

MISSISSIPPI TEACHER APPRAISAL INSTRUMENT DRAFT RUBRIC





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		1. Pla	NNING	
	1. Plans lessons that demonstra	te knowledge of content and peo	lagogy	
	Unsatisfactory	Emerging	Effective	Distinguished
	Lesson plans:	Lesson plans:	Lesson plans:	Lesson plans:
1. PLANNING	 do not include the necessary content and do not connect it across disciplines. do not or rarely demonstrate appropriate sequencing of learning experiences or provide ways to demonstrate knowledge and skill. does not or rarely demonstrate appropriate choice of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners; does not demonstrate collaboration with specialized professionals. 	 include only part of the necessary content and/or do not connect it across disciplines. demonstrate inconsistent sequencing of learning experiences or provide limited ways to demonstrate knowledge and skill. Inconsistently demonstrate appropriate choice of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners; does not demonstrate collaboration with specialized professionals. 	 include nearly all of the necessary content and connect it across disciplines; however, connections are not consistently clear, meaningful, or relevant to students' lives. demonstrate appropriate sequencing of learning experiences and provide several ways to demonstrate knowledge and skill. demonstrate appropriate choice of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners, but does not demonstrate collaboration with specialized professionals. 	 include all of the necessary content and connect it across disciplines with connections that are consistently clear, meaningful, and relevant to students' lives. demonstrate appropriate sequencing of learning experiences and provide multiple and varied ways to demonstrate knowledge and skill. demonstrate collaboration with specialized professionals¹ in making the appropriate choice of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners

¹ (e.g., special educators, related service providers, language learning specialists,librarians, media specialists)



1	Unsatisfactory	Emerging	Effective	Distinguished
Teacher:	:	Teacher:	Teacher:	Teacher:
 informa experie proficie levels, a class. does no the class interest student implem experie does no instruct classes experie does no instruct classes 	ot use data (formal or al) about the prior ences, language encies, achievement and special needs of the ot or rarely incorporates sses' questions and ts by collaborating with as to design and nent relevant learning ences. ot or rarely designs tion to build on the ' prior knowledge, ence, and/or cultural ound; does not allow s to accelerate as they strate their tandings.	 sporadically or inappropriately uses data (formal and informal) about the prior experiences, language proficiencies, achievement levels, and special needs of the class. sporadically and/or ineffectively incorporates the classes' questions and interests by collaborating with students to design and implement relevant learning experiences. sporadically or inappropriately designs instruction to build on the classes' prior knowledge, experience, and/or cultural background; does not allow learners to accelerate as they demonstrate their understandings. 	 consistently and appropriately uses data (formal and informal) about prior experiences, language proficiencies, achievement levels, and special needs of the class. consistently and effectively incorporates the classes' questions and interests by collaborating with students to design and implement relevant learning experiences. consistently and appropriately designs instruction to build on the classes' prior knowledge, experience, and/or cultural background; inconsistently allows learners to accelerate as they demonstrate their understandings. 	 consistently and appropriately uses multiple and varied data sources (formal and informal) about the prior experiences, language proficiencies, achievement levels, and specia needs of the class. consistently and effectively incorporates the classes' questions and interests by collaborating with students to design and implement relevant learning experiences while leveraging family and community resources in the process. consistently and appropriately designs instruction to build on the classes' prior knowledge, experience, and/or cultural background; allows learners to accelerate as they demonstrate their understandings.



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	3. Selects instructional goals that	at incorporate higher-level learni	ng for all students	
	Unsatisfactory	Emerging	Effective	Distinguished
	Lesson plans:	Lesson plans:	Lesson plans:	Lesson plans:
1. PLANNING	 do not include instructional goals that incorporate higher-level learning for all students. do not include instructional goals appropriate for all students. do not demonstrate that teacher considers students' individual skill levels when selecting instructional goals and strategies. do not include instructional goals that align with state content standards, or when applicable, the CCSS. 	 include instructional goals that incorporate higher-level learning for most students. include instructional goals, but goals are not appropriate for all students. inconsistently demonstrate that teacher consider students' individual skill levels when selecting instructional goals and strategies. include instructional goals that only partially align with state content standards, or when applicable, the CCSS. 	 include instructional goals that incorporate higher-level learning for all students. include instructional goals appropriate for all students, but goals are not specific, measureable, or time-bound. demonstrate that teacher considers students' individual skill levels when selecting instructional goals and strategies. include instructional goals that fully align with state content standards, or when applicable, the CCSS, but do not culminate in a performance task(s). 	 include instructional goals that incorporate higher-level learning for all students and are connected to previous units and content. include instructional goals that are specific, measurable, time- bound, and appropriate for all students. demonstrate that the teacher analyzes multiple and appropriate data sources² to determine students' skill levels and considers those levels when selecting instructional goals and strategies. include instructional goals that fully align with state content standards, or when applicable, the CCSS, and culminate in a performance task(s)

² (e.g., formal and informal assessments, pre-assessments, classroom questions and behavior, etc.)



	4. Plans units of instruction that State Standards (CCSS)	t align with Mississippi Curriculu	Im Framework (MCF), or when a	applicable, the Common Core
	Unsatisfactory	Emerging	Effective	Distinguished
	Lesson plans:	Lesson plans:	Lesson plans:	Lesson plans:
	• do not include knowledge and	• include only part of the	• include most of the knowledge	• include all the knowledge and
	skills necessary for expected	knowledge and skills necessary	and skills necessary for	skills necessary for expected
	student performance specified	for expected student	expected student performance	student performance specified
	in the Mississippi Curriculum	performance specified in the	specified in the Mississippi	in the Mississippi Curriculum
Ŋ	Framework (MCF), or when applicable, the CCSS.	Mississippi Curriculum	Curriculum Framework (MCF), or when applicable, the	Framework (MCF), or when applicable, the CCSS.
Ę	~ ~	Framework (MCF), or when		
1. PLANNING	 rarely or does not include opportunities for the students to solve problems, manage themselves, analyze, create, and critique content, work in teams, or communicate with each other. do not include or rarely include student activities and tasks that align to the appropriate expectations or are rigorous and relevant. 	 applicable, the CCSS. inconsistently include opportunities for students to solve problems, manage themselves, analyze, create, and critique content, work in teams, or communicate with each other. include student activities and tasks that vaguely align to the appropriate expectations and are only partially rigorous and relevant. 	 CCSS. regularly include opportunities for most students to solve problems, manage themselves, analyze, create, and critique content, work in teams, or communicate with each other. include student activities and tasks that align, but not fully or clearly, to the appropriate expectations, but are rigorous and relevant. 	 regularly include multiple and varied opportunities for all students to solve problems, manage themselves, analyze, create, and critique content, work in teams, or communicate with each other. include student activities and tasks that align fully and clearly to the appropriate expectations and are rigorous and relevant.



2. Assessmen	IT
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5. Collects and organizes data from assessments to provide feedback to students and adjusts lessons/instruction as necessary

	Unsatisfactory	Emerging	Effective	Distinguished
	Teacher:	Teacher:	Teacher:	Teacher:
	 does not or rarely uses 	• ineffectively or inaccurately	 appropriately uses assessment 	 works independently and
Ę	assessment results to adjust	uses assessment results to	results to adjust individual or	collaboratively to
Ē	individual or whole-class	adjust individual or whole-	whole-class instructional	appropriately use assessment
Σ	instructional strategies.	class instructional strategies.	strategies.	results to adjust individual or
ASSESSMENT	• does not maintain accurate	• maintains limited or inaccurate	• maintains accurate and	whole-class instructional
SE	records of student work and	records of student work and	complete records of student	strategies
AS	performance	performance (e.g. summative	work and performance	• maintains accurate and
2	 does not or rarely provides 	information only)	• provides clear and actionable	complete records of student
	students with feedback on their	• provides students with minimal	feedback to students to enable	work and performance that
	performance.	or only summative feedback on	them to improve their	demonstrate student progress
		their performance.	performance.	• consistently provides clear and
				actionable feedback to enable
				students to improve their
				performance



6. Incorporates assessments int	o instructional planning that dem	nonstrate high expectations for all	students.
Unsatisfactory	Emerging	Effective	Distinguished
Teacher:	Teacher:	Teacher:	Teacher:
 develops or selects a limited variety of appropriate assessments and ineffectively combines formative, summative, and pre assessments to support and verify learning to high expectations does not use assessments that align with the MCF or CCSS (when applicable) or are not rigorous and relevant. 	 develops or selects a limited variety of appropriate assessments and inappropriately combines formative, summative, and pre assessments to support and verify learning to high expectations. uses assessments that partially align with the MCF or CCSS (when applicable), but may not be rigorous or relevant. 	 develops or selects appropriate assessments and balances the use of formative, summative, and pre assessments to support and verify learning to high expectations; occasionally seeks appropriate ways to employ technology to support assessment practice. uses assessments that align with the MCF or CCSS (when applicable) and are rigorous and relevant 	 develops or selects appropriate assessments and balances the use of formative, summative, and pre assessments to support and verify learning to high expectations; continually seeks appropriate ways to employ technology to support assessment practice. uses assessments that fully and clearly align with the MCF or CCSS's framework and are rigorous and relevant.
	Unsatisfactory Teacher: • develops or selects a limited variety of appropriate assessments and ineffectively combines formative, summative, and pre assessments to support and verify learning to high expectations • does not use assessments that align with the MCF or CCSS (when applicable) or are not	UnsatisfactoryEmergingTeacher:Teacher:• develops or selects a limited variety of appropriate assessments and ineffectively combines formative, summative, and pre assessments to support and verify learning to high expectations.Teacher:• develops or selects a limited variety of appropriate assessments and ineffectively combines formative, summative, and pre assessments to support and verify learning to high expectations.Teacher:• develops or selects a limited variety of appropriate assessments and inappropriately combines formative, summative, and pre assessments to support and verify learning to high expectations.• develops or selects a limited variety of appropriate assessments to support and verify learning to high expectations.• does not use assessments that align with the MCF or CCSS (when applicable) or are not• uses assessments that partially align with the MCF or CCSS (when applicable), but may not	 Teacher: develops or selects a limited variety of appropriate assessments and ineffectively combines formative, summative, and pre assessments to support and verify learning to high expectations. does not use assessments that align with the MCF or CCSS (when applicable) or are not Teacher: Teacher: Teacher: develops or selects a limited variety of appropriate assessments and ineffectively combines formative, summative, and pre assessments to support and verify learning to high expectations. Teacher: develops or selects a limited variety of appropriate assessments and ineffectively combines formative, summative, and pre assessments to support and verify learning to high expectations. the MCF or CCSS (when applicable) or are not



		3. Instr	RUCTION	
	7. Demonstrates deep knowled	ge of content during instruction		
	Unsatisfactory	Emerging	Effective	Distinguished
	Teacher:	Teacher:	Teacher:	Teacher:
	• does not or rarely uses	• uses limited or insufficient	• uses multiple representations	• uses multiple representations
3. INSTRUCTION	 representations and explanations that capture key ideas in the discipline; does not promote each student's achievement of content standards by anticipating common misconceptions in learning the discipline. does not or rarely relates content to classes' prior content knowledge, links new concepts to familiar concepts, and makes appropriate connections to the students' experiences. does not connect the content to other subject areas. 	 representations and explanations that capture key ideas in the discipline; does not promote each student's achievement of content standards by anticipating common misconceptions in learning the discipline. Inconsistently or ineffectively relates content to classes' prior content knowledge, links new concepts to familiar concepts, and makes appropriate connections to the students' experiences. connects the content to other subject areas but connections are ineffective or unclear. 	 and explanations that capture key ideas in the discipline and promote each student's achievement of content standards by sometimes anticipating common misconceptions in learning the discipline. relates content to classes' prior content knowledge, links new concepts to familiar concepts, and makes appropriate connections to the students' experiences. connects the content to other appropriate subject area(s) and connections are generally effective and clear. 	 and explanations that capture key ideas in the discipline and promote each student's achievement of content standards by consistently anticipating common misconceptions in learning the discipline. stimulates class reflection on prior content knowledge, links new concepts to familiar concepts, and makes clear and relevant connections to the students' experiences through real-life applications and tasks. assists students in developing a deep understanding by engaging students in
				connecting the content to other appropriate subject areas and applying content to solving timely, real-world problems.



	8. Actively engages students in	the learning process		
	Unsatisfactory	Emerging	Effective	Distinguished
	Teacher:	Teacher:	Teacher:	Teacher:
3. INSTRUCTION	 uses a single instructional strategy or resource that is consistently inappropriate for most students' skill levels or learning styles. does not link content with student interests. does not or rarely engages all students in active learning by providing opportunities to solve problems, manage themselves, analyze, create, or critique content, communicate with each other, and work in teams. does not engage the class in using appropriate learning skills and technology tools to access, interpret, and apply information. 	 uses a variety of instructional strategies and resources, but strategies are sometimes inappropriate for most students' skill levels or learning styles. links content with student interests, but connections are occasionally unclear or ineffective. engages some students in active learning by providing a few opportunities to solve problems, manage themselves, analyze, create, or critique content, communicate with each other, and work in teams. inconsistently engages the class in using appropriate learning skills and technology tools to access, interpret, and apply information. 	 uses a variety of instructional strategies and resources that are appropriate to most students' skill levels and learning styles. links content with student interests through clear and meaningful connections by occasionally incorporating students' questions and ideas when appropriate. engages most students in active learning by providing multiple opportunities to solve problems, manage themselves, analyze, create, or critique content, communicate with each other, and work in teams. engages the class in using appropriate learning skills and technology tools to access, interpret, and apply information. 	 uses a variety of instructional strategies and resources that are appropriate for all students' skill levels and learning styles. links content with student interests through clear, meaningful connections by consistently incorporating students' questions and ideas when appropriate. regularly engages all students in active learning by providing multiple opportunities to problems, manage themselves, analyze, create, or critique content, communicate with each other, and work in teams. engages the class in using a wide range of learning skills and diverse technology tools to access, interpret, and apply information;



	9. Uses questioning and discus	sion techniques to promote highe	er order thinking skills	
	Unsatisfactory	Emerging	Effective	Distinguished
	Teacher:	Teacher:	Teacher:	Teacher:
3. INSTRUCTION	 does not use questions to check for understanding of content or does not respond or adapt instruction to student misunderstandings. uses questions, coaching, and feedback that elicit limited student participation and lead to recitation of information rather than discussion. does not respond to students' correct answers by probing for higher-level understanding. does not use questions to help students make connections to other students' comments. 	 uses questions to check for understanding of content, but sometimes inadequately corrects most student misunderstandings or at inappropriate times; is ineffective at adapting instruction. uses questions, coaching, and feedback that elicit good participation and discussion; but most questions require only lower order thinking skills and are not timed appropriately. responds to students' correct answers by probing for higher- level understanding less than half of the time. uses questions to help students make connections to other students' comments, but may do so at inappropriate times or may not probe to encourage further discussion. 	 uses questions to check for understanding of content, adequately corrects most student misunderstandings at appropriate times, and adapts instruction when needed. uses questions, coaching, and feedback that elicit good participation and discussion; questions require higher order thinking skills, but are not timed appropriately responds to students' correct answers by probing for higher- level understanding more than half of the time. uses questions to help students make connections to other students' comments and does so at appropriate times, but may not probe to encourage further discussion. 	 uses questions to check for understanding of content and skillfully corrects all student misunderstandings at appropriate times, and effectively adapts instruction. Uses questions, coaching, and feedback that elicit extensive participation and discussion; questions require higher order thinking and are timed appropriately throughout the lesson. responds to students' correct answers by probing for higher- level understanding each time. uses questions to help students make connections to other students' comments and does so at appropriate times and probes to encourage further discussion.



	10. Brings multiple perspective	es to the delivery of content		
	Unsatisfactory	Emerging	Effective	Distinguished
	Teacher:	Teacher:	Teacher:	Teacher:
3. INSTRUCTION	 does not or rarely connects instruction with the classes' prior knowledge and daily lives, as well as aspects of their community and life experiences. does not or rarely uses examples in instruction, activities, and assessments that reflect the cultural diversity of the class and do not include diverse social and cultural perspectives. does not or rarely uses instructional strategies or activities that help students learn to employ multiple perspectives to analyze, synthesize, and evaluate content and expand their understanding local and global issues. 	 inconsistently or unclearly connects instruction with classes' prior knowledge and daily lives, as well as aspects of their community and life experiences. uses examples in instruction, activities, and assessments that reflect the cultural diversity of the class, but do not include diverse social and cultural perspectives. occasionally or ineffectively uses instructional strategies and activities that help most students learn to employ multiple perspectives to analyze, synthesize, and evaluate content and expand their understanding local and global issues. 	 connects instruction with the classes' prior knowledge and daily lives, as well as aspects of their community and life experiences, uses examples in instruction, activities, and assessments that reflect the cultural diversity of the class and diverse social and cultural perspectives. uses instructional strategies and activities that help most students learn to employ multiple perspectives to analyze, synthesize, and evaluate content and expand their understanding local and global issues. 	 consistently and clearly connects instruction with the classes' prior knowledge and daily lives, as well as aspects of their community and life experiences uses relevant and timely examples in instruction, activities, and assessments that reflect the cultural diversity of the class and diverse social and cultural perspectives. regularly uses instructional strategies and activities that help all students learn to employ multiple perspectives to analyze, synthesize, and evaluate content and expand their understanding local and global issues by creating novel approaches to solving problems.



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	11. Communicates clearly and	effectively		
	Unsatisfactory	Emerging	Effective	Distinguished
	Teacher:	Teacher:	Teacher:	Teacher:
3. INSTRUCTION	 does not communicate written and oral content, expectations, explanations, directions, and procedures in a clear and organized manner. does not speak clearly or at an appropriate pace and dominates the discussion when facilitating student discussion/interaction. rarely makes eye contact with students or uses non-verbal communication to reinforce appropriate student behavior. consistently uses developmentally inappropriate language. 	 communicates written and oral content, expectations directions, and procedures, but occaesionally lacks clarity or effective organization. speaks clearly, but may not use appropriate pacing, or dominates the discussion when facilitating student discussion/interaction. regularly makes eye contact with students, but only occasionally uses non-verbal communication to reinforce. appropriate student behavior. sometimes uses language or explanations that are developmentally inappropriate. 	 communicates written and oral content, expectations, explanations, directions, and procedures clearly and concisely throughout the lesson. speaks clearly and at an appropriate pace and but occasionally monopolizes the discussion when facilitating student discussion/interaction. consistently makes eye contact with students and regularly uses non-verbal communication to reinforce appropriate language and explanations, but may not adapt his or her communication style as needed. 	 communicates written and oral content, expectations, explanations, directions, and procedures clearly and concisely throughout the lesson and adapts communication style in response to student behavior. speaks clearly and at an appropriate pace; successfully facilitates student discussion/interaction. consistently makes eye contact with students, regularly uses non-verbal communication to reinforce appropriate student behavior, and adapts non-verbal behavior to meet each individual student's needs. uses developmentally appropriate language and explanations and adapts communication style as



		om space and resources effective		
	Unsatisfactory	Emerging	Effective	Distinguished
4. LEARNING ENVIRONMENT	 Teacher: does not organize and use the physical space, materials, and resources in a reasonable manner and the arrangement impedes movement and communication for students and staff. does not provide space appropriate to individual student needs or planned activities. classroom is not safe and students do not have access, support, or time to use classroom and school resources. does not incorporate feedback from students when designing or rearranging learning environment. 	 Teacher: organizes and uses physical space, materials, and resources in a reasonable manner; however, the arrangement impedes movement and communication for some students and staff. provides spaces appropriate to some student needs or planned learning activities classroom is safe, but not all students have access, support, and time to use classroom and school resources. incorporates feedback from students when designing or rearranging learning environment, but may not include all students in the discussion or implement viable suggestions. 	 Teacher: organizes and uses physical space, materials and resources to facilitate movement and communication for most students and staff. provides spaces appropriate to most individual student needs and planned activities. classroom is safe and all students have access, support, and time to use classroom and school resources. incorporates feedback from all students when designing or rearranging learning environment, but may not implement viable suggestions. 	 Teacher: organizes and uses physical space, materials, and resources to facilitate movement and communication for all students and staff. provides spaces appropriate to all individual student needs and planned activities. classroom is safe and all students have maximum access, support, and time to use classroom and school resources. actively involves all students in designing the classroom layout and planning use of materials and resources.



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	13. Creates and maintains a cli	mate of safety, respect, and supp	ort for all students	
	Unsatisfactory	Emerging	Effective	Distinguished
	Teacher:	Teacher:	Teacher:	Teacher:
4. LEARNING ENVIRONMENT	 does not treat all students with respect and has poor relationships with some students; uses derogatory statements about students' identities, cultures, or backgrounds. disregards the diverse experiences of students and the achievements of groups or individual students. rarely or does not publically praise students and sometimes engages in public criticism of students. does not establish or rarely enforces rules and practices to ensure students feel safe and welcome in the classroom. 	 treats all students with respect and establishes rapport with each student. overlooks opportunities to draw on the diverse experiences of students or celebrate the achievements of groups or individual students. publically praises students, but in a limited or inconsistent manner, and is not always successful at keeping criticism of students to private conversations or communications. establishes and enforces rules and practices to ensure students feel safe and welcome in the classroom, but enforcement is inflexible. 	 treats all students with respect and has a strong, nurturing relationship with each student. cultivates a climate of inclusion by building on the diverse experiences of students and by celebrating the achievements of groups and individual students. Inconsistently publically praises students and keeps criticism of students to private conversations or communications. establishes and enforces rules and practices with consistency and discernment to ensure students feel safe and welcome in the classroom. 	 treats all students with respect, has a strong, nurturing relationship with each student, and proactively facilitates respectful and encouraging relationships among students. facilitates student collaboration by encouraging students to recognize and celebrate the diverse experiences and achievements of groups and individual students. is thoughtful and consistent in publically praising students and keeping criticism of students to private conversations or communications. establishes and enforces rules and practices with consistency and discernment to ensure students feel safe and welcome in the classroom; anticipates potential problems and addresses them proactively; when possible, engages students in establishing and enforcing rules.



INI	14. Maximizes time available	for instruction		
ME	Unsatisfactory	Emerging	Effective	Distinguished
Z	Teacher:	Teacher:	Teacher:	Teacher:
4. LEARNING ENVIRONMENT	• Begins class late, does not establish clear procedures, does not transition smoothly between tasks, and allows disruptions to continue unaddressed.	• Begins class at irregular times, establishes procedures but these are not followed consistently, does not transition smoothly between tasks, and disruptions are addressed but in an inefficient manner.	• Begins class on time, establishes and follows consistent procedures, transitions smoothly between tasks, handles disruptions efficiently, and discourages digressions.	• Begins class on time, establishes and follows consistent procedures, transitions smoothly between tasks, handles disruptions efficiently, discourages digressions, and involves students in developing and managing classroom procedures.



	15. Establishes and maintains a	a culture of learning to high expe	ctations	
	Unsatisfactory	Emerging	Effective	Distinguished
	Teacher:	Teacher:	Teacher:	Teacher:
4. LEARNING ENVIRONMENT	 does not clearly or consistently communicate instructional goals to students and has modest or inconsistent expectations of students. does not hold all students accountable for meeting instructional goals. does not provide opportunities for student to reflect on academic progress. 	 does not clearly or consistently communicate instructional goals to students, but has high expectations for students of all levels. holds most students accountable for meeting instructional goals, but could be more consistent with the entire class. provides limited opportunities for students to reflect on academic progress. 	 clearly and consistently communicates instructional goals to students and has high expectations for students of all levels. consistently holds all students accountable for meeting instructional goals. provides regular opportunities for students to reflect on academic progress, but these may not be integrated into lesson plans. 	 clearly and consistently communicates instructional goals to students, has high expectations for students of all levels, and encourages student participation when revising or establishing goals (if applicable). consistently holds all students accountable for meeting instructional goals and anticipates when these goals may need to change. provides regular opportunities for students to reflect on academic progress and the opportunities are integrated
				into lesson plans.



