

OFFICE OF QUALITY PROFESSIONALS AND SPECIAL SCHOOLS
Summary of State Board of Education Agenda Items
May 17-18, 2012

OFFICE OF THE MISSISSIPPI TEACHER CENTER

29. Approval to begin the Administrative Procedures Act process: To Approve the Mississippi Statewide Teacher Appraisal Rubric (M-STAR)

Background Information:

The Mississippi Statewide Teacher Appraisal Rubric (M-STAR) is an evaluation process designed to improve the professional performance of all educators. M-STAR provides a reliable and valid system of performance assessments based on common standards to gauge teacher effectiveness, help track educational progress, identify areas of need, and improve performance throughout a teacher's career.

Goals

- Provide formative assessment information about the performance of individual teachers to help highlight areas of strength and identify areas of improvement
- Serve as a guide for teachers as they reflect upon their own practices
- Provide shared understanding regarding priorities, goals, and expectations of quality practice
- Serve as a tool to help structure principal instructional leadership and feedback

Recommendation: Approval

Back-up material attached



Teacher Evaluation Rubric

Teacher: _____

Evaluator: _____

School System: _____

School: _____

Announced Observation Number: __1 __2

Grade/Subject: _____

Unannounced Observation Number:

__1 __2 __3 __4 __5

Date: _____

DRAFT

Domain I: Planning (assessed via artifact review, pre-observation and post-observation conferences)

| <i>1. Plans lessons that demonstrate knowledge of content and pedagogy</i> | |
|--|---|
| Lesson Plans: | |
| 4 | <input type="checkbox"/> Consistently include the necessary content and connect content across disciplines; connections are consistently clear, meaningful, and relevant to students' lives <input type="checkbox"/> Consistently demonstrate appropriate sequencing of learning experiences and provide multiple and varied ways to demonstrate knowledge and skill <input type="checkbox"/> Consistently demonstrate collaboration with specialized professionals ² in making the appropriate choice of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners |
| 3 | <input type="checkbox"/> Frequently include the necessary content and connect content across disciplines; however, connections are not consistently clear, meaningful, or relevant to students' lives <input type="checkbox"/> Frequently demonstrate appropriate sequencing of learning experiences and provide several ways to demonstrate knowledge and skill <input type="checkbox"/> 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 |
| 2 | <input type="checkbox"/> Inconsistently include the necessary content and/or do not connect content across disciplines <input type="checkbox"/> Demonstrate inconsistent sequencing of learning experiences or provide only limited ways to demonstrate knowledge and skill <input type="checkbox"/> 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 |
| 1 | <input type="checkbox"/> Do not include the necessary content and do not connect content across disciplines <input type="checkbox"/> Do not or demonstrate appropriate sequencing of learning experiences or provide ways to demonstrate knowledge and skill <input type="checkbox"/> 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 |
| <p>Comments:</p> | |

²(e.g., special educators, related service providers, language learning specialists, librarians, media specialists)

2. Plans lessons that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs

Teacher:

| | |
|----------|---|
| 4 | <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> 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 |
| 3 | <ul style="list-style-type: none"> <input type="checkbox"/> Frequently and appropriately uses data (formal and informal) about prior experiences, language proficiencies, achievement levels, and special needs of the class <input type="checkbox"/> Frequently and effectively incorporates the class's questions and interests by collaborating with students to design and implement relevant learning experiences <input type="checkbox"/> 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 |
| 2 | <ul style="list-style-type: none"> <input type="checkbox"/> Inconsistently or inappropriately uses data (formal and informal) about the prior experiences, language proficiencies, achievement levels, and special needs of the class <input type="checkbox"/> Inconsistently and/or ineffectively incorporates the class's questions and interests by collaborating with students to design and implement relevant learning experiences <input type="checkbox"/> 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 |
| 1 | <ul style="list-style-type: none"> <input type="checkbox"/> Does not use data (formal or informal) about the prior experiences, language proficiencies, achievement levels, and special needs of the class <input type="checkbox"/> Does not incorporate the class's questions and interests by collaborating with students to design and implement relevant learning experiences <input type="checkbox"/> 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 |

Comments:

