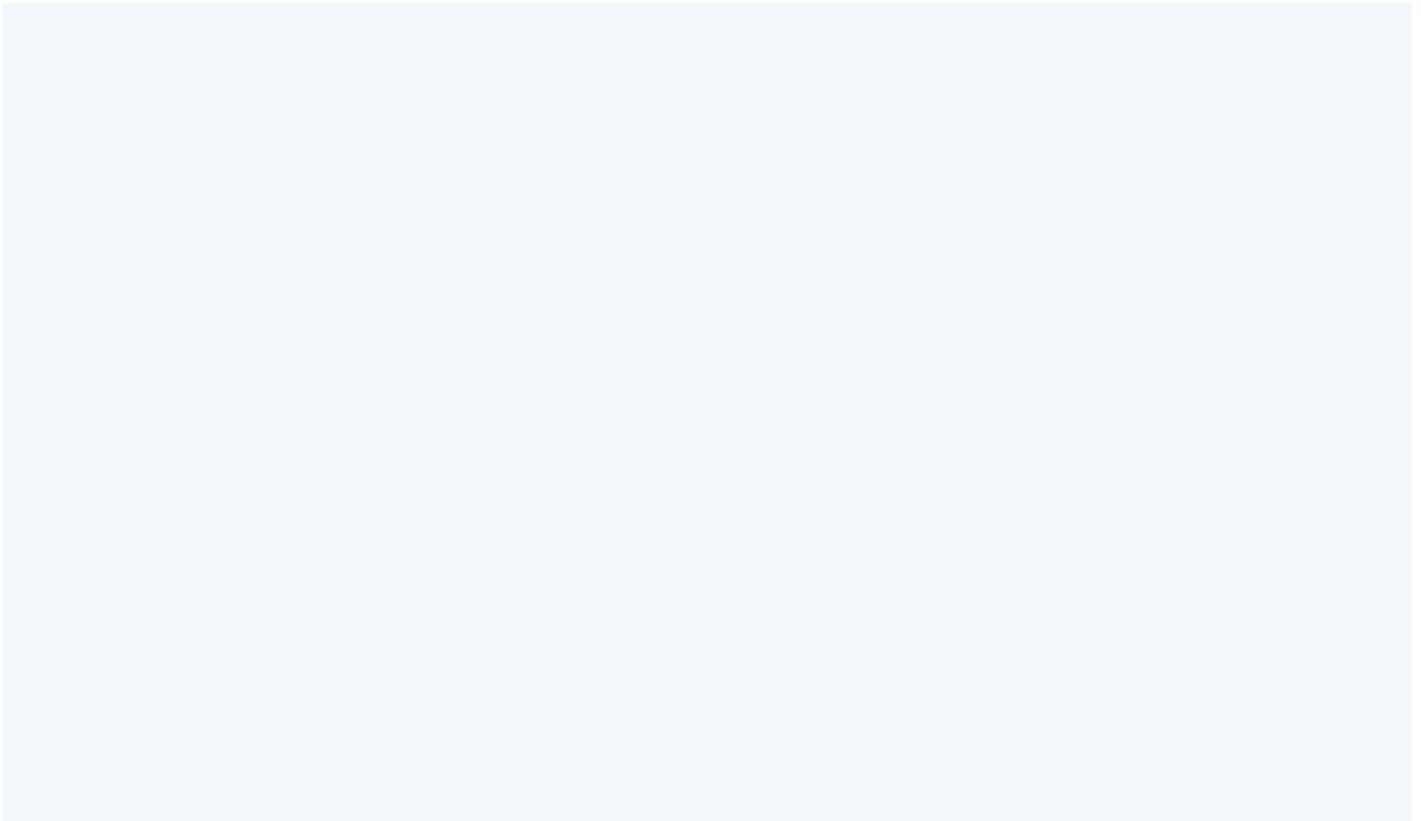
# Domain II: Teaching and Learning

## 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

**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:**
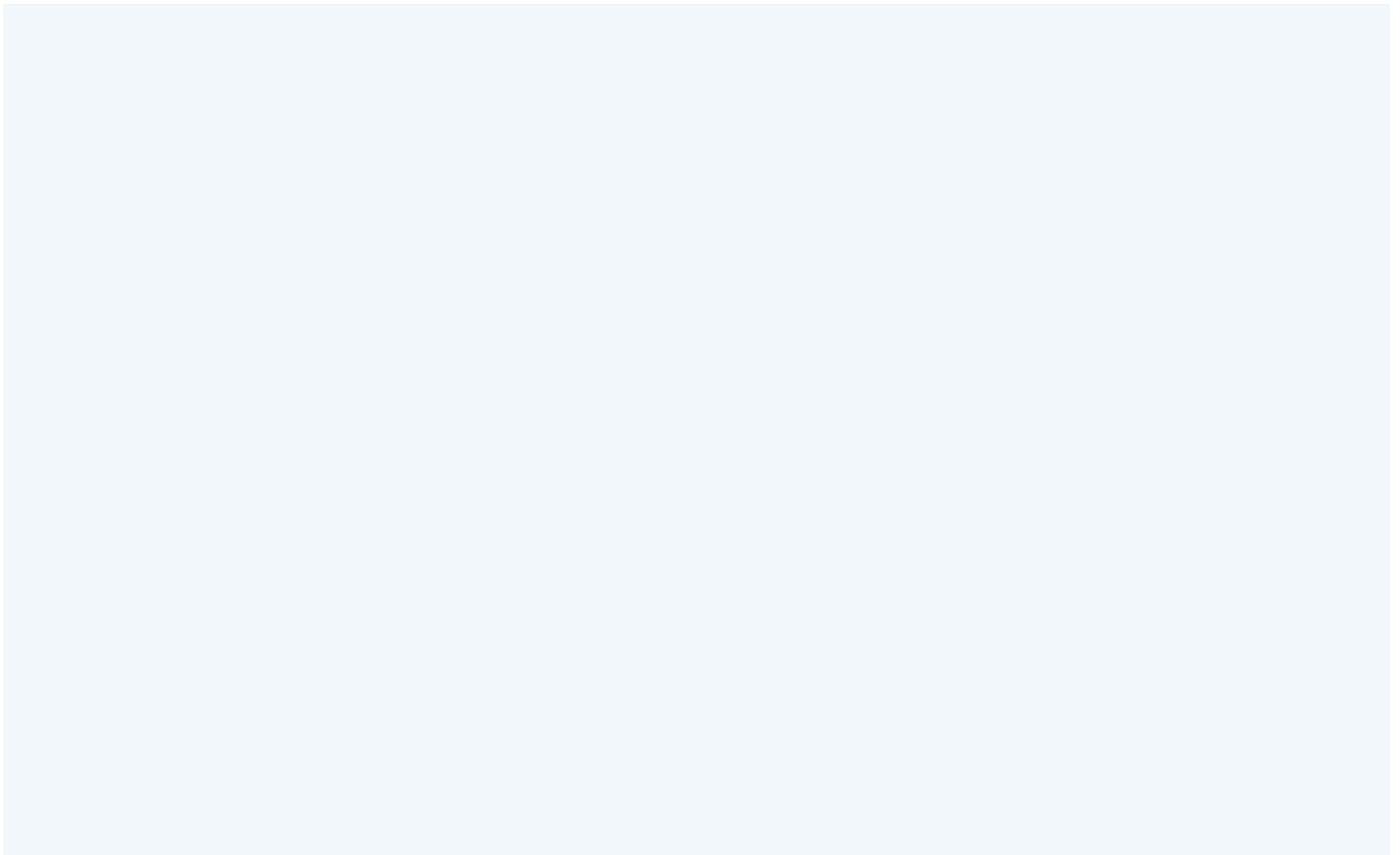
# Domain III: Staff Development