	16. Manages student behavior	to provide productive learning op	oportunities for all students	
	Unsatisfactory	Emerging	Effective	Distinguished
4. LEARNING ENVIRONMENT	 Teacher: does not establish and communicate classroom rules and expectations. does not monitor student behavior or anticipate problems and/or responds to inappropriate behavior in an inconsistent manner. 	 Teacher: establishes and communicates classroom rules and expectations, but overlooks opportunities to reinforce them. monitors student behavior but may not anticipate problems and occasionally responds inconsistently to inappropriate behavior. 	 Teacher: establishes, communicates, and reinforces classroom rules and expectations, and ensures that students understand the rules. monitors student behavior and responds consistently to inappropriate behavior, but may not anticipate potential problems. 	 Teacher: establishes, communicates, and reinforces classroom rules and expectations, ensures that students understand the rules, and involves students in the creation and monitoring of classroom rules and expectations. monitors student behavior, anticipates potential problems, and prevents inappropriate behaviors from occurring by proactively reinforcing procedures.



	17. Engages in continuous prot	fessional development and applie	es new information learned in the	classroom
	Unsatisfactory	Emerging	Effective	Distinguished
5. PROFESSIONAL RESPONSIBILITIES	 Teacher: participates only in professional development activities that are required. does not apply lessons learned from professional development to benefit students. does not have a personal plan for continuous improvement. 	 Teacher: participates only in professional development activities that are convenient. applies lessons learned from professional development to benefit students, but does not fully integrate the new information into lesson plans, instructional strategies, or classroom procedures. has, but does not maintain, a personal plan for continuous improvement; priorities may not be consistent with district goals, or are not based on analysis of student assessment results or annual performance appraisal. 	 Teacher: proactively seeks out and participates in professional development activities. applies lessons learned from professional development to benefit students and fully integrates the new information into lesson plans, instructional strategies, or classroom procedures. proactively develops and maintains a personal plan for continuous improvement with priorities consistent with district goals, based on analysis of student assessment results and annual performance appraisal. 	 Teacher: proactively seeks out and participates in professional development and makes a substantial contribution to the profession through activities such as action research and coaching (formally or informally) other teachers. applies lessons learned from professional development to benefit students, fully integrates the new material integrates the new material integrates, or classroom procedures, and shares new information/lessons learned with colleagues. coaches and/or collaborates with other colleagues in developing a personal plan for continuous improvement with priorities consistent with district goals and based on analysis of student assessment results and annual performance appraisal.



	18. Demonstrates professionali	ism and high ethical standards/ac	ts in alignment with Mississippi	Code of Ethics
ES	Unsatisfactory	Emerging	Effective	Distinguished
IL	Teacher:	Teacher:	Teacher:	Teacher:
5. PROFESSIONAL RESPONSIBILITIES	 is unfamiliar with Mississippi Code of Ethics and does not engage in safe, legal, and ethical use of information and technology, including appropriate documentation of sources and respect for others in the use of social media does not comply with school and district regulations and timelines. 	 is familiar with Mississippi Code of Ethics and engages in safe, legal, and ethical use of information and technology, including appropriate documentation of sources and respect for others in the use of social media. complies minimally with school and district regulations and timelines. 	 is familiar with Mississippi Code of Ethics and advocates, models, and teachs safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media. complies fully with school and district regulations and timelines. 	 is familiar with Mississippi Code of Ethics and collaborates with colleagues to advocate, model, and teach safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media. Leads and collaborates with colleagues to ensure full compliance with school and district regulations and timelines by encouraging others do the same.



	19. Establishes and maintains effective communication with families			
	Unsatisfactory	Emerging	Effective	Distinguished
5. PROFESSIONAL RESPONSIBILITIES	 Teacher: provides little or no information to families on student progress and activities. makes no attempt to engage families in the instructional program or class activities. Makes no attempt to engage in communication with students' families to establish expectations to support student development and achievement. . 	 Teacher: provides information to families on student progress and activities; however, communication is sporadic, incomplete, or unclear. sporadically engages some families in the instructional program or class activities. Sporadically engages in communication with students' families to establish expectations to support student development and achievement. 	 Teacher: provides clear, understandable information to families on student progress and activities on a regular and consistent basis throughout the school year. consistently engages families in the instructional program and class activities. engages in ongoing communication with students' families to establish expectations to support student development and achievement. 	 Teacher: provides clear, understandable information to families on student progress and activities on a regular and consistent basis throughout the school year and encourages student participation in communicating with families. consistently engages families in the instructional program and class activities; incorporates student and family feedback in instructional content and activities when appropriate and reasonable. attempts to work collaboratively with students and their families to establish mutual expectations to support student development and achievement.





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	Lesson plans:	Lesson plans:	Lesson plans:	Lesson plans:	
	 do not include the necessary 	• include only part of the	 include nearly all of the 	 include all of the necessary 	
	content and do not connect it	necessary content and/or do	necessary content and connect	content and connect it across	
	across disciplines.	not connect it across	it across disciplines; however,	disciplines with connections	
	 do not or rarely demonstrate 	disciplines.	connections are not	that are consistently clear,	
	appropriate sequencing of	• demonstrate inconsistent	consistently clear, meaningful,	meaningful, and relevant to	
	learning experiences or	sequencing of learning	or relevant to students' lives.	students' lives.	
	provide ways to demonstrate	experiences or provide limited	• demonstrate appropriate	• demonstrate appropriate	
	knowledge and skill.	ways to demonstrate	sequencing of learning	sequencing of learning	
	 does not or rarely demonstrate 	knowledge and skill.	experiences and provide	experiences and provide	
	appropriate choice of	• Inconsistently demonstrate	several ways to demonstrate	multiple and varied ways to	
	strategies, accommodations,	appropriate choice of	knowledge and skill.	demonstrate knowledge and	
	resources, and materials to	strategies, accommodations,		skill.	
	differentiate instruction for	resources, and materials to	demonstrate appropriate choice	 demonstrate collaboration 	
	individuals and groups of	differentiate instruction for	of strategies, accommodations,	with specialized professionals	
	learners; does not demonstrate	individuals and groups of	resources, and materials to	in making the appropriate	
	collaboration with specialized	learners; does not demonstrate	differentiate instruction for	choice of strategies,	
	professionals.	collaboration with specialized	individuals and groups of	accommodations, resources,	
1	e. special educators, related service provide	professionals. rs, language learning specialists, librarian	learners, but does not media specialists demonstrate collaboration with	and materials to differentiate	
<u>(e</u>		rs, language learning specialists, norariant	uchionsulate conaboration with	instruction for individuals and	
	differentiated and personalized	•include instructional strategies	specialized professionals.	groups of learners	
	to match all students' needs	that are differentiated and	include instructional strategies	include instructional strategies	
	and learning styles.	personalized, but do not match	that are differentiated and	that are differentiated and	
	do not include scaffolding and	most-students' needs and	personalized to match most	personalized to match all	
	other instructional strategies to	learning styles.	students' needs and learning	students' needs and learning	
	ensure student understanding.	 include two to three instances 	styles.	styles.	
		of scaffolding-and-other	include multiple instances of	include-multiple instances of	
		instructional strategies to	seaffolding-and-other	scaffolding and other	
		ensure student understanding,	instructional-strategies-to	instructional strategies that are	
		but strategies are not	ensure student understanding;	fully integrated with other	
		integrated with other	but, the strategies are not	components of the lesson to	
		components of the lesson.	fully or integrated with other	ensure student understanding.	









 2. Plans lessons that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.

 Unsatisfactory
 Emerging

 Effective
 Distinguished







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		A		
	<u>TeacherLesson plans:</u>	Teacher Lesson plans :	Teacher Lesson plans:	TeacherLesson plans:
	• does not use data (formal or	 sporadically or 	 consistently and 	 consistently and
	informal) about thestudents'	in <u>appropriately effectively</u> uses	appropriately effectively uses	appropriately effectively uses
	prior experiences, language	data (formal and informal)	data <u>(formal and informal)</u>	multiple and varied data
	proficiencies, achievement	about <u>thestudents</u> ' prior	about -students² prior	sources (formal and
	levels, and special needs of the	experiences, language	experiences, language	<u>informal)</u> of data about <u>the</u>
	<u>class</u>	proficiencies, achievement	proficiencies, achievement	students' prior experiences,
	• does not or rarely incorporates	levels, and special needs of the	levels, -and special needs of	language proficiencies,
	the classesstudents' questions	<u>class.</u> -	the class.	achievement levels, and special
	and interests by collaborating	 <u>sporadically</u>inconsistently 	 consistently and effectively 	needs of the class
	with students to design and	and/or ineffectively	incorporates the classestudents'	 consistently and effectively
	implement relevant learning	incorporates the	questions and interests by	incorporate <u>s the</u>
	experiences. and interests.	classesstudents' questions and	collaborating with students to	classesstudents' questions and
Ľ	• does not or rarely designs	interests by collaborating with	design and implement relevant	interests by collaborating with
	instructionprovide	students to design and	learning experiences. but does	students to design and
PLANNING	opportunities for students to	implement relevant learning	not use these to inform	implement relevant learning
	build onconnect the curriculum	experiences.	subsequent lesson plans	experiences while leveraging
2	with the classes' - their prior	• provide limited or sporadically	<u>•</u>	family and community
	knowledge, experience, and/or	or inappropriately designs	• consistently and appropriately	resources in the processand
	cultural background; does not	instruction infrequent	designs instruction to build	uses this information to inform
	allow learners to accelerate as	opportunities for students to	onprovide-multiple	subsequent-lesson plans
	they demonstrate their	build on -connect the	opportunities for most students	 <u>consistently and appropriately</u>
	understandings	curriculum with the classes' ir	to the classes' connect the	designs instruction -
	•	prior knowledge, experience,	curriculum with their prior	• provide multiple opportunities
		and/or cultural background;	knowledge, experience, and/or	for all students to build on the
		does not allow learners to	cultural background;	classes' connect the curriculum
		accelerate as they demonstrate	inconsistently allows learners	with their prior knowledge,
		their understandings	to accelerate as they	experience, and/or cultural
			demonstrate their	background - allows learners to
			understandings	accelerate as they demonstrate
			_	their understandings.














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		<u>(4. V 1064</u>	
Lesson plans:	Lesson plans:	Lesson plans:	Lesson plans:
 do not include instructional goals that incorporate higher-level learning for all students. do not include instructional goals appropriate for all students. do not demonstrate that teacher considers students' individual skill levels when selecting instructional goals and strategies. do not include instructional goals that align with state content standards, or when applicable, the CCSS. 	 include instructional goals that incorporate higher-level learning for most students. include instructional goals, but goals are not appropriate for all students. inconsistently demonstrate that teacher consider students' individual skill levels when selecting instructional goals and strategies. include instructional goals that only partially align with state content standards, or when applicable, the CCSS. 	 include instructional goals that incorporate higher-level learning for all students. include instructional goals appropriate for all students, but goals are not specific, measureable, or time-bound. demonstrate that teacher considers students' individual skill levels when selecting instructional goals and strategies. include instructional goals that fully align-align with state content standards, or when applicable, the CCSS, but do not culminate in a performance task(s). 	 include instructional goals that incorporate higher-level learning for all students and are connected to previous units and content. include instructional goals that are specific, measurable, time- bound, and appropriate for all students. demonstrate that the teacher <u>analyzes uses data driven</u> processes through multiple <u>and</u> <u>appropriate data</u> sources² of evidence to determine students' skill levels and considers those levels when selecting instructional goals and strategies. include instructional goals that fully align with state content standards, or when applicable, the CCSS, and culminate in a performance task(<u>s</u>)















	Á		
 Lesson plans:	Lesson plans:	Lesson plans:	Lesson plans:
 do not include knowledge and 	 include only part of the 	•include most of the knowledge	• include all the knowledge and
skills necessary for expected	knowledge and skills necessary	and skills necessary for	skills necessary for expected
student performance	for expected student	expected student performance	student performance specified
appropriatespecified in the	performance specified in the	specified in the Mississippi	in the Mississippi Curriculum
Mississippi Curriculum	Mississippi Curriculum	Curriculum Framework	Framework (MCF), or when
Framework (MCF), or when	Framework (MCF), or when	(MCF), or when applicable, the	applicable, the CCSS.
applicable, the CCSS. to the	applicable, the CCSS	<u>CCSS.</u>	appropriate to the unit.
unit.	appropriate to the unit.	•appropriate to the unit.	 regularly include <u>multiple and</u>
	 inconsistently include 	• regularly include opportunities	varied opportunities for all
 rarely or does not include 	opportunities for students to	for most students to solve	students to solve problems,
opportunities for the students	solve problems, manage	problems, manage themselves,	manage themselves, analyze,
to solve problems, manage	themselves, analyze, create,	analyze, create, and critique	create, and critique content,
themselves, analyze, create,	and critique content, work in	content, work in teams, or	work in teams, or
and critique content, work in	teams, or communicate with	communicate with each other.	communicate with each other.
teams, or communicate with	each other.	 include student activities and 	 include student activities and
each other.	• include student activities and	tasks that align, but not fully or	tasks that align fully and
• do not include or rarely include	tasks that vaguely align to the	clearly, to the appropriate	clearly to the appropriate
student activities and tasks that	appropriate expectations and	expectations, but are rigorous	expectations and are rigorous
align to the appropriate	are only partially rigorous and	and relevant.	and relevant.
expectations or are rigorous	relevant.	fully align with state content	fully align with state content
and relevant.	partially align with state content	standards, or when applicable,	standards, or when applicable,
do not align with state content	standards, or when applicable,	the CCSS appropriate to the unit.	the CCSS appropriate to the
standards, or when applicable,	the CCSS appropriate to the unit.		unit.
the CCSS appropriate to the unit.			



















	Å	aV VA	
Teacher:	Teacher:	Teacher:	Teacher:
does not or rarely a assessment	• a limited variety of assessment	-a variety of assessment tasks	works independently and
tasks and tools.	tasks and tools	and tools	collaboratively to appropriately
• does not or rarely uses	• ineffectively or inaccurately	• appropriately usess	a variety[j3] of assessment tasks
assessment results to adjust	uses assessment results to	assessment results to adjust	and tools[j4]
individual or whole-class	adjust individual or whole-	individual or whole-class	<u>onsistently</u> -uses assessment
instructional strategies.	class instructional strategies.	instructional strategies.	results to adjust individual or
• does not maintain accurate	• maintains limited or inaccurate	 maintains accurate and 	whole-class instructional
records of student work and	records of student work and	complete records of student	strategies
performance	performance (e.g. summative	work and performance	• maintains accurate and
 does not or rarely provides 	information only)	 provides clear and actionable 	complete records of student
students with feedback on their	• provides students with minimal	feedback to students to enable	work and performance that
performance.	or only summative feedback on	them to improve their	demonstrate student progress
	their performance.	performance.	 consistently provides clear and
(22)			actionable feedback to enable
		Ŵ	students to improve their
			performance