3. Selects instructional goals that incorporate higher level learning for all students

Lesson Plans:

| | |
|----------|--|
| 4 | <ul style="list-style-type: none"><input type="checkbox"/> Consistently include instructional goals that incorporate higher level learning for students and are connected to previous units and content<input type="checkbox"/> Consistently include instructional goals that are specific, measurable, time bound, and appropriate for students<input type="checkbox"/> Consistently demonstrate that the teacher analyzes multiple and appropriate data sources³ to determine students' skill levels and considers those levels when selecting instructional goals and strategies<input type="checkbox"/> 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) |
| 3 | <ul style="list-style-type: none"><input type="checkbox"/> Frequently include instructional goals that incorporate higher level learning for students<input type="checkbox"/> Frequently include instructional goals appropriate for students, but goals are not specific, measureable, or time bound<input type="checkbox"/> Frequently demonstrate that the teacher considers students' individual skill levels when selecting instructional goals and strategies<input type="checkbox"/> 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) |
| 2 | <ul style="list-style-type: none"><input type="checkbox"/> Inconsistently include instructional goals that incorporate higher level learning for students<input type="checkbox"/> Include instructional goals, but goals are not appropriate for all students<input type="checkbox"/> Inconsistently demonstrate that the teacher considers students' individual skill levels when selecting instructional goals and strategies<input type="checkbox"/> Include instructional goals; however, the goals only partially align with state content standards or, when applicable, the CCSS |
| 1 | <ul style="list-style-type: none"><input type="checkbox"/> Do not include instructional goals that incorporate higher level learning for students<input type="checkbox"/> Do not include instructional goals appropriate for students<input type="checkbox"/> Do not demonstrate that the teacher considers students' individual skill levels when selecting instructional goals and strategies<input type="checkbox"/> Do not include instructional goals that align with state content standards or, when applicable, the CCSS |

Comments:

³ (e.g., formal and informal assessments, pre-assessments, classroom questions, and behavior)

4. Plans units of instruction that align with Mississippi Curriculum Framework (MCF) or, when applicable, the Common Core State Standards (CCSS)

Lesson Plans:

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|----------|---|
| 4 | <input type="checkbox"/> Consistently include the knowledge and skills necessary for expected student performance specified in the MCF or, when applicable, the CCSS <input type="checkbox"/> 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 <input type="checkbox"/> Consistently include student activities and tasks that align fully and clearly to the appropriate expectations and are rigorous and relevant |
| 3 | <input type="checkbox"/> Frequently include the knowledge and skills necessary for expected student performance specified in the MCF or, when applicable, the CCSS <input type="checkbox"/> Frequently include opportunities for students to solve problems; manage themselves; analyze, create, and critique content; work in teams; or communicate with each other <input type="checkbox"/> Frequently include student activities and tasks that align, but not fully or clearly, to the appropriate expectations; activities and tasks are rigorous and relevant |
| 2 | <input type="checkbox"/> Inconsistently include the knowledge and skills necessary for expected student performance specified in the MCF or, when applicable, the CCSS <input type="checkbox"/> Inconsistently include opportunities for students to solve problems; manage themselves; analyze, create, and critique content; work in teams; or communicate with each other <input type="checkbox"/> Include student activities and tasks that vaguely align to the appropriate expectations and are only partially rigorous and relevant |
| 1 | <input type="checkbox"/> Do not include the knowledge and skills necessary for expected student performance specified in the MCF or, when applicable, the CCSS <input type="checkbox"/> Do not include opportunities for students to solve problems; manage themselves; analyze, create, and critique content; work in teams; or communicate with each other <input type="checkbox"/> Do not include student activities and tasks that align to the appropriate expectations or that are rigorous and relevant |

Comments:

Artifacts reviewed:

- Lesson plan(s) (required)
 Unit plans(s)
 Assessments
 Planned activities
 Instructional tools (CDs, DVDs, etc.)
 Student notebooks
 Student work
 Class rules and procedures
 Notes or reports regarding individual student progress
 Student data
 Materials prepared for students
 Other:

Domain II: Assessment (assessed via artifact review, pre-observation and post-observation conferences)

5. Collects and organizes data from assessments to provide feedback to students and adjusts lessons and instruction as necessary

Teacher:

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|----------|---|
| 4 | <input type="checkbox"/> Consistently works independently and collaboratively to appropriately use assessment results to adjust individual or whole-class instructional strategies <input type="checkbox"/> Consistently maintains accurate and complete records of student work and performance that demonstrate student progress <input type="checkbox"/> Consistently provides clear and actionable feedback to students to enable them to improve their performance |
| 3 | <input type="checkbox"/> Frequently and appropriately uses assessment results to adjust individual or whole-class instructional strategies <input type="checkbox"/> Frequently maintains accurate and complete records of student work and performance <input type="checkbox"/> Frequently provides clear and actionable feedback to students to enable them to improve their performance |
| 2 | <input type="checkbox"/> Ineffectively or inaccurately uses assessment results to adjust individual or whole-class instructional strategies <input type="checkbox"/> Maintains limited or inaccurate records of student work and performance (e.g., summative information only) <input type="checkbox"/> Provides students with minimal or only summative feedback on their performance |
| 1 | <input type="checkbox"/> Does not use assessment results to adjust individual or whole-class instructional strategies <input type="checkbox"/> Does not maintain accurate records of student work and performance <input type="checkbox"/> Does not provide students with feedback on their performance |

Comments:

6. Incorporates assessments into instructional planning that demonstrates high expectations for all students

Teacher:

| | |
|----------|---|
| 4 | <input type="checkbox"/> 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 <input type="checkbox"/> Consistently uses assessments that fully and clearly align with the MCF or, when applicable, to CCSS and that are rigorous and relevant |
| 3 | <input type="checkbox"/> 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 <input type="checkbox"/> Frequently uses assessments that fully and clearly align with the MCF or, when applicable, to CCSS and that are rigorous and relevant |
| 2 | <input type="checkbox"/> 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 <input type="checkbox"/> Uses assessments that partially align with the MCF or, when applicable, to CCSS; but assessments may not rigorous or relevant |
| 1 | <input type="checkbox"/> 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 <input type="checkbox"/> Does not use assessments that align with the MCF or, when applicable, to CCSS; assessments are not rigorous and relevant |

Comments:

Artifacts reviewed:

- Ⓢ Lesson plan(s) (required) Ⓢ Unit plans(s) Ⓢ Assessments Ⓢ Planned activities Ⓢ Instructional tools (CDs, DVDs, etc.) Ⓢ Student notebooks
- Ⓢ Student work Ⓢ Class rules and procedures Ⓢ Notes or reports regarding individual student progress Ⓢ Student data Ⓢ Materials prepared for students
- Ⓢ Other:

Domain III: Instruction (assessed via classroom observation and student survey)

7. Demonstrates deep knowledge of content during instruction

Teacher:

- | | |
|----------|--|
| 4 | <ul style="list-style-type: none"><input type="checkbox"/> 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<input type="checkbox"/> 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<input type="checkbox"/> 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 |
| 3 | <ul style="list-style-type: none"><input type="checkbox"/> 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<input type="checkbox"/> Frequently relates content to class's prior content knowledge; links new concepts to familiar concepts, and makes appropriate connections to the students' experiences<input type="checkbox"/> Frequently connects the content to other appropriate subject areas, and connections are generally effective and clear |
| 2 | <ul style="list-style-type: none"><input type="checkbox"/> 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<input type="checkbox"/> 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<input type="checkbox"/> Inconsistently connects the content to other subject areas and connections are ineffective or unclear |
| 1 | <ul style="list-style-type: none"><input type="checkbox"/> 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<input type="checkbox"/> 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<input type="checkbox"/> Does not connect the content to other subject areas |

Comments:

8. Actively engages students in the learning process

Teacher:

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| 4 | <ul style="list-style-type: none"><input type="checkbox"/> Consistently uses a variety of instructional strategies and resources that are appropriate for students' skill levels and learning styles<input type="checkbox"/> Consistently links content with student interests through clear, meaningful connections by incorporating students' questions and ideas (when appropriate)<input type="checkbox"/> 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<input type="checkbox"/> Consistently engages the class in using a wide range of learning skills and diverse technology tools to access, interpret, and apply information |
| 3 | <ul style="list-style-type: none"><input type="checkbox"/> Frequently uses a variety of instructional strategies and resources that are appropriate to students' skill levels and learning styles<input type="checkbox"/> Frequently links content with student interests through clear and meaningful connections by incorporating students' questions and ideas (when appropriate)<input type="checkbox"/> 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<input type="checkbox"/> Frequently engages the class in using appropriate learning skills and technology tools to access, interpret, and apply information |
| 2 | <ul style="list-style-type: none"><input type="checkbox"/> Uses a variety of instructional strategies and resources but strategies are sometimes inappropriate for most students' skill levels or learning styles<input type="checkbox"/> Links content with student interests but connections are occasionally unclear or ineffective<input type="checkbox"/> 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<input type="checkbox"/> Inconsistently engages the class in using appropriate learning skills and technology tools to access, interpret, and apply information |
| 1 | <ul style="list-style-type: none"><input type="checkbox"/> Uses a single instructional strategy or resource; strategy/resource is consistently inappropriate for most students' skill levels or learning styles<input type="checkbox"/> Does not link content with student interests<input type="checkbox"/> 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<input type="checkbox"/> Does not engage the class in using appropriate learning skills and technology tools to access, interpret, and apply information |

Comments:

9. Uses questioning and discussion techniques to promote higher order thinking skills

Teacher:

| | |
|---|---|
| 4 | <ul style="list-style-type: none"><input type="checkbox"/> Consistently uses questions to check for understanding of content and skillfully corrects student misunderstandings at appropriate times; effectively adapts instruction<input type="checkbox"/> Consistently uses questions, coaching, and feedback that elicit extensive participation and discussion; questions require higher order thinking and are timed appropriately throughout the lesson<input type="checkbox"/> Consistently responds to students' correct answers by probing for higher level understanding<input type="checkbox"/> Consistently uses questions to help students make connections to other students' comments and does so at appropriate times ; probes to encourage further discussion |
| 3 | <ul style="list-style-type: none"><input type="checkbox"/> Frequently uses questions to check for understanding of content, adequately corrects student misunderstandings at appropriate times, and adapts instruction when needed<input type="checkbox"/> Frequently uses questions, coaching, and feedback that elicit good participation and discussion; questions require higher order thinking skills but are not timed appropriately<input type="checkbox"/> Frequently responds to students' correct answers by probing for higher level understanding<input type="checkbox"/> 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 |
| 2 | <ul style="list-style-type: none"><input type="checkbox"/> 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<input type="checkbox"/> 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<input type="checkbox"/> Inconsistently responds to students' correct answers by probing for higher level understanding less<input type="checkbox"/> Uses questions to help students make connections to other students' comments but may do so at inappropriate times or may not probe to encourage further discussion |
| 1 | <ul style="list-style-type: none"><input type="checkbox"/> Does not use questions to check for understanding of content or does not respond or adapt instruction to student misunderstandings<input type="checkbox"/> Uses questions, coaching, and feedback that elicit limited student participation and lead to recitation of information rather than discussion<input type="checkbox"/> Does not respond to students' correct answers by probing for higher level understanding<input type="checkbox"/> Does not use questions to help students make connections to other students' comments |

Comments:

10. Brings multiple perspectives to the delivery of content

Teacher:

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|----------|--|
| 4 | <ul style="list-style-type: none"><input type="checkbox"/> Consistently and clearly connects instruction to students' prior knowledge, to students' daily lives, and to aspects of their community and life experiences<input type="checkbox"/> Consistently uses relevant and timely examples in instruction and activities that reflect the cultural diversity of the class and diverse social and cultural perspectives<input type="checkbox"/> 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 |
| 3 | <ul style="list-style-type: none"><input type="checkbox"/> Frequently connects instruction to students' prior knowledge, to their daily lives, and to aspects of their community and life experiences<input type="checkbox"/> Frequently uses examples in instruction and activities that reflect the cultural diversity of the class and diverse social and cultural perspectives<input type="checkbox"/> 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 |
| 2 | <ul style="list-style-type: none"><input type="checkbox"/> Inconsistently or unclearly connects instruction to students' prior knowledge, to their daily lives, and to aspects of their community and life experiences<input type="checkbox"/> Uses examples in instruction and activities that reflect the cultural diversity of the class but examples do not include diverse social and cultural perspectives<input type="checkbox"/> 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 |
| 1 | <ul style="list-style-type: none"><input type="checkbox"/> Does not connect instruction to the students' prior knowledge, or to their daily lives or to aspects of their community and life experiences<input type="checkbox"/> 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<input type="checkbox"/> 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 |

Comments:

11. Communicates clearly and effectively

Teacher:

| | |
|----------|---|
| 4 | <ul style="list-style-type: none"><input type="checkbox"/> Consistently communicates written and oral content, expectations, explanations, directions, and procedures clearly and concisely and adapts communication style in response to student behavior<input type="checkbox"/> Consistently speaks clearly and at an appropriate pace; successfully facilitates student discussion<input type="checkbox"/> Consistently makes eye contact with students; uses nonverbal communication to reinforce appropriate student behavior and adapts nonverbal behavior to meet students' needs<input type="checkbox"/> Consistently uses developmentally appropriate language and explanations and adapts communication style as needed |
| 3 | <ul style="list-style-type: none"><input type="checkbox"/> Frequently communicates written and oral content, expectations, explanations, directions, and procedures clearly and concisely<input type="checkbox"/> Frequently speaks clearly and at an appropriate pace but occasionally monopolizes the discussion when facilitating student discussion<input type="checkbox"/> Frequently makes eye contact with students and regularly uses nonverbal communication to reinforce appropriate student behavior<input type="checkbox"/> Frequently uses developmentally appropriate language and explanations but may not adapt communication style as needed |
| 2 | <ul style="list-style-type: none"><input type="checkbox"/> Communicates written and oral content, expectations, directions, and procedures but occasionally lacks clarity or effective organization<input type="checkbox"/> Speaks clearly but may not use appropriate pacing and/or dominates the discussion when facilitating student discussion<input type="checkbox"/> Inconsistently makes eye contact with students and inconsistently uses nonverbal communication to reinforce appropriate student behavior<input type="checkbox"/> Inconsistently uses language or explanations that are developmentally appropriate |
| 1 | <ul style="list-style-type: none"><input type="checkbox"/> Does not communicate written and oral content, expectations, explanations, directions, and procedures in a clear and organized manner<input type="checkbox"/> Does not speak clearly or at an appropriate pace and dominates the discussion when facilitating student discussion<input type="checkbox"/> Does not make eye contact with students or uses nonverbal communication to reinforce appropriate student behavior<input type="checkbox"/> Does not use developmentally appropriate language |

Comments:

Domain IV: Learning Environment (assessed via classroom observation and student survey)

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|---|--|
| <i>12. Manages classroom space and resources effectively for student learning</i> | |
| Teacher: | |
| 4 | <input type="checkbox"/> Consistently organizes and uses available physical space, materials, and resources to facilitate movement and communication for students and staff <input type="checkbox"/> Consistently provides space appropriate to individual student needs and planned activities <input type="checkbox"/> 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 |
| 3 | <input type="checkbox"/> Frequently organizes and uses available physical space, materials, and resources to facilitate movement and communication for most students and staff <input type="checkbox"/> Frequently provides space appropriate to most individual student needs and planned activities <input type="checkbox"/> Frequently uses supplementary resources and technology effectively and ensures students have access, support, and time to use classroom and school resources |
| 2 | <input type="checkbox"/> Organizes and uses available physical space, materials, and resources in a reasonable manner; however, the arrangement impedes movement and communication for students and staff <input type="checkbox"/> Inconsistently provides space appropriate to student' needs or planned learning activities <input type="checkbox"/> Inconsistently or ineffectively uses supplementary resources and technology, and students may limited access, support, and time to use classroom and school resources |
| 1 | <input type="checkbox"/> 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 <input type="checkbox"/> Does not provide space appropriate to individual student needs or planned activities <input type="checkbox"/> Does not use supplementary resources and technology effectively, and students do not have access, support, or time to use classroom and school resources |
| <i>Comments:</i> | |

13. Creates and maintains a climate of safety, respect, and support for all students

Teacher:

| | |
|----------|---|
| 4 | <ul style="list-style-type: none"><input type="checkbox"/> Consistently treats students with respect, has a strong, nurturing relationship with students, and proactively facilitates respectful relationships among students<input type="checkbox"/> Consistently facilitates student collaboration by encouraging students to recognize and celebrate the diverse experiences and achievements of groups and individual students<input type="checkbox"/> 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 |
| 3 | <ul style="list-style-type: none"><input type="checkbox"/> Frequently treats students with respect and has a strong, nurturing relationship with students<input type="checkbox"/> Frequently cultivates a climate of inclusion by building on the diverse experiences of students and by celebrating the achievements of groups and individual students<input type="checkbox"/> Frequently ensures the classroom is a safe place for all students to voice their thoughts and opinions |
| 2 | <ul style="list-style-type: none"><input type="checkbox"/> Treats students with respect and builds rapport with students<input type="checkbox"/> Overlooks opportunities to draw on the diverse experiences of students or celebrate the achievements of groups and individual students<input type="checkbox"/> Inconsistently ensures the classroom is a safe place for all students to voice their thoughts and opinions |
| 1 | <ul style="list-style-type: none"><input type="checkbox"/> Does not treat students with respect and has poor relationships with some students; uses derogatory statements about students' identities, cultures, or backgrounds<input type="checkbox"/> Disregards the diverse experiences of students and the achievements of groups and individual students<input type="checkbox"/> Does not ensure the classroom is a safe place for students to voice their thoughts and opinions |

Comments:

14. Maximizes time available for instruction

Teacher:

- | | |
|---|--|
| 4 | <input type="checkbox"/> 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 |
| 3 | <input type="checkbox"/> Frequently begins class on time, establishes and follows procedures, transitions smoothly between tasks, handles disruptions efficiently, discourages digressions, uses appropriate pacing |
| 2 | <input type="checkbox"/> 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 |
| 1 | <input type="checkbox"/> Begins class late, does not establish clear procedures, does not transition smoothly between tasks, does not address disruptions, does not use appropriate pacing methods |

Comments:

15. Establishes and maintains a culture of learning to high expectations

Teacher:

- | | |
|----------|--|
| 4 | <input type="checkbox"/> 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) <input type="checkbox"/> Consistently holds students accountable for meeting instructional goals and revises appropriately when these goals need to change |
| 3 | <input type="checkbox"/> Frequently and clearly communicates instructional goals to students and has high expectations for students of all levels <input type="checkbox"/> Frequently holds students accountable for meeting instructional goals |
| 2 | <input type="checkbox"/> Inconsistently or unclearly communicates instructional goals to students but has high expectations for students of all levels <input type="checkbox"/> Inconsistently holds students accountable for meeting instructional goals |
| 1 | <input type="checkbox"/> Does not clearly or consistently communicate instructional goals to students; has modest or inconsistent expectations of students <input type="checkbox"/> Does not hold students accountable for meeting instructional goals |

Comments:

16. Manages student behavior to provide productive learning opportunities for all students

Teacher:

| | |
|----------|---|
| 4 | <input type="checkbox"/> 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 <input type="checkbox"/> Consistently monitors student behavior, anticipates potential problems, and prevents inappropriate behaviors from occurring by proactively reinforcing procedures |
| 3 | <input type="checkbox"/> Frequently establishes, communicates, and reinforces classroom rules and expectations and ensures that students understand the rules <input type="checkbox"/> Frequently monitors student behavior and responds consistently to inappropriate behavior; however, may not anticipate potential problems |
| 2 | <input type="checkbox"/> Establishes and communicates classroom rules and expectations but overlooks opportunities to reinforce them <input type="checkbox"/> Monitors student behavior but may not anticipate problems; responds inconsistently to inappropriate behavior |
| 1 | <input type="checkbox"/> Does not establish and communicate classroom rules and expectations <input type="checkbox"/> Does not monitor student behavior or anticipate problems and/or respond to inappropriate behavior in a consistent manner |

Comments:

Domain V: Professional Responsibilities (assessed via artifact review and classroom observation)

| <i>17. Engages in continuous professional development and applies new information learned in the classroom</i> | |
|--|--|
| Teacher: | |
| 4 | <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> 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 |
| 3 | <ul style="list-style-type: none"> <input type="checkbox"/> Frequently and proactively seeks out and participates in professional development activities <input type="checkbox"/> Frequently applies lessons learned from professional development to benefit students and fully integrates the new information into lesson plans, instructional strategies, or classroom procedures <input type="checkbox"/> 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 |
| 2 | <ul style="list-style-type: none"> <input type="checkbox"/> Participates only in professional development activities that are convenient <input type="checkbox"/> 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 <input type="checkbox"/> 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) |
| 1 | <ul style="list-style-type: none"> <input type="checkbox"/> Participates only in professional development activities that are required <input type="checkbox"/> Does not apply lessons learned from professional development to benefit students <input type="checkbox"/> Does not have a personal plan for continuous improvement |
| <i>Comments:</i> | |

18. Demonstrates professionalism and high ethical standards; acts in alignment with Mississippi Code of Ethics

Teacher:

| | |
|----------|---|
| 4 | <ul style="list-style-type: none"><input type="checkbox"/> 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<input type="checkbox"/> 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 |
| 3 | <ul style="list-style-type: none"><input type="checkbox"/> 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<input type="checkbox"/> Complies fully with school and district regulations and timelines |
| 2 | <ul style="list-style-type: none"><input type="checkbox"/> 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<input type="checkbox"/> Complies minimally with school and district regulations and timelines |
| 1 | <ul style="list-style-type: none"><input type="checkbox"/> 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<input type="checkbox"/> Does not comply with school and district regulations and timelines |

Comments:

19. Establishes and maintains effective communication with families

Teacher:

- | | |
|----------|---|
| 4 | <ul style="list-style-type: none"><input type="checkbox"/> 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<input type="checkbox"/> Consistently engages families in the instructional program and class activities; incorporates student and family feedback in instructional content and activities when appropriate and reasonable<input type="checkbox"/> Consistently attempts to work collaboratively with students and their families to establish mutual expectations to support student development and achievement |
| 3 | <ul style="list-style-type: none"><input type="checkbox"/> Frequently provides clear, understandable information to families about student progress and activities on a regular basis<input type="checkbox"/> Frequently engages families in the instructional program and class activities<input type="checkbox"/> Frequently engages in ongoing communication with students' families to establish expectations to support student development and achievement |
| 2 | <ul style="list-style-type: none"><input type="checkbox"/> Provides information to families about student progress and activities; however, communication may be sporadic, incomplete or unclear<input type="checkbox"/> Sporadically engages families in the instructional program or class activities<input type="checkbox"/> Sporadically engages in communication with students' families to establish expectations to support student development and achievement |
| 1 | <ul style="list-style-type: none"><input type="checkbox"/> Provides no information to families about student progress and activities<input type="checkbox"/> Makes no attempt to engage families in the instructional program or class activities<input type="checkbox"/> Does not engage in communication with students' families to establish expectations to support student development and achievement |

Comments:

20. Collaborates with colleagues and is an active member of a professional learning community in the school

Teacher:

| | |
|----------|--|
| 4 | <input type="checkbox"/> Consistently assumes a leadership or supporting role within the professional learning community and for school and district events and projects <input type="checkbox"/> Consistently serves as a leader by encouraging others to collaborate and addresses requests made by peers in a timely and productive fashion <input type="checkbox"/> 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 <input type="checkbox"/> 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 |
| 3 | <input type="checkbox"/> Actively participates in the professional learning community and in school and district events and projects <input type="checkbox"/> Actively identifies opportunities to collaborate with others and addresses requests made by peers in a timely and productive fashion <input type="checkbox"/> 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 <input type="checkbox"/> 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 |
| 2 | <input type="checkbox"/> Participates, when asked, in the professional learning community and in school and district events and projects <input type="checkbox"/> Makes some effort to collaborate with colleagues and addresses most requests made by peers in a timely and productive fashion <input type="checkbox"/> 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 <input type="checkbox"/> 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 |
| 1 | <input type="checkbox"/> Avoids participating in the professional learning community or in school and district events and projects <input type="checkbox"/> Avoids working with others with whom he or she disagrees and disregards requests made by peers <input type="checkbox"/> Does not collaborate with professional colleagues when opportunities arise to reflect, problem solve, or share new ideas and experiences; does not seek or give feedback to improve student performance and teaching practices <input type="checkbox"/> 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 |

Comments:

Artifacts reviewed: Lesson plan(s) (required for Standard 17) Unit plans(s) School Improvement planning Evidence of participation in professional learning community Evidence of participation in professional development activities Other:

Changes to Mississippi Statewide Teacher Appraisal Rubric (MSTAR)
SBE Approved the Original Rubric for Use in the
Teacher Incentive Fund (TIF) Schools

1. Changed some of the descriptor words to make it easier for evaluators to determine levels.

Rationale: Evaluators had difficulty deciding the difference between rarely (a Level 1 descriptor) and inconsistently (a Level 2 descriptor).

Revisions: Made clearer distinctions between levels:

- Deleted *rarely* in Level 1,
- Used *inconsistently* (when applicable) to describe the number of times a behavior is observed in Level 2,
- Used *frequently* (when applicable) to describe the number of times a behavior is observed in Level 3, and
- Used *consistently* to describe the number of times a behavior is observed in Level 4.

2. Deleted references to *all students*.

3. Changed format from portrait to landscape.

4. Implemented the M-STAR validation process.

5. MDE will make changes as a result of feedback from Focus Group meetings.

- MDE will train at district level and regional levels
- MDE will develop PD sessions/electronic training on M-STAR
- MDE will focus on clarifying artifacts
- MDE will redesign the pre/post observation forms
- MDE will focus on the time commitments required by M-STAR
- MDE will provide training on the growth component