



MISSISSIPPI EDUCATOR & ADMINISTRATOR
OBSERVATION FORM
SPECIAL EDUCATION GROWTH RUBRIC

Teacher Name

Grade Levels

Time of Day

Date of Pre-Observation Meeting

Date of Observation

Date of Post-Observation Meeting

District & School

Observer Name or Signature

Informal Observation

Formal Observation

Setting

1 2 3

1 2 3

Inclusive Resource Self-Contained

DOMAIN I: LESSON DESIGN

Standard 1: Lessons are aligned to the Mississippi College, Career Ready Standards, and/or the Mississippi Alternate Academic Achievement Standards (as appropriate) and represent a coherent sequence of learning

Indicators

- Lessons include student learning outcomes and instructional activities that:
- are fully aligned to the Mississippi College and Career Ready Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) and students’ long-/short-term learning goals
 - are part of a coherent sequence of learning with ample evidence of identifying prerequisites, adapting curriculum based on student needs, and making connections explicit
 - reflect collaboration with general education teachers, support staff, **and families**
- Lessons include student learning outcomes and instructional activities that:
- are **fully aligned** to the Mississippi College and Career Ready Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) **and** students’ long-/short-term learning goals
 - are part of a **coherent sequence** of learning **with ample evidence of** identifying prerequisites, adapting curriculum based on student needs, and making connections explicit
 - **reflect collaboration with general education teachers and support staff**
- Lessons include student learning outcomes and instructional activities that:
- are **partially aligned** to the Mississippi College and Career Ready Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) **or** students’ long-/short-term learning goals
 - are part of an **ineffective sequence** of learning **with limited evidence of** identifying prerequisites, adapting curriculum based on student needs, and making connections explicit
- Lessons include student learning outcomes and instructional activities that:
- are **not aligned** to the Mississippi College and Career Ready Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) **or** students’ long-/short-term learning goals
 - are **not part of a coherent sequence** of learning **with limited or no evidence of** identifying prerequisites, adapting curriculum based on student needs, and making connections explicit

Evidence Collected

Notes

- Lesson Plans
- IEPs
- PLC Agendas
- Progress Monitoring
- Results of Formative and Summative Assessments
- Content Enhancements

Performance Level

- Level 4
- Level 3
- Level 2
- Level 1

DOMAIN I: LESSON DESIGN

Standard 2: Lessons have high levels of learning for all students as indicated through general and specialized curriculum to inform instructional decisions for students with disabilities

Indicators

Lessons provide assignments and activities that contain the following components:

- 4**
 - appropriate scaffolding, coaching, and modeling through visual, verbal, and written supports **that are gradually removed when no longer needed**
 - use of multiple data sources to diagnose student strengths and needs in collaboration with general and special education colleagues
 - clear targeted goals for students in lessons/instruction/services and practice opportunities that align with individual student strengths and needs
 - differentiation that **empowers students to make decisions** based on IEP goals
 - relevant connections to students' prior knowledge
 - **opportunities for students to choose challenging tasks and instructional materials**
- 3**
 - appropriate scaffolding, coaching, and modeling through visual, verbal, and written supports as students learn skills or concepts
 - use of **multiple** data sources to diagnose student strengths and needs in collaboration with general **and** special education colleagues
 - **clear targeted** goals for students in lessons/instruction/services and practice opportunities that align with individual student strengths and needs
 - differentiation based on students' IEP goals and benchmarks
 - **relevant** connections to students' prior knowledge
- 2**
 - **appropriate** scaffolding, coaching, and modeling through visual, verbal, and written supports as students learn skills or concepts
 - use of data to diagnose student strengths and needs in collaboration with general or special education colleagues
 - **unclear connections** to targeted goals for students in lessons/instruction/services and/or practice opportunities that **misalign** with individual student strengths and needs
 - **some** differentiation based on students' IEP goals and benchmarks
 - **adequate** connections to students' prior knowledge
- 1**
 - **inadequate** scaffolding, coaching, and modeling through visual, verbal, and written supports as students learn skills or concepts
 - **little or no** use of data to diagnose student strengths and needs in collaboration with general **or** special education colleagues
 - **unclear connections** to targeted goals for students in lessons/instruction/services and practice opportunities that align with individual student strengths and needs
 - **rare connections** to targeted goals for students in lessons/instruction/services and/or **limited** practice opportunities
 - **little or no** differentiation based on students' IEP goals and benchmarks
 - **limited** connections to students' prior knowledge

Evidence Collected

Examples of Evidence

Notes

- Lesson Plans
- IEPs
- PLC Agendas
- Assessments
- Content Enhancements

Performance Level

- Level 4
- Level 3
- Level 2
- Level 1

DOMAIN II: STUDENT UNDERSTANDING

Standard 3: The teacher assists students in self-regulation and monitors generalization of learning

Indicators

- | | |
|---|--|
| 4 | <ul style="list-style-type: none"> • Regularly opens the lesson with a clear introduction and review, model of skills and cognitive strategies, and/or provides clear explanation of concepts, depending on where the teacher is in a learning progression • Uses a variety of assessments to effectively monitor student learning and progress • Provides ample and effective opportunities for students to monitor their own learning through explicit modeling of strategies to solve problems, regulate attention, organize materials, and/or regulate thoughts • Provides students with timely, positive, and goal-directed feedback in the student's mode of communication (verbal, nonverbal, or written) • Creates opportunities for students to apply teacher and peer feedback to improve performance, enhance learning, and/or reach behavior goals • Collaborates with others so that students use learned skills in situations other than the original learning environment and in the absence of ongoing instruction |
| 3 | <ul style="list-style-type: none"> • Opens the lesson with a clear introduction and review, model of skills and cognitive strategies, and/or provides clear explanation of concepts, depending on where the teacher is in a learning progression • Uses formative assessments to effectively monitor student learning and progress • Provides effective opportunities for students to monitor their own learning through explicit modeling of strategies to solve problems, regulate attention, organize materials, and/or regulate thoughts • Provides students with timely, positive, and goal-directed feedback in the student's mode of communication (verbal, nonverbal, or written) • Creates opportunities for students to apply teacher and peer feedback to improve performance, enhance learning, and/or reach behavior goals |
| 2 | <ul style="list-style-type: none"> • Inconsistently opens the lesson with an introduction and review, model of skills and cognitive strategies, and/or provides explanation of concepts that is sometimes unclear, depending upon where the teacher is in a learning progression • Uses formative assessments to adequately monitor student learning and progress • Provides adequate opportunities for students to monitor their own learning through explicit modeling of strategies to solve problems, regulate attention, organize materials, and/or regulate thoughts • Provides students with limited or non-specific feedback in the student's mode of communication (verbal, nonverbal, or written) |
| 1 | <ul style="list-style-type: none"> • Often does not deliver lessons that are coherent, containing a clear opening, review, model, and sufficient practice opportunity • Inadequately monitors student learning and progress • Provides inadequate opportunities for students to monitor their own learning through explicit modeling of strategies to solve problems, regulate attention, organize materials, and/or regulate thoughts • Provides students with little feedback or it is not in the student's mode of communication (verbal, nonverbal, or written) |

Evidence Collected

Examples of Evidence

Notes

- Lesson Plans
- IEPs
- PLC Agendas
- Assessments
- Content Enhancements
- Samples of feedback

Performance Level

- Level 4
- Level 3
- Level 2
- Level 1

DOMAIN II: STUDENT UNDERSTANDING

Standard 4: The teacher provides multiple ways for students to make meaning of content by using explicit instructional strategies

