

M-STAR

Mississippi Statewide Teacher Appraisal Rubric
Reaching Professional Excellence



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

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What is M-STAR?

The Mississippi Statewide Teacher Appraisal Rubric (M-STAR) is an evaluation process designed to improve the professional performance of all educators. M-STAR provides a reliable and valid system of performance assessments based on common standards used to gauge teacher effectiveness, help track educational progress, identify areas of need, and improve performance throughout a teacher's career.

Goals

- Provide formative assessment information about the performance of individual teachers to help highlight areas of strength and identify areas for growth
- Serve as a guide for teachers as they reflect upon their own practices
- Provide shared understanding regarding priorities, goals, and expectations of quality practice
- Serve as a tool to help structure principal instructional leadership and feedback



Multiple Measures

M-STAR includes multiple methods of evaluation in order to appraise every teacher on all standards.

Measures include:

- Formal classroom observations
- Pre-observation and post-observation conferences
- Informal “walkthrough” observations
- A review of artifacts
- Teacher self-assessment
- Student surveys



Mississippi Teacher Performance Standards

The Mississippi Teacher Performance Standards are designed to provide a shared and focused understanding of the priorities, values, and expectations of Mississippi teachers in their work of educating students.

The teacher performance standards are divided into five domains. Each domain includes standards directly related to that domain.



Teacher Performance Levels

A teacher's performance on each standard will be appraised in accordance with a four-level rating scale.

- ★ **Level 4** indicates that the teacher's performance consistently exceeds expectations.
- ★ **Level 3** indicates that the teacher's performance meets expectations.
- ★ **Level 2** indicates that the teacher's performance inconsistently meets expectations.
- ★ **Level 1** indicates that the teacher's performance does not meet expectations.



**For more information, please contact
the Mississippi Teacher Center.**



601.359.3631



www.mde.k12.ms.us/teacher-center

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The Teacher Observation Cycle

The Teacher Observation Cycle includes multiple methods of evaluation in order to evaluate every teacher on all standards and to obtain a comprehensive understanding of each teacher's areas of strength and areas for growth. The M-STAR process includes 5 steps in the evaluation cycle:

- 1. Teacher Self-Assessment:** Teachers should reflect on their professional practice relative to the best practices identified by research. The purpose of self-assessment is two-fold: It actively engages the educator in launching his or her own evaluation, and it prepares the educator to propose rigorous, targeted goals. This can be based on data/scores and/or areas for growth. * Go to <http://www.mde.k12.ms.us/teacher-center/mississippi-teacher-evaluation-system> to view a teacher self-assessment form.
- 2. Walk-through Observations:** The administrator will conduct a minimum of five walk-through classroom visits. The unannounced visits should last 10-15 minutes and are used by the administrator to provide quick checks of teacher performance so that feedback can be given on that lesson. The walk-through observations occur throughout the school year.
- 3. Formal Observations and Conferences:** Each teacher will be formally observed at least two times during the school year. Both formal observations will be announced and scheduled in advance with the teacher. The formative observation should be completed during the first half of the school year; the summative observation should be completed during the second half of the school year.

All formal observations must be performed by licensed educators or administrators who have successfully completed all MDE M-STAR training requirements. At least one formal observation must be performed by an administrator. The second formal observation may be performed by an educator or administrator. The local school district shall designate the administrators and educators to perform observations within their school district.

All formal observations will include a pre-observation conference and a post-observation conference.

- **Pre-observation conference** – The pre-observation conference should occur one to two days prior to the observation. This conference provides the opportunity for the teacher to describe the context and plans for the class session, review submitted artifacts, and discuss goals related to the self-assessment. An ideal length of time for a pre-observation conference is 10-20 minutes.

* Adapted from the Massachusetts Department of Elementary and Secondary Education

- **Post-observation conference** – The post-observation conference should take place no later than one week after the observation. This conference provides the opportunity for the evaluator to provide feedback and to discuss the areas for growth. If professional development is needed, the administrator will design a plan with input from the teacher.

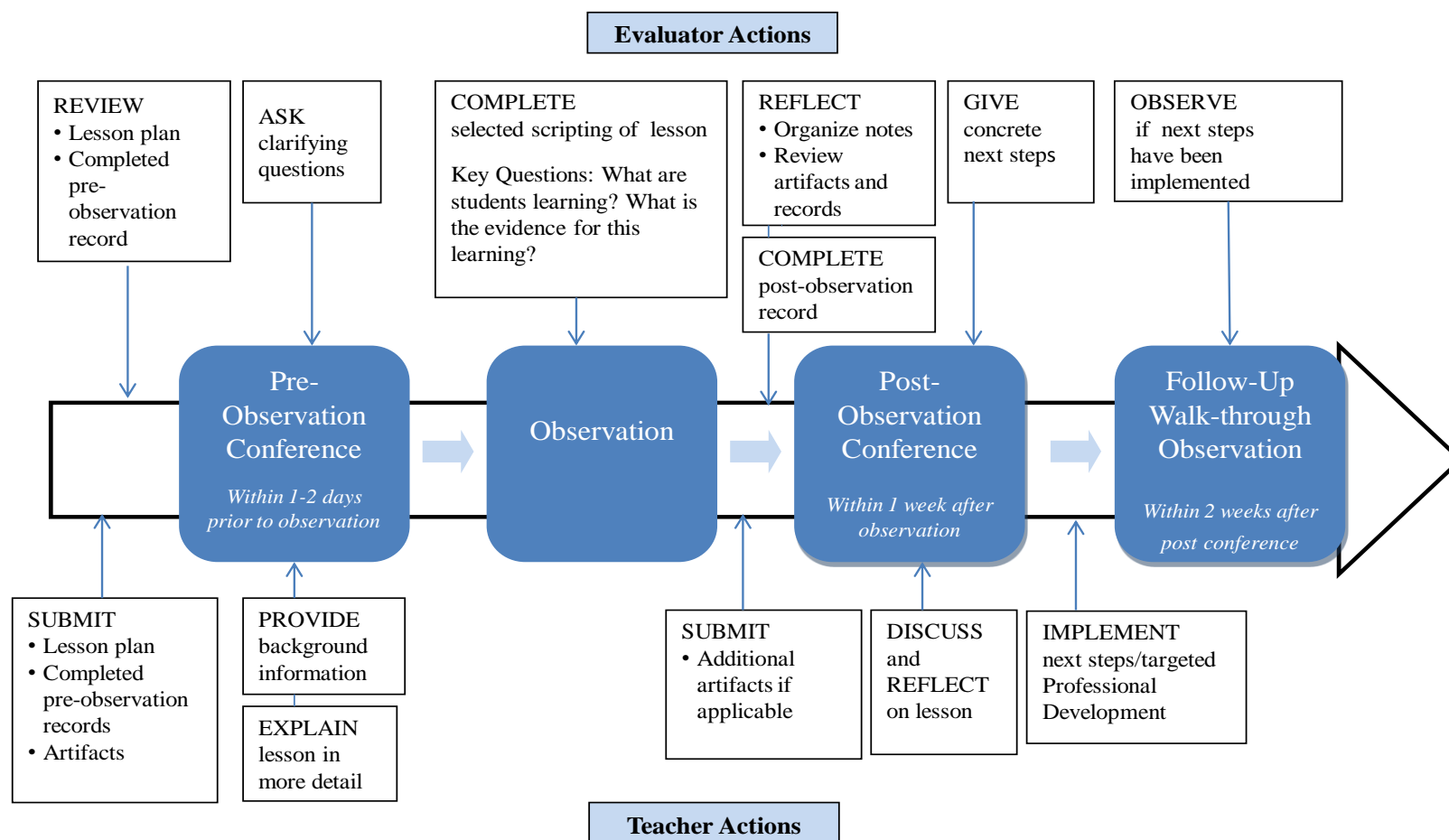
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4. **Review of Artifacts** – Artifacts are materials submitted by the teacher which should be linked to the domains and standards of M-STAR in support of student learning and effective teacher practice. Examples may include professional development activities, student work, interventions, behavior logs, etc.

