

## Overall Score

## Jackson Public School District

## M-STAR Formal Evaluation Instrument

PLANNING				
Standards	Distinguished 4 points	Effective 3 points	Emerging 2 points	Unsatisfactory 1 point
<b>1. Plans lessons that demonstrate knowledge of content and pedagogy – Standard Score:</b>				
1a. Plans include measureable and explicit goals.				
1b. Plans are sequenced from basic to complex				
1c. Plans provide appropriate time for student work, student reflection, and lesson unit and closure.				
<b>2. Plans lessons that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs – Standard Score:</b>				
2a. Plans build on prior knowledge				
2b. Plans are relevant to the student's lives				
2c. Plans integrate other disciplines				
<b>3. Selects instructional goals that incorporate higher level learning for all students - Standard Score:</b>				
3a. Plans require analytical thinking, practical thinking, creative thinking, and/or researched-based thinking.				
3b. Plans include activities that require abstraction, categorization, drawing conclusions, predicting outcomes, observing, experimenting, improving solutions, generating ideas, and/or creating and designing.				
<b>4. Plans units of instruction that align with Mississippi Curriculum Framework or, when applicable, the Common Core State Standards – Standard Score:</b>				
4a. Plans are aligned to state standards				
<b>Domain Score:</b>				

ASSESSMENT				
Standards	Distinguished 4 points	Effective 3 points	Emerging 2 points	Unsatisfactory 1 point
<b>5. Collects and organizes data from assessments to provide feedback to students and adjusts lessons and instruction as necessary – Standard Score:</b>				
5a. Tests have clear measurement criteria				
5b. Tests are aligned with state content standards.				
5c. Include descriptions of how assessment results will be used to inform future instruction.				
<b>6. Incorporates assessments into instructional planning that demonstrates high expectations for all students. Standard Score:</b>				
6a. Measure student performance in multiple ways (project, experiment, presentation, essay, short answer, multiple choice).				
6b. Require extended written task.				
6c. Are portfolio-based with clear illustrations of student progress toward state content standards.				
<b>Domain Score:</b>				

INSTRUCTION				
Standards	Distinguished 4 points	Effective 3 points	Emerging 2 points	Unsatisfactory 1 point
<b>7. Demonstrates deep knowledge of content during instruction – Standard Score:</b>				
7a. Teacher uses visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson.				
7b. Teacher uses examples, illustrations, analogies, and labels for new concepts and ideas.				

## INSTRUCTION

Standards	Distinguished 4 points	Effective 3 points	Emerging 2 points	Unsatisfactory 1 point
7c. Teacher uses effective modeling of thinking process and/or students guided by the teacher to demonstrate performance expectations.				
7d. Lesson is logically sequenced and segmented.				
7e. Information provided is essential.				
7f. No irrelevant, confusing, inaccurate, or non-essential information presented.				
<b>8. Actively engages students in learning process - Standard Score:</b>				
8a. Teacher consistently organizes the content so that it is personally meaningful and relevant to students.				
8b. Teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued.				
8c. Teacher regularly reinforces and rewards effort.				
8d. Activities involve simulation and require creative products.				
8e. Multiple instructional groupings are utilized effectively.				
8f. All students are participating and held accountable for their work.				
<b>9. Uses questioning and discussion techniques to promote higher order thinking skills – Standard Score:</b>				
9a. Teachers questions are varied and high-quality, providing a balanced mix of questions types: <ul style="list-style-type: none"> <li>- Knowledge and comprehension</li> <li>- Application and analysis</li> <li>- Creation and evaluation</li> </ul>				

9b. Questions require students to regularly cite evidence throughout lesson.				
9c. Questions are consistently purposeful and coherent.				
9d. A high frequency of questions is asked.				
9e. Questions are consistently sequenced with attention to the instructional goal.				
9f. Questions regularly require active responses, whole class signaling, choral responses, written and shared responses, or group and individual answers).				
9g. Wait time (3-5) seconds is consistently provided.				
9h. The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.				
9i. Students generate questions that lead to further inquiry and self-directed learning.				
9j. Questions regularly assess and advance student understanding.				
9k. When text is involved, majority of questions are text based.				
<b>10. Brings multiple perspectives to the delivery of content – Standard Score:</b>				
10a. Teacher practices display understanding of each student's anticipated learning difficulties.				
10b. Teacher practices regularly incorporate student interests and cultural heritage.				

