

*Sunflower County Consolidated School District*

Miskia Davis, Superintendent

“United for Excellence”



**Instructional Management  
Plan**

**Office of Curriculum and Instruction**

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## Sunflower County Consolidated School District

### Mission:

*To become a model District that attracts and retains highly qualified staff who graduate college, career and community ready young adults.*

### Vision:

*Empowering Staff, Engaging Communities, and Educating Students*

### Core Beliefs:

- A safe and orderly climate is important to the teaching and learning process. (Safety)
- Building positive relationships is critical to school success. (Relationship Building)
- All children can and will learn academic and social skills necessary to advance in society. (All Children Will Learn)
- High expectations will be held for students, teachers, and staff. (High Expectations)
- The schools, students, parents, and community members should be partners in the educational process for our children. (Partners in Education)
- Administrators, staff, and faculty are committed to life-long learning. (Life-long Learning)

### Strategic Goals

**Goal I:** Ensure all students show academic and social growth each school year.

**Goal II:** Provide every school with effective teachers and leaders.

**Goal III:** Establish positive and engaging relationships with stakeholders from each of the various communities in which we serve.

**Goal IV:** Provide safe, secure facilities and a safe transportation system.

**Goal V:** Operate a financially stable school district.

## **Purpose Statement**

The purpose of the Sunflower County Consolidated School District's Instructional Management Plan is to coordinate efforts that will assist in the development and delivery of a curriculum that is uniform throughout the district. The plan explains the expectations and procedures regarding curriculum maps, instruction, instructional resources, assessments, and lesson plans and is in accordance with Board policy number ID.

## **Instructional Philosophy**

We believe students learn best when they are actively engaged with rigorous and relevant academic content. The curriculum and instruction should both be driven by standards-based learning outcomes and measured by authentic assessments that will guide instructional decisions and increase achievement. In preparing students to be college, career, and community ready, we believe engaging technology must be integrated into instructional practices on a regular basis.

## **Curriculum Belief Statements**

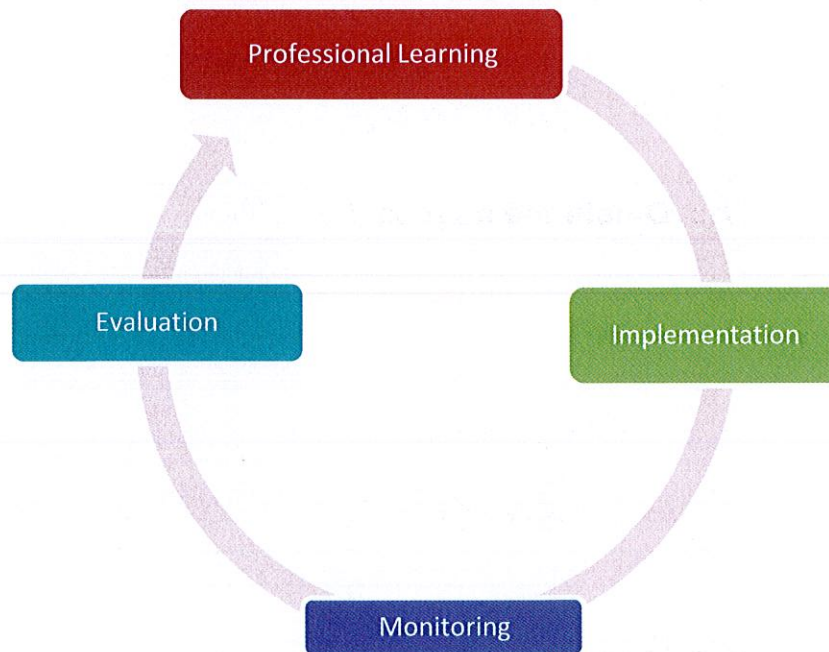
We believe that quality, all-inclusive curriculum should:

- Be collaboratively designed to coordinate and connect instruction horizontally and vertically Pre-K through 12<sup>th</sup> grade.
- Be informed by research and data, developed with an awareness of future trends, and aligned to designated standards.
- Guide teaching and learning with an emphasis on high expectations for student achievement.
- Emphasize quality instruction that is aligned to the curriculum in order to better accommodate the needs of all students.
- Outline essential student learning, define depth and breadth of instruction, include aligned assessments, and provide scope and sequence as appropriate to guide instruction.



## Instructional Management Plan Overview

### Curriculum Model for Instructional Management



**Professional Learning-** Results from instructional staff, leaders, and support systems working collaboratively together to modify instructional practices, curriculum implementation, and evaluation procedures in order to increase learning outcomes. (PLC meetings, staff meetings, and professional development)

**Curriculum Implementation-**Comprehensive staff development designed to empower teachers by building their capacity necessary to deliver the curriculum. (Best Practices)

**Curriculum Monitoring-**Procedures used to ensure curriculum delivery is implemented consistently in classrooms. (Observations)

**Curriculum Evaluation-** Procedures devised to examine the effectiveness of the curriculum in achieving the aims, goals and objectives of the curriculum.

(Assessments)

## **Roles and Responsibilities for Curriculum Management**

### **Curriculum**

- The Curriculum Department will maintain copies of all frameworks for K-12 science, social studies, mathematics, language arts, foreign language, physical education, health; the arts, and other elective courses in the approved course list. The suggested teaching strategies, sample test items (If applicable), test blueprints, scaffolding documents, and performance level descriptors will also be housed in the department.
- The Curriculum Department will provide each teacher with a Curriculum binder that contains curriculum frameworks for each teacher's assigned subject area. Each school will also have a hard copy of each course/subject framework housed in a labeled, designated area for teacher and parent/community use. The approved frameworks will also be posted on Sunflower County Consolidated School District's Curriculum and Instruction webpage under the "Instructional Management System" section.
- Principals will verify that teachers have and are using these documents through instructional observations and lesson plan review.
- Curriculum binders will be utilized to store supplemental curriculum materials and will be available and visible in each classroom at all times.

### **Pacing Guide**

- The Curriculum Department will maintain a complete set of pacing guides, suggested teaching strategies, and assessment items (where applicable) for grades K-8 in the areas of language and math, 5<sup>th</sup> and 8<sup>th</sup> grade science, Algebra I, English II, Biology I and U.S. History.
- Each principal will maintain a complete set of pacing guides for tested areas and sample assessment items, relative to his/her school to help ensure proficiency level performance through Google Drive.
- Instructional staff members in grades K-12 will have copies of pacing guides for grades K-8 in the areas of language math, 5<sup>th</sup> and 8<sup>th</sup> grade science Algebra I, English II, Biology and U.S.

History. Each instructional staff will have College and Career Readiness Standards and sample assessments (where assessed) for each course or grade he/she teaches.

- The pacing guide ensures that all the standards and competencies are covered during the year.

### **Lesson Plan Requirements**

- All teachers will utilize a common template for lesson planning located in ELS.
- All lesson plans will be completed in electronic form using ELS.
- Lesson plans, in paper copy, will be available in classrooms.
- All lesson plans will consist of state approved standards/objectives, modeling, guided practice, student-centered learning activities, formative assessments, opportunities for differentiation, and closure.
- All teachers will place copies of the current week's lesson plans in the curriculum binder.
- Lesson plans will be submitted weekly to the building level principal or his/her designee for approval.
- All teachers will be trained on the components of the lesson plan template.
- All teachers will plan lessons that demonstrate knowledge of content and pedagogy.
- All teachers will plan lessons that meet the diversity of students' backgrounds, cultures, skills, learning level, language proficiencies, interests, and special needs.
- All teachers will select instructional goals that incorporate higher level learning for all students.
- All teachers will plan units of instruction that align with the MS Curriculum Frameworks or, when applicable, Mississippi College & Career Readiness Standards.

### **Professional Learning Communities**

- Teachers will have a minimum of two grade level professional learning community meetings per month to discuss, but not limited to:
  - Data analysis for progress monitoring
  - Goals for specific grading or instructional periods
  - Instructional strategies/practices
  - PBIS initiatives
  - Integrating Literacy/Mathematics Across the Content Areas
- Principals or designee(s) will monitor these meetings.

- Agendas, meeting minutes, and sign in sheets must be submitted to the Principal(s) or designee for all grade level and departmental meetings.

## **Progress Monitoring of Teachers**

- Frequent observations and evaluations will be used to monitor best practices in the district. Administrators will complete a minimum of two formal evaluations per school year for each teacher and a minimum of ten informal MS-TGR evaluations per week.
- Principals will maintain documentation of all post conference observation records.
- Building level administrators will provide opportunities for professional development to help improve areas of weakness.
- As principals conduct observations, they will particularly note:
  - ❖ Teachers' pedagogy and content knowledge
  - ❖ Alignment of tasks, questioning, instruction, and assessments to MS-CCR standards/Frameworks
  - ❖ Differentiated instruction (learning styles, process, product, or content)
  - ❖ Authentic student engagement
  - ❖ Classroom organization and management
- All principals will keep a binder of classroom observation visits and other documentation of academic related monitoring.

## **Progress Monitoring of Students**

- Three formal benchmark assessments will be administered to all students enrolled in a state tested area at the end of each nine weeks. The English/Language Arts assessments will be comprehensive. All other tested areas will be based on the approved pacing guide.
- At the midway point in the 2<sup>nd</sup> and 3<sup>rd</sup> Nine Weeks, the Curriculum Department will provide a formative assessment that includes, but is not limited to, standards that have been taught during that particular timeframe and could include standards that will appear more frequent on the state assessment.
- Teachers will use EADMS, EZ assessment, and other progress monitoring tools to track student growth and progress.

- The district will provide a nine week assessment for all state tested areas. Non-tested areas will create their own nine week assessment. Principals and/ or designee will review and approve teacher created assessments.
- District administration will support principals in data analysis.
- Principals will provide guidance to instructional staff in utilization of data to make instructional decisions.

### **Intervention Plan**

- The Curriculum Department will provide guidance to the school in the implementation of the Multi-Tiered System of Supports process to comply with MDE State Board Policy 4300 through the Development and implementation of a district MTSS handbook.
- The Curriculum Department will provide all staff with a hard copy of the MTSS Handbook and one will be placed on the district's website.
- The District MTSS coordinator will train school-level MTSS coordinators on the district's process for implementing interventions.
- The MTSS District-Based Leadership Team will monitor the MTSS process throughout the school year to ensure fidelity and integrity in the implementation.
- The district will implement at a minimum three universal screenings per year during the school year in the areas of reading and mathematics.
- Principals or designee(s) will ensure progress monitoring of students is conducted in accordance with the MTSS process.
- The principals or designee (s) will be responsible for the implementation of the MTSS process in his/her school, including maintaining all required documentation.
- Principals or designee will keep a record of intervention processes for Tier II/III students.
- The district will provide schools with an electronic and hard copy of the Literacy-Based Promotion Act requirements. The electronic copy will be accessible on the Curriculum Department webpage under "Instructional Management System" section.

### **Professional Development**

- The district has implemented a comprehensive professional Development plan that focuses on school and district needs as outlined in the district's strategic plan. Professional development will entail various types of facilitated learning opportunities.

- Building level principals will submit professional development plans aligned to the needs of schools.
- Teachers will participate in professional learning communities at the school and district level to share research-based strategies, instructional practices, learning outcomes, and action steps needed to improve.
- Teachers will also participate in job-embedded, targeted, and district-level professional development.

### **Curriculum Monitoring**

All central office and building-level instructional administrators are expected to monitor the delivery of the curriculum from teacher to student. Sunflower County Consolidated School District will monitor both the curriculum and instructional practices using the following monitoring instruments:

- LEA Monitoring Document
- Lesson Plans

### **Curriculum Evaluation**

Sunflower County Consolidated School District will analyze various forms of data in determining if the standards set are achievable using the selected curriculum. Teachers will be provided assessment strategies and resources to use when teaching the required competencies/standards.

Assessments that will be used to evaluate the curriculum are:

1. Formative assessments
2. Universal screening assessments
3. Benchmark assessments
4. State standardized assessments; End of Course Assessments

Sunflower County Consolidated School District



LEA Monitoring Document

School \_\_\_\_\_ Date \_\_\_\_\_

LEA Member \_\_\_\_\_

Method of Contact

\_\_\_\_\_ In Person \_\_\_\_\_ Telephone Call \_\_\_\_\_ Email \_\_\_\_\_ Other

Summary of Assistance

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Areas of Concern (if any)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Next Steps (If applicable)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signatures

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

LEA Member: \_\_\_\_\_

Date: \_\_\_\_\_

Other: \_\_\_\_\_

Date: \_\_\_\_\_

# Appendix B





## **APPENDIX B**

### **CHECKLISTS**

- **Kindergarten**
  - **First Grade**
- **Second Grade**
  - **Third Grade**



Teacher \_\_\_\_\_

Visit 1 By: \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_ Time \_\_\_ - \_\_\_ WG \_\_\_ SG \_\_\_

Visit 2 By: \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_ Time \_\_\_ - \_\_\_ WG \_\_\_ SG \_\_\_

Visit 3 By: \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_ Time \_\_\_ - \_\_\_ WG \_\_\_ SG \_\_\_

# Kindergarten

**VISITS**

1 2 3			NOTES & REFLECTION
<b>CLASSROOM ENVIRONMENT (CE)</b>			
			<b>CE-1</b> Classroom <b>behavior management system</b> creates a <b>positive learning environment</b> .
			<b>CE-2</b> <b>Classroom arrangement</b> is conducive to <b>whole-group</b> instruction and <b>reading centers</b> (both teacher-led center and independent student centers).
			<b>CE-3</b> <b>Daily class schedule</b> is posted with uninterrupted time for reading instruction that includes whole-group instruction, reading centers, and additional time for intensive intervention.
			<b>CE-4</b> <b>Displays</b> of student work and curriculum material <b>reflect current skills and concepts</b> taught.
			<b>CE-5</b> <b>Teacher interactions</b> with students reflect warmth, encouragement, and enthusiasm.
<b>INSTRUCTIONAL MATERIALS (IM)</b>			
			<b>IM-1</b> Teacher and student <b>program materials</b> (e.g., teacher's guides, big books, puppets, letter-sound cards, pre-decodable and decodable books, vocabulary lists, charts, student readers, and sufficient selection of texts) are <b>accessible and organized</b> .
			<b>IM-2</b> Teacher uses a <b>variety of resources</b> (e.g., wipe-off boards, overhead projectors, computers, listening centers, letter tiles) during reading instruction.
<b>TEACHER INSTRUCTION (TI)</b>			
			<b>TI-1</b> Teacher provides appropriate and <b>clear instruction for all students</b> , including students at risk, English Language Learners, and students with special needs.
			<b>TI-2</b> Teacher implements <b>program components with fidelity</b> .
			<b>TI-3</b> Teacher <b>differentiates instruction</b> according to student needs based on assessment.
			<b>TI-4</b> Teacher uses <b>explicit instruction</b> during whole-group instruction and at the teacher-led center.
			<b>TI-5</b> Teacher <b>scaffolds instruction</b> during whole-group instruction and at the teacher-led center.
			<b>TI-6</b> Teacher provides students with ample <b>practice opportunities, corrective feedback, and positive feedback</b> .
			<b>TI-7</b> <b>Pacing</b> is appropriate and lively during whole-group instruction and at the teacher-led center.
			<b>TI-8</b> <b>Transitions</b> between whole-group instruction and reading centers are smooth and quick.
			<b>TI-9</b> Students are familiar with reading <b>routines and procedures</b> .
			<b>TI-10</b> Teacher fosters <b>active student engagement</b> and <b>motivation</b> to learn.

## VISITS

1 2 3

## Kindergarten

## NOTES &amp; REFLECTION

VISITS			Kindergarten	NOTES & REFLECTION
1	2	3		
			<b>READING CENTERS (RC)</b>	
			<b>RC-1</b> A <b>center management system</b> indicating flexible student placement and group size is evident.	
			<b>RC-2</b> Reading centers are <b>clearly designated, labeled, and defined</b> .	
			<b>RC-3</b> At the <b>teacher-led center</b> , reading instruction is <b>based on student assessment</b> .	
			<b>RC-4</b> At <b>student centers</b> , students are working on activities that directly <b>build reading skills</b> .	
			<b>RC-5</b> Students remain <b>academically engaged during student center and independent work</b> .	
			<b>CONCEPTS OF PRINT (CP)</b>	
			<b>CP-1</b> Teacher identifies <b>parts of a book</b> (e.g., front, back, title page), <b>print on a page</b> , and <b>how it is organized</b> (e.g., top to bottom, left to right).	
			<b>CP-2</b> Teacher demonstrates how <b>print matches speech</b> and written words are separated by spaces.	
			<b>CP-3</b> Teacher explains <b>simple punctuation</b> rules (e.g., first letter capitalization, ending punctuation).	
			<b>CP-4</b> Students participate in <b>letter recognition</b> activities.	
			<b>PHONOLOGICAL/PHONEMIC AWARENESS (PA)</b>	
			<b>PA-1</b> Teacher uses <b>oral activities</b> that include <b>rhyming, word play, and manipulation</b> of words, syllables, and sounds.	
			<b>PA-2</b> Teacher uses <b>engaging activities and materials</b> to support instruction and represent sounds (e.g., hand motions, clapping, puppets, Elkonin boxes, and other manipulatives).	
			<b>PA-3</b> Teacher <b>clearly and accurately pronounces individual sounds</b> of words.	
			<b>PHONICS (P)</b>	
			<b>P-1</b> Teacher uses <b>visual aids</b> (e.g., alphabet cards, letter-sound cards, and word cards) as designed by the program.	
			<b>P-2</b> Teacher uses <b>manipulatives</b> , such as letter tiles and Elkonin boxes, to reinforce the connection between phonemes (sounds) and graphemes (letters).	
			<b>P-3</b> Teacher introduces an <b>explicit decoding strategy to sound and blend</b> simple words.	
			<b>P-4</b> Teacher introduces and frequently reviews <b>common irregular words</b> (e.g., was, to, the).	
			<b>P-5</b> Students apply <b>letter-sound knowledge</b> in <b>reading and writing activities</b> .	
			<b>FLUENCY (F)</b>	
			<b>F-1</b> Teacher models <b>fluent reading</b> (i.e., <b>speed, accuracy, and prosody</b> ) during read-aloud and shared reading activities.	
			<b>F-2</b> Teachers and students are academically engaged in <b>shared reading</b> activities (e.g., big books, choral reading, charts, poems, songs).	
			<b>F-3</b> <b>Pre-reading</b> activities (e.g., letter naming, letter-sound correspondences, shared reading, pre-decodable and decodable books) take place in <b>teacher-led small groups</b> ; teacher provides immediate, <b>scaffolded feedback</b> .	

## VISITS

## Kindergarten

K

VISITS			Kindergarten	NOTES & REFLECTION
1	2	3		
			<b>FLUENCY (F)</b>	
			<b>F-4</b> Teacher <b>monitors students' progress in letter names and sounds</b> using grade-level benchmarks.	
			<b>VOCABULARY (V)</b>	
			<b>V-1</b> Teacher uses context when <b>reading aloud</b> to define <b>unfamiliar words using student-friendly explanations</b> .	
			<b>V-2</b> <b>Direct vocabulary instruction</b> is purposeful and ongoing (e.g., vocabulary lists and student-friendly dictionaries are present).	
			<b>V-3</b> Teacher <b>categorizes key vocabulary</b> , identifies its important features, and <b>relates</b> new vocabulary to <b>prior knowledge</b> through questioning and other instructional activities.	
			<b>V-4</b> Students are <b>actively thinking about</b> and <b>using words in multiple contexts</b> .	
			<b>COMPREHENSION (C)</b>	
			<b>C-1</b> Teacher provides modeling and support as students <b>make predictions about text</b> using pictures, prior knowledge, and text features (e.g., title, subheads, captions, illustrations).	
			<b>C-2</b> Teacher provides modeling and support as students use prior knowledge to make decisions about text (e.g., determine if text is <b>fact</b> or <b>fiction</b> , identify <b>author's purpose</b> ).	
			<b>C-3</b> Teacher provides modeling and support as students <b>sequence</b> events and identify the <b>main idea</b> and <b>supporting details</b> .	

Teacher \_\_\_\_\_

Visit 1 By: \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Time \_\_\_\_ - \_\_\_\_ WG \_\_\_\_ SG \_\_\_\_

Visit 2 By: \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Time \_\_\_\_ - \_\_\_\_ WG \_\_\_\_ SG \_\_\_\_

Visit 3 By: \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Time \_\_\_\_ - \_\_\_\_ WG \_\_\_\_ SG \_\_\_\_

**First Grade**

**VISITS**

1	2	3	NOTES & REFLECTION
<b>CLASSROOM ENVIRONMENT (CE)</b>			
		<b>CE-1</b> Classroom <b>behavior management system</b> creates a <b>positive learning environment</b> .	
		<b>CE-2</b> Classroom <b>arrangement</b> is conducive to <b>whole-group</b> instruction and <b>reading centers</b> (both teacher-led center and independent student centers).	
		<b>CE-3</b> <b>Daily class schedule</b> is posted with uninterrupted time for reading instruction that includes whole-group instruction, reading centers, and additional time for intensive intervention.	
		<b>CE-4</b> <b>Displays</b> of student work and curriculum material <b>reflect current skills and concepts</b> taught.	
		<b>CE-5</b> <b>Teacher interactions</b> with students reflect warmth, encouragement, and enthusiasm.	
<b>INSTRUCTIONAL MATERIALS (IM)</b>			
		<b>IM-1</b> Teacher and student <b>program materials</b> (e.g., teacher's guides, big books, puppets, letter-sound cards, decodable books, vocabulary lists, charts, student readers, and sufficient selection of texts) are <b>accessible and organized</b> .	
		<b>IM-2</b> Teacher uses a <b>variety of resources</b> (e.g., wipe-off boards, overhead projectors, computers, listening centers, letter tiles) during reading instruction.	
<b>TEACHER INSTRUCTION (TI)</b>			
		<b>TI-1</b> Teacher provides appropriate and <b>clear instruction for all students</b> , including students at risk, English Language Learners, and students with special needs.	
		<b>TI-2</b> Teacher implements <b>program components with fidelity</b> .	
		<b>TI-3</b> Teacher <b>differentiates instruction</b> according to student needs based on assessment.	
		<b>TI-4</b> Teacher uses <b>explicit instruction</b> during whole-group instruction and at the teacher-led center.	
		<b>TI-5</b> Teacher <b>scaffolds instruction</b> during whole-group instruction and at the teacher-led center.	
		<b>TI-6</b> Teacher provides students with ample <b>practice opportunities, corrective feedback, and positive feedback</b> .	
		<b>TI-7</b> <b>Pacing</b> is appropriate and lively during whole-group instruction and at the teacher-led center.	
		<b>TI-8</b> <b>Transitions</b> between whole-group instruction and reading centers are smooth and quick.	
		<b>TI-9</b> Students are familiar with reading <b>routines and procedures</b> .	
		<b>TI-10</b> Teacher fosters <b>active student engagement</b> and <b>motivation</b> to learn.	

VISITS			First Grade	NOTES & REFLECTION
1	2	3		
			<b>READING CENTERS (RC)</b>	
			<b>RC-1</b> A <b>center management system</b> indicating flexible student placement and group size is evident.	
			<b>RC-2</b> Reading centers are <b>clearly designated, labeled, and defined</b> .	
			<b>RC-3</b> At the <b>teacher-led center</b> , reading instruction is <b>based on student assessment</b> .	
			<b>RC-4</b> At <b>student centers</b> , students are working on activities that directly <b>build reading skills</b> .	
			<b>RC-5</b> Students remain <b>academically engaged during student center and independent work</b> .	
			<b>PHONEMIC AWARENESS (PA)</b>	
			<b>PA-1</b> Teacher uses <b>oral activities</b> that include <b>segmenting</b> and <b>blending</b> of individual sounds in words.	
			<b>PA-2</b> Teacher uses <b>engaging activities and materials</b> to support instruction and represent sounds (e.g., hand motions, clapping, puppets, Elkonin boxes, and other manipulatives).	
			<b>PA-3</b> Teacher <b>clearly and accurately pronounces individual sounds</b> of words.	
			<b>PHONICS (P)</b>	
			<b>P-1</b> Teacher uses <b>visual aids</b> (e.g., alphabet cards, letter-sound cards, and word cards) as designed by the program.	
			<b>P-2</b> Teacher uses <b>manipulatives</b> , such as letter tiles and Elkonin boxes, to reinforce the connection between phonemes (sounds) and graphemes (letters).	
			<b>P-3</b> An <b>explicit decoding strategy</b> is taught for reading regular one-syllable words and includes <b>sounding</b> and <b>blending</b> of all letters and spelling patterns.	
			<b>P-4</b> Teacher introduces and frequently reviews <b>common irregular words</b> (e.g., there, because).	
			<b>P-5</b> Students apply <b>letter-sound knowledge</b> in <b>reading and writing activities</b> .	
			<b>FLUENCY (F)</b>	
			<b>F-1</b> Teacher models <b>fluent reading</b> (i.e., <b>speed, accuracy, and prosody</b> ) during read-aloud and shared reading activities.	
			<b>F-2</b> Teacher and students are academically engaged in <b>shared reading</b> activities (e.g., big books, choral reading, charts, poems, songs).	
			<b>F-3</b> <b>Oral reading</b> takes place in <b>teacher-led small groups</b> ; teacher provides immediate, <b>scaffolded feedback</b> .	
			<b>F-4</b> Teacher <b>monitors students' progress in oral reading fluency</b> using grade-level benchmarks.	
			<b>F-5</b> Students <b>read orally</b> (e.g., choral reading, partner reading, repeated reading).	
			<b>VOCABULARY (V)</b>	
			<b>V-1</b> Teacher uses context to define unfamiliar words in stories students read <b>using student-friendly explanations</b> .	
			<b>V-2</b> <b>Direct vocabulary instruction</b> is purposeful and ongoing (e.g., vocabulary lists and student-friendly dictionaries are present).	

## VISITS

1 2 3			First Grade	NOTES & REFLECTION
			<b>VOCABULARY (V)</b>	
			<b>V-3</b> Teacher <b>categorizes key vocabulary</b> , identifies its important features, and <b>relates</b> new vocabulary to <b>prior knowledge</b> through questioning and other instructional activities.	
			<b>V-4</b> Students are <b>actively thinking about</b> and <b>using words in multiple contexts</b> .	
			<b>COMPREHENSION (C)</b>	
			<b>C-1</b> Teacher provides modeling and support as students <b>make predictions about text</b> using pictures, prior knowledge, and text features (e.g., title, subheads, captions, illustrations).	
			<b>C-2</b> Teacher provides modeling and support as students use prior knowledge to make decisions about text (e.g., determine if text is <b>fact</b> or <b>fiction</b> , identify <b>author's purpose</b> ).	
			<b>C-3</b> Teacher provides modeling and support as students <b>sequence</b> events and identify the <b>main idea</b> and <b>supporting details</b> .	
			<b>C-4</b> Teacher provides modeling and support as students identify <b>text structures</b> (e.g., compare/contrast, cause/effect) and <b>examine relationships in text using graphic and semantic organizers</b> .	
			<b>C-5</b> Teacher provides modeling and support as students <b>monitor comprehension</b> and use appropriate fix-up strategies (e.g., rereading, summarizing, questioning, clarifying, and context clues).	
			<b>C-6</b> Teacher and students <b>ask and answer higher-level questions</b> (e.g., inferential, analytical) about shared readings and selections read.	

Teacher \_\_\_\_\_

Visit 1 By: \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Time \_\_\_\_-\_\_\_\_ WG \_\_\_\_ SG \_\_\_\_

Visit 2 By: \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Time \_\_\_\_-\_\_\_\_ WG \_\_\_\_ SG \_\_\_\_

Visit 3 By: \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Time \_\_\_\_-\_\_\_\_ WG \_\_\_\_ SG \_\_\_\_

**Second Grade**

**VISITS**

1 2 3			NOTES & REFLECTION
<b>CLASSROOM ENVIRONMENT (CE)</b>			
		<b>CE-1</b> Classroom <b>behavior management system</b> creates a <b>positive learning environment</b> .	
		<b>CE-2</b> Classroom <b>arrangement</b> is conducive to <b>whole-group</b> instruction and <b>reading centers</b> (both teacher-led center and independent student centers).	
		<b>CE-3</b> <b>Daily class schedule</b> is posted with uninterrupted time for reading instruction that includes whole-group instruction, reading centers, and additional time for intensive intervention.	
		<b>CE-4</b> <b>Displays</b> of student work and curriculum material <b>reflect current skills and concepts</b> taught.	
		<b>CE-5</b> <b>Teacher interactions</b> with students reflect warmth, encouragement, and enthusiasm.	
<b>INSTRUCTIONAL MATERIALS (IM)</b>			
		<b>IM-1</b> Teacher and student <b>program materials</b> (e.g., teacher's guides, big books, letter-sound cards, decodable books, vocabulary lists, charts, student readers, and sufficient selection of texts) are <b>accessible and organized</b> .	
		<b>IM-2</b> Teacher uses a <b>variety of resources</b> (e.g., wipe-off boards, overhead projectors, computers, listening centers, letter tiles) during reading instruction.	
<b>TEACHER INSTRUCTION (TI)</b>			
		<b>TI-1</b> Teacher provides appropriate and <b>clear instruction for all students</b> , including students at risk, English Language Learners, and students with special needs.	
		<b>TI-2</b> Teacher implements <b>program components with fidelity</b> .	
		<b>TI-3</b> Teacher <b>differentiates instruction</b> according to student needs based on assessment.	
		<b>TI-4</b> Teacher uses <b>explicit instruction</b> during whole-group instruction and at the teacher-led center.	
		<b>TI-5</b> Teacher <b>scaffolds instruction</b> during whole-group instruction and at the teacher-led center.	
		<b>TI-6</b> Teacher provides students with ample <b>practice opportunities, corrective feedback, and positive feedback</b> .	
		<b>TI-7</b> <b>Pacing</b> is appropriate and lively during whole-group instruction and at the teacher-led center.	
		<b>TI-8</b> <b>Transitions</b> between whole-group instruction and reading centers are smooth and quick.	
		<b>TI-9</b> Students are familiar with reading <b>routines and procedures</b> .	
		<b>TI-10</b> Teacher fosters <b>active student engagement and motivation</b> to learn.	



## VISITS

1 2 3			Second Grade	NOTES & REFLECTION
			<b>READING CENTERS (RC)</b>	
			<b>RC-1</b> A <b>center management system</b> indicating flexible student placement and group size is evident.	
			<b>RC-2</b> Reading centers are <b>clearly designated, labeled, and defined</b> .	
			<b>RC-3</b> At the <b>teacher-led center</b> , reading instruction is <b>based on student assessment</b> .	
			<b>RC-4</b> At <b>student centers</b> , students are working on activities that directly <b>build reading skills</b> .	
			<b>RC-5</b> Students remain <b>academically engaged during student center</b> and <b>independent work</b> .	
			<b>PHONICS (P)</b>	
			<b>P-1</b> Teacher uses <b>visual aids</b> (e.g., alphabet cards, letter-sound cards, and word cards) as designed by the program.	
			<b>P-2</b> An <b>explicit decoding strategy</b> is taught for reading more complex one-syllable and multi-syllabic words and includes <b>sounding</b> and <b>blending</b> of all letters and spelling patterns.	
			<b>P-3</b> Teacher begins explicit instruction in <b>advanced phonic elements</b> and <b>word analysis skills</b> .	
			<b>P-4</b> Teacher introduces and frequently reviews <b>irregular words</b> (e.g., laugh, beautiful).	
			<b>P-5</b> Students apply <b>letter-sound knowledge</b> in <b>reading and writing activities</b> .	
			<b>FLUENCY (F)</b>	
			<b>F-1</b> Teacher models <b>fluent reading</b> (i.e., <b>speed, accuracy, and prosody</b> ) during read-aloud and shared reading activities.	
			<b>F-2</b> Teacher and students are academically engaged in <b>shared reading</b> activities (e.g., big books, choral reading, charts, poems, songs).	
			<b>F-3</b> <b>Oral reading</b> takes place in <b>teacher-led small groups</b> ; teacher provides immediate, <b>scaffolded feedback</b> .	
			<b>F-4</b> Teacher <b>monitors students' progress in oral reading fluency</b> using grade-level benchmarks.	
			<b>F-5</b> Students <b>read orally</b> (e.g., choral reading, partner reading, repeated reading).	
			<b>VOCABULARY (V)</b>	
			<b>V-1</b> Teacher uses context to define unfamiliar words in stories students read <b>using student-friendly explanations</b> .	
			<b>V-2</b> <b>Direct vocabulary instruction</b> is purposeful and ongoing (e.g., vocabulary lists and student-friendly dictionaries are present).	
			<b>V-3</b> Teacher <b>categorizes key vocabulary</b> , identifies its important features, and <b>relates</b> new vocabulary to <b>prior knowledge</b> through questioning and other instructional activities.	
			<b>V-4</b> Students are <b>actively thinking about</b> and <b>using words in multiple contexts</b> .	

## VISITS

## Second Grade

## NOTES &amp; REFLECTION

VISITS			Second Grade	NOTES & REFLECTION
1	2	3		
			<b>COMPREHENSION (C)</b>	
			<b>C-1</b> Teacher provides modeling and support as students <b>make predictions about text</b> using pictures, prior knowledge, and text features (e.g., title, subheads, captions, illustrations).	
			<b>C-2</b> Teacher provides modeling and support as students use prior knowledge to make decisions about text (e.g., determine if text is <b>fact</b> or <b>fiction</b> , identify <b>author's purpose</b> ).	
			<b>C-3</b> Teacher provides modeling and support as students <b>sequence</b> events and identify the <b>main idea</b> and <b>supporting details</b> .	
			<b>C-4</b> Teacher provides modeling and support as students identify <b>text structures</b> (e.g., compare/contrast, cause/effect) and <b>examine relationships in text using graphic and semantic organizers</b> .	
			<b>C-5</b> Teacher provides modeling and support as students <b>monitor comprehension</b> and use appropriate fix-up strategies (e.g., rereading, summarizing, questioning, clarifying, and context clues).	
			<b>C-6</b> Teacher and students <b>ask and answer higher-level questions</b> (e.g., inferential, analytical) about shared readings and selections read.	
			<b>C-7</b> Teacher and students identify, ask, and answer questions about <b>story elements</b> (e.g., characters, setting, problems, and solutions).	
			<b>C-8</b> Teacher and students make <b>inferences from text</b> .	

Teacher \_\_\_\_\_

Visit 1 By: \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_ Time \_\_\_-\_\_\_ WG \_\_\_ SG \_\_\_

Visit 2 By: \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_ Time \_\_\_-\_\_\_ WG \_\_\_ SG \_\_\_

Visit 3 By: \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_ Time \_\_\_-\_\_\_ WG \_\_\_ SG \_\_\_

**Third Grade**

**VISITS**

1	2	3		NOTES & REFLECTION
			<b>CLASSROOM ENVIRONMENT (CE)</b>	
			<b>CE-1</b> Classroom <b>behavior management system</b> creates a <b>positive learning environment</b> .	
			<b>CE-2</b> Classroom <b>arrangement</b> is conducive to <b>whole-group</b> instruction and <b>reading centers</b> (both teacher-led center and independent student centers).	
			<b>CE-3</b> <b>Daily class schedule</b> is posted with uninterrupted time for reading instruction that includes whole-group instruction, reading centers, and additional time for intensive intervention.	
			<b>CE-4</b> <b>Displays</b> of student work and curriculum material <b>reflect current skills and concepts</b> taught.	
			<b>CE-5</b> <b>Teacher interactions</b> with students reflect warmth, encouragement, and enthusiasm.	
			<b>INSTRUCTIONAL MATERIALS (IM)</b>	
			<b>IM-1</b> Teacher and student <b>program materials</b> (e.g., teacher's guides, big books, puppets, letter-sound cards, decodable books, vocabulary lists, charts, student readers, and sufficient selection of texts) are <b>accessible and organized</b> .	
			<b>IM-2</b> Teacher uses a <b>variety of resources</b> (e.g., wipe-off boards, overhead projectors, computers, listening centers, letter tiles) during reading instruction.	
			<b>TEACHER INSTRUCTION (TI)</b>	
			<b>TI-1</b> Teacher provides appropriate and <b>clear instruction for all students</b> , including students at risk, English Language Learners, and students with special needs.	
			<b>TI-2</b> Teacher implements <b>program components with fidelity</b> .	
			<b>TI-3</b> Teacher <b>differentiates instruction</b> according to student needs based on assessment.	
			<b>TI-4</b> Teacher uses <b>explicit instruction</b> during whole-group instruction and at the teacher-led center.	
			<b>TI-5</b> Teacher <b>scaffolds instruction</b> during whole-group instruction and at the teacher-led center.	
			<b>TI-6</b> Teacher provides students with ample <b>practice opportunities, corrective feedback, and positive feedback</b> .	
			<b>TI-7</b> <b>Pacing</b> is appropriate and lively during whole-group instruction and at the teacher-led center.	
			<b>TI-8</b> <b>Transitions</b> between whole-group instruction and reading centers are smooth and quick.	
			<b>TI-9</b> Students are familiar with reading <b>routines and procedures</b> .	
			<b>TI-10</b> Teacher fosters <b>active student engagement</b> and <b>motivation</b> to learn.	

## VISITS

1 2 3			Third Grade	NOTES & REFLECTION
			<b>READING CENTERS (RC)</b>	
			<b>RC-1</b> A <b>center management system</b> indicating flexible student placement and group size is evident.	
			<b>RC-2</b> Reading centers are <b>clearly designated, labeled, and defined</b> .	
			<b>RC-3</b> At the <b>teacher-led center</b> , reading instruction is <b>based on student assessment</b> .	
			<b>RC-4</b> At <b>student centers</b> , students are working on activities that directly <b>build reading skills</b> .	
			<b>RC-5</b> Students remain <b>academically engaged during student center and independent work</b> .	
			<b>PHONICS (P)</b>	
			<b>P-1</b> Teacher uses <b>visual aids</b> (e.g., alphabet cards, letter-sound cards, and word cards) as designed by the program.	
			<b>P-2</b> An <b>explicit decoding strategy</b> is taught for reading more complex one-syllable and multi-syllabic words and includes <b>sounding</b> and <b>blending</b> of all letters and spelling patterns.	
			<b>P-3</b> Teacher begins explicit instruction in <b>advanced phonic elements and word analysis skills</b> .	
			<b>P-4</b> Teacher introduces and frequently reviews <b>irregular words</b> (e.g., laugh, beautiful).	
			<b>P-5</b> Students apply <b>advanced phonics knowledge</b> in <b>reading and writing activities</b> .	
			<b>FLUENCY (F)</b>	
			<b>F-1</b> Teacher models <b>fluent reading</b> (i.e., <b>speed, accuracy, and prosody</b> ) during read-aloud and shared reading activities.	
			<b>F-2</b> Teacher and students are academically engaged in <b>shared reading</b> activities (e.g., choral reading, charts, poems, songs).	
			<b>F-3</b> <b>Oral reading</b> takes place in <b>teacher-led small groups</b> ; teacher provides immediate, <b>scaffolded feedback</b> .	
			<b>F-4</b> Teacher <b>monitors students' progress in oral reading fluency</b> using grade-level benchmarks.	
			<b>F-5</b> Students <b>read orally</b> (e.g., choral reading, partner reading, repeated reading).	
			<b>VOCABULARY (V)</b>	
			<b>V-1</b> Teacher uses context to define unfamiliar words in stories students read <b>using student-friendly explanations</b> .	
			<b>V-2</b> <b>Direct vocabulary instruction</b> is purposeful and ongoing (e.g., vocabulary lists and student-friendly dictionaries are present).	
			<b>V-3</b> Teacher <b>categorizes key vocabulary</b> , identifies its important features, and <b>relates</b> new vocabulary to <b>prior knowledge</b> through questioning and other instructional activities.	
			<b>V-4</b> Students are <b>actively thinking about</b> and <b>using words in multiple contexts</b> .	
			<b>V-5</b> Teacher instructs students on <b>word parts</b> and their meanings (e.g., root words, prefixes, and suffixes).	

## VISITS

Third Grade 

VISITS				NOTES & REFLECTION
1	2	3		
			<b>COMPREHENSION (C)</b>	
			<b>C-1</b> Teacher provides modeling and support as students <b>make predictions about text</b> using pictures, prior knowledge, and text features (e.g., title, subheads, captions, illustrations).	
			<b>C-2</b> Teacher provides modeling and support as students use prior knowledge to make decisions about text (e.g., determine if text is <b>fact</b> or <b>fiction</b> , identify <b>author's purpose</b> ).	
			<b>C-3</b> Teacher provides modeling and support as students <b>sequence</b> events and identify the <b>main idea</b> and <b>supporting details</b> .	
			<b>C-4</b> Teacher provides modeling and support as students identify <b>text structures</b> (e.g., compare/contrast, cause/effect) and <b>examine relationships in text using graphic and semantic organizers</b> .	
			<b>C-5</b> Teacher provides modeling and support as students <b>monitor comprehension</b> and use appropriate fix-up strategies (e.g., rereading, summarizing, questioning, clarifying, and context clues).	
			<b>C-6</b> Teacher and students <b>ask and answer higher-level questions</b> (e.g., inferential, analytical) about shared readings and selections read.	
			<b>C-7</b> Teacher and students identify, ask, and answer questions about <b>story elements</b> (e.g., characters, setting, problems, and solutions).	
			<b>C-8</b> Teacher and students make <b>inferences from text</b> .	

# Appendix C



## Professional Learning Community Team Meeting

School Name \_\_\_\_\_

Meeting Date: \_\_\_\_\_ Grade Level/Name: \_\_\_\_\_ Next Meeting Date: \_\_\_\_\_

### Members In Attendance:


Type(s) of Student Data Examined: \_\_\_\_\_

### Summary of Data Analysis:

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### What Do We Want Students To Learn Based on Data? (Instructional Focus)

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### Shared Instructional Methods and Strategies

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**How Will We Know When They Have Learned It? (Which Common Assessments? What Proficiency Level?)**

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**What Will We Do For Those Who DID NOT Achieve Proficiency?**

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**What Will We Do For Those Who DID Achieve Proficiency?**

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**Book/Article/Other Info Discussed**

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**Questions, Concerns, Professional Development Needs:**

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# Appendix D

## Teacher Growth Rubric

**Domain I: Lesson Design** (evidence may include lesson plans, classroom observations, and pre- and post-observation conferences)

### 1. Lessons are aligned to standards and represent a coherent sequence of learning

#### Lessons:

4

- Include student learning outcomes and instructional activities that
- are fully aligned to current Mississippi College and Career Ready Standards or Framework
  - are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning
  - reflect collaboration with other school staff within and across disciplines to enrich learning

3

- Include student learning outcomes and instructional activities that
- are fully aligned to current Mississippi College and Career Ready Standards or Framework
  - are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning

2

- Include student learning outcomes and instructional activities that
- are partially aligned to current Mississippi College and Career Ready Standards or Framework
  - are part of an ineffective sequence of learning with few connections made to previous and future learning

1

- Include student learning outcomes and instructional activities that
- are not aligned to current Mississippi College and Career Ready Standards or Framework
  - are not part of a coherent sequence of learning with meaningful connections made to previous and future learning



**Domain I: Lesson Design** (evidence may include lesson plans, classroom observations, and pre- and post-observation conferences)

## 2. Lessons have high levels of learning for all students

### Lessons:

- 4** Provide assignments and activities that contain the following components:
  - appropriate scaffolding that effectively builds student understanding
  - ample evidence that the teacher knows each student's level and tracks each student's progress toward mastery
  - differentiation based on students' abilities and learning styles
  - student-centered learning whenever appropriate
  - relevant connections to students' prior experiences<sup>1</sup> or learning opportunities for students to choose challenging tasks and instructional materials
- 3** Provide assignments and activities that contain the following components:
  - appropriate scaffolding that effectively builds student understanding
  - ample evidence that the teacher knows each student's level and tracks each student's progress toward mastery
  - differentiation based on students' abilities and learning styles
  - student-centered learning whenever appropriate
  - relevant connections to students' prior experiences<sup>1</sup> or learning
- 2** Provide assignments and activities that contain the following components:
  - minimal scaffolding that builds student understanding
  - limited evidence that the teacher knows each student's level and/or tracks each student's progress toward mastery
  - some differentiation based on students' abilities and learning styles
  - limited student-centered learning
  - adequate connections to students' prior experiences<sup>1</sup> or learning
- 1** Provide assignments and activities that contain the following components:
  - no scaffolding that builds student understanding
  - little or no evidence that the teacher knows each student's level
  - little or no differentiation based on students' abilities and learning styles
  - little or no evidence of student-centered learning
  - few connections to students' prior experiences<sup>1</sup> or learning

<sup>1</sup> Experience refers to students' experiences in and out of school - e.g., family, community, culture, language, etc.



**Domain II: Student Understanding** (evidence includes classroom observations)

**3. Assists students in taking responsibility for learning and monitors student learning**

*Teacher:*

<b>4</b>	<ul style="list-style-type: none"><li>• Communicates the lesson goals and the content in a way that is accessible for every student at his/her level</li><li>• Uses formative assessments to effectively monitor student progress</li><li>• Provides ample and effective opportunities for students to self-assess and correct their own errors</li><li>• Provides students with clear, specific, actionable and timely feedback</li><li>• Creates opportunities for students to apply teacher and peer feedback to improve performance and accelerate learning</li><li>• Provides opportunities for students to demonstrate connections between what they are learning and how it advances their personal and professional goals/interests</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>• Communicates the lesson goals and the content in a way that is accessible for every student at his/her level</li><li>• Uses formative assessments to effectively monitor student progress</li><li>• Provides ample and effective opportunities for students to self-assess and correct their own errors</li><li>• Provides students with clear, specific, actionable and timely feedback</li><li>• Creates opportunities for students to apply teacher feedback to improve performance and accelerate learning</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>• Communicates the lesson goals and the content in a way that is accessible for most students</li><li>• Uses formative assessments to adequately monitor student progress</li><li>• Provides adequate opportunities for students to self-assess and correct their own errors</li><li>• Provides students with adequate feedback</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>• Communicates the lesson goals and the content in a way that is not accessible to most students</li><li>• Inadequately monitors student progress</li><li>• Provides inadequate opportunities for students to self-assess</li><li>• Provides students with little or no feedback</li></ul>



**Domain II: Student Understanding** (evidence includes classroom observations)

**4. Provides multiple ways for students to make meaning of content**

**Teacher:**

- 4** Moves *all* students to deeper understanding of content through various techniques including
- a variety of explanations and multiple representations of concepts
  - extended productive discussion
  - effective questioning to support students' attainment of the learning goals
  - making connections to other content across disciplines
  - independently connecting lesson content to real-world application

- 3** Moves *almost all* students to deeper understanding of content through various techniques including
- a variety of explanations and multiple representations of concepts
  - extended productive discussion
  - effective questioning to support students' attainment of the learning goals
  - making connections to other content across disciplines
  - independently connecting lesson content to real-world application

- 2** Moves *most* students to deeper understanding of content through various techniques including
- a variety of explanations and multiple representations of concepts
  - extended productive discussion
  - effective questioning to support students' attainment of the learning goals
  - making connections to other content across disciplines
  - independently connecting lesson content to real-world application

- 1** *Does not move or moves few* students to deeper understanding of content through various techniques including
- a variety of explanations and multiple representations of concepts
  - extended productive discussion
  - effective questioning to support students' attainment of the learning goals
  - making connections to other content across disciplines
  - independently connecting lesson content to real-world application



**Domain III: Culture and Learning Environment** (evidence includes classroom observations)

**5. Manages a learning-focused classroom community**

**Teacher:**

**4**

- Creates effective routines and expectations for students to safely voice opinions and ask and answer questions
- Proactively monitors student behavior and redirects when necessary to maximize instructional time
- Provides effective collaborative learning opportunities whenever appropriate
- Ensures students take ownership of their work and are active participants in their learning
- Provides opportunities for students to take on academic leadership roles that promote learning

**3**

- Creates effective routines and expectations for students to safely voice opinions and ask and answer questions
- Proactively monitors student behavior and redirects when necessary to maximize instructional time
- Provides effective collaborative learning opportunities whenever appropriate
- Ensures all or almost all students are active participants in their learning

**2**

- Creates adequate routines and expectations for students to safely voice opinions and ask and answer questions
- Adequately monitors student behavior
- Provides adequate collaborative learning opportunities for students
- Ensures most students are active participants in their learning

**1**

- Creates inadequate and/or inconsistent routines and expectations for students to voice opinions and ask and answer questions
- Inadequately monitors student behavior
- Provides inadequate collaborative learning opportunities for students
- Ensures some or few students are active participants in their learning



**Domain III: Culture and Learning Environment** (evidence includes classroom observations)

**6. Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning**

**Teacher:**

**4**

- Effectively maximizes use of physical space and resources (including technology whenever appropriate) in support of student learning
- Maximizes time such that students always have something meaningful to do
- Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner with minimal direction or narration from the teacher
- Provides opportunities for students to share responsibility for leading classroom routines and/or procedures

**3**

- Effectively maximizes use of physical space and resources (including technology whenever appropriate) in support of student learning
- Maximizes time such that students always have something meaningful to do
- Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher

**2**

- Adequately uses physical space or resources (including technology whenever appropriate) in support of student learning
- Allows brief periods of time when students do not have something meaningful to do
- Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner only some of the time and require substantial direction from the teacher

**1**

- Inadequately uses physical space or resources (including technology whenever appropriate) in support of student learning
- Allows significant periods of time when students do not have something meaningful to do
- Creates an environment that students do not execute transitions, routines, and procedures in an orderly and efficient manner



**Domain III: Culture and Learning Environment** (evidence includes classroom observations)

**7. Creates and maintains a classroom of respect for all students**

*Teacher:*

**4**

- Communicates respectfully to all students
- Effectively fosters respectful relationships among all students
- Demonstrates a strong positive relationship with all students
- Fosters a classroom culture where students give unsolicited praise or encouragement to their peers

**3**

- Communicates respectfully to all students
- Effectively fosters respectful relationships among all students
- Demonstrates a strong positive relationship with all students

**2**

- Communicates respectfully to students with rare exceptions
- Fosters respectful relationships among some students but not others
- Demonstrates a strong positive relationship with some students but not others

**1**

- Often communicates disrespectfully with students
- Does not foster respectful relationships among students
- Does not demonstrate a strong positive relationship with students



**Domain IV: Professional Responsibilities** (evidence may include lesson plans, classroom observations, and pre- and post-observation conferences)

## 8. Engages in professional learning

### Teacher:

4

- Proactively seeks out and participates in professional learning activities
- Fully integrates knowledge gained in professional learning communities, collaboration with peers and leadership, and focused professional development
- Strengthens teaching practice based on observer feedback and other types of performance data
- Shares new information and lessons learned with colleagues
- Serves as a critical friend for colleagues, both providing and seeking meaningful feedback on instruction

3

- Proactively seeks out and participates in professional learning activities
- Fully integrates knowledge gained in professional learning communities, collaboration with peers and leadership, and focused professional development
- Strengthens teaching practice based on observer feedback and other types of performance data
- Shares new information and lessons learned with colleagues

2

- Participates in required professional learning activities
- Applies knowledge gained from professional learning but does not fully integrate the new information
- Applies some observer feedback to improve teaching practice

1

- Participates in required professional learning activities
- Does not apply knowledge gained from professional learning
- Applies little or no observer feedback to improve teaching practice

**Domain IV: Professional Responsibilities** (evidence may include documentation of communication, classroom observations, and pre- and post-observation conferences)

**9. Establishes and maintains effective communication with families/guardians**

*Teacher:*

- 4**
  - Partners with families/guardians to coordinate learning between home and school
  - Establishes mutual expectations for student learning with families/guardians
  - Includes students and/or families/guardians in the planning of positive reinforcements for progress
- 3**
  - Partners with families/guardians to coordinate learning between home and school
  - Establishes mutual expectations for student learning with families/guardians
- 2**
  - Communicates with families/guardians reactively concerning student academic progress and development, and outreach is mostly for intervention or corrective reasons
- 1**
  - Rarely or never communicates with families/guardians



**Domain 1: 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	Implements a schoolwide vision that is adopted and embraced by some of the members of the school and community	Communicates vision to the school and community but implementation is not clearly evident	Does not or ineffectively communicates and implements the vision	<ul style="list-style-type: none"> <li>Documentation of vision and efforts to communicate vision are evident</li> <li>Written values and beliefs reflecting high expectations for all students are publically visible</li> <li>School vision includes a focus on student academic achievement and the social, intellectual, and emotional development</li> <li>School vision is clearly articulated and understood by all staff</li> </ul>
	Builds the capacity of the staff to ensure all instructional strategies and decisions support the vision	Works with the leadership team to implement effective instructional strategies to achieve the vision	Adequately implements instructional strategies that align to the vision	Makes little or no connection between instructional strategies and the vision	<ul style="list-style-type: none"> <li>Documentation of decision-making processes is available that aligns to the vision</li> <li>Alignment of school goals, instructional program, and vision is visible</li> </ul>
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	Works with the staff to support students' social, intellectual, and emotional development	Provides some support for students' social, intellectual, and emotional development	Provides minimal or inadequate support for students' social, intellectual, and emotional development	<ul style="list-style-type: none"> <li>Schoolwide code of conduct aligned with district/school priorities is consistently implemented across all classrooms</li> <li>Values and behaviors are referenced in daily school structures</li> </ul>
	Ensures each student is respected and valued through systems that foster strong connections among students and adults	Respects and values each student in the school and fosters strong connections among students and adults	Respects and values students but provides limited support to ensure meaningful connections between students and adults	Provides no clear support to ensure that each student is respected and valued	<ul style="list-style-type: none"> <li>The school's culture encourages students to respect and value their peers</li> <li>Core components of social, emotional, intellectual, and behavioral supports are in place to support student learning</li> <li>School building is clean and safe; all basic facilities are in working order</li> <li>Routines and procedures are discussed regularly and implemented with fidelity</li> </ul>
	Documents processes that ensure all decisions are aligned to and support the vision	Makes decisions aligned to and in support of the vision	Demonstrates some consideration of vision in decision-making	Makes decisions without consideration of the vision	
	Continually assesses systems and procedures to ensure the school environment is safe and secure	Implements processes that ensure the school environment is safe and secure	Manages a school environment that is safe and secure	Fails to ensure that the school environment is safe and secure	



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

	4	3	2	1	Examples of Evidence
<p><b>3. Engages in courageous conversations about diversity</b></p>	<p>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</p> <p>Builds the school's collective capacity to engage in courageous conversations about diversity and culture, as well as how they may impact student learning</p>	<p>Builds expectation for students, staff, and parents/guardians that success is possible for all students; challenges low expectations</p> <p>Initiates courageous conversations about diversity and culture, as well as how they may impact student learning</p>	<p>Sets expectation for students, staff, and parents/guardians that success is possible for all students but may not consistently communicate expectation</p> <p>Reactively responds to courageous conversations about diversity and culture; they may impact student learning, but rarely initiates conversations; demonstrates limited awareness of the impact of diversity on student learning</p>	<p>Rarely demonstrates confidence in the potential of every student to achieve at high levels; does not create an environment that supports all students</p> <p>Avoids courageous conversations about diversity and culture; demonstrates limited or no awareness of the impact of diversity on student learning</p>	<ul style="list-style-type: none"> <li>The School is building the capacity of adults to support diverse student needs and diverse student groups through professional development</li> <li>Adults and students monitor themselves and hold each other accountable for language, attitudes, and behaviors that are racially or culturally offensive or uninformed</li> <li>Staff participate in and lead learning experiences where they explore their personal assumptions and approaches to diversity</li> <li>Community conversations about culture and diversity occur regularly</li> </ul>
	<p>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</p> <p>Shares the school's vision for high student achievement with all visitors and builds the capacity of the staff to do so</p>	<p>Builds the capacity of staff to welcome all families/guardians and community members into the school</p> <p>Shares the school's vision for high student achievement with all visitors</p>	<p>Welcomes all families/ guardians and community members into the school but does not build the capacity of staff to do so</p> <p>Occasionally shares the school's vision for high student achievement with visitors</p>	<p>Rarely or inconsistently welcomes families/ guardians or community members into the school</p> <p>Rarely shares the school's vision for high student achievement with visitors</p>	<ul style="list-style-type: none"> <li>Families feel included and invested in the school</li> <li>Families are given strategies and tools to support student learning outside the school day</li> <li>Families have multiple ways to communicate with staff</li> <li>Consistent communication between families and school is present</li> <li>Communications from families and stakeholders are responded to appropriately and in a timely manner</li> </ul>
<p><b>4. Welcomes families and community members into the school</b></p>					



## 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	<ul style="list-style-type: none"> <li>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</li> <li>Instructional decisions throughout the year are based on ongoing formative and summative assessments, instructional observations, and various data analyses</li> <li>Lesson plans, unit plans, and curricular materials demonstrate curriculum coordination and alignment to Mississippi College and Career Ready Standards and Frameworks</li> <li>Rigorous course content is accessible to all students</li> </ul>
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	<ul style="list-style-type: none"> <li>Throughout the school, classroom activities engage students in cognitively challenging work that is aligned to the Mississippi state standards</li> <li>Instructional staff (teachers, coaches, and administrators) have a broad repertoire of pedagogical approaches that are effectively incorporated into lesson plans</li> </ul>



## 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	<ul style="list-style-type: none"> <li>Instructional decisions throughout the year are based on student outcome data</li> <li>Student performance data are readily available and can be organized by cohort, grade, subject, sub-group, etc.</li> <li>Elementary students who are not yet proficient are identified and supported to ensure progress</li> <li>Secondary student performance is closely monitored to ensure that the students remain "on track" to graduate in four years</li> <li>Data are used and reviewed in every teacher team meeting to improve instruction, to determine differentiation, and to drive re-teaching</li> </ul>
	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	<ul style="list-style-type: none"> <li>Staff monitor student progress through frequent checks for understanding</li> <li>Students receive rapid, data-driven interventions matched to current needs</li> <li>Intervention assignments and schedules are frequently updated to reflect student needs and progress</li> </ul>
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	<ul style="list-style-type: none"> <li>Staff monitor student progress through frequent checks for understanding</li> <li>Students receive rapid, data-driven interventions matched to current needs</li> <li>Intervention assignments and schedules are frequently updated to reflect student needs and progress</li> </ul>



## 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	<ul style="list-style-type: none"> <li>Leadership team members conduct frequent observations and provide verbal and written feedback to staff on instructional practices with follow up to ensure improvement</li> <li>Evidence of teacher practice is gathered through classroom observations and in informal interactions with students, staff, and families</li> <li>Instructional feedback builds effective teacher practice and observable changes in teacher practice</li> <li>Teachers are taught how to use a variety of instructional strategies</li> <li>Teacher-driven professional development focuses on student learning challenges, progress toward goals, and information from teacher team meetings and peer visitations</li> </ul>
	Develops and implements a strong system to ensure feedback is incorporated into teacher practice	Implements a sufficient system in place to support incorporation of feedback into teacher practice	Limited system in place to ensure feedback is incorporated into teacher practice	No system in place to ensure feedback is incorporated into teacher practice	
10. Coaches and implements learning structures	Develops interrater reliability with the leadership team by co-observing and utilizing results to improve the quality of feedback	Conducts co-observations with leadership team and utilizes results to improve the quality of feedback	Inconsistently conducts co-observations with leadership team that has limited impact on the quality of feedback	No co-observation system in place; no value placed on reliability of classroom observations	
	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	<p>Identifies effective teachers and actively and consistently provides them with meaningful leadership opportunities</p> <p>Mentors and supports the development of teacher leaders and leadership team members</p> <p>Communicates a clear leadership trajectory to those teachers with the most leadership potential</p>	<p>Identifies effective teachers and provides them with leadership opportunities</p> <p>Supports the development of teacher leaders and leadership team members</p> <p>Supports leadership advancement for teachers with the most leadership potential but does not communicate a clear trajectory</p>	<p>Provides leadership opportunities to teachers who express interest</p> <p>Inconsistently supports the development of teacher leaders and leadership team members</p> <p>Provides leadership advancement information to those who request it</p>	<p>Rarely provides leadership opportunities to teachers</p> <p>Does not support the development of teacher leaders and leadership team members</p> <p>Does not communicate a leadership trajectory for any teachers</p>	<ul style="list-style-type: none"> <li>Multiple staff members serve as instructional leaders in the school</li> <li>Staff members proactively assume leadership roles</li> <li>Teacher leaders are utilized as teacher mentors and instructional coaches in the school</li> <li>Teacher leaders and leadership team are offered professional learning opportunities to strengthen leadership skills</li> <li>Teacher leaders and leadership team facilitate professional development in the school</li> <li>Teacher leaders are provided with leadership opportunities that allow them to remain in the classroom</li> </ul>
12. Develops a highly effective leadership team	<p>Establishes an effective leadership team (potentially including multiple teams with unique purposes) and builds team's capacity to focus on student learning</p> <p>Builds the capacity of the team to oversee complex projects, lead teacher teams, and conduct teacher observations</p>	<p>Establishes an effective leadership team (potentially including multiple teams with unique purposes) with a focus on student learning</p> <p>Provides support for leadership team to lead teacher teams and conduct teacher observations</p>	<p>Establishes a leadership team with a limited focus on student learning</p> <p>Provides limited support to the leadership team</p>	<p>Establishes an ineffective leadership team with little or no focus on student learning</p> <p>Rarely or never provides support to the leadership team</p>	<ul style="list-style-type: none"> <li>Leadership team focuses on student learning to target key instructional needs</li> <li>Leadership team consistently models and enforces schoolwide philosophy, core values, and professional responsibility</li> <li>Leadership team is comprised of highly skilled staff who are engaged in instructional leadership</li> </ul>



## Domain IV: Strategic Planning and Systems

	4	3	2	1	Examples of Evidence
13. Develops and implements a strategic plan	<p>Engages staff and school-level stakeholders in developing and implementing a detailed strategic plan that describes milestones</p> <p>Includes staff capacity building to implement strategies for rigorous classroom content and effective instructional practices to support students in achieving the learning targets</p>	<p>Develops and implements a strategic plan that identifies milestones</p> <p>Includes effective strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets</p>	<p>Drafts a strategic plan that identifies milestones, but implementation is inconsistent</p> <p>Includes some strategies for effective instruction to support students in working toward learning targets</p>	<p>No strategic plan developed; rarely formalizes strategies or plans to reach school priorities or goals</p> <p>Includes minimal or no strategies for effective instruction to support students in working toward learning targets</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Evidence of Plan - Do - Study/ Check - Act cycles</li> <li>• Each grade and each sub-group has specific student outcome targets, clear milestones, and benchmarks to track student outcomes and school practice implementation</li> <li>• Strategic plan priorities are public; stakeholders share a common understanding of short- and long-term milestones and goals</li> </ul>
14. Monitors progress toward goals	<p>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</p> <p>Utilizes progress monitoring results to continually improve activities</p>	<p>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</p> <p>Utilizes progress monitoring results to improve activities, but no clear process is in place to ensure continuous improvement occurs</p>	<p>Some evidence of monitoring progress toward goals is present, but monitoring is inconsistent</p> <p>Limited/inconsistent utilization of progress monitoring results to improve activities</p>	<p>Minimal or no monitoring of progress toward achieving goals identified as part of the strategic planning process</p> <p>Minimal or no evidence that progress monitoring results are utilized to improve activities</p>	<ul style="list-style-type: none"> <li>• Teacher leaders and members of the leadership team focus weekly discussions on student learning outcomes</li> <li>• 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</li> </ul>



## 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	<ul style="list-style-type: none"> <li>School calendar of professional development, interim assessments and re-teaching is in place</li> <li>Daily/weekly schedules create adequate time for all student interventions and staff development, and are flexible enough to adjust to new priorities and needs</li> <li>Keeps a personal/professional calendar</li> </ul>
	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	<ul style="list-style-type: none"> <li>Finances and other resources are aligned with strategic priorities</li> <li>External partners are identified and accessed to supplement available resources</li> </ul>
16. Aligns and manages the school's resources					



## Domain V: Personal Leadership & Growth

	4	3	2	1	Examples of Evidence
<p>17. Demonstrates self-awareness, reflection, and ongoing learning</p>	<p>Consistently seeks feedback on their own practice, self-reflects, and adapts their leadership practice; builds the capacity of staff to do so as well</p> <p>Engages in multiple learning opportunities aligned with student needs</p> <p>Accepts personal responsibility for mistakes and uses them as learning opportunities; builds the capacity of staff to do so</p>	<p>Proactively seeks feedback, self-reflects, and adapts own leadership practice</p> <p>Engages in learning opportunities aligned with student needs</p> <p>Accepts personal responsibility for mistakes and uses them as learning opportunities</p>	<p>Demonstrates a non-defensive attitude in receiving feedback from staff members and makes minor adjustments to own leadership practice</p> <p>Seeks some learning opportunities aligned with student needs</p> <p>Accepts some responsibility for mistakes, but they are not used as learning opportunities</p>	<p>Unwilling to accept feedback and adjust leadership practice</p> <p>Rarely or never seeks learning opportunities aligned with students needs</p> <p>Fails to accept responsibility for mistakes</p>	<ul style="list-style-type: none"> <li>Message about goals does not change in moments of challenge or adversity</li> <li>Shares personal failures and the lessons learned from them</li> <li>Continuously reflects on performance, seeks feedback, and actively pursues opportunities to improve personal and school leadership</li> <li>Takes initiative and remains solutions-oriented at all times to move the work of the school forward</li> <li>Staff is aware of and can share missteps, mistakes, tactics that were unsuccessful and how they were used as learning opportunities</li> </ul>
<p>18. Demonstrates resiliency in the face of challenge</p>	<p>Models and builds the capacity of staff to maintain the focus of conversations and initiatives on improving student achievement and finding solutions despite adversity</p> <p>Actively identifies solutions and remains focused when faced with set-backs</p> <p>Capitalizes on challenges as opportunities to grow and develop themselves and their staff; communicates the opportunity clearly</p>	<p>Encourages staff to focus conversations and initiatives on improving student achievement and finding solutions despite adversity</p> <p>Identifies solutions when faced with set-backs</p> <p>Supports staff growth and development in the face of challenges</p>	<p>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</p> <p>Attempts to remain solutions-oriented</p> <p>Provides some support to staff to grow in the face of challenges</p>	<p>Easily loses focus on improving student achievement</p> <p>Rarely remains solutions-oriented</p> <p>Reacts with visible frustration to challenges and setbacks; fails to respond to challenges as they arise</p>	



## Domain V: Personal Leadership & Growth

	4	3	2	1	Examples of Evidence
<p><b>19. Communicates with stakeholders</b></p>	<p>Implements effective two-way communication structures with district leadership and all stakeholders</p>	<p>Engages in two-way communication with all stakeholders</p>	<p>Inconsistently engages in two-way communication with stakeholders, or communication is one-way</p>	<p>Rarely or never engages stakeholders in meaningful conversations about the school</p>	<ul style="list-style-type: none"> <li>School staff development plan addresses difficult conversations to improve and enhance student learning</li> <li>Principal reacts to difficult moments or feedback in calm and positive ways</li> <li>Differentiates communication style and has demonstrated a positive and appropriate rapport with students, staff, families, and community members</li> <li>Systems, processes, and structures are in place to share the current state of the school and solicit feedback</li> <li>Leadership team participates in professional development to learn and practice active listening skills</li> </ul>
	<p>Engages stakeholders in focused conversations about school goals and values</p>	<p>Communicates with stakeholders about school goals and values</p>	<p>Inconsistently communicates with stakeholders about school goals and values</p>	<p>Rarely or never communicates with stakeholders about school goals and values</p>	
	<p>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</p>	<p>Supports staff in effectively leading and participating in conversations about professional practice/ student learning and tailoring messages to the intended audience</p>	<p>Supports staff in engaging in conversations about professional practice and student learning</p>	<p>Rarely or never supports staff in engaging in conversations about professional practice and student learning</p>	