Mississippi Statewide Teacher Appraisal Rubric
Teacher Self-Assessment Form A

Teacher: _____   School: _____

School District: _____   Grade/Subject:_____

Date: _____

Directions: Reflect on your teaching practice and determine the level of performance that best describes your own assessment for each indicator of the rubric. Support your judgment by circling or highlighting appropriate words/phrases. Complete Form B based on your self-assessment.

Domain I: Planning	Indicators			
Standard 1	**Performance Level 1**	**Performance Level 2**	**Performance Level 3**	**Performance Level 4**
Plans lessons that demonstrate knowledge of content and pedagogy.	The teacher's plans do not include the necessary content and do not connect content across disciplines.	The teacher's plans inconsistently include the necessary content and/or do not connect content across disciplines.	The teacher's plans frequently include the necessary content and connect content across disciplines; however, connections are not consistently clear, meaningful, or relevant to students' lives.	The teacher's plans consistently include the necessary content and connect content across disciplines; connections are consistently clear, meaningful, and relevant to students' lives.
Plans lessons that demonstrate knowledge of content and pedagogy.	The teacher's plans do not demonstrate appropriate sequencing of learning experiences or provide ways to demonstrate knowledge and skill.	The teacher's plans demonstrate inconsistent sequencing of learning experiences or provide only limited ways to demonstrate knowledge and skills.	The teacher's plans frequently demonstrate appropriate sequencing of learning experiences and provide several ways to demonstrate knowledge and skill.	The teacher's plans consistently demonstrate appropriate sequencing of learning experiences and provide multiple and varied ways to demonstrate knowledge and skill.
Plans lessons that demonstrate knowledge of content and pedagogy.	The teacher's plans 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]	The teacher's plans 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.	The teacher's plans 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.	The teacher's plans 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.

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

Domain I: Planning	Indicators			
Standard 2	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
Plans lessons that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.	The teacher does not use data (formal or informal) about the prior experiences, language proficiencies, achievement levels, and special needs of the class.	The teacher inconsistently or inappropriately uses data (formal and informal) about the prior experiences, language proficiencies, achievement levels, and special needs of the class.	The teacher frequently and appropriately uses data (formal and informal) about the prior experiences, language proficiencies, achievement levels, and special needs of the class.	The teacher 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.
Plans lessons that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.	The teacher does not incorporate the class's questions and interests by collaborating with students to design and implement relevant learning experiences.	The teacher inconsistently and/or ineffectively incorporates the class's questions and interests by collaborating with students to design and implement relevant learning experiences.	The teacher frequently and effectively incorporates the class's questions and interests by collaborating with students to design and implement relevant learning experiences.	The teacher 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.
Plans lessons that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.	The teacher 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.	The teacher 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.	The teacher 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.	The teacher 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.

Domain I: Planning	Indicators			
Standard 3	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
Selects instructional goals that incorporate higher level learning for all students.	The teacher's plans do not include instructional goals that incorporate higher level learning for students.	The teacher's plans inconsistently include instructional goals that incorporate higher level learning for students.	The teacher's plans frequently include instructional goals that incorporate higher level learning for students.	The teacher's plans consistently include instructional goals that incorporate higher level learning for students and are connected to previous units and content.
Selects instructional goals that incorporate higher level learning for all students.	The teacher's plans do not include instructional goals appropriate for students.	The teacher's plans include instructional goals, but goals are not appropriate for all students.	The teacher's plans frequently include instructional goals appropriate for students, but goals are not specific, measurable, or time bound.	The teacher's plans consistently include instructional goals that are specific, measurable, time bound, and appropriate for students.
Selects instructional goals that incorporate higher level learning for all students.	The teacher's plans do not demonstrate that the teacher considers students' individual skill levels when selecting instructional goals and strategies.	The teacher's plans inconsistently demonstrate that the teacher considers students' individual skill levels when selecting instructional goals and strategies.	The teacher's plans frequently demonstrate that the teacher considers students' individual skill levels when selecting instructional goals and strategies.	The teacher's plans consistently demonstrate that the teacher analyzes multiple and appropriate data sources[2] to determine students' skill levels and considers those levels when selecting instructional goals and strategies.
Selects instructional goals that incorporate higher level learning for all students.	The teacher's plans do not include instructional goals that align with state content standards or, when applicable, the CCSS.	The teacher's plans include instructional goals; however, the goals only partially align with state content standards or, when applicable, the CCSS.	The teacher's plans 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).	The teacher's plans 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).

