

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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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