10c. Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.				
11. Communicates clearly and effectively - Standard Score:				
11a. Oral feedback is consistently academically focused, frequent, high-quality and references expectations.				
11b. The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback.				
11c. Feedback from students is regularly used to monitor and adjust instruction.				
11d. Teacher engages students in giving specific and high-quality feedback to one another.				
11e. All learning objectives are clearly and explicitly communicated connected to state standards and referenced throughout lesson.				
11f. Learning goals are consistently connected to what students have previously learned, know from life experiences, and integrated with other disciplines.				
11g. Expectations for student performance are clear, demanding, and high.				
Domain Score:				

LEARNING ENVIORNMENT				
Standards	Distinguished 4 points	Effective 3 points	Emerging 2 points	Unsatisfactory 1 point
<b>12. Manages classroom space and resources effectively for student learning – Standard Score:</b>				
12a. Supplies, equipment, and resources are all easily and readily accessible.				
12b. Is arranged to promote individual and group learning.				
<b>13. Creates and maintains a climate of safety, respect, and support for all students-Standard Score:</b>				
13a. Is organized and understandable to all students.				
13b. Displays student work that frequently changes.				
13c. Teacher-student interactions demonstrate caring and respect for one another.				
13d. Positive relationships and interdependence characterize the classroom.				
<b>14. Maximizes time available for instruction - Standard Score:</b>				
14a. The lesson starts promptly				
14b. The lesson's structure is coherent, with a beginning, middle, and end.				
14c. The lesson includes time for reflection.				
14d. Pacing is brisk and provides many opportunities for individual students who progress at different learning rates.				
14e. Routines for distributing materials are seamless.				
14f. No instructional time is lost during transitions.				

<b>15. Established and maintains a culture of learning to high expectations – Standard Score:</b>				
15a. Teacher sets high and demanding academic expectations for every student.				
15b. Teacher encourages students to learn from mistakes.				
15c. Teacher creates learning opportunities where all students can experience success.				
15d. Students take initiative and follow through with their own work.				
<b>16. Manages student behavior to provide productive learning opportunities for all students – Standard Score:</b>				
16a. Students exhibit caring and respect for one another.				
16b. Students are consistently well-behaved and on task.				
16c. Teacher and students establish clear rules for learning and behavior.				
16d. The teacher overlooks inconsequential behavior.				
16e. Teacher deals with students who have caused disruption rather than the entire class.				
16f. Teacher attends to disruptions quickly, firmly, and appropriately.				
<b>Domain Score:</b>				

PROFESSIONAL RESPONSIBILITIES				
Standards	Distinguished 4 points	Effective 3 points	Emerging 2 points	Unsatisfactory 1 point
<b>17. Engages in continuous professional development and applies new information learned in the classroom</b> <b>Standard Score:</b>				
17a. Uses feedback from observations and self-assessment to significantly improve performance in identified areas of need.				
17b. Is prepared and highly engaged in professional learning opportunities.				
17c. Utilizes formative and summative achievement data to analyze the strengths and weaknesses of all his/her students.				
17d. Identify, implement, and assess instructional strategies to increase student achievement and decrease achievement gaps between subgroups of students.				
<b>18. Demonstrates professionalism and high ethical standards; acts with alignment with Mississippi Code of Ethics</b>				
<b>19. Establishes and maintains effective communication with families - Standard Score:</b>				
19a. Regularly organizes and leads school activities and events that positively impact school results and culture.				
19b. Adheres to school and district personnel policies and procedures as it pertains to communicating the parents and students.				
<b>20. Collaborates with colleagues and is an active member of a professional learning community in the school.</b> <b>Standard Score:</b>				
20a. Engages in evaluation process with eagerness by seeking out feedback from both district/school support staff and colleagues.				



20b. Actively contributes to the school community by assisting and/or mentoring others.				
20c. Works with peers to contribute to a safe and orderly learning environment and actively facilitates improvement in school-wide culture.				
<b>Domain Score:</b>				

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<b>Teacher's Name</b>	<b>Subject/Grade</b>
<b>Evaluator's Signature</b>	<b>Date</b>