

Mississippi Statewide Teacher Appraisal Rubric

Jackson Public School District



Walk-through Observation Record

Teacher:	Evaluator:	School:	Grade:
Informal Observation Number __ 1 __ 2 __ 3 __ 4 __ 5	Date/Time:	Length of Observation: _____ minutes	Subject:
Domain III: Instruction	Rating	Evidence/Comments	
<p>7. Demonstrates deep knowledge of content during instruction.</p> <p>7a. Teacher uses visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. Observed: Yes / No</p> <p>7b. Teacher uses examples, illustrations, analogies, and labels for new concepts and ideas. Observed: Yes / No</p> <p>7c. Teacher uses effective modeling of thinking process and/or students guided by the teacher to demonstrate performance expectations.</p> <p>7d. Lesson is logically sequenced and segmented.</p> <p>7e. Information provided is essential.</p> <p>7f. No irrelevant, confusing, inaccurate, or non-essential information presented.</p>			

Domain III: Instruction	Rating	Evidence/Comments
<p>8. Actively engages students in the learning process</p> <p>8a. Teacher consistently organizes the content so that it is personally meaningful and relevant to students.</p> <p>8b. Teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued.</p> <p>8c. Teacher regularly reinforces and rewards effort.</p> <p>8d. Activities involve simulation and require creative products.</p> <p>8e. Multiple instructional groupings are utilized effectively.</p> <p>8f. All students are participating and held accountable for their work.</p>		
Domain III: Instruction	Rating	Evidence/Comments
<p>9. Uses questioning and discussion techniques to promote higher order thinking skills</p> <p>9a. Teachers questions are varied and high-quality, providing a balanced mix of questions types:</p> <ul style="list-style-type: none"> - Knowledge and comprehension - Application and analysis - Creation and evaluation <p>9b. Questions require students to regularly cite evidence throughout lesson.</p> <p>9c. Questions are consistently purposeful and coherent.</p> <p>9d. A high frequency of questions is asked.</p> <p>9e. Questions are consistently sequenced with attention to the instructional goal.</p>		

<p>9f. Questions regularly require active responses, whole class signaling, choral responses, written and shared responses, or group and individual answers).</p> <p>9g. Wait time (3-5) seconds is consistently provided.</p> <p>9h. The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.</p> <p>9i. Students generate questions that lead to further inquiry and self-directed learning.</p> <p>9j. Questions regularly assess and advance student understanding.</p> <p>9k. When text is involved, majority of questions are text based.</p>		
Domain III: Instruction	Rating	Evidence/Comments
<p>10. Bring multiple perspectives to the delivery of content.</p> <p>10a. Teacher practices display understanding of each student's anticipated learning difficulties.</p> <p>10b. Teacher practices regularly incorporate student interests and cultural heritage.</p> <p>10c. Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</p>		
Domain III: Instruction	Rating	Evidence/Comments
<p>11. Communicates clearly and effectively.</p> <p>11a. Oral feedback is consistently academically focused, frequent, high-quality and references expectations.</p> <p>11b. The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback.</p> <p>11c. Feedback from students is regularly used to monitor and adjust instruction.</p>		

<p>11d. Teacher engages students in giving specific and high-quality feedback to one another.</p> <p>11e. All learning objectives are clearly and explicitly communicated connected to state standards and referenced throughout lesson.</p> <p>11f. Learning goals are consistently connected to what students have previously learned, know from life experiences, and integrated with other disciplines.</p> <p>11g. Expectations for student performance are clear, demanding, and high.</p> <p>11h. There is evidence</p>		
Domain IV: Learning Environment	Rating	Evidence/Comments
<p>12. Manages classroom space and resources effectively for student learning.</p> <p>12a. Supplies, equipment, and resources are all easily and readily accessible.</p> <p>12b. Is arranged to promote individual and group learning.</p>		
Domain IV: Learning Environment	Rating	Evidence/Comments
<p>13. Creates and maintains a climate of safety, respect, and support for all students.</p> <p>13a. Is organized and understandable to all students.</p> <p>13b. Displays student work that frequently changes.</p> <p>13c. Teacher-student interactions demonstrate caring and respect for one another.</p> <p>13d. Positive relationships and interdependence characterize the classroom.</p>		

Domain IV: Learning Environment	Rating	Evidence/Comments
<p>14. Maximizes time available for instruction.</p> <p>14a. The lesson starts promptly</p> <p>14b. The lesson's structure is coherent, with a beginning, middle, and end.</p> <p>14c. The lesson includes time for reflection.</p> <p>14d. Pacing is brisk and provides many opportunities for individual students who progress at different learning rates.</p> <p>14e. Routines for distributing materials are seamless.</p> <p>14f. No instructional time is lost during transitions.</p>		
Domain IV: Learning Environment	Rating	Evidence/Comments
<p>15. Establishes and maintains a culture of learning to high expectation.</p> <p>15a. Teacher sets high and demanding academic expectations for every student.</p> <p>15b. Teacher encourages students to learn from mistakes.</p> <p>15c. Teacher creates learning opportunities where all students can experience success.</p> <p>15d. Students take initiative and follow through with their own work.</p>		

Domain IV: Learning Environment	Rating	Evidence/Comments
<p>16. Manage student behavior to provide productive learning opportunities for all students.</p> <p>16a. Students exhibit caring and respect for one another.</p> <p>16b. Students are consistently well-behaved and on task.</p> <p>16c. Teacher and students establish clear rules for learning and behavior.</p> <p>16d. The teacher overlooks inconsequential behavior.</p> <p>16e. Teacher deals with students who have caused disruption rather than the entire class.</p> <p>16f. Teacher attends to disruptions quickly, firmly, and appropriately.</p>		