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5. **Student Survey (optional)** – The student survey may be given once a year. School districts may develop their own survey or utilize an established and appropriate one.

The Formal Observation Cycle



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M-STAR Standards

The M-STAR standards are designed to provide a shared and focused understanding of the priorities, values, and expectations of Mississippi teachers in their work of educating students. The performance standards provide a structure to assess teacher performance with the goal of highlighting and rewarding strengths and identifying and addressing challenges.

The teacher performance standards are divided into five domains. Each domain includes standards directly related to that domain.

Domain I: Planning

1. Plans lessons that demonstrate knowledge of content and pedagogy.
2. Plans lessons that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.
3. Selects instructional goals that incorporate higher level learning for all students.
4. Plans units of instruction that align with Mississippi Curriculum Frameworks or, when applicable, the Common Core State Standards.

Domain II: Assessment

5. Collects and organizes data from assessments to provide feedback to students, and adjusts lessons and instruction as necessary.
6. Incorporates assessments into instructional planning that demonstrate high expectations for all students.

Domain III: Instruction

7. Demonstrates deep knowledge of content during instruction.
8. Actively engages students in the learning process.
9. Uses questioning and discussion techniques to promote higher order thinking skills.
10. Brings multiple perspectives to the delivery of content.
11. Communicates clearly and effectively.

Domain IV: Learning Environment

12. Manages classroom space and resources effectively for student learning.
13. Creates and maintains a climate of safety, respect, and support for all students.
14. Maximizes time available for instruction.
15. Establishes and maintains a culture of learning to high expectations.
16. Manages student behavior to provide productive learning opportunities for all students.

Domain V: Professional Responsibilities

17. Engages in continuous professional development and applies new information learned in the classroom.
18. Demonstrates professionalism and high ethical standards; acts in alignment with Mississippi Code of Ethics.
19. Establishes and maintains effective communication with families.
20. Collaborates with colleagues and is an active member of a professional learning community in the school.

Methods of Evaluating Standards

Each standard is evaluated using at least one evaluation method.

| | Standards | Artifacts Review | Pre-/Post-Observation Conferences | Classroom Observation | Student Survey |
|------------|---|------------------|-----------------------------------|-----------------------|----------------|
| PLANNING | 1. Plans lessons that demonstrate knowledge of content and pedagogy. | X | X | | |
| | 2. Plans lessons that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs. | X | X | | |
| | 3. Selects instructional goals that incorporate higher level learning for all students. | X | X | | |
| | 4. Plans units of instruction that align with Mississippi Curriculum Frameworks or, when applicable, the Common Core State Standards. | X | X | | |
| ASSESSMENT | 5. Collects and organizes data from assessments to provide feedback to students and adjusts lessons and instruction as necessary. | X | X | | X |
| | 6. Incorporates assessments into instructional planning that demonstrate high expectations for all students. | X | X | | |

| | Standards | Artifacts Review | Pre-/Post-Observation Conferences | Classroom Observation | Student Survey |
|--------------------------------------|---|-------------------------|--|------------------------------|-----------------------|
| INSTRUCTION | 7. Demonstrates deep knowledge of content during instruction. | | | X | X |
| | 8. Actively engages students in the learning process. | | | X | X |
| | 9. Uses questioning and discussion techniques to promote higher order thinking skills. | | | X | X |
| | 10. Brings multiple perspectives to the delivery of content. | | | X | |
| | 11. Communicates clearly and effectively. | | | X | X |
| LEARNING ENVIRONMENT | 12. Manages classroom space and resources effectively for student learning. | | | X | X |
| | 13. Creates and maintains a climate of safety, respect, and support for all students. | | | X | X |
| | 14. Maximizes time available for instruction. | | | X | X |
| | 15. Establishes and maintains a culture of learning to high expectations. | | | X | X |
| | 16. Manages student behavior to provide productive learning opportunities for all students. | | | X | X |
| PROFESSIONAL RESPONSIBILITIES | 17. Engages in continuous professional development and applies new information learned in the classroom. | X | X | | |
| | 18. Demonstrates professionalism and high ethical standards; acts in alignment with Mississippi Code of Ethics. | X | X | | |
| | 19. Establishes and maintains effective communication with families. | X | X | | |
| | 20. Collaborates with colleagues and is an active member of a professional learning community in the school. | X | X | | |

Teacher Performance Levels

Each teacher's performance on each standard will be evaluated in accordance with a four-level rating scale:

- **Distinguished:** Level 4 is the most effective level of teacher performance. Rating at this level indicates that the teacher's performance is exemplary and consistently exceeds expectations. Teachers who receive this rating should receive professional development linked to specific areas to ensure they have the support they need to continue to grow and develop their skills.
- **Effective:** Level 3 is the expectation for all teachers. Rating at this level indicates that the teacher's performance consistently meets expectations. Teachers who receive this rating should receive professional development and support designed to address the identified area(s) for growth.
- **Emerging:** Level 2 indicates either a beginning teacher or a teacher who needs focused professional development. Rating at this level indicates the teacher is sometimes meeting expectations but is not doing so consistently. Teachers who receive this rating should receive professional development and support designed to address the identified area(s) for growth.
- **Unsatisfactory:** Level 1 is the least effective level of teacher performance. Rating at this level indicates the teacher's performance is not acceptable. Teachers who receive this rating rarely meet expectations. Teachers who receive this rating should receive immediate and comprehensive professional development and support designed to address the identified area(s) for growth.