6. Incorporates[15] assessments into instructional planning that[16] demonstrate high expectations for all students.



Teacher:	Teacher:	Teacher:	Teacher:
 develops or selects a limited 	• develops or selects a limited	• develops or selects appropriate	• develops or selects appropriate
variety of appropriate	variety of appropriate	assessments and balances the	assessments and balances the
assessments and ineffectively	assessments and	use of formative, summative,	use of formative, summative,
combines formative,	inappropriately combines	and pre assessments to support	and pre assessments to support
summative, and pre	formative, summative, and pre	and verify learning to high	and verify learning to high
assessments to support and	assessments to support and	expectations; occasionally	expectations; continually seeks
verify learning to high	verify learning to high	seeks appropriate ways to	appropriate ways to employ
expectations. do not learning	expectations.	employ technology to support	technology to support
expectations [j7]for all students.		assessment practice.	assessment practice.
• when appropriate, does not	•	•	● _[<u>110]</u>
useinclude assessments that	• when appropriate, usesinclude	◆uses[i8]	• uses when appropriate []11],
align with the MCF or CCSS's	assessments that partially align	• when appropriate, include	include assessments that fully
framework (when applicable)	with the MCF or CCSS's	assessments that align with the	and clearly align [j12][j13] with
or are not rigorous and	framework (when applicable),	MCF or CCSS's framework	the MCF or CCSS's
relevant.	but may not be rigorous or	(when applicable) and are	framework and are rigorous
	relevant.	rigorous and relevant[9].	and relevant j14].
2003.00.	Welling Works		









Teacher:	Teacher:	Teacher:	Teacher:
 does not or rarely uses 	uses limited or insufficient	 uses multiple representations 	 uses multiple representations
representations and	representations and	and explanations that capture	and explanations that capture
explanations that capture key	explanations that capture key	key ideas in the discipline and	key ideas in the discipline and
ideas in the discipline; does not	ideas in the discipline; does not	promote each student's	promote each student's
promote each student's	promote each student's	achievement of content	achievement of content
achievement of content	achievement of content	standards by sometimes	standards by consistently
standards by anticipating	standards by anticipating	anticipating common	anticipating common
common misconceptions in	common misconceptions in	misconceptions in learning the	misconceptions in learning the
learning the discipline.	learning the discipline.	discipline.presents content that	discipline.
presents content that is	presents content that is factual,	is factual and current.	stimulates class reflection on
incorrect or not current.	but may not be the most	•relates content to classes' prior	prior content knowledge, links
•does not or rarely relates	current-information.	content knowledge, links new	new concepts to familiar
content to classes' prior	◆Inconsistently or ineffectively	concepts to familiar concepts,	concepts, and makes clear and
content knowledge, links new	relates content to classes' prior	and makes appropriate	relevant connections to the
concepts to familiar concepts.	content knowledge, links new	connections to the students'	students' experiences through
and makes appropriate	concepts to familiar concepts.	experiences. relates content to	real-life applications and tasks.
connections to the students'	and makes appropriate	most of students' life	presents content that is factual
experiences. relate content to	connections to the students'	experiences and uses multiple	and current and anticipates
students' life experiences or	experiences, relates content to	relevant examples	misunderstandings by
does not use relevant	part of the students' life	• connects the content to other	introducing additional relevant
examples.	experiences, or only uses one	appropriate two other subject	information.
• does not connect the content to	or two relevant examples.	area(s) and is connections are	relates content to all
other subject areas.	• ceonnects the content to one	generally effective and clear.	Histudents' life experiences
U	other subject areas butand/or	U V	and uses multiple relevant
	connections are ineffective or		example (117)
	unclear.		• assists students in
			connectsdeveloping a deep understanding by engaging
			students in -connecting the
			content to other appropriate
			subject areas and applying
			subject areas and applying content to solving timely real-
			content to solving timely real-

















	4	ev an aller	
Teacher:	Teacher:	Teacher:	Teacher:
 uses a single instructional strategy or resource that is consistently inappropriate for most students' skill levels or learning styles. does not link content with student interests. does not or rarely y-engages all students in active learning by providing opportunities to solve problems, manage themselves, 	 uses a variety of instructional strategies <u>and resources</u>, but strategies are sometimes inappropriate for most students' skill levels or learning styles. links content with student interests, but connections are occasionally unclear or ineffective. engages some students in active learning by providing a 	 uses a variety of instructional strategies <u>and resources</u> that are appropriate to most students' skill levels and learning styles. links content with student interests through clear and meaningful connections by occasionally incorporating students' questions and ideas when appropriate. engages most students in active 	 uses a variety of instructional strategies <u>and resources</u> that are appropriate for all students' skill levels and learning styles. links content with student interests through clear, meaningful connections by consistently incorporating students' questions and ideas when appropriate. regularly engages all students in active learning by providing
analyze, create, or critique content, communicate with each other, and work in teams.	few opportunities to solve problems, manage themselves, analyze, create, or critique content, communicate with	learning by providing multiple opportunities to solve problems, manage themselves, analyze, create, or critique	multiple opportunities to problems, manage themselves, analyze, create, or critique content, communicate with
• does not engage the class in using appropriate learning skills and technology tools to access, interpret, and apply information.	 each other, and work in teams. inconsistently engages the class in using appropriate learning skills and technology tools to access, interpret, and apply information. 	content, communicate with each other, and work in teams. • engages the class in using appropriate learning skills and technology tools to access, interpret, and apply	 each other, and work in teams. engages the class in using a wide range of learning skills and diverse technology tools to access, interpret, and apply information;
does not adapt instruction to		information.	Anticipates a need to further
ensure appropriate challenge	is sometimes unsuccessful in		challenge all learners and
for all learners.	adapting instruction to ensure	adapts instruction to ensure	adapts instruction accordingly.
	appropriate challenge for all	appropriate challenge for all	











Unsatisfactory	Emerging	Effective	Distinguished
Teacher: • does not use questions to check for understanding of content or does not respond or adapt instruction to student misunderstandings. • uses questions, coaching, and feedback that elicit limited student participation and lead	Teacher: • uses questions to check for understanding of content, but sometimes inadequately corrects most student misunderstandings or at <u>inappropriate times</u> ; or is ineffective at adapting instruction. • uses questions, coaching, and	Teacher: • uses questions to check for understanding of content, adequately corrects most student misunderstandings <u>at</u> <u>appropriate times</u> , and adapts instruction when needed. • uses questions, coaching, and feedback that elicit good participation and discussion;	Teacher: • uses questions to check for understanding of content and skillfully corrects all student misunderstandings <u>at</u> <u>appropriate times</u> , and effectively <u>anticipates the</u> <u>needy_to</u> adapts instruction. • Uses questions, coaching, and feedback that elicit extensive
 to recitation of information rather than discussion. does not respond to students' correct answers by probing for higher-level understanding. does not use questions to help 	 uses questions, coaching, and feedback that elicit good participation and discussion; but most questions require only lower order thinking skills and are <u>not timed</u> <u>appropriatelyposed in rapid</u> 	 questions require higher order thinking skills, but are <u>not</u> <u>timed appropriatelyposed in</u> rapid succession. responds to students' correct answers by probing for higher- 	 feedback that elecit extensive participation and discussion; questions require higher order thinking and are timed appropriately throughout the lesson. responds to students' correct





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students make connections to	succession.	level understanding more than	answers by probing for higher-
other students' comments.	• responds to students' correct	half of the time.	level understanding each time.
	answers by probing for higher-	• uses questions to help students	• uses questions to help students
	level understanding less than	make connections to other	make connections to other
	half of the time.	students' comments and does	students' comments and does
	• uses questions to help students	so at appropriate times, but	so at appropriate times and
	make connections to other	may not probe to encourage	probes to encourage further
	students' comments, but may	further discussion.	discussion.
	do so at inappropriate times or	A. VA	
	may not probe to encourage		
	further discussion.		
		8 1	





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	10. Brings multiple perspecti	ves to the delivery of content		
	Unsatisfactory	Emerging	Effective	Distinguished
	Teacher:	Teacher:	Teacher:	Teacher:
3. INSTRUCTION	 does not or rarely connects instruction with <u>the</u> <u>classesstudents</u>' prior knowledge and daily lives, as well as aspects of their community and life experiences. does not or rarely uses examples in instruction, activities, and assessments that reflect the cultural diversity of <u>the class and do not include</u> <u>diverse social and cultural</u> <u>perspectives.</u> students. 	 inconsistently or unclearlyoccasionally connects instruction with classesstudents' prior knowledge and daily lives, as well as aspects of their community and life experiences. usesUses examples in instruction, activities, and assessments that reflect the cultural diversity of the class. but do not include diverse social and cultural 	 regularly connects instruction with the classesstudents' prior knowledge and daily lives, as well as aspects of their community and life experiences, but may not fully integrate these efforts into the lesson. uses examples in instruction, activities, and assessments that reflect the cultural diversity of of most the classstudents and - diverse social and cultural perspectives. 	 <u>consistently and clearly</u> regularly connects- instruction with <u>the classesstudents</u>' prior knowledge and daily lives, as well as aspects of their community and life experiences and fully integrates these efforts into the lesson. uses <u>relevant and timely</u> examples in instruction, activities, and assessments that reflect the cultural diversity of <u>the class and diverse social</u>
	• does not or rarely uses	perspectives.some students -	• regularly uses instructional	and cultural perspectives. all






 instructional strategies <u>orand</u> student activities that help most students learn to employ multiple perspectives to analyze, synthesize, and evaluate content <u>and expand</u> their understanding local and global issues occasionally or sometimes ineffectively uses instructional strategies and student activities that help most students learn to employ multiple perspectives to analyze, synthesize, and evaluate content <u>and expand</u> their understanding local and global issues 	strategies and student activities that help most students learn to employ multiple perspectives to analyze, synthesize, and evaluate content and expand their understanding local and global issues	students.[j18] regularly uses instructional strategies and student activities that help all students learn to employ multiple perspectives to analyze, synthesize, and evaluate content and expand their understanding local and global issues by creating novel approaches to solving problems; [j19]
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j.	A. V 1888.	
Teacher:	Teacher:	Teacher:
• communicates written and oral	• communicates written and oral	 communicates written and oral
content, expectations	content, expectations,	content, expectations,
directions, and procedures, but	explanations, directions, and	explanations, directions, and
occaesionally lacks clarity or	procedures clearly and	procedures clearly and
effective organization.	concisely throughout the	concisely throughout the
• speaks <u>clearly</u> fluently, but may	lesson.	lesson and adapts
occasionally mispronounce	• speaks fluently and pronounces	communication style in
wordnot use appropriate	words correctly but may	response to student behavior.
pacing, s or dominates the	occasionally hesitate when	• speaks fluently and pronounces
discussion hesitates at length	responding to speaks clearly	words correctly; promptly and
when respondingwhen to	and at an appropriate pace and	cogently responds to student
student questions or facilitating	but occasionally monopolizes	questions or clearly and at an
student discussion/interaction.	the discussion when student	appropriate pace; successfully
• regularly makes eye contact	questions or facilitatinging	facilitates student
with students, but only	student discussion/interaction.	discussion/interaction.
occasionally uses non-verbal	• consistently makes eye contact	• consistently makes eye contact
communication to reinforce.	with students and regularly	with students, regularly uses
appropriate student behavior.	uses non-verbal	non-verbal communication to
	 communicates written and oral content, expectations directions, and procedures, but occaesionally lacks clarity or effective organization. speaks <u>clearlyfluently</u>, but may occasionally mispronounce wordnot use appropriate pacing, *or dominates the discussion hesitates at length when responding when to student questions or facilitating student discussion/interaction. regularly makes eye contact with students, but only occasionally uses non-verbal communication to reinforce. 	 communicates written and oral content, expectations directions, and procedures, but occaesionally lacks clarity or effective organization. speaks clearlyfluently, but may occasionally mispronounce wordnot use appropriate pacing, s or dominates the discussion hesitates at length when responding when to student discussion/interaction. regularly makes cyc contact with students, but only occasionally uses non-verbal communication to reinforce. communicates written and oral content, expectations, explanations, directions, and procedures clearly and concisely throughout the lesson. speaks fluently and pronounces words correctly but may eccasionally hesitate when responding to speaks clearly and at an appropriate pace and but occasionally monopolizes the discussion/interaction. regularly makes cyc contact with students, but only occasionally uses non-verbal communication to reinforce.





developm language.	entally inappropriate	sometimes uses language or explanations that are not developmentally inappropriate.	 communication to reinforce appropriate student behavior. uses developmentally appropriate language and explanations, but may be not unable to adapt his or her communication style as needed. 	 reinforce appropriate student behavior, and adapts non- verbal behavior to meet each individual student's needs. uses developmentally appropriate language and explanations and adapts communication style as
				needed.





		NMENT[j20][j21][j22][j23][j24][j25]	
12. Manages <u>available</u> classi Unsatisfactory	oom space and resources effect Emerging	Effective	Distinguished
Teacher: • does not organize and use the physical space, materials, and resources in a reasonable manner and the arrangement impedes movement and communication for students and staff. • does not provide space appropriate to individual student needs or planned activities. • classroom is not safe j26jand	 Teacher: organizes and uses physical space, materials, and resources in a reasonable manner; however, the arrangement impedes movement and communication for some students and staff. provides spaces appropriate to some student needs or planned learning activities classroom is safe, but not all students have access, support, 	 Teacher. organizes and uses physical space, materials and resources to facilitate movement and communication for most students and staff. provides spaces appropriate to most individual student needs and planned activities. classroom is safe and all students have access, support, and time to use classroom and school resources. 	Teacher: • organizes and uses physical spaj30jce, materials, and resources to facilitate movement and communication for all students and staff. [j31] • provides spaces appropriate to all individual student needs and planned activities. • classroom is safe and all students have maximum[j32][j33] access, support, and time to use classroom and school





and time to use classroom and vincorporates feedback f	rom all resources[j34] [j35][j36]
school resources. students when designing	g or • actively involves all students in
• incorporates feedback from [j28]rearranging learning	designing the classroom layout
students feedback when environment, but may n	
designing or rearranging implement viable	materials and
learning environment, but may suggestions[29].	resources[j38][j39][j40][j41].
not include all students in the	[]42][]43][]44]
discussion or implement viable	
suggestions.	
	school resources. • incorporates feedback from students feedback-when designing or rearranging learning environment, but may not include all students in the discussion or implement viable





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Unsatisfactory	Emerging	Effective	Distinguished
Teacher:	Teacher:	Teacher:	Teacher:
Teacher: • does not treat all students with respect and has poor relationships with some students; uses derogatory	• treats all students with respect	• treats all students with respect	• treats all students with respect,
respect and has poor	and establishes rapport with	and has a strong, nurturing	has a strong, nurturing[j53]
relationships with some	each student.	relationship with each student.	relationship [j54] with each
students; uses derogatory	• overlooks opportunities [148]to	• cultivates a climate of	student, and proactively
statements about students'	draw on the diverse	inclusion by building on the	facilitat <u>esing</u> respectful <u>and</u> ;
identities, cultures, or	experiences of students or	diverse experiences of students	encouraging relationships
backgrounds.	celebrate the achievements of	and by celebrating the	among [j55]students.
• disregards the diverse experiences of students and the achievements of groups or	groups or individual students.	achievements of groups and	• facilitates student
experiences of students and the	• publically praises students, but	individual students.	collaboration by encouraging
achievements of groups or	in a limited or inconsistent	• Inconsistently publically	students to recognize and
individual students.	manner, and is not always	praises students and keeps	celebrate the diverse
• rarely or does not publically	successful at keeping criticism	criticism of students to private	experiences and achievements
praise students and sometimes	of students to private	conversations or	of groups and individual
engages in public criticism of	conversations or	[149]communications _e , but could	students.
students [j47]	communications.	improve consistency [js0]-[js1]	• is thoughtful and consistent[j56





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14. Maximizes time available Unsatisfactory	tor instruction[60][61][62][66]	Effective Distinguished		
Teacher:	Teacher:	Teacher:	Teacher:	
• Begins class late, does not establish clear procedures, does not transition smoothly between tasks, and allows disruption of the continue unaddressed.	• Begin[165]s class at irregular times, establishes procedures but these are not followed consistently, does not transition smoothly between tasks, and disruptions are addressed but in an inefficient manner.	• Begins[j66] class on time, establishes and follows consistent procedures, transitions smoothly between tasks, handles disruptions efficiently, and discourages digressions[j67].	Begins[i68] class on time, establishes and follows consistent procedures, transitions smoothly between tasks, handles disruptions efficiently, discourages digressions, and involves students in [i69]developing and managing-classroom procedures[i70]. [j71][j72]	





Unsatisfactory	Emerging	Effective	Distinguished
Teacher:	Teacher:	Teacher:	Teacher:
 does not clearly or consistently communicate instructional goals to students and has modest or inconsistent expectations of students. does not hold all students [i74]accountable for meeting instructional goals. 	 does not clearly or consistently communicate instructional goals to students, but has high expectations for students of all levels. holds mosj75jt students accountable for meeting instructional goals, but could 	 clearly and consistently communicates instructional [76]goals to students and has high expectations for students of all levels. consistently holds all students accountable for meeting instructional goals. 	 clearly and consistently communicates instructional goals to students[77], has high expectations for students of al levels, and encourages student participation when revising or establishing goals (if applicable).
 does not provide opportunities for student to reflect on academic progress. 	be more consistent with the entire class. • provides limited opportunities for students to reflect on academic progress.	• provides regular opportunities for students to reflect on academic progress, but these may not be integrated into lesson plans.	 consistently holds all students accountable for meeting instructional goals and anticipates [38] when these goals may need to change. provides regular opportunities











	16j87j. Manages student beha	vior to provide productive leas Emerging[191]	ning opportunities for all stude Effective	ents[188][189][190] Distinguished
LEARNING ENVIRONMENT	 Teacher: does not establish and communicate classroom rules and expectations. does not monitor student behavior or anticipate [j92]problems and/or responds to inappropriate behavior in an inconsistent manner. 	 Teacher: establishes and communicates classroom rules and expectations, but overlooks opportunities to reinforce them. monitors student behavior but may not anticipate problems and oceasionally responds inconsistently to inappropriate behavior. 	 Teacher: establishes, communicates, and reinforces classroom rules [99]and expectations, and ensures that students understand the rules. monitors student behavior and responds consistently to inappropriate behavior, but may not anticipate potential problems.[94] 	Teacher: • establishes, communicates, and reinforces classroom rules and expectations, ensures that students understand the rules, and involves students in the creation and monitoring of classroom rules and expectations[j95[196][97], [j98] • monitors student behavior, anticipates potential problems, and prevents inappropriate behaviors from occurring by









		5. PROFESSIONAL R	ESPONSIBILITIES [1100]	
17. Enga	ges in continuous pr	ofessional development and ap	plies new information learned	in the classroom
Un	satisfactory	Emerging	Effective	Distinguished
activities • does not a from profi to benefit • does not h	hal development that are required. apply lessons learned essional development	Teacher: • participates only in professional development activities that are convenient. • applies lessons learned from professional development to benefit students, but does not fully integrate the new information into lesson plans, instructional strategies, or classroom procedures. • <u>has, but does not maintain.Has</u> a personal plan for continuous	 Teacher: proactively seeks out and participates in professional development activities. applies lessons learned from professional development to benefit students and fully integrates the new information into lesson plans, instructional strategies, or classroom procedures. proactively develops and maintains a personal plan for 	Teacher: • proactively seeks out and participates in professional development and makes a substantial contribution to the profession through activities such as action research and <u>coaching (formally or</u> <u>informally) othermentoring</u> new teachers. • applies lessons learned from professional development to benefit students, fully



Description of Appraisal Approaches

Artifacts Review

The Artifacts Review will consist of a structured evaluation of a teacher's portfolio. Examples of work that may be evaluated include lesson plans and assessments. The guidelines will suggest that two raters review the teacher's work. These raters should either be an administrator or a peer. For feasibility purposes, ratings can be completed in conjunction with Classroom Observations.

Pre/Post-Observation Conference

The Pre/Post-observation Conference will consist of two scheduled meetings between a rater and the teacher. The pre-conference meeting will take place prior to the rater's observation of the teacher's classroom performance. The guidelines will provide raters with a semi-structured protocol to use during the pre-conference. The pre-conference will provide questions that focus on a teacher's performance associated with Planning and Assessment. It will also provide the teacher with the opportunity to identify specific considerations for their classroom. The protocol for the post-conference will provide the evaluator with questions to facilitate the feedback process. The post-conference will emphasize formative evaluation and provide suggestions for development activities to improve a teacher's performance.

Classroom Observation

The Classroom Observation will consist of a structured evaluation of a teacher's performance in a classroom environment. Ratings will be provided by two different raters on two separate occasions. Each teacher will be evaluated by both an administrator and a peer. Raters will observe a teacher's performance and record their observations using a modified scripting approach. Raters will be trained in how to complete this type of scripting. After the observation, raters will review their notes and provide ratings using a 4-point rating scale. Raters will also provide rationales that cite specific instances of behavior for each rating. Self-Assessment

The Self-assessment will consist of a series of closed-ended questions that pertain to a teacher's professional responsibilities. Teachers will evaluate their level of performance using a 4-point rating scale. Teachers will also be provided the opportunity to reflect on their performance using open-response questions.

Student/Peer Surveys

Student and Peer Surveys will be conducted to gather additional information on teacher's performance. The student survey will consist of a series of closed-ended questions that assess a teacher's performance on the standards within the Instruction domain. Peer surveys will also consist of closed-ended questions, but will evaluate the standards within the Professional Responsibilities domain.



MISSISSIPPI TEACHER APPRAISAL INSTRUMENT – ASSESSMENT MATRIX

	Standards	Self- Assessment	Artifacts Review	Pre/Post- Observation Conference	Classroom Observation	Peer Survey	Student Survey
	1. Plans lessons that demonstrate knowledge of content and pedagogy		Х	Х			
ING	2. Plans lessons that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs		Х	Х			
PLANNING	3. Selects instructional goals that incorporate higher-level learning for all students		Х	Х			
	4. Plans units of instruction that align with Mississippi's state content standards, or when applicable, the Common Core State Standards		Х	Х			
ment	5. Collects and organizes data from assessments to provide feedback to students and adjusts lessons/instruction as necessary		X	Х			
Assessment	6. Incorporates assessments into instructional planning that demonstrate high expectations for all students		Х	Х			
INSTRU CTION	7. Demonstrates deep knowledge of content during instruction				Х		
INS. CTI	8. Actively engages students in the learning process				Х		



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LEARNING ENVIRONMENT	9. Uses questioning and					
	discussion techniques to promote			Х		
	higher order thinking skills					
	10. Brings multiple perspectives to			V		V
	the delivery of content			Х		Х
	11. Communicates clearly and			37		
	effectively			Х		
	12. Manages classroom space and					
	resources effectively for student		Х			Х
	learning					
	13. Creates and maintains a					
	climate of safety, respect, and		Х	Х		Х
			Δ	1		A
	support for all students					
	14. Maximizes time available for			Х		Х
	instruction					
	15. Establishes and maintains a					
	culture of learning to high		X	Х		Х
	expectations					
	16. Manages student behavior to					
	provide productive learning		Х	Х		Х
	opportunities for all students					
PROFESSIONAL RESPONSIBILITIES	17. Engages in continuous					
	professional development and					
	applies new information learned	Х	X			
	in the classroom					
	18. Demonstrates professionalism					
	and high ethical standards/acts in	Х	Х	Х	Х	
	alignment with Mississippi Code of					
	Ethics					
	19. Establishes and maintains					
	effective communication with	X	Х			
	families					



20. Collaborates with colleagues and is an active member of a professional learning community in the school	Х	х			Х							