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

Domain I: Planning	Indicators			
Standard 4	**Performance Level 1**	**Performance Level 2**	**Performance Level 3**	**Performance Level 4**
Plans units of instruction that align with Mississippi Curriculum Framework (MCF) or, when applicable, the Common Core State Standards (CCSS).	The teacher's plans do not include the knowledge and skills necessary for expected student performance specified in the MCF or, when applicable, the CCSS.	The teacher's plans inconsistently include the knowledge and skills necessary for expected student performance specified in the MCF or, when applicable, the CCSS.	The teacher's plans frequently include the knowledge and skills necessary for expected student performance specified in the MCF or, when applicable, the CCSS.	The teacher's plans consistently include the knowledge and skills necessary for expected student performance specified in the MCF or, when applicable, the CCSS.
Plans units of instruction that align with Mississippi Curriculum Framework (MCF) or, when applicable, the Common Core State Standards (CCSS).	The teacher's plans do not include opportunities for students to solve problems; manage themselves; analyze, create, and critique content; work in teams; or communicate with each other.	The teacher's plans inconsistently include opportunities for students to solve problems; manage themselves; analyze, create, and critique content; work in teams; or communicate with each other.	The teacher's plans frequently include opportunities for students to solve problems; manage themselves; analyze, create, and critique content; work in teams; or communicate with each other.	The teacher's plans 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.
Plans units of instruction that align with Mississippi Curriculum Framework (MCF) or, when applicable, the Common Core State Standards (CCSS).	The teacher's plans do not include student activities and tasks that align to the appropriate expectations or that are rigorous and relevant.	The teacher's plans include student activities and tasks that vaguely align to the appropriate expectations and are only partially rigorous and relevant.	The teacher's plans frequently include student activities and tasks that align, but not fully or clearly, to the appropriate expectations; activities and tasks are rigorous and relevant.	The teacher's plans consistently include student activities and tasks that align fully and clearly to the appropriate expectations and are rigorous and relevant.

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Domain II: Assessment	Indicators			
Standard 5	**Performance Level 1**	**Performance Level 2**	**Performance Level 3**	**Performance Level 4**
Collects and organizes data from assessments to provide feedback to students and adjusts lessons and instruction as necessary.	The teacher does not use assessment results to adjust individual or whole-class instructional strategies.	The teacher ineffectively or inaccurately uses assessment results to adjust individual or whole-class instructional strategies.	The teacher frequently and appropriately uses assessment results to adjust individual or whole-class instructional strategies.	The teacher consistently works independently and collaboratively to appropriately use assessment results to adjust individual or whole-class instructional strategies.
Collects and organizes data from assessments to provide feedback to students and adjusts lessons and instruction as necessary.	The teacher does not maintain accurate records of student work and performance.	The teacher maintains limited or inaccurate records of student work and performance (e.g., summative information only).	The teacher frequently maintains accurate and complete records of student work and performance.	The teacher consistently maintains accurate and complete records of student work and performance that demonstrate student progress.
Collects and organizes data from assessments to provide feedback to students and adjusts lessons and instruction as necessary.	The teacher does not provide students with feedback on their performance.	The teacher provides students with minimal or only summative feedback on their performance.	The teacher frequently provides clear and actionable feedback to students to enable them to improve their performance.	The teacher consistently provides clear and actionable feedback to students to enable them to improve their performance.

Domain II- Assessment	Indicators			
Standard 6	**Performance Level 1**	**Performance Level 2**	**Performance Level 3**	**Performance Level 4**
Incorporates assessments into instructional planning that demonstrate high expectations for all students.	The 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 teacher 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.	The teacher 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.	The teacher 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.
Incorporates assessments into instructional planning that demonstrate high expectations for all students.	The teacher does not use assessments that align with the MCF or, when applicable, to CCSS; assessments are not rigorous and relevant.	The teacher uses assessments that partially align with the MCF or, when applicable, to CCSS; but assessments may not be rigorous or relevant.	The teacher frequently uses assessments that fully and clearly align with the MCF or, when applicable, to CCSS and that are rigorous and relevant.	The teacher consistently uses assessments that fully and clearly align with the MCF or, when applicable, to CCSS and that are rigorous and relevant.