**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:**
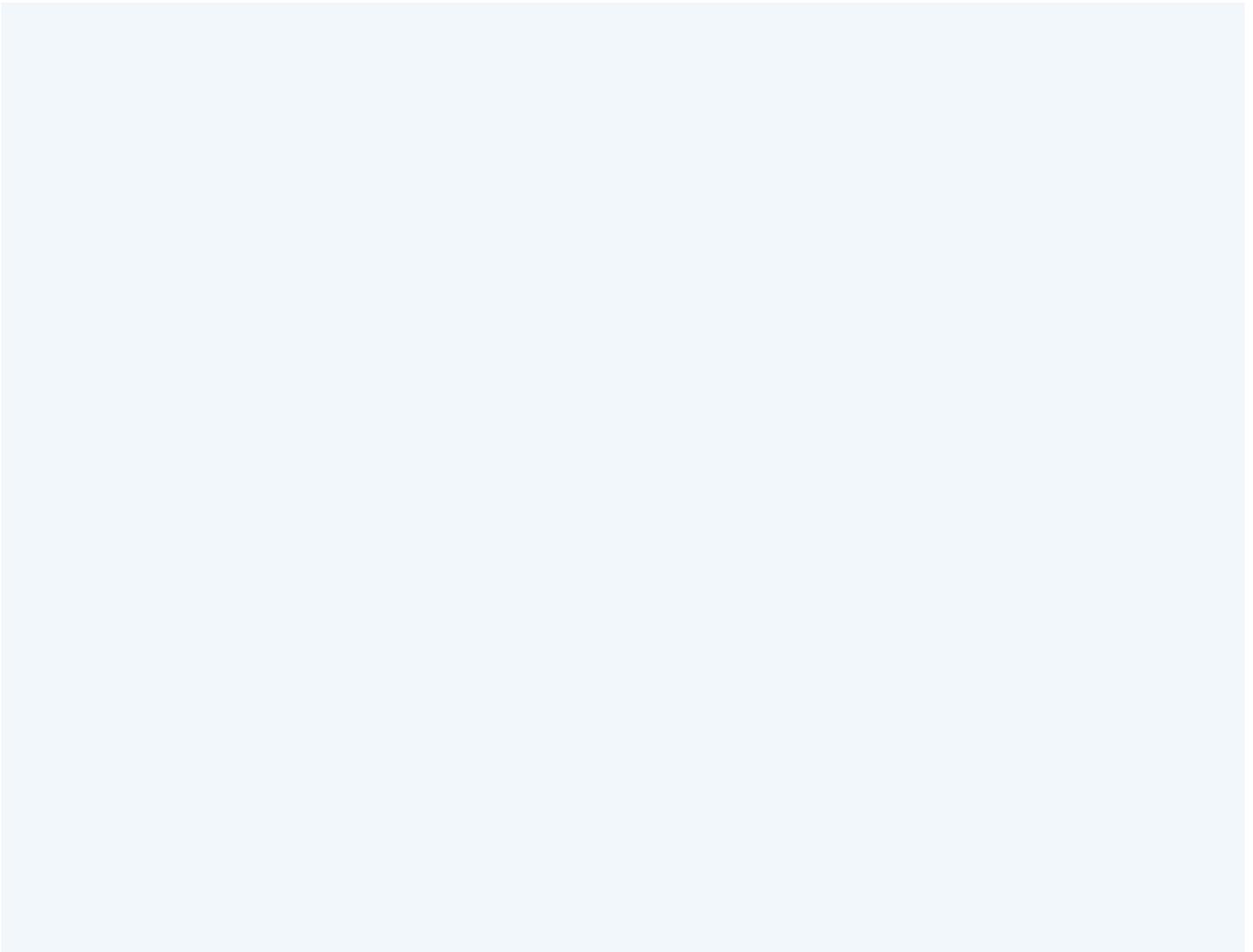
# Domain III: Staff Development

**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:**

## 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:**

## 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.

**I** • 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:**

## 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.

**I**
- 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.

- 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:**