



NEEDS ASSESSMENT

USING THE PROFESSIONAL GROWTH SYSTEM TEACHER RUBRIC

New teachers may or may not be able to identify their immediate needs at the beginning of the school year. Therefore, to ensure mentors are meeting the new teachers' needs, mentors should identify the new educator's needs through a needs assessment tool.

It is suggested new teachers complete a self-assessment using the Professional Growth System Teacher Rubric. This will provide teachers with more familiarity with the rubric administrators use for observations, feedback, and determining their end of the year summative score. The results of this self-assessment will also help direct new teachers and their mentors in identifying resources and learning opportunities that align with their self-identified areas of growth.

New teachers can conduct this exercise at the winter holiday break and again at the end of the year. Thus, providing the new teacher and their mentor with some data on how the new teacher feels they have progressed in certain areas over the year.

Teacher Growth Rubric

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

2. LESSONS HAVE HIGH LEVELS OF LEARNING FOR ALL STUDENTS

Lessons:

- 4**
 - Provide assignments and activities that contain the following components:
 - 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
- 3**
 - Provide assignments and activities that contain the following components:
 - 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
- 2**
 - Provide assignments and activities that contain the following components:
 - 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
- 1**
 - Provide assignments and activities that contain the following components:
 - 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

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

mdek12.org/OEE/Teacher

To download the **Teacher Growth Rubric**, click or copy the link above.

