OFFICE OF CHIEF ACCOUNTABILITY OFFICER
Summary of State Board of Education Agenda Item
Consent Agenda March 19, 2026

OFFICE OF TEACHING AND LEADING
DIVISION OF EDUCATOR EFFECTIVENESS

H. Approval to establish a new part number for the revised *Mississippi Administrator Professional Growth System Standards, 2025*
   (Has cleared the Administrative Procedures Act process without public comments)

   Background Information: In accordance with Miss. Code Ann. § 37-3-2 there is established within the Mississippi Department of Education (MDE) the Commission on Teacher and Administrator Education, Certification and Licensure and Development. It shall be the purpose and duty of the Commission to make recommendations to the Mississippi Board of Education regarding standards for the certification and licensure and continuing professional development of those who teach or perform tasks of an educational nature in the public schools of Mississippi.

   Mississippi Code Annotated § 37-3-46 and Process Standard 3 of the *Mississippi Public School Accountability Standards, 2025* provide the requirements for districts to implement an annual, formal personnel appraisal system for licensed staff that includes an assessment of employee on-the-job performance as administered through the Mississippi Professional Growth System (PGS).

   On Friday, January 9, 2026, at its regular meeting, the Commission on Teacher and Administrator Education, Certification and Licensure and Development granted approval of the recommendation made by the Division of Educator Effectiveness to begin the Administrative Procedures Act process to revise the *Mississippi Administrator Professional Growth System Standards* and aligned rubric to be effective with the 2026-2027 school year. The proposed revisions to the *Mississippi Administrator Professional Growth System Standards* increase alignment to the national *Professional Standards for Educational Leaders* while streamlining content and maintaining the rigor of the PGS based on Mississippi stakeholder feedback. Specifically, the proposed revisions align the rubric structure with other licensed staff appraisals to include four (4) domains and nine (9) standards while increasing the standards' relevance for Principals and Assistant Principals.

   The Division of Educator Effectiveness collaborated with the Mississippi Principal Advisory Council, the Mississippi Educational Leadership Faculty Association, and the national Gulf Comprehensive Center to develop the revised standards.

Additionally, the revised standards were piloted with Superintendents, Principals, and Assistant Principals representing a broad range of experience across the four Mississippi congressional districts.

The public comment period was open from January 16, 2026, through 5:00 p.m. February 18, 2026. No public comments were received.

Recommendation: Approval

Back-up material attached
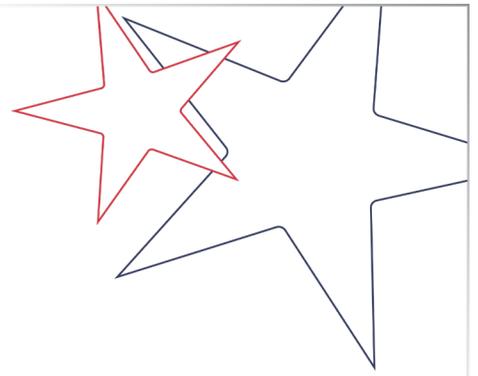
CURRENT STANDARDS

MISSISSIPPI EDUCATOR & ADMINISTRATOR PROFESSIONAL GROWTH SYSTEM

ADMINISTRATOR GROWTH RUBRIC

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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

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

	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	Leads staff in the development and implementation of lesson and unit plans aligned to Mississippi state standards, curricula, and assessments	Provides limited support to staff in the development and implementation of lesson and unit plans aligned to Mississippi state standards, curricula, and assessments	Provides no support to staff in the development and implementation of lesson and unit plans aligned to Mississippi state standards, curricula, and assessments	• 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
	Implements ongoing systems to review and improve lesson and unit plans based on student outcomes	Oversees revisions to lesson and unit plans based on student outcomes	Provides limited oversight in revising lesson and unit plans based on student outcomes	Rarely ensures lesson or unit plans are revised based on student outcomes	• 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	Supports staff in implementing a variety of rigorous instructional strategies and pedagogical methods that meet students' needs and drive students' learning	Provides staff with limited support in the use of instructional strategies that meet students' needs and drive students' learning	Rarely ensures instructional strategies meet students' needs and drive students' learning	• 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
	Builds the capacity of staff to effectively adapt instructional practices to ensure that all students master content	Supports staff in effectively adapting instructional practices to ensure that all students master content	Provides staff with limited support in adapting instructional practices to ensure all students master content	Rarely or never adapts instructional practices to ensure all students master content	• 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	Provides ongoing, timely, and individualized actionable feedback to staff based on evidence collected from observations	Provides feedback based on observations but feedback may be vague or not actionable	Provides limited, confusing feedback to teachers based on limited data	• 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
	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	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	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	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	• 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	Facilitates or provides effective professional learning opportunities and coaching	Facilitates or provides limited professional learning opportunities	Does not facilitate or provide regular or appropriate professional learning opportunities for staff	
	Tailors professional learning to individual staff member's growth needs	Provides some differentiated professional learning to meet individual staff member's growth needs	Provides undifferentiated professional learning to staff members	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 Builds the capacity of the team to oversee complex projects, lead teacher teams, and conduct teacher observations	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	Establishes a leadership team with a limited focus on student learning Provides limited support to the leadership team	Establishes an ineffective leadership team with little or no focus on student learning Rarely or never provides support to the leadership team	• 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

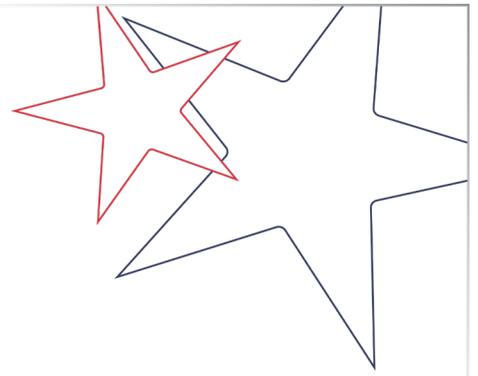|	4	3	2	1	Examples of Evidence
13. Develops and implements a strategic plan	Engages staff and school-level stakeholders in developing and implementing a detailed strategic plan that describes milestones Includes staff capacity building to implement strategies for rigorous classroom content and effective 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 • Finances and other resources are aligned with strategic priorities
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	• 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 ongoing 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	Engages in two-way communication with all stakeholders Communicates with stakeholders about school goals and values	Inconsistently engages in two-way communication with stakeholders, or communication is one-way Inconsistently communicates with stakeholders about school goals and values	Rarely or never engages stakeholders in meaningful conversations about the school Rarely or never communicates with stakeholders about school goals and values	• 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
	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	Supports staff in effectively leading and participating in conversations about professional practice/ student learning and tailoring messages to the intended audience	Supports staff in engaging in conversations about professional practice and student learning	Rarely or never supports staff in engaging in conversations about professional practice and student learning	• 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

This rubric was adapted from New Leaders, Inc.

REVISED DRAFT STANDARDS
<u>NOT FOR DISTRIBUTION</u>

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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)

☐ 1   ☐ 2   ☐ 3

Formal Observation (One Required)

☐ 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
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

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 use 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	• **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	• **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	• **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	• **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	• **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	• **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	• **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	• **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 RESPONSIBILITIES

Standard 8: Provides actionable feedback and implements learning structures.

Indicators	
4	• 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	• 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	• **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	• 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