Domain I: Planning (assessed via artifact review, pre-observation and post-observation conferences)

| <i>1. Plans lessons that demonstrate knowledge of content and pedagogy</i> | |
|--|--|
| Lesson Plans: | |
| 4 | Consistently include the necessary content and connect content across disciplines; connections are consistently clear, meaningful, and relevant to students' lives Consistently demonstrate appropriate sequencing of learning experiences and provide multiple and varied ways to demonstrate knowledge and skill Consistently demonstrate collaboration with specialized professionals ¹ in making the appropriate choice of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners |
| 3 | Frequently include the necessary content and connect content across disciplines; however, connections are not consistently clear, meaningful, or relevant to students' lives Frequently demonstrate appropriate sequencing of learning experiences and provide several ways to demonstrate knowledge and skill Frequently demonstrate appropriate choice of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners but do not demonstrate collaboration with specialized professionals |
| 2 | Inconsistently include the necessary content and/or do not connect content across disciplines Demonstrate inconsistent sequencing of learning experiences or provide only 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; do not demonstrate collaboration with specialized professionals |
| 1 | Do not include the necessary content and do not connect content across disciplines Do not demonstrate appropriate sequencing of learning experiences or provide ways to demonstrate knowledge and skill Do not demonstrate appropriate choice of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners; do not demonstrate collaboration with specialized professionals |

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

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

| Teacher: | |
|-----------------|---|
| 4 | <p>Consistently and appropriately uses multiple and varied data sources (formal and informal) about the prior experiences, language proficiencies, achievement levels, and special needs of the class</p> <p>Consistently and effectively incorporates the class's questions and interests by collaborating with students to design and implement relevant learning experiences while leveraging family and community resources in the process</p> <p>Consistently and appropriately designs instruction to build on the class's prior knowledge, experience, and/or cultural background; allows learners to accelerate as they demonstrate their understanding</p> |
| 3 | <p>Frequently and appropriately uses data (formal and informal) about the prior experiences, language proficiencies, achievement levels, and special needs of the class</p> <p>Frequently and effectively incorporates the class's questions and interests by collaborating with students to design and implement relevant learning experiences</p> <p>Frequently and appropriately designs instruction to build on the class's prior knowledge, experience, and/or cultural background; however, inconsistently allows learners to accelerate as they demonstrate their understanding</p> |
| 2 | <p>Inconsistently or inappropriately uses data (formal and informal) about the prior experiences, language proficiencies, achievement levels, and special needs of the class</p> <p>Inconsistently and/or ineffectively incorporates the class's questions and interests by collaborating with students to design and implement relevant learning experiences</p> <p>Inconsistently or inappropriately designs instruction to build on the class's prior knowledge, experience, and/or cultural background; does not allow learners to accelerate as they demonstrate their understanding</p> |
| 1 | <p>Does not use data (formal or informal) about the prior experiences, language proficiencies, achievement levels, and special needs of the class</p> <p>Does not incorporate the class's questions and interests by collaborating with students to design and implement relevant learning experiences</p> <p>Does not design instruction to build on the class's prior knowledge, experience, and/or cultural background; does not allow learners to accelerate as they demonstrate their understanding</p> |

3. Selects instructional goals that incorporate higher level learning for all students

Lesson Plans:

| | |
|---|--|
| 4 | <p>Consistently include instructional goals that incorporate higher level learning for students and are connected to previous units and content</p> <p>Consistently include instructional goals that are specific, measurable, time bound, and appropriate for students</p> <p>Consistently 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</p> <p>Consistently include instructional goals that fully align with state content standards or the Common Core State Standards (CCSS), and culminate in a performance task(s)</p> |
| 3 | <p>Frequently include instructional goals that incorporate higher level learning for students</p> <p>Frequently include instructional goals appropriate for students, but goals are not specific, measurable, or time bound</p> <p>Frequently demonstrate that the teacher considers students' individual skill levels when selecting instructional goals and strategies</p> <p>Frequently include instructional goals that fully align with state content standards or, when applicable, the CCSS, but do not culminate in a performance task(s)</p> |
| 2 | <p>Inconsistently include instructional goals that incorporate higher level learning for students</p> <p>Include instructional goals, but goals are not appropriate for all students</p> <p>Inconsistently demonstrate that the teacher considers students' individual skill levels when selecting instructional goals and strategies</p> <p>Include instructional goals; however, the goals only partially align with state content standards or, when applicable, the CCSS</p> |
| 1 | <p>Do not include instructional goals that incorporate higher level learning for students</p> <p>Do not include instructional goals appropriate for students</p> <p>Do not demonstrate that the teacher considers students' individual skill levels when selecting instructional goals and strategies</p> <p>Do not include instructional goals that align with state content standards or, when applicable, the CCSS</p> |

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

4. Plans units of instruction that align with Mississippi Curriculum Frameworks (MCF) or, when applicable, the Common Core State Standards (CCSS)

Lesson Plans:

| | |
|----------|---|
| 4 | <p>Consistently include the knowledge and skills necessary for expected student performance specified in the MCF or, when applicable, the CCSS</p> <p>Consistently include multiple and varied opportunities for students to solve problems; manage themselves; analyze, create, and critique content; work in teams; or communicate with each other</p> <p>Consistently include student activities and tasks that align fully and clearly to the appropriate expectations and are rigorous and relevant</p> |
| 3 | <p>Frequently include the knowledge and skills necessary for expected student performance specified in the MCF or, when applicable, the CCSS</p> <p>Frequently include opportunities for students to solve problems; manage themselves; analyze, create, and critique content; work in teams; or communicate with each other</p> <p>Frequently include student activities and tasks that align, but not fully or clearly, to the appropriate expectations; activities and tasks are rigorous and relevant</p> |
| 2 | <p>Inconsistently include the knowledge and skills necessary for expected student performance specified in the MCF or, when applicable, the CCSS</p> <p>Inconsistently include opportunities for students to solve problems; manage themselves; analyze, create, and critique content; work in teams; or communicate with each other</p> <p>Include student activities and tasks that vaguely align to the appropriate expectations and are only partially rigorous and relevant</p> |
| 1 | <p>Do not include the knowledge and skills necessary for expected student performance specified in the MCF or, when applicable, the CCSS</p> <p>Do not include opportunities for students to solve problems; manage themselves; analyze, create, and critique content; work in teams; or communicate with each other</p> <p>Do not include student activities and tasks that align to the appropriate expectations or that are rigorous and relevant</p> |

Domain II: Assessment (assessed via artifact review, pre-observation and post-observation conferences)

| <i>5. Collects and organizes data from assessments to provide feedback to students and adjusts lessons and instruction as necessary</i> | |
|---|--|
| Teacher: | |
| 4 | Consistently works independently and collaboratively to appropriately use assessment results to adjust individual or whole-class instructional strategies Consistently maintains accurate and complete records of student work and performance that demonstrate student progress Consistently provides clear and actionable feedback to students to enable them to improve their performance |
| 3 | Frequently and appropriately uses assessment results to adjust individual or whole-class instructional strategies Frequently maintains accurate and complete records of student work and performance Frequently provides clear and actionable feedback to students to enable them to improve their performance |
| 2 | Ineffectively or inaccurately uses assessment results to adjust individual or whole-class instructional strategies Maintains limited or inaccurate records of student work and performance (e.g., summative information only) Provides students with minimal or only summative feedback on their performance |
| 1 | Does not use assessment results to adjust individual or whole-class instructional strategies Does not maintain accurate records of student work and performance Does not provide students with feedback on their performance |

6. Incorporates assessments into instructional planning that demonstrate high expectations for all students

Teacher:

| | |
|----------|---|
| 4 | Consistently 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 Consistently uses assessments that fully and clearly align with the MCF or, when applicable, to CCSS and that are rigorous and relevant |
| 3 | Frequently 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 Frequently uses assessments that fully and clearly align with the MCF or, when applicable, to CCSS and that are rigorous and relevant |
| 2 | Inconsistently 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, when applicable, to CCSS; but assessments may not be rigorous or relevant |
| 1 | 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, when applicable, to CCSS; assessments are not rigorous and relevant |

Domain III: Instruction (assessed via classroom observation and student survey)

| <i>7. Demonstrates deep knowledge of content during instruction</i> | |
|---|--|
| Teacher: | |
| 4 | <p>Consistently uses multiple representations 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</p> <p>Consistently 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</p> <p>Consistently 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</p> |
| 3 | <p>Frequently uses multiple representations and explanations that capture key ideas in the discipline and promote each student's achievement of content standards by frequently anticipating common misconceptions in learning</p> <p>Frequently relates content to class's prior content knowledge; links new concepts to familiar concepts, and makes appropriate connections to the students' experiences</p> <p>Frequently connects the content to other appropriate subject areas, and connections are generally effective and clear</p> |
| 2 | <p>Uses limited or insufficient 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</p> <p>Inconsistently or ineffectively relates content to class's prior content knowledge; but links new concepts to familiar concepts, and makes appropriate connections to the students' experiences</p> <p>Inconsistently connects the content to other subject areas, and connections are ineffective or unclear</p> |
| 1 | <p>Does not use 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</p> <p>Does not relate content to class's prior content knowledge; does not link new concepts to familiar concepts; does not make appropriate connections to the students' experiences</p> <p>Does not connect the content to other subject areas</p> |

8. Actively engages students in the learning process

Teacher:

| | |
|---|---|
| 4 | <p>Consistently uses a variety of instructional strategies and resources that are appropriate for students' skill levels and learning styles</p> <p>Consistently links content with student interests through clear and meaningful connections by incorporating students' questions and ideas (when appropriate)</p> <p>Consistently engages 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</p> <p>Consistently engages the class in using a wide range of learning skills and diverse technology tools to access, interpret, and apply information</p> |
| 3 | <p>Frequently uses a variety of instructional strategies and resources that are appropriate for students' skill levels and learning styles</p> <p>Frequently links content with student interests through clear and meaningful connections by incorporating students' questions and ideas (when appropriate)</p> <p>Frequently 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</p> <p>Frequently engages the class in using appropriate learning skills and technology tools to access, interpret, and apply information</p> |
| 2 | <p>Uses a variety of instructional strategies and resources, but strategies are sometimes inappropriate for most students' skill levels or learning styles</p> <p>Links content with student interests, but connections are occasionally unclear or ineffective</p> <p>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</p> <p>Inconsistently engages the class in using appropriate learning skills and technology tools to access, interpret, and apply information</p> |
| 1 | <p>Uses a single instructional strategy or resource; strategy/resource is consistently inappropriate for most students' skill levels or learning styles</p> <p>Does not link content with student interests</p> <p>Does not engage 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</p> <p>Does not engage the class in using appropriate learning skills and technology tools to access, interpret, and apply information</p> |

9. Uses questioning and discussion techniques to promote higher order thinking skills

Teacher:

| | |
|----------|--|
| 4 | <p>Consistently uses questions to check for understanding of content and skillfully corrects student misunderstandings at appropriate times; effectively adapts instruction</p> <p>Consistently uses questions, coaching, and feedback that elicit extensive participation and discussion; questions require higher order thinking and are timed appropriately throughout the lesson</p> <p>Consistently responds to students' correct answers by probing for higher level understanding</p> <p>Consistently uses questions to help students make connections to other students' comments and does so at appropriate times ; probes to encourage further discussion</p> |
| 3 | <p>Frequently uses questions to check for understanding of content, adequately corrects student misunderstandings at appropriate times, and adapts instruction when needed</p> <p>Frequently uses questions, coaching, and feedback that elicit good participation and discussion; questions require higher order thinking skills but are not timed appropriately</p> <p>Frequently responds to students' correct answers by probing for higher level understanding</p> <p>Frequently uses questions to help students make connections to other students' comments and does so at appropriate times; however, the teacher does not probe to encourage further discussion</p> |
| 2 | <p>Uses questions to check for understanding of content but sometimes inadequately corrects student misunderstandings or does so at inappropriate times; is ineffective at adapting instruction</p> <p>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</p> <p>Inconsistently responds to students' correct answers by probing for higher level understanding</p> <p>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</p> |
| 1 | <p>Does not use questions to check for understanding of content or does not respond or adapt instruction to student misunderstandings</p> <p>Uses questions, coaching, and feedback that elicit limited student participation and lead to recitation of information rather than discussion</p> <p>Does not respond to students' correct answers by probing for higher level understanding</p> <p>Does not use questions to help students make connections to other students' comments</p> |

| <i>10. Brings multiple perspectives to the delivery of content</i> | |
|--|--|
| Teacher: | |
| 4 | <p>Consistently and clearly connects instruction to students' prior knowledge, to students' daily lives, and to aspects of their community and life experiences</p> <p>Consistently uses relevant and timely examples in instruction and activities that reflect the cultural diversity of the class and diverse social and cultural perspectives</p> <p>Consistently uses instructional strategies and activities that help students develop multiple perspectives to analyze, synthesize, and evaluate content and to expand their understanding of local and global issues by creating novel approaches to solving problems</p> |
| 3 | <p>Frequently connects instruction to students' prior knowledge, to their daily lives, and to aspects of their community and life experiences</p> <p>Frequently uses examples in instruction and activities that reflect the cultural diversity of the class and diverse social and cultural perspectives</p> <p>Frequently uses instructional strategies and activities that help students develop multiple perspectives to analyze, synthesize, and evaluate content and to expand their understanding of local and global issues</p> |
| 2 | <p>Inconsistently or unclearly connects instruction to students' prior knowledge, to their daily lives, and to aspects of their community and life experiences</p> <p>Uses examples in instruction and activities that reflect the cultural diversity of the class, but examples do not include diverse social and cultural perspectives</p> <p>Infrequently or ineffectively uses instructional strategies and activities that help students develop multiple perspectives to analyze, synthesize, and evaluate content and to expand their understanding of local and global issues</p> |
| 1 | <p>Does not connect instruction to the students' prior knowledge, to their daily lives, or to aspects of their community and life experiences</p> <p>Does not use examples in instruction and activities that reflect the cultural diversity of the class; teacher does not include diverse social and cultural perspectives</p> <p>Does not use instructional strategies or activities that help students develop multiple perspectives to analyze, synthesize, and evaluate content and to expand their understanding of local and global issues</p> |

11. *Communicates clearly and effectively*

Teacher:

| | |
|---|---|
| 4 | <p>Consistently communicates written and oral content, expectations, explanations, directions, and procedures clearly and concisely and adapts communication style in response to student behavior</p> <p>Consistently speaks clearly and at an appropriate pace; successfully facilitates student discussion</p> <p>Consistently makes eye contact with students; uses nonverbal communication to reinforce appropriate student behavior and adapts nonverbal behavior to meet students' needs</p> <p>Consistently uses developmentally appropriate language and explanations and adapts communication style as needed</p> |
| 3 | <p>Frequently communicates written and oral content, expectations, explanations, directions, and procedures clearly and concisely</p> <p>Frequently speaks clearly and at an appropriate pace, but occasionally monopolizes the discussion when facilitating student discussion</p> <p>Frequently makes eye contact with students and regularly uses nonverbal communication to reinforce appropriate student behavior</p> <p>Frequently uses developmentally appropriate language and explanations, but may not adapt communication style as needed</p> |
| 2 | <p>Communicates written and oral content, expectations, directions, and procedures but occasionally lacks clarity or effective organization</p> <p>Speaks clearly but may not use appropriate pacing and/or dominates the discussion when facilitating student discussion</p> <p>Inconsistently makes eye contact with students and inconsistently uses nonverbal communication to reinforce appropriate student behavior</p> <p>Inconsistently uses language or explanations that are developmentally appropriate</p> |
| 1 | <p>Does not communicate written and oral content, expectations, explanations, directions, and procedures in a clear and organized manner</p> <p>Does not speak clearly or at an appropriate pace and dominates the discussion when facilitating student discussion</p> <p>Does not make eye contact with students or use nonverbal communication to reinforce appropriate student behavior</p> <p>Does not use developmentally appropriate language</p> |

Domain IV: Learning Environment (assessed via classroom observation and student survey)

| <i>12. Manages classroom space and resources effectively for student learning</i> | |
|---|--|
| Teacher: | |
| 4 | <p>Consistently organizes and uses available physical space, materials, and resources to facilitate movement and communication for students and staff</p> <p>Consistently provides space appropriate to individual student needs and planned activities</p> <p>Consistently collaborates with colleagues to use supplementary resources and technology effectively and ensures students have access, support, and time to use classroom and school resources</p> |
| 3 | <p>Frequently organizes and uses available physical space, materials, and resources to facilitate movement and communication for most students and staff</p> <p>Frequently provides space appropriate to most individual student needs and planned activities</p> <p>Frequently uses supplementary resources and technology effectively and ensures students have access, support, and time to use classroom and school resources</p> |
| 2 | <p>Organizes and uses available physical space, materials, and resources in a reasonable manner; however, the arrangement impedes movement and communication for students and staff</p> <p>Inconsistently provides space appropriate to student needs or planned learning activities</p> <p>Inconsistently or ineffectively uses supplementary resources and technology, and students may have limited access, support, and time to use classroom and school resources</p> |
| 1 | <p>Does not organize and use the available physical space, materials, and resources in a reasonable manner, and the arrangement impedes movement and communication for students and staff</p> <p>Does not provide space appropriate to individual student needs or planned activities</p> <p>Does not use supplementary resources and technology effectively, and students do not have access, support, or time to use classroom and school resources</p> |

13. Creates and maintains a climate of safety, respect, and support for all students

Teacher:

| | |
|----------|---|
| 4 | <p>Consistently treats students with respect, has a strong, nurturing relationship with students, and proactively facilitates respectful relationships among students</p> <p>Consistently facilitates student collaboration by encouraging students to recognize and celebrate the diverse experiences and achievements of groups and individual students</p> <p>Consistently ensures the classroom is a safe place for students to voice their thoughts and opinions and, when possible, engages students in monitoring and enforcing classroom rules regarding speech and conduct</p> |
| 3 | <p>Frequently treats students with respect and has a strong, nurturing relationship with students</p> <p>Frequently cultivates a climate of inclusion by building on the diverse experiences of students and by celebrating the achievements of groups and individual students</p> <p>Frequently ensures the classroom is a safe place for all students to voice their thoughts and opinions</p> |
| 2 | <p>Treats students with respect and builds rapport with students</p> <p>Overlooks opportunities to draw on the diverse experiences of students or celebrate the achievements of groups and individual students</p> <p>Inconsistently ensures the classroom is a safe place for all students to voice their thoughts and opinions</p> |
| 1 | <p>Does not treat students with respect and has poor relationships with some students; uses derogatory statements about students' identities, cultures, or backgrounds</p> <p>Disregards the diverse experiences of students and the achievements of groups and individual students</p> <p>Does not ensure the classroom is a safe place for students to voice their thoughts and opinions</p> |

14. Maximizes time available for instruction

Teacher:

| | |
|---|---|
| 4 | Consistently begins class on time; establishes and follows procedures; transitions smoothly between tasks; handles disruptions efficiently; discourages digressions; uses appropriate pacing and, when appropriate, involves students in developing and managing classroom procedures |
| 3 | Frequently begins class on time, establishes and follows procedures, transitions smoothly between tasks, handles disruptions efficiently, discourages digressions, uses appropriate pacing |
| 2 | Inconsistently begins class on time, establishes procedures but inconsistently follows the procedures, does not transition smoothly between tasks, addresses disruptions but in an inefficient manner, and does not use appropriate pacing methods |
| 1 | Begins class late, does not establish clear procedures, does not transition smoothly between tasks, does not address disruptions, does not use appropriate pacing methods |

15. Establishes and maintains a culture of learning to high expectations

Teacher:

| | |
|----------|--|
| 4 | Consistently and clearly 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 students accountable for meeting instructional goals and revises appropriately when these goals need to change |
| 3 | Frequently and clearly communicates instructional goals to students and has high expectations for students of all levels Frequently holds students accountable for meeting instructional goals |
| 2 | Inconsistently or unclearly communicates instructional goals to students but has high expectations for students of all levels Inconsistently holds students accountable for meeting instructional goals |
| 1 | Does not clearly or consistently communicate instructional goals to students; has modest or inconsistent expectations for students Does not hold students accountable for meeting instructional goals |

16. Manages student behavior to provide productive learning opportunities for all students

Teacher:

| | |
|----------|---|
| 4 | Consistently establishes, communicates, and reinforces classroom rules and expectations; ensures that students understand the rules; and, when appropriate, involves students in the creation and monitoring of classroom rules and expectations Consistently monitors student behavior, anticipates potential problems, and prevents inappropriate behaviors from occurring by proactively reinforcing procedures |
| 3 | Frequently establishes, communicates, and reinforces classroom rules and expectations and ensures that students understand the rules Frequently monitors student behavior and responds consistently to inappropriate behavior; however, may not anticipate potential problems |
| 2 | Establishes and communicates classroom rules and expectations but overlooks opportunities to reinforce them Monitors student behavior but may not anticipate problems; responds inconsistently to inappropriate behavior |
| 1 | Does not establish and communicate classroom rules and expectations Does not monitor student behavior or anticipate problems and/or respond to inappropriate behavior in a consistent manner |

Domain V: Professional Responsibilities (assessed via artifact review and classroom observation)

| <i>17. Engages in continuous professional development and applies new information learned in the classroom</i> | |
|--|--|
| Teacher: | |
| 4 | <p>Consistently and 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</p> <p>Consistently applies lessons learned from professional development to benefit students; fully integrates the new material into lesson plans, instructional strategies, or classroom procedures; and shares new information and lessons learned with colleagues</p> <p>Consistently coaches and/or collaborates with other colleagues to develop a personal plan for continuous improvement, with priorities consistent with district goals and based on analysis of student assessment results and annual performance appraisal</p> |
| 3 | <p>Frequently and proactively seeks out and participates in professional development activities</p> <p>Frequently applies lessons learned from professional development to benefit students and fully integrates the new information into lesson plans, instructional strategies, or classroom procedures</p> <p>Frequently and proactively develops and maintains a personal plan for continuous improvement, with priorities consistent with district goals and based on analysis of student assessment results and annual performance appraisal</p> |
| 2 | <p>Participates only in professional development activities that are convenient</p> <p>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</p> <p>Has a personal plan for continuous improvement but does not maintain the plan (priorities may not be consistent with district goals or are not based on analysis of student assessment results or annual performance appraisal)</p> |
| 1 | <p>Participates only in professional development activities that are required</p> <p>Does not apply lessons learned from professional development to benefit students</p> <p>Does not have a personal plan for continuous improvement</p> |

18. Demonstrates professionalism and high ethical standards; acts in alignment with Mississippi Code of Ethics

Teacher:

| | |
|----------|--|
| 4 | Is familiar with Mississippi Code of Ethics and consistently 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 Consistently leads and/or collaborates with colleagues to ensure full compliance with school and district regulations and timelines by encouraging others to do the same |
| 3 | Is familiar with Mississippi Code of Ethics and advocates, models, and teaches 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 |
| 2 | 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 |
| 1 | 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 |

19. Establishes and maintains effective communication with families

Teacher:

| | |
|----------|---|
| 4 | <p>Consistently provides clear, understandable information to families about student progress and activities on a regular and consistent basis and encourages student participation in communicating with families</p> <p>Consistently engages families in the instructional program and class activities; incorporates student and family feedback in instructional content and activities when appropriate and reasonable</p> <p>Consistently attempts to work collaboratively with students and their families to establish mutual expectations to support student development and achievement</p> |
| 3 | <p>Frequently provides clear, understandable information to families about student progress and activities on a regular basis</p> <p>Frequently engages families in the instructional program and class activities</p> <p>Frequently engages in ongoing communication with students' families to establish expectations to support student development and achievement</p> |
| 2 | <p>Provides information to families about student progress and activities; however, communication may be sporadic, incomplete or unclear</p> <p>Sporadically engages families in the instructional program or class activities</p> <p>Sporadically engages in communication with students' families to establish expectations to support student development and achievement</p> |
| 1 | <p>Provides no information to families about student progress and activities</p> <p>Makes no attempt to engage families in the instructional program or class activities</p> <p>Does not engage in communication with students' families to establish expectations to support student development and achievement</p> |

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

Teacher:

| | |
|---|---|
| 4 | <p>Consistently assumes a leadership or supporting role within the professional learning community and for school and district events and projects</p> <p>Consistently serves as a leader by encouraging others to collaborate and addresses requests made by peers in a timely and productive fashion</p> <p>Consistently leads or supports professional colleagues in creating opportunities to reflect, problem solve, and share new ideas and experiences; seeks and gives feedback to improve student performance and teaching practices</p> <p>Consistently leads or collaborates in school-wide efforts to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals</p> |
| 3 | <p>Actively participates in the professional learning community and in school and district events and projects</p> <p>Actively identifies opportunities to collaborate with others and addresses requests made by peers in a timely and productive fashion</p> <p>Actively collaborates with professional colleagues to create opportunities to reflect, problem solve, and share new ideas and experiences; seeks and gives feedback to improve student performance and teaching practices</p> <p>Frequently contributes to school-wide efforts to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals</p> |
| 2 | <p>Participates, when asked, in the professional learning community and in school and district events and projects</p> <p>Makes some effort to collaborate with colleagues and addresses most requests made by peers in a timely and productive fashion</p> <p>Makes some effort to collaborate with professional colleagues when opportunities arise to reflect, problem solve, and share new ideas and experiences; seeks and gives feedback to improve student performance and teaching practices</p> <p>Sporadically contributes to school-wide efforts to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals</p> |
| 1 | <p>Avoids participating in the professional learning community or in school and district events and projects</p> <p>Avoids working with others with whom he or she disagrees and disregards requests made by peers</p> <p>Does not collaborate with professional colleagues when opportunities arise to reflect, problem solve, or share new ideas and experiences; does not seek or give feedback to improve student performance and teaching practices</p> <p>Does not contribute to school-wide efforts to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals</p> |

Mississippi Statewide Teacher Appraisal Rubric
Walk-through Observation Record

Teacher: _____ **School:** _____

School District: _____ **Grade/Subject:** _____

Informal Observation Number: _____ **Date:** ____/____/____

__1 __2 __3 __4 __5 **Evaluator:** _____

| Domain III: Instruction | Observed | Evidence/Comments |
|---|--|--------------------------|
| 7. Demonstrates deep knowledge of content during instruction | Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| 8. Actively engages students in the learning process | Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| 9. Uses questioning and discussion techniques to promote higher order thinking skills | Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| 10. Brings multiple perspectives to the delivery of content | Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| 11. Communicates clearly and effectively | Yes <input type="checkbox"/> No <input type="checkbox"/> | |

| Domain IV: Learning Environment | Observed | Evidence/Comments |
|--|--|--------------------------|
| 12. Manages classroom space and resources effectively for student learning | Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| 13. Creates and maintains a climate of safety, respect, and support for all students | Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| 14. Maximizes time available for instruction | Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| 15. Establishes and maintains a culture of learning to high expectations | Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| 16. Manages student behavior to provide productive learning opportunities for all students | Yes <input type="checkbox"/> No <input type="checkbox"/> | |

Areas of strength:

Areas for growth:

Next steps:

Mississippi Statewide Teacher Appraisal Rubric
Pre-Observation Conference Record
Formative (Fall) and Summative (Spring) Conferences

Teacher: _____ **School:** _____

School District: _____ **Grade/Subject:** _____

Observation: ____ Formative (Fall) **Date:** ____/____/____

____ Summative (Spring) **Evaluator:** _____

The teacher should complete this record and bring to the pre-observation conference.

| Domain I - Planning |
|---|
| 1. What are the instructional goals for this lesson? |
| 2. How are you planning for a high level of student learning? |
| Domain II - Assessment |
| 3. How has student achievement data informed instruction? |
| 4. How will you use formative assessment in this lesson? |

| |
|--|
| Domain III - Instruction |
| 5. How will instruction be differentiated to meet the needs of all students? |
| 6. How will you actively engage students in the learning process? |
| Domain IV- Learning Environment |
| 7. How are you maximizing instructional time during this lesson? |
| Domain V - Professional Responsibilities |
| 8. How will you incorporate professional learning into the lesson? |

9. Teacher comments (optional):

10. Evaluator comments (optional):

11. Artifacts collected? __Yes __No

Teacher signature: _____

Date: _____

Evaluator signature: _____

Date: _____

Teacher: _____ **School:** _____

School District: _____ **Grade/Subject:** _____

Date: ____/____/____ **Evaluator:** _____

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6. Areas of strength:

7. Areas for growth:

8. Next steps:

Short Term

Long Term

9. Teacher Comments (optional):

10. Evaluator Comments (optional):

Teacher signature: _____

Date: _____

Evaluator signature: _____

Date: _____

Teacher: _____ **School:** _____

School District: _____ **Grade/Subject:** _____

Date: ____/____/____ **Evaluator:** _____

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6. What do the results of the artifact review reveal about the teacher and student learning?

7. Areas of strength:

8. Areas for growth:

9. Long term next steps:

10. Teacher comments (optional):

11. Evaluator comments (optional):

Teacher signature: _____

Date: _____

Evaluator signature: _____

Date: _____

Artifact Submission Form

Each artifact may be accompanied by a completed *Artifact Submission Form*. The form should be submitted to the evaluator with the following information:

1. **Domain and standard** – identifies the domain and the standard that the artifact is addressing.
2. **Description** – identifies the artifact by title or a designation that can be used for future reference by both the evaluator and the teacher.
3. **Explanation** – briefly explains what the artifact is about.
4. **Relevancy** – provides the evaluator with the teacher's thoughts about the artifact's contribution to the domain and standard addressed. The *Artifact Submission Form* must clearly explain the relevance of the whole or specific parts of the artifact as evidence of the teacher's performance in the domain and standard.

In this section, the teacher should explain why a particular artifact demonstrates his/her performance in the domain and standard. For example, the teacher may explain the artifact by stating, "This artifact demonstrates my knowledge/skill and my ability to bring about student academic growth through..."

The teacher should provide details on how the artifact is relevant to the domain and standard. Further, it is important that the artifact be directly linked to the teacher. It should not be something developed by others without the teacher's leadership and active involvement.

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Mississippi Statewide Teacher Appraisal Rubric
Artifact Submission Form

Teacher: _____ **School:** _____

School District: _____ **Grade/Subject:** _____

Date: ____/____/____ **Evaluator:** _____

Identify the domain and standard addressed by the attached artifact.

☐ Domain I – Planning

Standard _____

☐ Domain II – Assessment

Standard _____

☐ Domain V – Professional Responsibilities

Standard _____

1. **Description:** (e.g. test results, letter from parent, rubrics, minutes from meetings, etc.)

2. **Explanation of Content:** (What is the content of the artifact, and who were the intended audiences?)

3. **Relevancy to Domain and Standard:** (State how the content of the artifact relates to the domain and standard identified above. Explain why the artifact is valuable evidence of your performance in this domain and standard. Please be specific and attach additional pages, if needed.)

4. Evaluator Comments:

Examples of Artifacts

Domain I - Planning

- Accommodations and interventions
- Assessments
- Behavioral logs
- Formal and informal information about students gathered by teacher (pretests, learning style inventories, interest inventories)
- Instructional tools (CDs, DVDs, etc.)
- Lesson plans and/or unit plans
- Materials prepared for students
- Rules and procedures
- Student data
- Student notebooks/agendas
- Student products

Domain II - Assessment

- Data used to guide instruction
- Evidence of remediation after a failed test
- Formal and informal assessments
- Formative assessments
- Grade distribution (principal generated)
- Pass/fail list
- Rubrics
- Student portfolios
- Student products
- Written and verbal descriptive feedback

Domain V - Professional Responsibilities

- Agendas/minutes from grade level/subject area meetings
- Evidence of participation in professional development activities
- Evidence of participation in schoolwide plan
- Lesson plans
- Student perception survey
- Unit Plans



Scoring Example

| Standards | 4 points | 3 points | 2 points | 1 point | Score |
|---|----------|----------|----------|---------|-------------|
| Domain I: Planning | | | | | |
| 1. Plans lessons that demonstrate knowledge of content and pedagogy. | | X | | | 3 |
| 2. Plans lessons that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs. | | X | | | 3 |
| 3. Selects instructional goals that incorporate higher level learning for all students. | | | X | | 2 |
| 4. Plans units of instruction that align with the Mississippi Curriculum Frameworks or, when applicable, the Common Core State Standards. | | X | | | 3 |
| Domain score (average of Standard scores) | | | | | 2.75 |
| Domain II: Assessment | | | | | |
| 5. Collects and organizes data from assessments to provide feedback to students and adjusts lessons and instruction as necessary. | X | | | | 4 |
| 6. Incorporates assessments into instructional planning that demonstrate high expectations for all students. | X | | | | 4 |
| Domain score (average of Standard scores) | | | | | 4.00 |
| Domain III: Instruction | | | | | |
| 7. Demonstrates deep knowledge of content during instruction. | | X | | | 3 |
| 8. Actively engages students in the learning process. | | | X | | 2 |
| 9. Uses questioning and discussion techniques to promote higher order thinking skills. | | | X | | 2 |
| 10. Brings multiple perspectives to the delivery of content. | | X | | | 3 |
| 11. Communicates clearly and effectively. | X | | | | 4 |
| Domain score (average of Standard scores) | | | | | 2.80 |

| Standards | 4 points | 3 points | 2 points | 1 point | Score |
|---|----------|----------|----------|---------|-------------|
| Domain IV: Learning Environment | | | | | |
| 12. Manages classroom space and resources effectively for student learning. | X | | | | 4 |
| 13. Creates and maintains a climate of safety, respect, and support for all students. | X | | | | 4 |
| 14. Maximizes time available for instruction. | | X | | | 3 |
| 15. Establishes and maintains a culture of learning to high expectations. | | X | | | 3 |
| 16. Manages student behavior to provide productive learning opportunities for all students. | | | X | | 2 |
| Domain score (average of Standard scores) | | | | | 3.20 |
| Domain V: Professional Responsibilities | | | | | |
| 17. Engages in continuous professional development and applies new information learned in the classroom. | | X | | | 3 |
| 18. Demonstrates professionalism and high ethical standards; acts in alignment with Mississippi Code of Ethics. | | X | | | 3 |
| 19. Establishes and maintains effective communication with families. | | | X | | 2 |
| 20. Collaborates with colleagues and is an active member of a professional learning community in the school. | | | X | | 2 |
| Domain score (average of Standard scores) | | | | | 2.50 |
| M-STAR summary score (see calculation example below) | | | | | 3.05 |

Summary Score Example

| | |
|-------------------|-------------|
| Domain I | 2.75 |
| Domain II | 4 |
| Domain III | 2.8 |
| Domain IV | 3.2 |
| Domain V | 2.5 |

$$15.25 \div 5 = 3.05$$

Glossary

Artifacts: Artifacts are materials submitted by the teacher which should be linked to the domains and standards of M-STAR in support of student learning and effective teacher practice. Examples may include professional development activities, student work, interventions, behavior logs, etc.

Domain: A domain is a broad category of skills, knowledge, dispositions, and related elements in an educator performance framework. Domains are umbrella descriptions defined by standards and indicators.

Evidence: Evidence is a factual reporting of events which is not biased or clouded with personal opinion. Evidence may include teacher and student behavior as well as teaching artifacts.

Feedback: Feedback is insight from the evaluator on a teacher's performance that is grounded in the five domains and the twenty standards of M-STAR. The components of feedback are areas of strength, areas for growth, and the next steps identified for a teacher to make improvements.

Formal classroom observation: A formal classroom observation is a period of time during which a trained evaluator visits a classroom and uses a rubric to measure observable classroom processes, including specific teaching practices, aspects of instruction, and interactions between teachers and students. Classroom observations can measure broad, overarching aspects of teaching; subject-specific; or context-specific aspects of practice. Formal classroom observations will be conducted twice a year: formative in the fall and summative in the spring.

Formative assessment: Formative assessments are administered primarily to provide performance feedback to improve performance. This relatively low-stakes assessment is a process that provides feedback on an ongoing basis for adjusting teaching practices in the classroom. Formative assessments may or may not include the same measures as summative assessments.

Formative observation: Formative observation is ongoing throughout the year. It includes the formal (fall) observation and all other informal observations.

Indicator: An indicator is the smallest category for describing and organizing educator knowledge, skills, dispositions, and related elements in an educator performance framework. Indicators are narrow, observable or measurable descriptors of educator practice.

Informal observation: Informal observations are unannounced, used primarily for formative purposes, and narrowly targeted to specific processes. Walk-through visits are a type of informal classroom observation. This type of observation can occur in any setting such as staff meetings, professional learning communities, supervision responsibilities, etc.

Lesson plan: A lesson plan is a detailed description of a teacher's instruction for a particular course, grade, or subject.

Measures: Measures are types of instruments or tools used to assess the performance and outcomes of educator practice (e.g., student growth scores, observations, student surveys, analysis of classroom artifacts, and student learning objectives).

Multiple measures: Multiple measures include the use of more than one instrument or tool by evaluators to assess the performance and outcome of educator practice.

Post-observation conference: A post-observation conference is a meeting between a teacher and an observer that takes place after a formal classroom observation. The purpose of the conference is to allow the observer to ask clarifying questions about what was observed during the lesson and any outcomes after the lesson (e.g., assessment results and samples of student work). The teacher should also receive feedback and next steps during this conference.

Pre-observation conference: A pre-observation conference is a meeting between a teacher and an evaluator that takes place prior to a formal classroom observation. The purpose of the conference is to provide the observer with background information about the lesson, the students, and any other details that may help the observer understand the context of the classroom. Additionally, it is an opportunity for the teacher to ask clarifying questions about the formal observation process.

Professional growth plan: A professional growth plan is a plan developed and implemented to identify and address areas for improvement in a teacher's performance. A written plan for improvement includes resources and assistance (intensive support needed to assist the teacher) and the documentation of an acceptable level of performance.

Rubric: A rubric is a method for defining and categorizing performance by highlighting important aspects of performance and defining observable and measurable levels of performance along a continuum. In personnel performance assessment, rubrics can be used to communicate performance expectations that support self-reflection on practice and facilitate self-reflection between an evaluator and the person being evaluated.

Selected scripting: Selected scripting is recording evidence to give an accurate evaluation of strengths and areas for growth supported by evidence of student learning.

Self-assessment: Self-assessments include surveys, instructional logs, or interviews in which educators report on their work in the classroom, the extent to which they are meeting standards, their participation in job-embedded professional development activities, and (sometimes) the impact of their practice. Self-assessments may consist of checklists, rating scales, and rubrics and may require educators to indicate the frequency of particular practices.

Standards: Standards are definitions of the specific teaching activities and responsibilities in each domain that are research-based best practices.

Summative assessment: A summative assessment is an often high-stakes assessment administered primarily at the end of a specific period of time (e.g., a school year) to provide a judgment on an educator's performance.

Summative observation: The summative observation is the second (spring) formal observation. This observation, in combination with all other formative observations, provides data to determine a teacher's summative rating.

Walk-through observation: A walk-through observation is an example of an informal classroom observation conducted by a trained evaluator that is unannounced and lasts 10-15 minutes. Its purpose is to provide a quick check of teacher performance so that the evaluator can give feedback. These visits are performed throughout the school year.



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