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Domain III- Instruction	Indicators			
Standard 7	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
Demonstrates deep knowledge of content during instruction.	The teacher 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.	The teacher 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.	The teacher 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.	The teacher 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.
Demonstrates deep knowledge of content during instruction.	The teacher 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.	The teacher 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.	The teacher frequently relates content to class's prior content knowledge; links new concepts to familiar concepts, and makes appropriate connections to the students' experiences	The teacher 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.
Demonstrates deep knowledge of content during instruction.	The teacher does not connect the content to other subject areas.	The teacher inconsistently connects the content to other subject areas and connections are ineffective or unclear.	The teacher frequently connects the content to other appropriate subject areas, and connections are generally effective and clear.	The teacher 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.

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Domain III: Instruction	Indicators			
Standard 8	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
Actively engages students in the learning process.	The teacher uses a single instructional strategy or resource; strategy/resource is consistently inappropriate for most students' skill levels or learning styles.	The teacher uses a variety of instructional strategies and resources but strategies are sometimes inappropriate for most students' skill levels or learning styles.	The teacher frequently uses a variety of instructional strategies and resources that are appropriate to students' skill levels and learning styles.	The teacher consistently uses a variety of instructional strategies and resources that are appropriate for students' skill levels and learning styles.
Actively engages students in the learning process.	The teacher does not link content with student interests.	The teacher links content with student interests but connections are occasionally unclear or ineffective.	The teacher frequently links content with student interests through clear and meaningful connections by incorporating students' questions and ideas (when appropriate).	The teacher consistently links content with student interests through clear, meaningful connections by incorporating students' questions and ideas (when appropriate).
Actively engages students in the learning process.	The teacher 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.	The teacher 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.	The teacher 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.	The teacher 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.
Actively engages students in the learning process.	The teacher does not engage the class in using appropriate learning skills and technology tools to access, interpret, and apply information.	The teacher inconsistently engages the class in using appropriate learning skills and technology tools to access, interpret, and apply information.	The teacher frequently engages the class in using appropriate learning skills and technology tools to access, interpret, and apply information.	The teacher consistently engages the class in using a wide range of learning skills and diverse technology tools to access, interpret, and apply information.

Domain III- Instruction	Indicators			
Standard 9	**Performance Level 1**	**Performance Level 2**	**Performance Level 3**	**Performance Level 4**
Uses questioning and discussion techniques to promote higher order thinking skills.	The teacher does not use questions to check for understanding of content or does not respond or adapt instruction to student misunderstandings.	The teacher 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.	The teacher frequently uses questions to check for understanding of content, adequately corrects student misunderstandings at appropriate times, and adapts instruction when needed.	The teacher consistently uses questions to check for understanding of content and skillfully corrects student misunderstandings at appropriate times; effectively adapts instruction.
Uses questioning and discussion techniques to promote higher order thinking skills.	The teacher uses questions, coaching, and feedback that elicit limited student participation and lead to recitation of information rather than discussion.	The teacher 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.	The teacher frequently uses questions, coaching, and feedback that elicit good participation and discussion; questions require higher order thinking skills but are not timed appropriately.	The teacher consistently uses questions, coaching, and feedback that elicit extensive participation and discussion; questions require higher order thinking and are timed appropriately throughout the lesson.
Uses questioning and discussion techniques to promote higher order thinking skills.	The teacher does not respond to students' correct answers by probing for higher level understanding.	The teacher inconsistently responds to students' correct answers by probing for higher level understanding.	The teacher frequently responds to students' correct answers by probing for higher level understanding.	The teacher consistently responds to students' correct answers by probing for higher level understanding.
Uses questioning and discussion techniques to promote higher order thinking skills.	The teacher does not use questions to help students make connections to other students' comments.	The teacher uses questions to help students make connections to other students' comments buy may do so at inappropriate times or may not probe to encourage further discussion.	The teacher 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.	The teacher consistently uses questions to help students make connections to other students' comments and does so at appropriate times; probes to encourage further discussion.

