## Teacher Growth Rubric

### Examples of Evidence

### Domain I: Lesson Design

<table>
<thead>
<tr>
<th>1. Lessons are aligned to standards and represent a coherent sequence of learning</th>
<th>Lessons:</th>
</tr>
</thead>
</table>
| 4 | Include student learning outcomes and instructional activities that  
  - are *fully* aligned to current Mississippi College- and Career- Ready Standards or Framework  
  - are part of a *coherent and focused* sequence of learning with meaningful connections made to previous and future learning  
  - reflect collaboration with other school staff within and across disciplines to enrich learning |
| 3 | Include student learning outcomes and instructional activities that  
  - are *fully* aligned to current Mississippi College- and Career- Ready Standards or Framework  
  - are part of a *coherent and focused* sequence of learning with meaningful connections made to previous and future learning |
| 2 | Include student learning outcomes and instructional activities that  
  - are *partially* aligned to current Mississippi College- and Career- Ready Standards or Framework  
  - are part of an *ineffective* sequence of learning with few connections made to previous and future learning |
| 1 | Include student learning outcomes and instructional activities that  
  - are *not* aligned to current Mississippi College- and Career- Ready Standards or Framework  
  - are *not* part of a coherent sequence of learning with meaningful connections made to previous and future learning |

### Examples of Collected Evidence (not an exhaustive list):

- Electronic or hard copies of lesson plans are evident
- Documentation of lessons aligned to Mississippi College and Career Readiness Standards are evident
- Lesson objectives and/or instructional activities are relative to Mississippi College and Career Readiness Standards
- Students appear to build on learning from previous lessons
- Teacher collaborates across other disciplines to build lessons
- Current lesson(s) builds upon future lesson
- Lesson objectives, outcomes, instructional activities, etc. are sequenced based on student understanding
## 2. Lessons have high levels of learning for all students

### Lessons:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| 4     | Provide assignments and activities that contain the following components:  
  - *appropriate* scaffolding that effectively builds student understanding  
  - *ample* evidence that the teacher knows each student’s level and tracks each student’s progress toward mastery  
  - differentiation based on students’ abilities and learning styles  
  - student-centered learning whenever appropriate  
  - *relevant* connections to students’ prior experiences or learning  
  - *opportunities for students to choose challenging tasks and instructional materials* |
| 3     | Provide assignments and activities that contain the following components:  
  - *appropriate* scaffolding that effectively builds student understanding  
  - *ample* evidence that the teacher knows each student’s level and tracks each student’s progress toward mastery  
  - differentiation based on students’ abilities and learning styles  
  - student-centered learning whenever appropriate  
  - *relevant* connections to students’ prior experiences or learning |
| 2     | Provide assignments and activities that contain the following components:  
  - *minimal* scaffolding that builds student understanding  
  - *limited* evidence that the teacher knows each student’s level and/or tracks each student’s progress toward mastery  
  - some differentiation based on students’ abilities and learning styles  
  - *limited* student-centered learning  
  - *adequate* connections to students’ prior experiences or learning |
| 1     | Provide assignments and activities that contain the following components:  
  - *no* scaffolding that builds student understanding  
  - *little or no* evidence that the teacher knows each student’s level  
  - *little or no* differentiation based on students’ abilities and learning styles  
  - *little or no* evidence of student-centered learning  
  - *few* connections to students’ prior experiences or learning |

### Examples of Collected Evidence (not an exhaustive list):

- Scaffolding is evident during classroom instruction
- Instructional activities are student-centered
- Teacher includes differentiated learning methods throughout lesson
- Documentation of students’ progress and/or performance is evident
- Teacher expands and/or builds on students’ prior learning and knowledge
- Students’ comprehension is evident based on questioning, understanding, and knowledge
- Students show responsibility for their own learning experiences
- Instruction is detailed in an attempt to move all students to mastery

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1 Experience refers to students' experiences in and out of school - e.g., family, community, culture, language, etc.
## Domain II: Student Understanding

### 3. Assists students in taking responsibility for learning and monitors student learning

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Communicates the lesson goals and the content in a way that is accessible for <em>every</em> student at his/her level</td>
<td>● Communicates the lesson goals and the content in a way that is accessible for <em>every</em> student at his/her level</td>
<td>● Communicates the lesson goals and the content in a way that is accessible for <em>most</em> students</td>
<td>● Communicates the lesson goals and the content in a way that is <em>not accessible to most</em> students</td>
</tr>
<tr>
<td></td>
<td>● Uses formative assessments to <em>effectively</em> monitor student progress</td>
<td>● Uses formative assessments to <em>effectively</em> monitor student progress</td>
<td>● Uses formative assessments to <em>adequately</em> monitor student progress</td>
<td>● <em>Inadequately</em> monitors student progress</td>
</tr>
<tr>
<td></td>
<td>● Provides <em>ample and effective</em> opportunities for students to self-assess and correct their own errors</td>
<td>● Provides <em>effective</em> opportunities for students to self-assess and correct their own errors</td>
<td>● Provides <em>adequate</em> opportunities for students to self-assess and correct their own errors</td>
<td>● Provides <em>inadequate</em> opportunities for students to self-assess and correct their own errors</td>
</tr>
<tr>
<td></td>
<td>● Provides students with <em>clear, specific, actionable, and timely</em> feedback</td>
<td>● Provides students with <em>clear, specific, actionable, and timely</em> feedback</td>
<td>● Provides students with <em>adequate</em> feedback</td>
<td>● Provides students with <em>little or no</em> feedback</td>
</tr>
<tr>
<td></td>
<td>● Creates opportunities for students to apply teacher and peer feedback to improve performance and accelerate learning</td>
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<tr>
<td></td>
<td>● Provides opportunities for students to demonstrate connections between what they are learning and how it advances their personal and professional goals/interests</td>
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</tbody>
</table>

**Examples of Collected Evidence (not an exhaustive list):**

- Students show understanding of learning goals and objectives, lesson(s) content, instructional activities, etc.
- Teacher includes formative assessments for enhanced/increased student learning
- Teacher allows students to self-correct and make other corrections as necessary
- Teacher provides students with feedback as needed
- Students provide and receive feedback from each other for enhanced understanding
- Teacher monitors students’ understanding and comprehension throughout lesson presentation and instructional activities
- Students make connections between what they are learning and apply it to their personal goals and interests
- Lessons are developed with rigor to allow for students to think critically
### 4. Provides multiple ways for students to make meaning of content

**Teacher:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Examples of Collected Evidence (not an exhaustive list):</th>
</tr>
</thead>
</table>
| 4     | Moves *all* students to deeper understanding of content through various techniques including  
|       | - a variety of explanations and multiple representations of concepts  
|       | - extended productive discussion  
|       | - effective questioning to support students’ attainment of the learning goals  
|       | - making connections to other content across disciplines  
|       | - independently connecting lesson content to real-world application  
|       | Class discussions build on previous learning and understanding  
|       | Teacher uses differentiation in explaining and presenting lesson content as necessary  
|       | Teacher probes students through questioning and explanations to promote better understanding and comprehension  
|       | Teacher uses other areas/disciplines to connect lesson content to discussions  
|       | Teacher uses real-world application to enrich and/or accompany class discussions and/or instructional assignments  
|       | Teacher prompts students to consider context of lessons leading to their individualized understanding of content  
|       | Teacher uses concept-based instruction to lead students to understanding of lesson content  |
| 3     | Moves *almost all* students to deeper understanding of content through various techniques including  
|       | - a variety of explanations and multiple representations of concepts  
|       | - extended productive discussion  
|       | - effective questioning to support students’ attainment of the learning goals  
|       | - making connections to other content across disciplines  
|       | - independently connecting lesson content to real-world application  
|       | Class discussions build on previous learning and understanding  
|       | Teacher uses differentiation in explaining and presenting lesson content as necessary  
|       | Teacher probes students through questioning and explanations to promote better understanding and comprehension  
|       | Teacher uses other areas/disciplines to connect lesson content to discussions  
|       | Teacher uses real-world application to enrich and/or accompany class discussions and/or instructional assignments  
|       | Teacher prompts students to consider context of lessons leading to their individualized understanding of content  
|       | Teacher uses concept-based instruction to lead students to understanding of lesson content  |
| 2     | Moves *most* students to deeper understanding of content through various techniques including  
|       | - a variety of explanations and multiple representations of concepts  
|       | - extended productive discussion  
|       | - effective questioning to support students’ attainment of the learning goals  
|       | - making connections to other content across disciplines  
|       | - independently connecting lesson content to real-world application  
|       | Class discussions build on previous learning and understanding  
|       | Teacher uses differentiation in explaining and presenting lesson content as necessary  
|       | Teacher probes students through questioning and explanations to promote better understanding and comprehension  
|       | Teacher uses other areas/disciplines to connect lesson content to discussions  
|       | Teacher uses real-world application to enrich and/or accompany class discussions and/or instructional assignments  
|       | Teacher prompts students to consider context of lessons leading to their individualized understanding of content  
|       | Teacher uses concept-based instruction to lead students to understanding of lesson content  |
| 1     | *Does not move or moves few* students to deeper understanding of content through various techniques including  
|       | - a variety of explanations and multiple representations of concepts  
|       | - extended productive discussion  
|       | - effective questioning to support students’ attainment of the learning goals  
|       | - making connections to other content across disciplines  
|       | - independently connecting lesson content to real-world application  
|       | Class discussions build on previous learning and understanding  
|       | Teacher uses differentiation in explaining and presenting lesson content as necessary  
|       | Teacher probes students through questioning and explanations to promote better understanding and comprehension  
|       | Teacher uses other areas/disciplines to connect lesson content to discussions  
|       | Teacher uses real-world application to enrich and/or accompany class discussions and/or instructional assignments  
|       | Teacher prompts students to consider context of lessons leading to their individualized understanding of content  
|       | Teacher uses concept-based instruction to lead students to understanding of lesson content  |
### Domain III: Culture and Learning Environment

#### 5. Manages a learning-focused classroom community

**Teacher:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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</thead>
</table>
| 4     | - Creates *effective* routines and expectations for students to safely voice opinions and ask and answer questions  
- *Proactively* monitors student behavior and redirects when necessary to maximize instructional time  
- Provides *effective* collaborative learning opportunities whenever appropriate  
- Ensures students *take ownership of their work* and are active participants in their learning  
- Provides *opportunities for students to take on academic leadership roles that promote learning* |
| 3     | - Creates *effective* routines and expectations for students to safely voice opinions and ask and answer questions  
- *Proactively* monitors student behavior and redirects when necessary to maximize instructional time  
- Provides *effective* collaborative learning opportunities whenever appropriate  
- Ensures *all or almost all* students are active participants in their learning |
| 2     | - Creates *adequate* routines and expectations for students to safely voice opinions and ask and answer questions  
- *Adequately* monitors student behavior  
- Provides *adequate* collaborative learning opportunities for students  
- Ensures *most* students are active participants in their learning |
| 1     | - Creates *inadequate and/or inconsistent* routines and expectations for students to voice opinions and ask and answer questions  
- *Inadequately* monitors student behavior  
- Provides *inadequate* collaborative learning opportunities for students  
- Ensures *some or few* students are active participants in their learning |

**Examples of Collected Evidence (not an exhaustive list):**

- Teacher engages students to be participatory and active during lessons
- Teacher provides student learning concept activities (i.e. learning maps, learning trees, assessments, etc.) focused on content
- Students are able to *safely* voice opinions, ask, and answer questions during lessons
- Teacher monitors and addresses student behaviors and redirects to preserve instructional time
- Teacher has routines and expectations visible throughout classroom
- Student work is visible throughout classroom
- Teacher provides a classroom environment for collaborative learning
- Students take on active leadership and ownership [roles] within the classroom that promote learning
- Teacher provides opportunities for students to lead and initiate their own learning and understanding
## Domain III: Culture and Learning Environment

### 6. Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>4</th>
<th>Effectively maximizes use of physical space and resources (including technology whenever appropriate) in support of student learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Maximizes time such that students <em>always</em> have something meaningful to do</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner with <em>minimal</em> direction or narration from the teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Provides opportunities for students to share responsibility for leading classroom routines and/or procedures</strong></td>
</tr>
<tr>
<td>Teacher:</td>
<td>3</td>
<td>Effectively maximizes use of physical space and resources (including technology whenever appropriate) in support of student learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Maximizes time such that students <em>always</em> have something meaningful to do</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner most of the time, though they <em>may require some</em> direction from the teacher</td>
</tr>
<tr>
<td>Teacher:</td>
<td>2</td>
<td>Adequately uses physical space or resources (including technology whenever appropriate) in support of student learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Allows <em>brief</em> periods of time when students <em>do not</em> have something meaningful to do</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner only <em>some of the time</em> and <em>require substantial</em> direction from the teacher</td>
</tr>
<tr>
<td>Teacher:</td>
<td>1</td>
<td>Inadequately uses physical space or resources (including technology whenever appropriate) in support of student learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Allows <em>significant</em> periods of time when students <em>do not</em> have something meaningful to do</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Creates an environment where students <em>do not</em> execute transitions, routines, and procedures in an orderly and efficient manner</td>
</tr>
</tbody>
</table>

**Examples of Collected Evidence (not an exhaustive list):**

- Classroom environment and desk and/or table arrangements are conducive for student learning
- Teacher utilizes technology as necessary for instruction and/or presenting lesson content
- Teacher maximizes instructional time to allow for active student engagement and activities
- Learning centers (if applicable) are prepared and adequately structured for student learning
- Teacher provides opportunities for students to lead various routines, procedures, etc.
- Teacher provides students with the opportunity to accept ownership of the classroom space to support active participation, engagement, and peer-to-peer collaboration
- Students follow routines and procedures with minimal directives from teacher
**Domain III: Culture and Learning Environment**

**7. Creates and maintains a classroom of respect for all students**

**Teacher:**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| 4     | - Communicates respectfully to *all* students  
        - *Effectively* fosters respectful relationships among *all* students  
        - Demonstrates a strong positive relationship with *all* students  
        - *Fosters a classroom culture* where students give unsolicited praise or encouragement to their peers  |
| 3     | - Communicates respectfully to *all* students  
        - *Effectively* fosters respectful relationships among *all* students  
        - Demonstrates a strong positive relationship with *all* students  |
| 2     | - Communicates respectfully to students with *rare exceptions*  
        - Fosters respectful relationships among *some* students but not others  
        - Demonstrates a strong positive relationship with *some* students but not others  |
| 1     | - Often communicates *disrespectfully* with students  
        - *Does not* foster respectful relationships among students  
        - *Does not* demonstrate a strong positive relationship with students  |

**Examples of Collected Evidence (not an exhaustive list):**

- Teacher is respectful in communicating with students  
- Teacher and students’ interactions and communications are strong, positive, and promote learning and engagement  
- Students give unsolicited praise and/or encouragement to their classmates (peers)  
- Teacher provides students with positive learning expectations  
- Teacher maintains a classroom that is nurturing for student learning  
- Teacher constructively corrects students’ misbehaviors  

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### Domain IV: Professional Responsibilities

#### 8. Engages in professional learning

**Teacher:**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td>Proactively seeks out and participates in professional learning activities. Fully integrates knowledge gained in professional learning communities, collaboration with peers and leadership, and focused professional development. Strengthens teaching practice based on observer feedback and other types of performance data. Shares new information and lessons learned with colleagues. <strong>Serves as a critical friend for colleagues, both providing and seeking meaningful feedback on instruction.</strong></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Proactively seeks out and participates in professional learning activities. Fully integrates knowledge gained in professional learning communities, collaboration with peers and leadership, and focused professional development. Strengthens teaching practice based on observer feedback and other types of performance data. Shares new information and lessons learned with colleagues.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Participates in required professional learning activities. Applies knowledge gained from professional learning but <strong>does not fully</strong> integrate the new information. Applies some observer feedback to improve teaching practice.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Participates in required professional learning activities. <strong>Does not</strong> apply knowledge gained from professional learning. Applies little or no observer feedback to improve teaching practice.</td>
</tr>
</tbody>
</table>

**Examples of Collected Evidence (not an exhaustive list):**

- Documentation of professional development activities are visible or available
- Evidence of mentor—mentee collaborations are available (if applicable)
- Current or prior classroom observation notes/feedback are available
- Attendance log from professional learning communities (PLCs) or departmental meetings/collaborations are available
- Teacher performance data (i.e. presentations to colleagues, honors, awards, etc.) are available (if applicable)
- Evidence of teacher leadership activities or opportunities are available
## Domain IV: Professional Responsibilities

### 9. Establishes and maintains effective communication with families/guardians

**Teacher:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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</table>
| 4     | ● Partners with families/guardians to coordinate learning between home and school  
       | ● Establishes mutual expectations for student learning with families/guardians  
       | ● **Includes students and/or families/guardians in the planning of positive reinforcements for progress** |
| 3     | ● Partners with families/guardians to coordinate learning between home and school  
       | ● Establishes mutual expectations for student learning with families/guardians |
| 2     | ● Communicates with families/guardians reactively concerning student academic progress and development, and outreach is mostly for intervention or corrective reasons |
| 1     | ● *Rarely or never* communicates with families/guardians |

**Examples of Collected Evidence (not an exhaustive list):**

- Logs of parent visits, phone calls or other communication are available
- Parent-teacher conference sign in sheets and/or itineraries are available
- Procedures for communicating with parents are available (if applicable)
- Portfolio of parent or guardian communication (i.e. expectation flyers, letters, newsletters, enrichment activities, etc.) is available
- Progress monitoring evidence for positive reinforcements for students is available and/or visible

*Some of the language in this rubric was adapted from the TNTP Core Teaching Rubric.*