

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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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	
<i>Lessons:</i>	
4	Provide assignments and activities that contain the following components: <ul style="list-style-type: none"> • 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 when 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: <ul style="list-style-type: none"> • 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 when appropriate • relevant connections to students’ prior experiences¹ or learning
2	Provide assignments and activities that contain the following components: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 may include lesson plans, classroom observations, and pre- and post-observation conferences)

3. Assists students in taking responsibility for learning and monitors student learning	
<i>Teacher:</i>	
4	<ul style="list-style-type: none"> • 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, timely, and actionable feedback • Creates opportunities for students to apply teacher feedback to improve performance and accelerate learning • Provides opportunities for students to make connections between what they are learning and how it advances their personal goals
	<ul style="list-style-type: none"> • 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 effective opportunities for students to self-assess and correct their own errors • Provides students with clear, timely, and actionable feedback • Creates opportunities for students to apply teacher feedback to improve performance and accelerate learning
2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	
<i>Teacher:</i>	
4	Moves all students to deeper understanding of content through various techniques including <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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	
<i>Teacher:</i>	
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 collaborative learning opportunities • Ensures students take ownership of their work and are active participants in their learning • Supports students' investment in the success of their peers by building on peers' thinking and comments
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 collaborative learning opportunities • Ensures students take ownership of their work and 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
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

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	
<i>Teacher:</i>	
4	<ul style="list-style-type: none"> • Effectively maximizes use of physical space and resources (including technology when 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	<ul style="list-style-type: none"> • Effectively maximizes use of physical space and resources (including technology when 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	<ul style="list-style-type: none"> • Adequately uses physical space or resources (including technology when 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	<ul style="list-style-type: none"> • Inadequately uses physical space or resources (including technology when 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	
<i>Teacher:</i>	
4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Communicates respectfully to all students • Effectively fosters respectful relationships among all students • Demonstrates a strong positive relationship with all students
2	<ul style="list-style-type: none"> • Communicates respectfully to some students but not others • Fosters respectful relationships among some students but not others • Demonstrates a strong positive relationship with some students but not others
1	<ul style="list-style-type: none"> • Communicates disrespectfully to some 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	
<i>Teacher:</i>	
4	<ul style="list-style-type: none"> • Proactively seeks out and participates in professional learning activities • Fully integrates knowledge gained from professional learning through participation 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 receiving meaningful feedback on instruction
3	<ul style="list-style-type: none"> • Proactively seeks out and participates in professional learning activities • Fully integrates knowledge gained from professional learning through participation 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	<ul style="list-style-type: none"> • Participates in required professional learning activities • Applies knowledge gained from professional learning but does not fully integrate the new information • Adequately applies observer feedback
1	<ul style="list-style-type: none"> • Participates in required professional learning activities • Does not apply knowledge gained from professional learning • Inadequately applies observer feedback

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	
<i>Teacher:</i>	
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