Indicators

- 4** The teacher moves **all** students to a deeper understanding of content through:
- a variety of teacher-led, peer-assisted, self-regulated, and/or technology-supported strategies
 - flexible grouping to promote extended academic interactions and collaborative work
 - prompts, partial clues, reminders of the strategy or rule, and/or examples of the concept as needed to support students' attainment of the learning goal
 - multiple means of representation, expression, and engagement using principles of Universal Design for Learning
 - providing opportunities for students to demonstrate connections between what they are learning and how it connects to their personal and professional goals/interests
- 3** The teacher moves **almost all** students to a deeper understanding of content through:
- a variety of teacher-led, peer-assisted, self-regulated, and/or technology-supported strategies
 - flexible grouping to promote extended academic interactions and collaborative work
 - prompts, partial clues, reminders of the strategy or rule, and/or examples of the concept as needed to support students' attainment of the learning goal
 - multiple means of representation, expression, and engagement using principles of Universal Design for Learning
 - providing opportunities for students to demonstrate connections between what they are learning and how it connects to their personal and professional goals/interests
- 2** The teacher moves **most** students to a deeper understanding of content through:
- a variety of teacher-led, peer-assisted, self-regulated, and/or technology-supported strategies
 - flexible grouping to promote extended academic interactions and collaborative work
 - prompts, partial clues, reminders of the strategy or rule, and/or examples of the concept as needed to support students' attainment of the learning goal
 - multiple means of representation, expression, and engagement using principles of Universal Design for Learning
 - providing opportunities for students to demonstrate connections between what they are learning and how it connects to their personal and professional goals/interests
- 1** The teacher **moves few or does not move** students to a deeper understanding of content through:
- a variety of teacher-led, peer-assisted, self-regulated, and/or technology-supported strategies
 - flexible grouping to promote extended academic interactions and collaborative work
 - prompts, partial clues, reminders of the strategy or rule, and/or examples of the concept as needed to support students' attainment of the learning goal
 - multiple means of representation, expression, and engagement using principles of Universal Design for Learning
 - providing opportunities for students to demonstrate connections between what they are learning and how it connects to their personal and professional goals/interests

Evidence Collected

Examples of Evidence

Notes

- Assessment Data
- Student Work Samples
- Teacher Modeling
- Fading Scaffolds
- Variation in Resources
- Assistive Technology
- Small Group Instruction
- Individual Instruction

Performance Level

- Level 4
- Level 3
- Level 2
- Level 1

DOMAIN III: CULTURE AND LEARNING ENVIRONMENT

Standard 5: The teacher manages a learning-focused classroom community and productive learning environments for students with disabilities

Indicators

- 4**
 - Creates effective routines in the learning environment specific to the nature of the specialized classroom, individual need, and support services with specific expectations and opportunities for students to practice
 - Consistently and intentionally plans to prevent misbehavior through positive behavioral interventions and supports
 - Defines methods for ensuring individual behavioral and academic success in one-to-one, small-group, and large-group settings
 - Designs learning environments (e.g., physical, climate, time allowance) that result in **student ownership** of individual and group activities
 - Teaches social skills intentionally, including using explicit instruction strategies **and specific replacement behaviors**, to support student learning of skills required for students to work with others in the classroom while working toward student independence
- 3**
 - Creates **effective** routines in the learning environment specific to the nature of the specialized classroom, individual need, and support services with specific expectations and opportunities for students to practice
 - **Consistently and intentionally** plans to prevent misbehavior through positive behavioral interventions and supports
 - **Defines methods** for ensuring individual behavioral and academic success in one-to-one, small-group, and large-group settings
 - Designs learning environments (e.g., physical, climate, time allowance) that result in **all students'** engagement in individual and group activities
 - **Teaches social skills intentionally**, including using explicit instruction strategies, to support student learning of skills required for students to work with others in the classroom while working toward student independence
- 2**
 - Has developed **some** classroom routines, but routine procedures are **not smoothly executed** and do not appear to be developed based upon students' needs
 - **Inconsistently** plans to prevent misbehavior through positive behavioral interventions and supports
 - **Is unable** to clearly communicate intention and purpose for **some** rules, routines, procedures, or grouping schemes
 - Designs learning environments (e.g., physical, climate, time allowance) that result in **most** students' engagement
 - **Rarely** plans for and teaches social skills explicitly **but sometimes attempts** to teach social skills relevant to a particular situation or "teachable moment"
- 1**
 - **Does not** effectively utilize classroom routines and procedures
 - **Rarely or does not** plan to prevent misbehavior through positive behavioral interventions and supports
 - **Is unable** to clearly communicate intention and purpose for **most** rules, routines, procedures, or grouping schemes
 - Learning environments (e.g., physical, climate, time allowance) are not intentionally planned and result in **some or few** students' engagement
 - **Does not** plan for and teach social skills explicitly or **punishes misbehavior but does not teach appropriate behavior/skills** to replace misbehavior

Evidence Collected

Examples of Evidence

- Time on Task Counts
- Visible Rules and Routines
- Quotes Explaining Expectations
- Pictures of Learning Center/ Management System
- Assistive Technology
- Behavior Modification Charts
- Adaptations of Environment

Performance Level

- Level 4
- Level 3
- Level 2
- Level 1

DOMAIN III: CULTURE AND LEARNING ENVIRONMENT

Standard 6: The teacher manages classroom space, time, and resources (including technology, when appropriate) effectively for student learning

Indicators

- 4**
 - Effectively adapts the physical environment and maximizes resources (including assistive technology and visual content displays as appropriate) to support student learning
 - Maximizes time such students always have something meaningful to do
 - Creates an environment where students consistently execute transitions, routines, and procedures in an orderly and efficient manner **with minimal to no direction or narration from the teacher**
 - **Engages students in setting classroom routines and procedures**
- 3**
 - **Effectively** adapts the physical environment and maximizes resources (including assistive technology and visual content displays as appropriate) to support student learning
 - Maximizes time such students **always** have something meaningful to do
 - Creates an environment where students **consistently** execute transitions, routines, and procedures in an orderly and efficient manner with direction and narration from the teacher
- 2**
 - **Adequately** adapts the physical environment and maximizes resources (including assistive technology and visual content displays as appropriate) to support 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** with direction and narration from the teacher
- 1**
 - **Inadequately** adapts the physical environment and maximizes resources (including assistive technology and visual content displays as appropriate) to support 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 Collected

Examples of Evidence

- Adaptations to environment
- Visual Content Displayed
- Assistive Technology
- Learning Center/Learning Management System Organization
- Quotes-Interventions/Supports
- IEP Goals

Performance Level

- Level 4
- Level 3
- Level 2
- Level 1

DOMAIN III: CULTURE AND LEARNING ENVIRONMENT

Standard 7: The teacher creates and maintains a classroom of respect for all students.

Indicators

4

- Communicates respectfully to all students
- Provides **ample and** effective opportunities for peer learning and/or flexible grouping
- Demonstrates a strong positive relationship with all students and uses effective techniques to deescalate student behavior whenever appropriate
- **Promote and model** age-appropriate and culturally responsive teaching practices to foster student engagement across learning environments

3

- Communicates respectfully to **all** students
- Provides **effective** opportunities for peer learning and/or flexible grouping
- Demonstrates a strong positive relationship with **all** students **and** uses **effective** techniques to deescalate student behavior whenever appropriate
- **Effectively** employs age-appropriate and culturally responsive teaching practices to foster student engagement across learning environments

2

- Communicates respectfully to students **with rare exceptions**
 - Provides **adequate** opportunities for peer learning and/or flexible grouping
 - Demonstrates a strong positive relationship with **some** students **and/or** uses **ineffective** techniques to deescalate students' behavior
- Adequately** employs age-appropriate and culturally responsive teaching practices to foster student engagement across learning environments

1

- **Often communicates disrespectfully** with students
- **Rarely or never** uses peer support and flexible grouping strategies
- **Does not** demonstrate a strong positive relationship with students and/or **does not** use techniques to deescalate students' behavior
- **Inadequately or does not** employ age-appropriate and culturally responsive teaching practices to foster student engagement across learning environments

Evidence Collected

Examples of Evidence

Notes

- Teacher Quotes-Positive Behavior Interventions
- Teacher and Student Quotes-Praise
- Teacher Uses "Tell-Show-Practice", Crisis Prevention, or Other Explicit Techniques
- Time Tally for Teacher-Directed Learning Versus Peer-Learning or Flexible Grouping
- Behavior Modification Charts and/or Plans

Performance Level

- Level 4
- Level 3
- Level 2
- Level 1

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES

Standard 8: The teacher engages in professional learning and complies with reporting requirements

Indicators

- | | |
|---|--|
| 4 | <ul style="list-style-type: none"> Proactively seeks out, participates in, and shares professional learning to improve practice based on observer feedback Fully integrates into professional practice the knowledge gained in professional learning communities, collaboration with peers and leadership, and focused professional development Promotes and adheres to standards of professional practice regarding IEP compliance, including IEP meeting organization, individual goal development, and paperwork completion Maintains confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements Promotes understanding of federal, state, and local policies/mandates regarding identifying and educating students with disabilities among students, families, and professionals |
| 3 | <ul style="list-style-type: none"> Proactively seeks out and participates in professional learning to improve practice based on observer feedback Fully integrates into professional practice the knowledge gained in professional learning communities, collaboration with peers and leadership, and focused professional development Adheres to standards of professional practice regarding IEP compliance, including IEP meeting organization, individual goal development, and paperwork completion Maintains confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements Demonstrates understanding of federal, state, and local policies/mandates regarding identifying and educating students with disabilities |
| 2 | <ul style="list-style-type: none"> Participates in required professional learning and applies some observer feedback to improve practice Applies knowledge gained from professional learning but does not fully integrate the new information Adheres to standards of professional practice regarding IEP compliance, including IEP meeting organization, individual goal development, and paperwork completion with oversight Maintains confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements Demonstrates limited understanding of federal, state, and local policies/mandates regarding identifying and educating students with disabilities |
| 1 | <ul style="list-style-type: none"> Participates in required professional learning, but applies little or no observer feedback to improve practice Does not apply knowledge gained from professional learning Occasionally does not adhere to standards of professional practice regarding IEP compliance including IEP meeting organization, individual goal development, and paperwork completion Violates confidentiality of information Does not demonstrate understanding of federal, state, and local policies/mandates |

Evidence Collected

Examples of Evidence

Notes

- Professional Learning Agendas
- Session Registrations
- PLC Meeting Agendas
- Past PGS Observation Feedback and Evidence of Implementation
- Email or Communication Logs

Performance Level

- Level 4
- Level 3
- Level 2
- Level 1

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES

Standard 9: The teacher collaborates with families/guardians and professionals

Indicators

- 4**
 - **Proactively initiates** and collaborates with administrators, general educators, related service providers, paraprofessionals, families, and community agencies using a variety of methods
 - **Partners** with families or guardians to **coordinate** learning between home and school
 - Organizes and facilitates **effective** meetings with professionals and families to establish mutual expectations for students' instructional and/or behavioral outcomes
 - **Includes students in meetings (as appropriate) to develop IEP goals, including behavior goals, and encourages families/student to self-advocate**
- 3**
 - Collaborates with administrators, general educators, related service providers, paraprofessionals, and families **using a variety of methods**
 - **Partners** with families or guardians **to coordinate learning** between home and school
 - Organizes and facilitates **effective** meetings with professionals and families to **establish mutual expectations** for students' instructional and/or behavioral outcomes
- 2**
 - **Collaborates** with administrators, general educators, related service providers, paraprofessionals, and families **only when required**
 - **Communicates** with families/guardians **reactively** concerning student academic progress and development, and outreach is **mostly for intervention or corrective reasons**
 - **Organizes and facilitates required meetings with professionals and families**
- 1**
 - **Minimally or does not** collaborate with administrators, general educators, related service providers, and paraprofessionals as required
 - **Rarely or never** communicates with families/guardians

Evidence Collected

Examples of Evidence

Notes

- IEP Sign-In Sheets
- Learning Management System or Secure Apps Communication Documentation
- PLC Agendas
- Leadership Team Meeting Agendas
- Newsletters

Performance Level

- Level 4
- Level 3
- Level 2
- Level 1