OFFICE OF QUALITY PROFESSIONALS AND SPECIAL SCHOOLS
Summary of State Board of Education Agenda Items
July 19-20, 2012

OFFICE OF THE MISSISSIPPI TEACHER CENTER

21.   Approval of the Mississippi Statewide Teacher Appraisal Rubric (M-STAR)
        (Has cleared the Administrative Procedures Act Process with public comment)

        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:_____

School System:_____

Announced Observation Number: __1   __2
Unannounced Observation Number:
__1 __2 ___3 ___4 ___5

Evaluator:_____

School:_____

Grade/Subject:_____

Date: _____

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

1. Plans lessons that demonstrate knowledge of content and pedagogy	
Lesson Plans:	
4	☐ Consistently include the necessary content and connect content across disciplines; connections are consistently clear, meaningful, and relevant to students' lives ☐ Consistently demonstrate appropriate sequencing of learning experiences and provide multiple and varied ways to demonstrate knowledge and skill ☐ 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	☐ Frequently include the necessary content and connect content across disciplines; however, connections are not consistently clear, meaningful, or relevant to students' lives ☐ Frequently demonstrate appropriate sequencing of learning experiences and provide several ways to demonstrate knowledge and skill ☐ 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	☐ Inconsistently include the necessary content and/or do not connect content across disciplines ☐ Demonstrate inconsistent sequencing of learning experiences or provide only limited ways to demonstrate knowledge and skill ☐ 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	☐ Do not include the necessary content and do not connect content across disciplines ☐ Do not or demonstrate appropriate sequencing of learning experiences or provide ways to demonstrate knowledge and skill ☐ 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
Comments:	

[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	☐ 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 ☐ 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 ☐ 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	☐ Frequently and appropriately uses data (formal and informal) about prior experiences, language proficiencies, achievement levels, and special needs of the class ☐ Frequently and effectively incorporates the class's questions and interests by collaborating with students to design and implement relevant learning experiences ☐ 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	☐ Inconsistently or inappropriately uses data (formal and informal) about the prior experiences, language proficiencies, achievement levels, and special needs of the class ☐ Inconsistently and/or ineffectively incorporates the class's questions and interests by collaborating with students to design and implement relevant learning experiences ☐ 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	☐ Does not use data (formal or informal) about the prior experiences, language proficiencies, achievement levels, and special needs of the class ☐ Does not incorporate the class's questions and interests by collaborating with students to design and implement relevant learning experiences ☐ 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	☐ Consistently include instructional goals that incorporate higher level learning for students and are connected to previous units and content ☐ Consistently include instructional goals that are specific, measurable, time bound, and appropriate for students ☐ Consistently demonstrate that the teacher analyzes multiple and appropriate data sources[3] to determine students' skill levels and considers those levels when selecting instructional goals and strategies ☐ 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	☐ Frequently include instructional goals that incorporate higher level learning for students ☐ Frequently include instructional goals appropriate for students, but goals are not specific, measureable, or time bound ☐ Frequently demonstrate that the teacher considers students' individual skill levels when selecting instructional goals and strategies ☐ 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	☐ Inconsistently include instructional goals that incorporate higher level learning for students ☐ Include instructional goals, but goals are not appropriate for all students ☐ Inconsistently demonstrate that the teacher considers students' individual skill levels when selecting instructional goals and strategies ☐ Include instructional goals; however, the goals only partially align with state content standards or, when applicable, the CCSS
1	☐ Do not include instructional goals that incorporate higher level learning for students ☐ Do not include instructional goals appropriate for students ☐ Do not demonstrate that the teacher considers students' individual skill levels when selecting instructional goals and strategies ☐ Do not include instructional goals that align with state content standards or, when applicable, the CCSS
	Comments:

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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:
4	☐ Consistently include the knowledge and skills necessary for expected student performance specified in the MCF or, when applicable, the CCSS ☐ 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 ☐ Consistently include student activities and tasks that align fully and clearly to the appropriate expectations and are rigorous and relevant
3	☐ Frequently include the knowledge and skills necessary for expected student performance specified in the MCF or, when applicable, the CCSS ☐ Frequently include opportunities for students to solve problems; manage themselves; analyze, create, and critique content; work in teams; or communicate with each other ☐ 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	☐ Inconsistently include the knowledge and skills necessary for expected student performance specified in the MCF or, when applicable, the CCSS ☐ Inconsistently include opportunities for students to solve problems; manage themselves; analyze, create, and critique content; work in teams; or communicate with each other ☐ Include student activities and tasks that vaguely align to the appropriate expectations and are only partially rigorous and relevant
1	☐ Do not include the knowledge and skills necessary for expected student performance specified in the MCF or, when applicable, the CCSS ☐ Do not include opportunities for students to solve problems; manage themselves; analyze, create, and critique content; work in teams; or communicate with each other ☐ 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:	
4	☐ Consistently works independently and collaboratively to appropriately use assessment results to adjust individual or whole-class instructional strategies ☐ Consistently maintains accurate and complete records of student work and performance that demonstrate student progress ☐ Consistently provides clear and actionable feedback to students to enable them to improve their performance
3	☐ Frequently and appropriately uses assessment results to adjust individual or whole-class instructional strategies ☐ Frequently maintains accurate and complete records of student work and performance ☐ Frequently provides clear and actionable feedback to students to enable them to improve their performance
2	☐ Ineffectively or inaccurately uses assessment results to adjust individual or whole-class instructional strategies ☐ Maintains limited or inaccurate records of student work and performance (e.g., summative information only) ☐ Provides students with minimal or only summative feedback on their performance
1	☐ Does not use assessment results to adjust individual or whole-class instructional strategies ☐ Does not maintain accurate records of student work and performance ☐ 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	☐ 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 ☐ Consistently uses assessments that fully and clearly align with the MCF or, when applicable, to CCSS and that are rigorous and relevant
3	☐ 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 ☐ Frequently uses assessments that fully and clearly align with the MCF or, when applicable, to CCSS and that are rigorous and relevant
2	☐ 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 ☐ Uses assessments that partially align with the MCF or, when applicable, to CCSS; but assessments may not rigorous or relevant
1	☐ 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 ☐ Does not use assessments that align with the MCF or, when applicable, to CCSS; assessments are not rigorous and relevant
	Comments:

Artifacts reviewed:

⑧ Lesson plan(s) (required) ⑧ Unit plans(s) ⑧ Assessments ⑧ Planned activities ⑧ Instructional tools (CDs, DVDs, etc.) ⑧ Student notebooks
⑧ Student work ⑧ Class rules and procedures ⑧ Notes or reports regarding individual student progress ⑧ Student data ⑧ Materials prepared for students
⑧ Other:

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

	7. Demonstrates deep knowledge of content during instruction

Teacher:

4	☐ 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 ☐ 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 ☐ 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	☐ 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 ☐ Frequently relates content to class's prior content knowledge; links new concepts to familiar concepts, and makes appropriate connections to the students' experiences ☐ Frequently connects the content to other appropriate subject areas, and connections are generally effective and clear
2	☐ 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 ☐ 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 ☐ Inconsistently connects the content to other subject areas and connections are ineffective or unclear
1	☐ 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 ☐ 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 ☐ Does not connect the content to other subject areas

Comments:

8. Actively engages students in the learning process		
Teacher:		
4	☐	Consistently uses a variety of instructional strategies and resources that are appropriate for students' skill levels and learning styles
	☐	Consistently links content with student interests through clear, meaningful connections by incorporating students' questions and ideas (when appropriate)
	☐	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
	☐	Consistently engages the class in using a wide range of learning skills and diverse technology tools to access, interpret, and apply information
3	☐	Frequently uses a variety of instructional strategies and resources that are appropriate to students' skill levels and learning styles
	☐	Frequently links content with student interests through clear and meaningful connections by incorporating students' questions and ideas (when appropriate)
	☐	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
	☐	Frequently engages the class in using appropriate learning skills and technology tools to access, interpret, and apply information
2	☐	Uses a variety of instructional strategies and resources but strategies are sometimes inappropriate for most students' skill levels or learning styles
	☐	Links content with student interests but connections are occasionally unclear or ineffective
	☐	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
	☐	Inconsistently engages the class in using appropriate learning skills and technology tools to access, interpret, and apply information
1	☐	Uses a single instructional strategy or resource; strategy/resource is consistently inappropriate for most students' skill levels or learning styles
	☐	Does not link content with student interests
	☐	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
	☐	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	☐ Consistently uses questions to check for understanding of content and skillfully corrects student misunderstandings at appropriate times; effectively adapts instruction ☐ Consistently uses questions, coaching, and feedback that elicit extensive participation and discussion; questions require higher order thinking and are timed appropriately throughout the lesson ☐ Consistently responds to students' correct answers by probing for higher level understanding ☐ Consistently uses questions to help students make connections to other students' comments and does so at appropriate times ; probes to encourage further discussion
3	☐ Frequently uses questions to check for understanding of content, adequately corrects student misunderstandings at appropriate times, and adapts instruction when needed ☐ Frequently uses questions, coaching, and feedback that elicit good participation and discussion; questions require higher order thinking skills but are not timed appropriately ☐ Frequently responds to students' correct answers by probing for higher level understanding ☐ 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	☐ 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 ☐ 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 ☐ Inconsistently responds to students' correct answers by probing for higher level understanding less ☐ 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	☐ Does not use questions to check for understanding of content or does not respond or adapt instruction to student misunderstandings ☐ Uses questions, coaching, and feedback that elicit limited student participation and lead to recitation of information rather than discussion ☐ Does not respond to students' correct answers by probing for higher level understanding ☐ Does not use questions to help students make connections to other students' comments
	Comments:

10. Brings multiple perspectives to the delivery of content	
Teacher:	

4	☐ Consistently and clearly connects instruction to students' prior knowledge, to students' daily lives, and to aspects of their community and life experiences ☐ Consistently uses relevant and timely examples in instruction and activities that reflect the cultural diversity of the class and diverse social and cultural perspectives ☐ 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	☐ Frequently connects instruction to students' prior knowledge, to their daily lives, and to aspects of their community and life experiences ☐ Frequently uses examples in instruction and activities that reflect the cultural diversity of the class and diverse social and cultural perspectives ☐ 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	☐ Inconsistently or unclearly connects instruction to students' prior knowledge, to their daily lives, and to aspects of their community and life experiences ☐ Uses examples in instruction and activities that reflect the cultural diversity of the class but examples do not include diverse social and cultural perspectives ☐ 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	☐ Does not connect instruction to the students' prior knowledge, or to their daily lives or to aspects of their community and life experiences ☐ 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 ☐ 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	☐ Consistently communicates written and oral content, expectations, explanations, directions, and procedures clearly and concisely and adapts communication style in response to student behavior ☐ Consistently speaks clearly and at an appropriate pace; successfully facilitates student discussion ☐ Consistently makes eye contact with students; uses nonverbal communication to reinforce appropriate student behavior and adapts nonverbal behavior to meet students' needs ☐ Consistently uses developmentally appropriate language and explanations and adapts communication style as needed
3	☐ Frequently communicates written and oral content, expectations, explanations, directions, and procedures clearly and concisely ☐ Frequently speaks clearly and at an appropriate pace but occasionally monopolizes the discussion when facilitating student discussion ☐ Frequently makes eye contact with students and regularly uses nonverbal communication to reinforce appropriate student behavior ☐ Frequently uses developmentally appropriate language and explanations but may not adapt communication style as needed
2	☐ Communicates written and oral content, expectations, directions, and procedures but occasionally lacks clarity or effective organization ☐ Speaks clearly but may not use appropriate pacing and/or dominates the discussion when facilitating student discussion ☐ Inconsistently makes eye contact with students and inconsistently uses nonverbal communication to reinforce appropriate student behavior ☐ Inconsistently uses language or explanations that are developmentally appropriate
1	☐ Does not communicate written and oral content, expectations, explanations, directions, and procedures in a clear and organized manner ☐ Does not speak clearly or at an appropriate pace and dominates the discussion when facilitating student discussion ☐ Does not makes eye contact with students or uses nonverbal communication to reinforce appropriate student behavior ☐ Does not use developmentally appropriate language

Comments:

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

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

13. Creates and maintains a climate of safety, respect, and support for all students		
Teacher:		
4	☐	Consistently treats students with respect, has a strong, nurturing relationship with students, and proactively facilitates respectful relationships among students
	☐	Consistently facilitates student collaboration by encouraging students to recognize and celebrate the diverse experiences and achievements of groups and individual students
	☐	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	☐	Frequently treats students with respect and has a strong, nurturing relationship with students
	☐	Frequently cultivates a climate of inclusion by building on the diverse experiences of students and by celebrating the achievements of groups and individual students
	☐	Frequently ensures the classroom is a safe place for all students to voice their thoughts and opinions
2	☐	Treats students with respect and builds rapport with students
	☐	Overlooks opportunities to draw on the diverse experiences of students or celebrate the achievements of groups and individual students
	☐	Inconsistently ensures the classroom is a safe place for all students to voice their thoughts and opinions
1	☐	Does not treat students with respect and has poor relationships with some students; uses derogatory statements about students' identities, cultures, or backgrounds
	☐	Disregards the diverse experiences of students and the achievements of groups and individual students
	☐	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	☐ 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	☐ Frequently begins class on time, establishes and follows procedures, transitions smoothly between tasks, handles disruptions efficiently, discourages digressions, uses appropriate pacing
2	☐ 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	☐ 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	☐ 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) ☐ Consistently holds students accountable for meeting instructional goals and revises appropriately when these goals need to change
3	☐ Frequently and clearly communicates instructional goals to students and has high expectations for students of all levels ☐ Frequently holds students accountable for meeting instructional goals
2	☐ Inconsistently or unclearly communicates instructional goals to students but has high expectations for students of all levels ☐ Inconsistently holds students accountable for meeting instructional goals
1	☐ Does not clearly or consistently communicate instructional goals to students; has modest or inconsistent expectations of students ☐ Does not hold students accountable for meeting instructional goals
Comments:	

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

4	☐ 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 ☐ Consistently monitors student behavior, anticipates potential problems, and prevents inappropriate behaviors from occurring by proactively reinforcing procedures
3	☐ Frequently establishes, communicates, and reinforces classroom rules and expectations and ensures that students understand the rules ☐ Frequently monitors student behavior and responds consistently to inappropriate behavior; however, may not anticipate potential problems
2	☐ Establishes and communicates classroom rules and expectations but overlooks opportunities to reinforce them ☐ Monitors student behavior but may not anticipate problems; responds inconsistently to inappropriate behavior
1	☐ Does not establish and communicate classroom rules and expectations ☐ 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)

	17. Engages in continuous professional development and applies new information learned in the classroom
	Teacher:
4	☐ 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 ☐ 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 ☐ 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	☐ Frequently and proactively seeks out and participates in professional development activities ☐ Frequently applies lessons learned from professional development to benefit students and fully integrates the new information into lesson plans, instructional strategies, or classroom procedures ☐ 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	☐ Participates only in professional development activities that are convenient ☐ 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 ☐ 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	☐ Participates only in professional development activities that are required ☐ Does not apply lessons learned from professional development to benefit students ☐ Does not have a personal plan for continuous improvement
	Comments:

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

Teacher:

4	☐ 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 ☐ 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	☐ 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 ☐ Complies fully with school and district regulations and timelines
2	☐ 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 ☐ Complies minimally with school and district regulations and timelines
1	☐ 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 ☐ Does not comply with school and district regulations and timelines

Comments:

19. Establishes and maintains effective communication with families		
Teacher:		
4	☐ ☐ ☐	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 Consistently engages families in the instructional program and class activities; incorporates student and family feedback in instructional content and activities when appropriate and reasonable Consistently attempts to work collaboratively with students and their families to establish mutual expectations to support student development and achievement
3	☐ ☐ ☐	Frequently provides clear, understandable information to families about student progress and activities on a regular basis Frequently engages families in the instructional program and class activities Frequently engages in ongoing communication with students' families to establish expectations to support student development and achievement
2	☐ ☐ ☐	Provides information to families about student progress and activities; however, communication may be sporadic, incomplete or unclear Sporadically engages families in the instructional program or class activities Sporadically engages in communication with students' families to establish expectations to support student development and achievement
1	☐ ☐ ☐	Provides no information to families about student progress and activities Makes no attempt to engage families in the instructional program or class activities 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	☐ Consistently assumes a leadership or supporting role within the professional learning community and for school and district events and projects ☐ Consistently serves as a leader by encouraging others to collaborate and addresses requests made by peers in a timely and productive fashion ☐ 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 ☐ 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	☐ Actively participates in the professional learning community and in school and district events and projects ☐ Actively identifies opportunities to collaborate with others and addresses requests made by peers in a timely and productive fashion ☐ 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 ☐ 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	☐ Participates, when asked, in the professional learning community and in school and district events and projects ☐ Makes some effort to collaborate with colleagues and addresses most requests made by peers in a timely and productive fashion ☐ 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 ☐ 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	☐ Avoids participating in the professional learning community or in school and district events and projects ☐ Avoids working with others with whom he or she disagrees and disregards requests made by peers ☐ 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 ☐ 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

Date: June 14, 2012 4:23:46 PM CDT
To: Cecily Mcnair <CMcnair@mde.k12.ms.us>, Daphne Buckley
<DBuckley@mde.k12.ms.us>, Tiffany Jones <TTJones@mde.k12.ms.us>, Tarance Hart
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Subject: M-Star Rubric Commentary

Hello!

My name is Vaish Shastry, and as a former teacher in the Greenwood Public School District, I want to first say, moving to a clear and concise evaluation of teachers is a step in the right direction! The rubric looks to be extremely comprehensive, but I will first dictate what an effective evaluation system should look like, and thus, what should be adjusted in the M-STAR Rubric.

If we're looking at an *effective* teacher evaluation system it should be:

1. **Frequent** - teachers should be evaluated every year, hopefully more than once a year to receive feedback and then implement necessary changes

2. **Focused** - focus on student-focused and data-focused outcomes, if test scores are what matter, then teachers should not be evaluated on esoteric matters

3. **Scaled** - using a Likert scale is most effective, so teachers aren't reduced to "Satisfactory" or "Unsatisfactory," there should be a range of options to accurately depict performance

4. **Helpful** - feedback from the rubric should allow teachers to implement changes in their classroom

5. **Important** - these evaluations should be used not only for firing, but also for decisions on tenure, compensation, and development

Taking these measures of an effective ratings system, and using it on the M-STAR rubric, I find that the biggest flaw in the rubric is the verbosity and cluttered aspect of the rubric. If a school stakeholder had to print out 20 pages, per teacher, and perhaps do this multiple times a year, the sheer paperwork would be overwhelming. So how would you make the rubric with clarity in mind?

I would focus on aspect #3 and say that reducing the verbosity of each quality. If I was filling this rubric out, it would take me a few minutes just to orient where each answer would go, which requires cutting down For example, in the lesson plan category, I have included an excel file that would reduce the amount of space required, and would show, with clarity, where a teacher would stand in each category. Perhaps at the bottom of this page could be a "comments" section where stakeholders/principals would extrapolate upon their ratings.

Overall, if this fundamental feature in the rubric is fixed, it has the potential to have a great impact upon the teachers and students in Mississippi; if left the same, I believe the verbosity and difficulty it would require in filling out (and even printing out!) would be a great enough hindrance that schools would not effectively use the rubric.

If you have any questions on my feedback, please feel free to contact me via email (vaish.shastry@gmail.com) or phone (630-788-1822).

Best,

Vaish Shastry

References:

http://tntp.org/assets/documents/Teacher-Evaluation-Oct10F.pdf

http://gawande.com/the-checklist-manifesto

	Always	Frequently	Infrequently	Does not complete
Includes the necessary content and connect content across disciplines; connections are consistently clear, meaningful, and relevant to student's lives				
Demonstrates appropriate sequencing of learning experiences and provide multiple and varied ways to demonstrate knowledge and skill				
Consistently demonstrate collaboration with specialized professionals in making the appropriate choice of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners				