

# 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 experiences<sup>1</sup> 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 experiences<sup>1</sup> 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 experiences<sup>1</sup> 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 experiences<sup>1</sup> or learning

### Evidence:

<sup>1</sup> 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:**