Domain III- Instruction	Indicators			
Standard 10	**Performance Level 1**	**Performance Level 2**	**Performance Level 3**	**Performance Level 4**
Brings multiple perspectives to the delivery of content.	The teacher does not connect instruction to the students' prior knowledge or to their daily lives or to aspects of their community and life experiences.	The teacher inconsistently or unclearly connects instruction to students' prior knowledge, to their daily lives, and to aspects of their community and life experiences.	The teacher frequently connects instruction to students' prior knowledge, to their daily lives, and to aspects of their community and life experiences.	The teacher consistently and clearly connects instruction to students' prior knowledge, to students' daily lives, and to aspects of their community and life experiences.
Brings multiple perspectives to the delivery of content.	The teacher 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.	The teacher uses examples in instruction and activities that reflect the cultural diversity of the class, but examples do not include diverse social and cultural perspectives.	The teacher frequently uses examples in instruction and activities that reflect the cultural diversity of the class and diverse social and cultural perspectives.	The teacher consistently uses relevant and timely examples in instruction and activities that reflect the cultural diversity of the class and diverse social and cultural perspectives.
Brings multiple perspectives to the delivery of content.	The teacher 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.	The teacher 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.	The teacher 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.	The teacher 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.

Domain III- Instruction	Indicators			
Standard 11	**Performance Level 1**	**Performance Level 2**	**Performance Level 3**	**Performance Level 4**
Communicates clearly and effectively.	The teacher does not communicate written and oral content, expectations, explanations, directions, and procedures in a clear and organized manner.	The teacher communicates written and oral content, expectations, directions, and procedures but occasionally lacks clarity or effective organization.	The teacher frequently communicates written and oral content, expectations, explanations, directions, and procedures clearly and concisely.	The teacher consistently communicates written and oral content, expectations, explanations, directions, and procedures clearly and concisely and adapts communication style in response to student behavior.
Communicates clearly and effectively.	The teacher does not speak clearly or at an appropriate pace and dominates the discussion when facilitating student discussion.	The teacher speaks clearly but may not use appropriate pacing and/or dominates the discussion when facilitating student discussion.	The teacher frequently speaks clearly and at an appropriate pace but occasionally monopolizes the discussion when facilitating student discussion.	The teacher consistently speaks clearly and at an appropriate pace; successfully facilitates student discussion.
Communicates clearly and effectively.	The teacher does not make eye contact with students or use nonverbal communication to reinforce appropriate student behavior.	The teacher inconsistently makes eye contact with students and inconsistently uses nonverbal communication to reinforce appropriate student behavior.	The teacher frequently makes eye contact with students and regularly uses nonverbal communication to reinforce appropriate student behavior.	The teacher consistently makes eye contact with students; uses nonverbal communication to reinforce appropriate student behavior and adapts nonverbal behavior to meet students' needs.
Communicates clearly and effectively.	The teacher does not use developmentally appropriate language.	The teacher inconsistently uses language or explanations that are developmentally appropriate.	The teacher frequently uses developmentally appropriate language and explanations but may not adapt communication style as needed.	The teacher consistently uses developmentally appropriate language and explanations and adapts communication style as needed.

Domain IV- Learning Environment	Indicators			
Standard 12	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
Manages classroom space and resources effectively for student learning.	The teacher 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.	The teacher organizes and uses available physical space, materials, and resources in a reasonable manner; however, the arrangement impedes movement and communication for students and staff.	The teacher frequently organizes and uses available physical space, materials, and resources to facilitate movement and communication for most students and staff.	The teacher consistently organizes and uses available physical space, materials, and resources to facilitate movement and communication for students and staff.
Manages classroom space and resources effectively for student learning.	The teacher does not provide space appropriate to individual student needs or planned activities.	The teacher inconsistently provides space appropriate to student needs or planned learning activities.	The teacher frequently provides space appropriate to most individual student needs and planned activities.	The teacher consistently provides space appropriate to individual student needs and planned activities.
Manages classroom space and resources effectively for student learning.	The teacher does not use supplementary resources and technology effectively, and students do not have access, support, or time to use classroom and school resources.	The teacher inconsistently or ineffectively uses supplementary resources and technology, and students may have limited access, support, and time to use classroom and school resources.	The teacher frequently uses supplementary resources and technology effectively and ensures students have access, support, and time to use classroom and school resources.	The teacher 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.

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Domain IV- Learning Environment	Indicators			
Standard 13	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
Creates and maintains a climate of safety, respect, and support for all students.	The teacher does not treat students with respect and has poor relationships with some students; uses derogatory statements about students' identities, cultures, or backgrounds.	The teacher treats students with respect and builds rapport with students.	The teacher frequently treats students with respect and has a strong, nurturing relationship with students.	The teacher consistently treats students with respect, has a strong, nurturing relationship with students, and proactively facilitates respectful relationships.
Creates and maintains a climate of safety, respect, and support for all students.	The teacher disregards the diverse experiences of students and the achievements of groups and individual students.	The teacher overlooks opportunities to draw on the diverse experiences of students or celebrate the achievements of groups and individual students.	The teacher frequently cultivates a climate of inclusion by building on the diverse experiences of students and by celebrating the achievements of groups and individual students.	The teacher consistently facilitates student collaboration by encouraging students to recognize and celebrate the diverse experiences and achievements of groups and individual students.
Creates and maintains a climate of safety, respect, and support for all students.	The teacher does not ensure the classroom is a safe place for students to voice their thoughts and opinions.	The teacher inconsistently ensures the classroom is a safe place for all students to voice their thoughts and opinions.	The teacher frequently ensures the classroom is a safe place for all students to voice their thought and opinions.	The teacher 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.

Domain IV- Learning Environment	Indicators			
Standard 14	**Performance Level 1**	**Performance Level 2**	**Performance Level 3**	**Performance Level 4**
Maximizes time available for instruction.	The teacher begins class late, does not establish clear procedures, does not transition smoothly between tasks, does not address disruptions, does not use appropriate pacing methods.	The teacher 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.	The teacher frequently begins class on time, establishes and follows procedures, transitions smoothly between tasks, handles disruptions efficiently, discourages digressions, uses appropriate pacing.	The teacher 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.

Domain IV- Learning Environment	Indicators			
Standard 15	**Performance Level 1**	**Performance Level 2**	**Performance Level 3**	**Performance Level 4**
Establishes and maintains a culture of learning to high expectations.	The teacher does not clearly or consistently communicate instructional goals to students; has modest or inconsistent expectations for students.	The teacher inconsistently or unclearly communicates instructional goals to students but has high expectations for students of all levels.	The teacher frequently and clearly communicates instructional goals to students and has high expectations for students of all levels.	The teacher 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).
Establishes and maintains a culture of learning to high expectations.	The teacher does not hold students accountable for meeting instructional goals.	The teacher inconsistently holds students accountable for meeting instructional goals.	The teacher frequently holds students accountable for meeting instructional goals.	The teacher consistently holds students accountable for meeting instructional goals and revises appropriately when these goals need to change.

Domain IV- Learning Environment	Indicators			
Standard 16	**Performance Level 1**	**Performance Level 2**	**Performance Level 3**	**Performance Level 4**
Manages student behavior to provide productive learning opportunities for all students.	The teacher does not establish and communicate classroom rules and expectations.	The teacher establishes and communicates classroom rules and expectations but overlooks opportunities to reinforce them.	The teacher frequently establishes, communicates, and reinforces classroom rules and expectations and ensures that students understand the rules.	The teacher 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.
Manages student behavior to provide productive learning opportunities for all students.	The teacher does not monitor student behavior or anticipate problems and/or respond to inappropriate behavior in a consistent manner.	The teacher monitors student behavior but may not anticipate problems; responds inconsistently to inappropriate behavior.	The teacher frequently monitors student behavior and responds consistently to inappropriate behavior; however, may not anticipate potential problems.	The teacher consistently monitors student behavior, anticipates potential problems, and prevents inappropriate behaviors from occurring by proactively reinforcing procedures.

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Domain V- Professional Responsibilities	Indicators			
Standard 17	**Performance Level 1**	**Performance Level 2**	**Performance Level 3**	**Performance Level 4**
Engages in continuous professional development and applies new information learned in the classroom.	The teacher participates only in professional development activities that are required.	The teacher participates only in professional development activities that are convenient.	The teacher frequently and proactively seeks out and participates in professional development activities.	The teacher 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.
Engages in continuous professional development and applies new information learned in the classroom.	The teacher does not apply lessons learned from professional development to benefit students.	The teacher 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.	The teacher frequently applies lessons learned from professional development to benefit students and fully integrates the new information into lesson plans, instructional strategies, or classroom procedures.	The teacher 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.
Engages in continuous professional development and applies new information learned in the classroom.	The teacher does not have a personal plan for continuous improvement.	The teacher 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).	The teacher 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.	The teacher 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.

