

Observation Evidence Sorting Form Option A

Professional Growth System

Teacher Growth Rubric

Teacher

School/District

Grade/Subject

Period/Block

Date (Month/Day/Year)

Observer

Informal Observation

 1 2 3 4 5

Formal Observation

 1 2 3

Domain I: Lesson Design

Evidence may include lesson plans, classroom observations, and pre- and post-observation conferences.

1. LESSONS ARE ALIGNED TO STANDARDS AND REPRESENT A COHERENT SEQUENCE OF LEARNING

Lessons:

- 4** Include student learning outcomes and instructional activities that
- are fully aligned to current Mississippi College- and Career- Ready Standards or Framework
 - are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning
 - reflect collaboration with other school staff within and across disciplines to enrich learning
- 3** Include student learning outcomes and instructional activities that
- are fully aligned to current Mississippi College- and Career- Ready Standards or Framework
 - are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning
- 2** Include student learning outcomes and instructional activities that
- are partially aligned to current Mississippi College- and Career-Ready Standards or Framework
 - are part of an ineffective sequence of learning with few connections made to previous and future learning
- 1** Include student learning outcomes and instructional activities that
- are not aligned to current Mississippi College- and Career-Ready Standards or Framework
 - are not part of a coherent sequence of learning with meaningful connections made to previous and future learning

Evidence:

Domain I: Lesson Design

Evidence may include lesson plans, classroom observations, and pre- and post-observation conferences.

2. LESSONS HAVE HIGH LEVELS OF LEARNING FOR ALL STUDENTS

Lessons:

Provide assignments and activities that contain the following components:

4

- appropriate scaffolding that effectively builds student understanding
- ample evidence that the teacher knows each student's level and tracks each student's progress toward mastery
- differentiation based on students' abilities and learning styles
- student-centered learning whenever appropriate
- relevant connections to students' prior experiences¹ or learning
- opportunities for students to choose challenging tasks and instructional materials

Provide assignments and activities that contain the following components:

3

- appropriate scaffolding that effectively builds student understanding
- ample evidence that the teacher knows each student's level and tracks each student's progress toward mastery
- differentiation based on students' abilities and learning styles
- student-centered learning whenever appropriate
- relevant connections to students' prior experiences¹ or learning

Provide assignments and activities that contain the following components:

2

- minimal scaffolding that builds student understanding
- limited evidence that the teacher knows each student's level and/or tracks each student's progress toward mastery
- some differentiation based on students' abilities and learning styles
- limited student-centered learning
- adequate connections to students' prior experiences¹ or learning

Provide assignments and activities that contain the following components:

1

- no scaffolding that builds student understanding
- little or no evidence that the teacher knows each student's level
- little or no differentiation based on students' abilities and learning styles
- little or no evidence of student-centered learning
- few connections to students' prior experiences¹ or learning

Evidence:

¹ Experience refers to students' experiences in and out of school - e.g., family, community, culture, language, etc.

Domain II: Student Understanding

Evidence includes classroom observations.

3. ASSISTS STUDENTS IN TAKING RESPONSIBILITY FOR LEARNING AND MONITORS STUDENT LEARNING

Teacher:

- Communicates the lesson goals and the content in a way that is accessible for every student at his/her level
 - Uses formative assessments to effectively monitor student progress
 - Provides ample and effective opportunities for students to self-assess and correct their own errors
- 4**
- Provides students with clear, specific, actionable, and timely feedback
 - Creates opportunities for students to apply teacher and peer feedback to improve performance and accelerate learning
 - Provides opportunities for students to demonstrate connections between what they are learning and how it advances their personal and professional goals/interests
- Communicates the lesson goals and the content in a way that is accessible for every student at his/her level
 - Uses formative assessments to effectively monitor student progress
- 3**
- Provides effective opportunities for students to self-assess and correct their own errors
 - Provides students with clear, specific, actionable, and timely feedback
 - Creates opportunities for students to apply teacher and peer feedback to improve performance and accelerate learning
- Communicates the lesson goals and the content in a way that is accessible for most students
 - Uses formative assessments to adequately monitor student progress
- 2**
- Provides adequate opportunities for students to self-assess and correct their own errors
 - Provides students with adequate feedback
- Communicates the lesson goals and the content in a way that is not accessible to most students
 - Inadequately monitors student progress
- 1**
- Provides inadequate opportunities for students to self-assess and correct their own errors
 - Provides students with little or no feedback

Evidence:

Domain II: Student Understanding

Evidence includes classroom observations.

4. PROVIDES MULTIPLE WAYS FOR STUDENTS TO MAKE MEANING OF CONTENT

Teacher:

- 4** Moves all students to deeper understanding of content through various techniques including
- a variety of explanations and multiple representations of concepts
 - extended productive discussion
 - effective questioning to support students' attainment of the learning goals
 - making connections to other content across disciplines
 - independently connecting lesson content to real-world application

- 3** Moves almost all students to deeper understanding of content through various techniques including
- a variety of explanations and multiple representations of concepts
 - extended productive discussion
 - effective questioning to support students' attainment of the learning goals
 - making connections to other content across disciplines
 - independently connecting lesson content to real-world application

- 2** Moves most students to deeper understanding of content through various techniques including
- a variety of explanations and multiple representations of concepts
 - extended productive discussion
 - effective questioning to support students' attainment of the learning goals
 - making connections to other content across disciplines
 - independently connecting lesson content to real-world application

- 1** Does not move or moves few students to deeper understanding of content through various techniques including
- a variety of explanations and multiple representations of concepts
 - extended productive discussion
 - effective questioning to support students' attainment of the learning goals
 - making connections to other content across disciplines
 - independently connecting lesson content to real-world application

Evidence:

Domain III: Culture and Learning Environment

Evidence includes classroom observations.

5. MANAGES A LEARNING-FOCUSED CLASSROOM COMMUNITY

Teacher:

- 4**
- Creates effective routines and expectations for students to safely voice opinions and ask and answer questions
 - Proactively monitors student behavior and redirects when necessary to maximize instructional time
 - Provides effective collaborative learning opportunities whenever appropriate
 - Ensures students take ownership of their work and are active participants in their learning
 - Provides opportunities for students to take on academic leadership roles that promote learning

- 3**
- Creates effective routines and expectations for students to safely voice opinions and ask and answer questions
 - Proactively monitors student behavior and redirects when necessary to maximize instructional time
 - Provides effective collaborative learning opportunities whenever appropriate
 - Ensures all or almost all students are active participants in their learning

- 2**
- Creates adequate routines and expectations for students to safely voice opinions and ask and answer questions
 - Adequately monitors student behavior
 - Provides adequate collaborative learning opportunities for students
 - Ensures most students are active participants in their learning

- 1**
- Creates inadequate and/or inconsistent routines and expectations for students to voice opinions and ask and answer questions
 - Inadequately monitors student behavior
 - Provides inadequate collaborative learning opportunities for students
 - Ensures some or few students are active participants in their learning

Evidence:

Blank area for evidence collection.

Domain III: Culture and Learning Environment

Evidence includes classroom observations.

6. MANAGES CLASSROOM SPACE, TIME, AND RESOURCES (INCLUDING TECHNOLOGY WHEN APPROPRIATE) EFFECTIVELY FOR STUDENT LEARNING

Teacher:

- 4**

 - Effectively maximizes use of physical space and resources (including technology whenever appropriate) in support of student learning
 - Maximizes time such that students always have something meaningful to do
 - Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner with minimal direction or narration from the teacher
 - Provides opportunities for students to share responsibility for leading classroom routines and/or procedures
- 3**

 - Effectively maximizes use of physical space and resources (including technology whenever appropriate) in support of student learning
 - Maximizes time such that students always have something meaningful to do
 - Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher
- 2**

 - Adequately uses physical space or resources (including technology whenever appropriate) in support of student learning
 - Allows brief periods of time when students do not have something meaningful to do
 - Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner only some of the time and require substantial direction from the teacher
- 1**

 - Inadequately uses physical space or resources (including technology whenever appropriate) in support of student learning
 - Allows significant periods of time when students do not have something meaningful to do
 - Creates an environment where students do not execute transitions, routines, and procedures in an orderly and efficient manner

Evidence:

Domain III: Culture and Learning Environment

Evidence includes classroom observations.

7. CREATES AND MAINTAINS A CLASSROOM OF RESPECT FOR ALL STUDENTS

Teacher:

- 4**
 - Communicates respectfully to all students
 - Effectively fosters respectful relationships among all students
 - Demonstrates a strong positive relationship with all students
 - Fosters a classroom culture where students give unsolicited praise or encouragement to their peers
- 3**
 - Communicates respectfully to all students
 - Effectively fosters respectful relationships among all students
 - Demonstrates a strong positive relationship with all students
- 2**
 - Communicates respectfully to students with rare exceptions
 - Fosters respectful relationships among some students but not others
 - Demonstrates a strong positive relationship with some students but not others
- 1**
 - Often communicates disrespectfully with students
 - Does not foster respectful relationships among students
 - Does not demonstrate a strong positive relationship with students

Evidence:

Domain IV: Professional Responsibilities

Evidence may include lesson plans, classroom observations, and pre- and post-observation conferences.

8. ENGAGES IN PROFESSIONAL LEARNING

Teacher:

- 4**
 - Proactively seeks out and participates in professional learning activities
 - Fully integrates knowledge gained in professional learning communities, collaboration with peers and leadership, and focused professional development
 - Strengthens teaching practice based on observer feedback and other types of performance data
 - Shares new information and lessons learned with colleagues
 - Serves as a critical friend for colleagues, both providing and seeking meaningful feedback on instruction
- 3**
 - Proactively seeks out and participates in professional learning activities
 - Fully integrates knowledge gained in professional learning communities, collaboration with peers and leadership, and focused professional development
 - Strengthens teaching practice based on observer feedback and other types of performance data
 - Shares new information and lessons learned with colleagues
- 2**
 - Participates in required professional learning activities
 - Applies knowledge gained from professional learning but does not fully integrate the new information
 - Applies some observer feedback to improve teaching practice
- 1**
 - Participates in required professional learning activities
 - Does not apply knowledge gained from professional learning
 - Applies little or no observer feedback to improve teaching practice

Evidence:

Domain IV: Professional Responsibilities

Evidence may include documentation of communication, classroom observations, and pre- and post-observation conferences.

9. ESTABLISHES AND MAINTAINS EFFECTIVE COMMUNICATION WITH FAMILIES/GUARDIANS

Teacher:

- 4**
 - Partners with families/guardians to coordinate learning between home and school
 - Establishes mutual expectations for student learning with families/guardians
 - Includes students and/or families/guardians in the planning of positive reinforcements for progress
- 3**
 - Partners with families/guardians to coordinate learning between home and school
 - Establishes mutual expectations for student learning with families/guardians
- 2**
 - Communicates with families/guardians reactively concerning student academic progress and development, and outreach is mostly for intervention or corrective reasons
- 1**
 - Rarely or never communicates with families/guardians

Evidence: