

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 experiences¹ 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 experiences¹ 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 experiences¹ 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 experiences¹ or learning

¹ 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:

4

- Communicates the lesson goals and the content in a way that is accessible for every student at his/her level
- Uses formative assessments to effectively monitor student progress
- Provides ample and effective opportunities for students to self-assess and correct their own errors
- Provides students with clear, specific, actionable and timely feedback
- Creates opportunities for students to apply teacher and peer feedback to improve performance and accelerate learning
- Provides opportunities for students to demonstrate connections between what they are learning and how it advances their personal and professional goals/interests

3

- Communicates the lesson goals and the content in a way that is accessible for every student at his/her level
- Uses formative assessments to effectively monitor student progress
- Provides ample and effective opportunities for students to self-assess and correct their own errors
- Provides students with clear, specific, actionable and timely feedback
- Creates opportunities for students to apply teacher feedback to improve performance and accelerate learning

2

- Communicates the lesson goals and the content in a way that is accessible for most students
- Uses formative assessments to adequately monitor student progress
- Provides adequate opportunities for students to self-assess and correct their own errors
- Provides students with adequate feedback

1

- Communicates the lesson goals and the content in a way that is not accessible to most students
- Inadequately monitors student progress
- Provides inadequate opportunities for students to self-assess
- Provides students with little or no feedback

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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• Partners with families/guardians to coordinate learning between home and school• Establishes mutual expectations for student learning with families/guardians |
| 2 | <ul style="list-style-type: none">• Communicates with families/guardians reactively concerning student academic progress and development, and outreach is mostly for intervention or corrective reasons |
| 1 | <ul style="list-style-type: none">• Rarely or never communicates with families/guardians |