Domain V- Professional Responsibilities	Indicators			
Standard 18	**Performance Level 1**	**Performance Level 2**	**Performance Level 3**	**Performance Level 4**
Demonstrates professionalism and high ethical standards; acts in alignment with Mississippi Code of Ethics.	The teacher 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.	The teacher 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.	The teacher 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.	The teacher 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.
Demonstrates professionalism and high ethical standards; acts in alignment with Mississippi Code of Ethics.	The teacher does not comply with school and district regulations and timelines.	The teacher complies minimally with school and district regulations and timelines.	The teacher complies fully with school and district regulations and timelines.	The teacher 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.

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Domain V- Professional Responsibilities	Indicators			
Standard 19	**Performance Level 1**	**Performance Level 2**	**Performance Level 3**	**Performance Level 4**
Establishes and maintains effective communication with families.	The teacher provides no information to families about student progress and activities.	The teacher provides information to families about student progress and activities; however, communication may be sporadic, incomplete, or unclear.	The teacher frequently provides clear, understandable information to families about student progress and activities on a regular basis.	The teacher 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.
Establishes and maintains effective communication with families.	The teacher makes no attempt to engage families in the instructional program or class activities.	The teacher sporadically engages families in the instructional program or class activities.	The teacher frequently engages families in the instructional program and class activities.	The teacher consistently engages families in the instructional program and class activities; incorporates student and family feedback in instructional content and activities when appropriate and reasonable.
Establishes and maintains effective communication with families.	The teacher does not engage in communication with students' families to establish expectations to support student development and achievement.	The teacher sporadically engages in communication with students' families to establish expectations to support student development and achievement.	The teacher frequently engages in ongoing communication with students' families to establish expectations to support student development and achievement.	The teacher consistently attempts to work collaboratively with students and their families to establish mutual expectations to support student development and achievement.

Domain V- Professional Responsibilities	Indicators			
Standard 20	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
Collaborates with colleagues and is an active member of a professional learning community in the school.	The teacher avoids participating in the professional learning community or in school and district events and projects.	The teacher participates, when asked, in the professional learning community and in school and district events and projects.	The teacher actively participates in the professional learning community and in school and district events and projects.	The teacher consistently assumes a leadership or supporting role within the professional learning community and for school and district events and projects.
Collaborates with colleagues and is an active member of a professional learning community in the school.	The teacher avoids working with others with whom he or she disagrees and disregards requests made by peers.	The teacher makes some effort to collaborate with colleagues and addresses most requests made by peers in a timely and productive fashion.	The teacher actively identifies opportunities to collaborate with others and addresses requests made by peers in a timely and productive fashion.	The teacher consistently serves as a leader by encouraging others to collaborate and addresses requests made by peers in a timely and productive fashion.
Collaborates with colleagues and is an active member of a professional learning community in the school.	The teacher does not collaborate with professional colleagues when opportunities arise to reflect, problem solve, and share new ideas and experiences; does not seek or give feedback to improve student performance and teaching practices.	The teacher 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.	The teacher 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.	The teacher 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.
Collaborates with colleagues and is an active member of a professional learning community in the school.	The teacher 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.	The teacher 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.	The teacher 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.	The teacher 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.

August 2013

Mississippi Statewide Teacher Appraisal Rubric
Teacher Self-Assessment Form B

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

Directions: Use the self-assessment completed on Form A to rate your overall performance for each standard. Once you have rated your performance for each standard, identify at least one area of strength and one area for growth on Form C.

	Standards	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
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 Framework or, when applicable, the Common Core State Standards.				
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.				
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.				

	Standards	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
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.				
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.				
	Comments:				

Mississippi Statewide Teacher Appraisal Rubric
Teacher Self-Assessment Form C

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

Directions: Use the self-assessment ratings on Form B to identify at least one area of strength and one area for growth. The area(s) of strength and area(s) for growth should be aligned to specific standards.

Area(s) of Strength
Standard(s):   Area(s) of strength:
Area(s) for Growth
Standard(s):   Area(s) for growth: