

Mississippi Statewide Teacher Appraisal Rubric M-STAR

Process Manual

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Introduction

Research demonstrates that teachers are the most significant school-level influence on student performance. Therefore, obtaining valid and reliable data on educator effectiveness is critical to ensure that every child has access to the best education. This is accomplished through the creation of fair and rigorous evaluation systems that differentiate among various levels of teacher performance and provide the type of data that allows for teachers' strengths and areas of challenge to be identified so targeted support and development can be provided. Further, a quality evaluation system gives principals a streamlined structure in which to function as instructional leaders.

The Mississippi Department of Education (MDE) has created the Mississippi Statewide Teacher Appraisal Rubric (M-STAR) to gather information on teacher strengths and areas of challenge to provide support, development and improve student success.

Purpose of Teacher Performance Evaluation

The Mississippi teacher performance evaluation process will:

- Provide formative assessment information about the performance of individual teachers to highlight areas of strength and identify areas for growth.
- 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 instructional leadership and feedback.

The Teacher Observation Process

The Teacher Observation Cycle includes multiple methods of evaluation in order to evaluate every teacher on all standards and to obtain a comprehensive understanding of each teacher's areas of strength and areas for growth. **The M-STAR process has been revised to allow school district discretion in the amount of time and frequency spent observing educators based on the performance of the teacher and other circumstances such as teacher turn-over, mid-year hiring of teachers and administrators, etc.*** The M-STAR process includes 5 steps in the evaluation cycle:

- 1. Teacher Self-Assessment:** The teacher self-assessment is optional, but highly recommended. Teachers should reflect on their professional practice relative to the best practices identified by research. The purpose of self-assessment is two-fold: it actively engages the educator in launching his or her own evaluation, and it prepares the educator to propose rigorous, targeted goals for themselves. To complete the self-assessment, teachers should use the rubric to identify areas of strength and areas for growth.

* Bold text indicates a State Board of Education approved modification.

2. **Walk-through (informal) Observations:** These visits are used by the evaluator to provide quick checks of teacher performance so that feedback can be given on that lesson. The walk-through observations occur throughout the school year. **The previous requirement of a minimum of five walk-through visits is still strongly recommended; however, a minimum of two are now required. Beyond the required two, the frequency and length of time of the walk-through observations are at the discretion of the school district.**
3. **Formal Observations and Conferences:** Each teacher should be formally observed during the school year. Formal observations should be announced and scheduled in advance with the teacher. **It is highly recommended that two formal observations be conducted; however, at least one formal observation and post-observation conference is required. Formal observations should last no less than 30 minutes.**

It is recommended that all formal observations include a pre-observation conference and a post-observation conference.

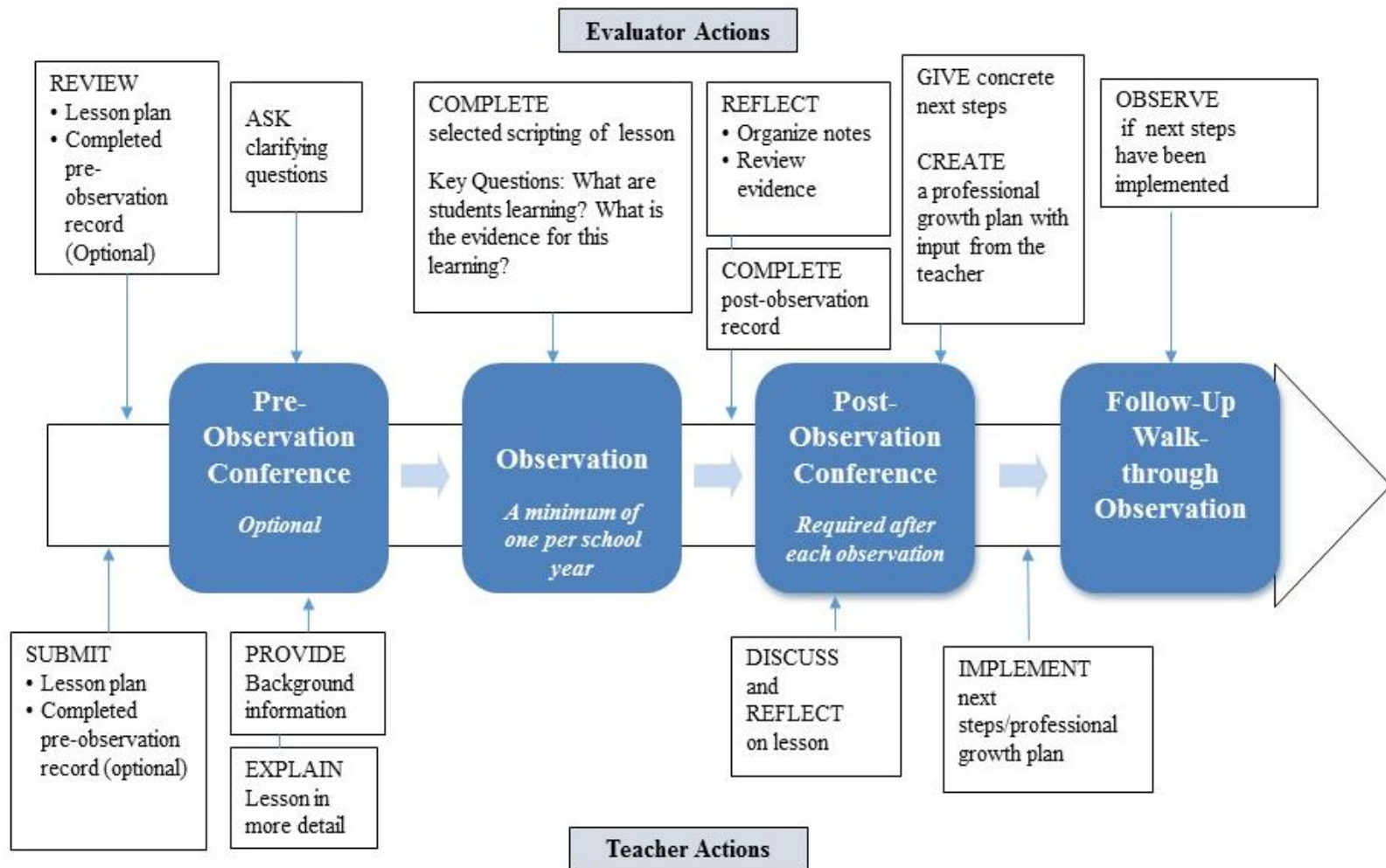
- **Pre-observation conference** – The pre-observation conference provides the opportunity for the teacher to describe the context and plans for the class session, review artifacts, and discuss goals related to the self-assessment. **A pre-observation conference is recommended but not required.**
- **Post-observation conference** – The post-observation conference should take place after the formal observation. This conference provides the opportunity for the evaluator to provide feedback and to discuss the areas for growth. If professional development is needed, the administrator should develop a professional growth plan with input from the teacher. The development of a professional growth plan is at the discretion of the school district. It is recommended that the post-observation conference occurs within one week of the formal observation. **The post-observation conference is required as part of the formal observation.**

M-STAR evaluators should complete all MDE M-STAR training requirements. The local school district should designate the administrators and educators to perform observations within their school district.

4. **Review of Artifacts** –Artifacts are evidence of a teacher’s practice in Domains 1, 2, and 5. Teachers should not create artifacts specifically for artifact review. Instead, artifacts are documents and materials that occur as part of their everyday practices. A discussion of the artifact review should be a part of the post-observation conference. A review of artifacts demonstrating student learning and effective teacher practice is critical. However, **the MDE will only require that the lesson plan(s) associated with the formal observation(s) be retained as documentation of the observation. All other requirements for the review of artifacts are left to the discretion of school districts.**

- 5. Student Survey (optional)** – Student surveys may be given once a year. School districts may develop their own survey or use one that is appropriate.

The Formal Observation Cycle



M-STAR Standards

The M-STAR standards are designed to provide a shared and focused understanding of the priorities, values, and expectations of Mississippi teachers in their work of educating students. The performance standards provide a structure to assess teacher performance, with the goal of highlighting and rewarding strengths and identifying and addressing challenges.

The teacher performance standards are divided into five domains. Each domain includes standards directly related to that domain.

Domain I: Planning

1. Plans lessons that demonstrate knowledge of content and pedagogy.
2. Plans lessons that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.
3. Selects instructional goals that incorporate higher level learning for all students.
4. Plans units of instruction that align with the Science and Social Studies Mississippi Curriculum Frameworks, 2014 Mississippi College- and Career- Readiness Standards for Mathematics and English Language Arts (the Standards), or other applicable state content standards

Domain II: Assessment

5. Collects and organizes data from assessments to provide feedback to students and adjusts lessons and instruction as necessary.
6. Incorporates assessments into instructional planning that demonstrate high expectations for all students.

Domain III: Instruction

7. Demonstrates deep knowledge of content during instruction.
8. Actively engages students in the learning process.
9. Uses questioning and discussion techniques to promote higher order thinking skills.
10. Brings multiple perspectives to the delivery of content.
11. Communicates clearly and effectively.

Domain IV: Learning Environment

12. Manages classroom space and resources effectively for student learning.
13. Creates and maintains a climate of safety, respect, and support for all students.
14. Maximizes time available for instruction.
15. Establishes and maintains a culture of learning to high expectations.
16. Manages student behavior to provide productive learning opportunities for all students.

Domain V: Professional Responsibilities

17. Engages in continuous professional development and applies new information learned in the classroom.
18. Demonstrates professionalism and high ethical standards; acts in alignment with Mississippi Code of Ethics.
19. Establishes and maintains effective communication with families.
20. Collaborates with colleagues and is an active member of a professional learning community in the school.

Methods of Evaluating Standards

Each standard is evaluated using at least one evaluation method.

	Standards	Artifact Review	Pre-/Post-Observation Conferences	Classroom Observation	Student Survey (Optional)
PLANNING	1. Plans lessons that demonstrate knowledge of content and pedagogy.	X	X		
	2. Plans lessons that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.	X	X		
	3. Selects instructional goals that incorporate higher level learning for all students.	X	X		
	4. Plans units of instruction that align with Mississippi Curriculum Framework or, when applicable, the Common Core State Standards.	X	X		
ASSESSMENT	5. Collects and organizes data from assessments to provide feedback to students and adjusts lessons and instruction as necessary.	X	X		X
	6. Incorporates assessments into instructional planning that demonstrate high expectations for all students.	X	X		

	Standards	Artifact Review	Pre-/Post-Observation Conferences	Classroom Observation	Student Survey (Optional)
INSTRUCTION	7. Demonstrates deep knowledge of content during instruction.			X	X
	8. Actively engages students in the learning process.			X	X
	9. Uses questioning and discussion techniques to promote higher order thinking skills.			X	X
	10. Brings multiple perspectives to the delivery of content.			X	
	11. Communicates clearly and effectively.			X	X
LEARNING ENVIRONMENT	12. Manages classroom space and resources effectively for student learning.			X	X
	13. Creates and maintains a climate of safety, respect, and support for all students.			X	X
	14. Maximizes time available for instruction.			X	X
	15. Establishes and maintains a culture of learning to high expectations.			X	X
	16. Manages student behavior to provide productive learning opportunities for all students.			X	X
PROFESSIONAL RESPONSIBILITIES	17. Engages in continuous professional development and applies new information learned in the classroom.	X	X		
	18. Demonstrates professionalism and high ethical standards; acts in alignment with Mississippi Code of Ethics.	X	X		
	19. Establishes and maintains effective communication with families.	X	X		
	20. Collaborates with colleagues and is an active member of a professional learning community in the school.	X	X		

Teacher Performance Levels

Each teacher's performance on each standard will be evaluated in accordance with a four-level rating scale:

- **Distinguished: Level 4** is the most effective level of teacher performance. Rating at this level indicates that the teacher's performance is exemplary and consistently exceeds expectations. Teachers who receive this rating should receive professional development linked to specific areas to ensure they have the support they need to continue to grow and develop their skills.
- **Effective: Level 3** is the expectation for all teachers. Rating at this level indicates that the teacher's performance consistently meets expectations. Teachers who receive this rating should receive professional development and support designed to address the identified area(s) for growth.
- **Emerging: Level 2** indicates either a beginning teacher or a teacher who needs focused professional development. Rating at this level indicates the teacher is sometimes meeting expectations but is not doing so consistently. Teachers who receive this rating should receive professional development and support designed to address the identified area(s) for growth.
- **Unsatisfactory: Level 1** is the least effective level of teacher performance. Rating at this level indicates the teacher's performance is not acceptable. Teachers who receive this rating rarely meet expectations. Teachers who receive this rating should receive immediate and comprehensive professional development and support designed to address the identified area(s) for growth.



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	<ul style="list-style-type: none"> • Include the necessary content and connections across disciplines; connections are consistently clear, meaningful, and relevant to students’ lives • Demonstrate appropriate sequencing of learning experiences and provide multiple and varied ways to demonstrate knowledge and skill • Demonstrate collaboration with specialized professionals¹ to make the appropriate choice of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners
3	<ul style="list-style-type: none"> • Include the necessary content and connections across disciplines; however, connections are inconsistently clear, meaningful, or relevant to students’ lives • Demonstrate appropriate sequencing of learning experiences and provide multiple ways to demonstrate knowledge and skill • Demonstrate appropriate choice of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners
2	<ul style="list-style-type: none"> • Include the necessary content but do not connect content across disciplines • Demonstrate inconsistent sequencing of learning experiences or provide 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
1	<ul style="list-style-type: none"> • Rarely or do not include the necessary content • Rarely or do not demonstrate appropriate sequencing of learning experiences or provide ways to demonstrate knowledge and skill • Rarely or do not demonstrate appropriate choice of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners

¹ (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"> • Effectively uses multiple and varied data about prior experiences, language proficiencies, achievement levels, and special needs of the class • 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 • Effectively designs instruction to build on the class's prior knowledge, experience, and/or cultural background; and allows learners to accelerate as they demonstrate their understanding
3	<ul style="list-style-type: none"> • Effectively uses data about prior experiences, language proficiencies, achievement levels, and special needs of the class • Effectively incorporates the class's questions and interests by collaborating with students to design and implement relevant learning experiences • Effectively 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"> • Ineffectively uses data about prior experiences, language proficiencies, achievement levels, and special needs of the class • Ineffectively incorporates the class's questions and interests • Ineffectively designs instruction to build on the class's prior knowledge, experience, and/or cultural background
1	<ul style="list-style-type: none"> • Rarely uses or does not use data • Rarely incorporates or does not incorporate the class's questions and interests • Rarely designs or does not design instruction to build on the class's prior knowledge, experience, and/or cultural background

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

Lesson Plans:

4	<ul style="list-style-type: none"> • Include instructional goals that incorporate higher level learning for all students and <i>are connected to previous units and content</i> • Include instructional goals that are specific, measurable, time bound, and <i>differentiated</i> for all students • Demonstrate that the teacher <i>analyzes multiple and appropriate data sources</i>² to determine students' individual skill levels when selecting instructional goals and strategies • Include instructional goals that are <i>performance based</i> and fully aligned to the Science and Social Studies Mississippi Curriculum Frameworks, 2014 Mississippi College- and Career- Readiness Standards for Mathematics and English Language Arts (the Standards), or other applicable state content standards
3	<ul style="list-style-type: none"> • Include instructional goals that incorporate higher level learning for all students • Include instructional goals that are specific, measurable, time bound, and appropriate for all students but <i>not always differentiated</i> • Demonstrate that the teacher <i>analyzes data</i> to determine students' individual skill levels when selecting instructional goals and strategies • Include instructional goals that fully align to the Science and Social Studies Mississippi Curriculum Frameworks, the Standards, or other applicable state content standards
2	<ul style="list-style-type: none"> • <i>Inconsistently</i> include instructional goals that incorporate higher level learning for all students • Include instructional goals, but <i>goals do not meet established expectations for all students</i> • Demonstrate that the teacher <i>considers students' individual skill levels</i> when selecting instructional goals and strategies • Include instructional goals <i>with partial alignment</i> to the Science and Social Studies Mississippi Curriculum Frameworks, the Standards, or other applicable state content standards
1	<ul style="list-style-type: none"> • <i>Rarely or do not</i> include instructional goals that incorporate higher level learning for all students • <i>Rarely or do not</i> include instructional goals appropriate for all students • <i>Rarely or do not</i> demonstrate that the teacher considers students' individual skill levels when selecting instructional goals and strategies • <i>Rarely or do not</i> include instructional goals that align to the Science and Social Studies Mississippi Curriculum Frameworks, the Standards, or other applicable state content standards

² (e.g., formal and informal assessments, pre-assessments, classroom questions, and behavior)

4. Plans units of instruction that align with the Science and Social Studies Mississippi Curriculum Frameworks, 2014 Mississippi College- and Career-Readiness Standards for Mathematics and English Language Arts (the Standards), or other applicable state content standards³

Lesson Plans:

4	<ul style="list-style-type: none"> • Always include the knowledge and skills necessary for expected student performance specified in the Science and Social Studies Mississippi Curriculum Frameworks, the Standards, or other applicable state content standards • Include multiple and varied opportunities for students to individually and collaboratively solve problems; manage themselves; analyze, create, and critique content • Consistently include rigorous, relevant student activities and tasks that align fully and clearly to the appropriate expectations
3	<ul style="list-style-type: none"> • Frequently include the knowledge and skills necessary for expected student performance specified in the Science and Social Studies Mississippi Curriculum Frameworks, the Standards, or other applicable state content standards • Include opportunities for students to individually and collaboratively solve problems; manage themselves; analyze, create, and critique content • Include rigorous, relevant student activities and tasks that align to the appropriate expectations
2	<ul style="list-style-type: none"> • Inconsistently include the knowledge and skills necessary for expected student performance specified in the Science and Social Studies Mississippi Curriculum Frameworks, the Standards, or other applicable state content standards • Inconsistently include opportunities for students to solve problems; manage themselves; analyze, create, and critique content • Include student activities and tasks that partially align to the appropriate expectations and lack rigor or relevance
1	<ul style="list-style-type: none"> • Rarely or do not include the knowledge and skills necessary for expected student performance specified in the Science and Social Studies Mississippi Curriculum Frameworks, the Standards, or other applicable state content standards • Rarely or do not include opportunities for students to solve problems; manage themselves; analyze, create, and critique content • Rarely or do not include student activities and tasks that align to the appropriate expectations or lack rigor or relevance

³ (e.g., Suggested Outcomes for Intellectually Gifted Education Programs Grades 2-8 in Mississippi)

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	<ul style="list-style-type: none"> • Works <i>independently and collaboratively</i> to use assessment results to adjust individual or whole-class instructional strategies • Maintains accurate and complete records of student work and performance that <i>demonstrate student progress</i> • Provides students with <i>clear, actionable, and timely feedback</i> (formative and summative) to <i>enable them to set their own goals</i> to improve their performance
3	<ul style="list-style-type: none"> • Uses assessment results to adjust individual or whole-class instructional strategies • Maintains accurate and complete records of student work and performance • Provides students with <i>clear, actionable, and timely feedback</i> (formative or summative) to improve their performance
2	<ul style="list-style-type: none"> • <i>Ineffectively</i> uses assessment results to adjust individual or whole-class instructional strategies • Maintains <i>limited or inaccurate</i> records of student work and performance (e.g., summative information only) • Provides students with <i>minimal or only summative feedback</i> on their performance
1	<ul style="list-style-type: none"> • <i>Rarely uses or does not</i> use assessment results to adjust individual or whole-class instructional strategies • <i>Rarely maintains or does not</i> maintain accurate records of student work and performance • <i>Rarely provides or does not</i> provide students with feedback on their performance

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

Teacher:

4	<ul style="list-style-type: none">• Collaboratively develops or selects appropriate assessments and balances the use of formative, summative, and pre-assessments to support and verify learning to high expectations• Collaborates and finds appropriate ways to use technology to support assessment practice (when available)• Uses rigorous and relevant assessments that fully and clearly align with the Science and Social Studies Mississippi Curriculum Frameworks, the Standards, or other applicable state content standards
3	<ul style="list-style-type: none">• Develops or selects appropriate assessments and balances the use of formative, summative, and pre-assessments to support and verify learning to high expectations• Uses technology to support assessment practice (when available)• Uses relevant assessments that fully and clearly align with the Science and Social Studies Mississippi Curriculum Frameworks, the Standards, or other applicable state content standards
2	<ul style="list-style-type: none">• 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• Occasionally uses technology to support assessment practice (when available)• Uses assessments that partially align with the Science and Social Studies Mississippi Curriculum Frameworks, the Standards, or other applicable state content standards
1	<ul style="list-style-type: none">• 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• Rarely uses or does not use technology to support assessment practice (when available)• Rarely uses or does not use assessments that align with the Science and Social Studies Mississippi Curriculum Frameworks, the Standards, or other applicable state content standards

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"> • Uses multiple representations and explanations that capture key ideas in the discipline and promote each student’s achievement of content standards by <i>always</i> anticipating common misconceptions in learning • <i>Stimulates</i> class reflection on prior content knowledge, links new concepts to familiar concepts, and makes <i>clear and relevant</i> connections to the students’ experiences <i>through real-life applications and tasks</i> • Assists students in <i>developing a deep understanding</i> by engaging students in connecting the content to other appropriate subject areas and applying content to explore real-world problems
3	<ul style="list-style-type: none"> • Uses multiple representations and explanations that capture key ideas in the discipline and promote each student’s achievement of content standards by <i>frequently</i> anticipating common misconceptions in learning • <i>Relates</i> content to class’s prior content knowledge, links new concepts to familiar concepts, and makes connections to the students’ experiences • <i>Connects the content</i> to other appropriate subject areas, and connections are <i>effective and clear</i>
2	<ul style="list-style-type: none"> • Uses <i>insufficient</i> representations and explanations that capture key ideas in the discipline; <i>does not</i> promote each student’s achievement of content standards by <i>occasionally</i> anticipating common misconceptions in learning • <i>Inconsistently or ineffectively</i> relates content to class’s prior content knowledge, <i>and only links familiar concepts</i> to the students’ experiences • <i>Inconsistently connects the content</i> to other subject areas, and connections are <i>ineffective or unclear</i>
1	<ul style="list-style-type: none"> • <i>Rarely uses or does not</i> use representations and explanations that capture key ideas in the discipline; • <i>Rarely relates or does not</i> relate content to class’s prior content knowledge; <i>does not link familiar concepts to the students’ experiences</i> • <i>Rarely connects or does not</i> connect the content to other subject areas

8. *Actively engages students in the learning process*

Teacher:

4	<ul style="list-style-type: none">• Uses a variety of instructional strategies and resources that consistently meet all students' skill levels and learning styles• Links content with student interests through clear and meaningful connections by incorporating students' questions and ideas• Provides all students multiple opportunities to individually and collaboratively solve problems; manage themselves; analyze, create, and critique content• 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">• Uses a variety of instructional strategies and resources that meet most students' skill levels and learning styles• Links content with student interests through clear and meaningful connections• Provides most students multiple opportunities to individually and collaboratively solve problems; manage themselves; analyze, create, and critique content• Engages the class in using appropriate learning skills and technology tools to access, interpret, and apply information
2	<ul style="list-style-type: none">• Uses a variety of instructional strategies and resources that meet some students' skill levels or learning styles• Links content with student interests, but connections are occasionally unclear or ineffective• Provides some students a few opportunities to individually and collaboratively solve problems; manage themselves; analyze, create, and critique content• 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">• Uses a single instructional strategy or resource• Rarely links or does not link content with student interests• Rarely engages or does not engage students in active learning by providing opportunities to individually and collaboratively solve problems; manage themselves; analyze, create, and critique content• Rarely engages or does not engage the class in using appropriate learning skills and technology tools to access, interpret, and apply information

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

Teacher:

4	<ul style="list-style-type: none"> • Uses higher-order questions to check for understanding of content and skillfully corrects student misunderstandings at appropriate times; effectively adapts instruction • Uses questions, coaching, and feedback that elicit extensive, focused participation and discussion; questions require higher order thinking and are timed appropriately throughout the lesson • Responds to students' correct answers by probing for higher level understanding; encourages further inquiry and self-directed learning • Uses questions to help students make connections to other students' comments and does so at appropriate times; encourages further discussion
3	<ul style="list-style-type: none"> • Uses higher-order questions to check for understanding of content and adequately corrects student misunderstandings at appropriate times; adapts instruction when needed • Uses questions, coaching, and feedback that elicit quality, focused participation and discussion; questions require higher order thinking skills but are not always timed appropriately • Responds to students' correct answers by probing for higher level understanding • Uses questions to help students make connections to other students' comments and does so at appropriate times
2	<ul style="list-style-type: none"> • Uses questions to check for understanding of content but sometimes inadequately corrects student misunderstandings or does so at inappropriate times; ineffectively adapts 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 • Responds to students' correct answers by inconsistently probing for higher level understanding • Uses questions to help students make connections to other students' comments but may do so at inappropriate times
1	<ul style="list-style-type: none"> • Rarely uses or 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 • Rarely responds or does not respond to students' correct answers by probing for higher level understanding • Rarely uses or does not use questions to help students make connections to other students' comments

10. Brings multiple perspectives to the delivery of content

Teacher:

4	<ul style="list-style-type: none">• Clearly connects instruction to students' prior knowledge, to students' daily lives, and to aspects of their community and life experiences• Uses relevant and timely examples in instruction and activities that reflect the cultural diversity of the class and diverse social and cultural perspectives• 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 solve or explore problems
3	<ul style="list-style-type: none">• 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 and diverse social and cultural perspectives• 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">• 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	<ul style="list-style-type: none">• Rarely connects or does not connect instruction to the students' prior knowledge, to their daily lives, or to aspects of their community and life experiences• Rarely uses or does not use examples in instruction and activities that reflect the cultural diversity of the class; does not include diverse social and cultural perspectives• Rarely uses or 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

11. *Communicates clearly and effectively*

Teacher:

4	<ul style="list-style-type: none">• Clearly and concisely communicates written and oral content, expectations, explanations, directions, and procedures; adapts communication style in response to student behavior• Speaks clearly and at an appropriate pace; successfully facilitates student discussion• Maintains eye contact and uses nonverbal communication to reinforce appropriate student behavior and adapts nonverbal communication to meet students' needs• Uses developmentally appropriate language and explanations and adapts communication style as needed
3	<ul style="list-style-type: none">• Clearly and concisely communicates written and oral content, expectations, explanations, directions, and procedures• Speaks clearly and at an appropriate pace, but occasionally monopolizes the discussion when facilitating student discussion• Maintains eye contact and uses nonverbal communication to reinforce appropriate student behavior• Uses developmentally appropriate language and explanations, but may not adapt communication style as needed
2	<ul style="list-style-type: none">• 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 maintains eye contact and uses nonverbal communication to reinforce appropriate student behavior• Inconsistently uses language or explanations that are developmentally appropriate
1	<ul style="list-style-type: none">• Rarely communicates or does not communicate written and oral content, expectations, explanations, directions, and procedures in a clear and organized manner• Rarely speaks or does not speak clearly or at an appropriate pace and dominates the discussion when facilitating student discussion• Rarely maintains or does not maintain eye contact with students or use nonverbal communication to reinforce appropriate student behavior• Rarely uses or does not use developmentally appropriate language

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

<i>12. Manages classroom space and resources effectively for student learning</i>	
Teacher:	
4	<ul style="list-style-type: none"> • Maximizes use of available physical space, materials, and resources to consistently facilitate movement and communication for students and staff • Provides optimal space appropriate to individual student needs and planned activities • Collaborates with colleagues to use supplementary resources and available technology effectively • Ensures students have consistent access, support, and time to use classroom and school resources
3	<ul style="list-style-type: none"> • Organizes and uses available physical space, materials, and resources to facilitate movement and communication for students and staff • Utilizes space appropriate to individual student needs and planned activities • Uses supplementary resources and available technology effectively • Ensures students have access, support, and time to use classroom and school resources
2	<ul style="list-style-type: none"> • Organizes and uses available physical space, materials, and resources; however, the arrangement does not facilitate movement and communication for students and staff • Provides limited space for student needs or planned learning activities • Inconsistently uses supplementary resources and available technology effectively • Provides limited access, support, and time to use classroom and school resources
1	<ul style="list-style-type: none"> • Rarely organizes or does not organize and use the available physical space, materials, and resources • Rarely provides or does not provide space for individual student needs or planned activities • Rarely uses or does not use supplementary resources and available technology effectively • Rarely provides or does not provide access, support, and time to use classroom and school resources

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

Teacher:

4	<ul style="list-style-type: none">• Fosters respectful, nurturing, and appropriate relationships with students and facilitates respectful relationships among students• Facilitates student collaboration by encouraging students to recognize and celebrate the diverse experiences and achievements of groups and individual students• Ensures the classroom is a safe place for students to voice their thoughts and opinions and engages students in monitoring and enforcing classroom rules regarding speech and conduct
3	<ul style="list-style-type: none">• Fosters respectful, nurturing, and appropriate relationships with students• Builds on the diverse experiences of students by recognizing the input of groups and individual students, but does not incorporate student collaboration• Ensures the classroom is a safe place for all students to voice their thoughts and opinions
2	<ul style="list-style-type: none">• 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• Ensures the classroom is a safe place for students to voice their thoughts and opinions, but provides limited opportunities to do so
1	<ul style="list-style-type: none">• Rarely treats or does not treat students with respect• Disregards the diverse experiences of students and the achievements of groups and individual students• Rarely ensures or does not ensure the classroom is a safe place for students to voice their thoughts and opinions

14. Maximizes time available for instruction

Teacher:

4	• Begins class on time, establishes and follows procedures, transitions smoothly between tasks, handles disruptions efficiently, <i>discourages digressions</i> , uses appropriate pacing, <i>and when appropriate, involves students in developing and managing classroom procedures</i>
3	• Begins class on time, establishes and follows procedures, transitions smoothly between tasks, handles disruptions efficiently, discourages digressions, uses appropriate pacing
2	• Begins class on time, establishes procedures but <i>inconsistently</i> follows the procedures, <i>inconsistently</i> transitions smoothly between tasks, addresses disruptions but in an inefficient manner, and <i>inconsistently</i> uses appropriate pacing methods
1	• <i>Rarely begins</i> or <i>does not</i> begin class on time, does not establish clear procedures, does not transition smoothly between tasks, does not address disruptions, does not use appropriate pacing methods

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

Teacher:

4	<ul style="list-style-type: none">• Communicates clear instructional goals to students, has high expectations for students of all levels, and when appropriate, encourages student participation when revising or establishing goals• Holds students accountable for meeting instructional goals and revises appropriately when these goals need to change
3	<ul style="list-style-type: none">• Communicates clear instructional goals to students and has high expectations for students of all levels• Holds students accountable for meeting instructional goals
2	<ul style="list-style-type: none">• Inconsistently communicates clear instructional goals to students, and has moderate expectations for students of all levels• Inconsistently holds students accountable for meeting instructional goals
1	<ul style="list-style-type: none">• Rarely communicates or does not communicate clear instructional goals to students and has low expectations for students• Rarely holds or does not hold students accountable for meeting instructional goals

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

Teacher:

4	<ul style="list-style-type: none">• Establishes, communicates, and reinforces classroom rules and expectations; ensures that students understand the rules; and, when appropriate, <i>involves students in the creation and monitoring of classroom rules and expectations</i>• Monitors student behavior, <i>anticipates</i> potential problems, and <i>prevents</i> inappropriate behaviors from occurring by proactively reinforcing procedures
3	<ul style="list-style-type: none">• Establishes, communicates, and reinforces classroom rules and expectations; ensures that students understand the rules• Monitors student behavior and <i>responds consistently</i> to inappropriate behavior, <i>but may not anticipate potential problems</i>
2	<ul style="list-style-type: none">• Establishes and communicates classroom rules and expectations, <i>but overlooks opportunities</i> to reinforce them• Monitors student behavior, but responds <i>inconsistently</i> to inappropriate behavior
1	<ul style="list-style-type: none">• <i>Rarely establishes or does not</i> establish and communicate classroom rules and expectations• <i>Rarely monitors or does not</i> monitor student behavior and respond(s) to inappropriate behavior

Domain V: Professional Responsibilities (assessed via artifact review and pre- and post- observation conferences)

17. Engages in continuous professional learning and applies new information learned in the classroom	
Teacher:	
4	<ul style="list-style-type: none"> • Proactively seeks out and participates in professional learning and <i>makes a substantial contribution to the profession through activities such as action research and coaching other teachers</i> • Applies knowledge gained from professional learning to benefit students; fully integrates the new material into lesson plans, instructional strategies, or classroom procedures; and <i>shares new information and lessons learned with colleagues</i> • <i>Coaches and/or collaborates with other colleagues</i> to develop a 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"> • Proactively seeks out and participates in professional learning activities • Applies knowledge gained from professional learning to benefit students; and fully integrates the new information into lesson plans, instructional strategies, or classroom procedures • <i>Proactively develops and maintains</i> a 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"> • <i>Participates only</i> in professional learning activities that are <i>required and/or provided</i> • Applies knowledge gained from professional learning to benefit students; <i>but does not fully integrate</i> the new information into lesson plans, instructional strategies, or classroom procedures • Has a plan for continuous improvement <i>but does not implement the plan</i>
1	<ul style="list-style-type: none"> • <i>Rarely practices or does not</i> participate in professional learning activities • <i>Rarely applies or does not</i> apply knowledge gained from professional learning to benefit students • <i>Does not</i> have a plan for continuous improvement

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

Teacher:

4	<ul style="list-style-type: none"> • Acts in alignment with Mississippi Code of Ethics • 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 • 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"> • Acts in alignment with Mississippi Code of Ethics • 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	<ul style="list-style-type: none"> • Acts in alignment with Mississippi Code of Ethics • 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	<ul style="list-style-type: none"> • Acts in alignment with Mississippi Code of Ethics • 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

19. Establishes and maintains effective communication with families

Teacher:

4	<ul style="list-style-type: none">• Provides understandable information to families about student progress and activities on a regular basis <i>and encourages student participation in communicating with families</i>• Engages families in the instructional program and class activities, <i>and incorporates student and family feedback in instructional content and activities when appropriate and reasonable</i>• Attempts to <i>work collaboratively</i> with students and their families to establish <i>mutual</i> expectations to support student development and achievement
3	<ul style="list-style-type: none">• Provides understandable information to families about student progress and activities on a regular basis• Engages families in the instructional program and class activities• <i>Engages</i> in ongoing communication with students' families to establish expectations to support student development and achievement
2	<ul style="list-style-type: none">• Provides <i>sporadic, incomplete or unclear</i> information to families about student progress and activities• <i>Sporadically engages</i> families in the instructional program or class activities• <i>Sporadically engages</i> in communication with students' families to establish expectations to support student development and achievement
1	<ul style="list-style-type: none">• <i>Provides no information</i> to families about student progress and activities• <i>Makes no attempt</i> to engage families in the instructional program or class activities• <i>Does not engage</i> in communication with students' families to establish expectations to support student development and achievement

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

Teacher:

4	<ul style="list-style-type: none"> • Assumes a leadership or supporting role within the professional learning community and for school and district events and projects • Serves as a leader by encouraging others to collaborate and addresses requests made by peers in a timely and productive fashion • Leads or supports professional colleagues in creating opportunities to reflect, problem solve, and share new ideas and experiences; seek and gives feedback to improve student performance and teaching practices • Leads or collaborates on school-wide efforts to build a supportive culture, to identify common goals, and to evaluate progress toward those goals
3	<ul style="list-style-type: none"> • 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 • Contributes to school-wide efforts to build a supportive culture, to identify common goals, and to evaluate progress toward those goals
2	<ul style="list-style-type: none"> • 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 to reflect, problem solve, and share new ideas and experiences, and seeks and gives feedback to improve student performance and teaching practices • Sporadically contributes to school-wide efforts to build a supportive culture, to identify common goals, and to evaluate progress toward those goals
1	<ul style="list-style-type: none"> • Rarely participates or does not participate in the professional learning community or in school and district events and projects • Rarely works or does not work with others and disregards requests made by peers • Rarely collaborates or does not collaborate with professional colleagues • Rarely contributes or does not contribute to school-wide efforts

Glossary

Artifacts: Artifacts are evidence of a teachers practice in Domains 1, 2, and 5. They are documents or materials reviewed by the evaluator that are linked to the domains and standards of M-STAR that support student learning and effective teacher practice. Artifacts occur as part of their everyday practices and should not be produced specifically for the artifact review.

Domain: A domain is a broad category of skills, knowledge, dispositions, and related elements in an educator performance framework. Domains are umbrella descriptions defined by standards and indicators.

Evidence: Evidence is a factual reporting of events that are not biased or clouded with personal opinion. Evidence may include teacher and student behavior as well as teaching artifacts.

Feedback: Feedback is insight from the evaluator on a teacher’s performance that is grounded in the five domains and the twenty standards of M-STAR. The components of feedback are areas of strength, areas for growth, and the next steps identified for a teacher to make improvements.

Formal classroom observation: A formal classroom observation is a period of time during which a trained evaluator visits a classroom and uses a rubric to measure observable classroom processes, including specific teaching practices, aspects of instruction, and interactions between teachers and students. Classroom observations can measure broad, overarching aspects of teaching; subject-specific; or context-specific aspects of practice. Formal classroom observations will be conducted twice a year: formative in the fall and summative in the spring.

Formative assessment: Formative assessments are relatively low-stakes and administered primarily to provide performance feedback to improve performance. This process provides feedback on an ongoing basis for adjusting teaching practices in the classroom. Formative assessments may or may not include the same measures as summative assessments.

Formative observation: Formative observation is ongoing throughout the year. It includes the formal observation and all other informal observations.

Indicator: An indicator is the smallest category for describing and organizing educator knowledge, skills, dispositions, and related elements in an educator performance framework. Indicators are narrow, observable or measurable descriptors of educator practice.

Informal observation: Informal observations are unannounced, used primarily for formative purposes, and narrowly targeted to specific processes. Walk-through visits are a type of informal classroom observation. This type of observation can occur in any setting such as staff meetings, professional learning communities, supervision responsibilities, etc.

Lesson plan: A lesson plan is a detailed description of a teacher’s instruction for a particular class, grade, or subject.

Measures: Measures are types of instruments or tools used to assess the performance and outcomes of educator practice (e.g., student growth scores, observations, student surveys, analysis of classroom artifacts, and student learning objectives).

Multiple measures: Multiple measures include the use of more than one instrument or tool by evaluators to assess the performance and outcome of educator practice.

Post-observation conference: A post-observation conference is a meeting between a teacher and an observer that takes place after a formal classroom observation. The purpose of the conference is to allow the observer to ask clarifying questions about what was observed during the lesson and any outcomes after the lesson (e.g., assessment results and samples of student work). The teacher should also receive feedback and next steps during this conference.

Pre-observation conference: A pre-observation conference is a meeting between a teacher and an evaluator that takes place prior to a formal classroom observation. The purpose of the conference is to provide the observer with background information about the lesson, the students, and any other details that may help the observer understand the context of the classroom. Additionally, it is an opportunity for the teacher to ask clarifying questions about the formal observation process.

Professional growth plan: A professional growth plan is a plan developed and implemented to identify and address areas for improvement in a teacher's performance. A written plan for improvement includes resources and assistance (intensive support needed to assist the teacher) and the documentation of an acceptable level of performance.

Rubric: A rubric is a method for defining and categorizing performance by highlighting important aspects of performance and defining observable and measurable levels of performance along a continuum. In personnel performance assessment, rubrics can be used to communicate performance expectations that support self-reflection on practice and facilitate self-reflection between an evaluator and the person being evaluated.

Selected scripting: Selected scripting is recording evidence to give an accurate evaluation of strengths and areas for growth supported by evidence of student learning.

Self-assessment: Self-assessments include surveys, instructional logs, or interviews in which educators report on their work in the classroom, the extent to which they are meeting standards, their participation in job-embedded professional development activities, and (sometimes) the impact of their practice. Self-assessments may consist of checklists, rating scales, and rubrics and may require educators to indicate the frequency of particular practices.

Standards: Standards are definitions of the specific teaching activities and responsibilities in each domain that are research-based best practices.

Summative assessment: A summative assessment is an often high-stakes assessment administered primarily at the end of a specific period of time (e.g., a school year) to provide a judgment on an educator's performance.

Summative observation: The summative observation is the second (optional) formal observation. This observation, in combination with all other formative observations, provides data to determine a teacher's summative rating.

Walk-through (informal) observation: A walk-through observation is an example of an informal, unannounced classroom observation conducted by a trained evaluator. Its purpose is to provide a quick check of teacher performance so that the evaluator can give feedback. These visits are performed throughout the school year.

Mississippi Statewide Teacher Appraisal Rubric

Selected Scripting Tips

- Use a divided page (T-Chart) format or selected scripting form when scripting a lesson.
- Sit where you can see the students, as well as the teacher (not in the back of the classroom).
- Include identifying information at the beginning of the notes (e.g., teacher's name, number of students and subject area).
- Record the times of transition during the lesson.
- Abbreviations can be used to streamline the selected scripting (TT-teacher, TL-student, OH-overhead, etc.).
- Notes should contain descriptions and exact quotes when possible.
- Notes should be as factual as possible.
- Have the rubric on hand during scripting, but don't refer to it constantly. It is a guide, not a checklist.
- Avoid personal opinion, bias, and assumption.
- During the observation, focus on the impact of teaching on learning.
- Use the rubric **immediately** after the observation visit to link evidence to specific standards.

Selected scripting is useful for collecting information about:

- What the teacher emphasizes (positively and negatively).
- How the teacher expresses expectations and communicates learning goals.
- How the teacher makes connections between prior knowledge and new learning.
- How the teacher gives directions and how students respond.
- How the teacher checks for understanding.
- The types of questions asked by the teacher and students and the types of responses that are given.
- How the teacher uses student responses to guide instruction.
- How a lesson is differentiated, adapted, or modified.
- What students are doing throughout the lesson (time on task, engagement).
- How the physical room arrangement facilitates or impedes instruction.
- The teacher's movement during the lesson.

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Mississippi Statewide Teacher Appraisal Rubric
Pre-Observation Conference Record (Optional)

Teacher: _____ School: _____

School District: _____ Grade/Subject: _____

Formal Observation: ___Formative Evaluator: _____
 ___Summative

The teacher should complete this record and bring to the pre-observation conference.

Domain I - Planning

1. What are the instructional goals for this lesson?

2. How are you planning for a high level of student learning?

Domain II - Assessment

3. How has student achievement data informed the instruction?

4. How will you use formative assessment in this lesson?

Domain III - Instruction

5. How will instruction be differentiated to meet the needs of all students?

6. How will you actively engage students in the learning process?

Domain IV- Learning Environment

7. How are you maximizing instructional time during this lesson?

Domain V - Professional Responsibilities

8. How will you incorporate professional learning into the lesson?

9. Teacher comments (optional):

10. Evaluator comments (optional):

Teacher signature: _____

Date: _____

Evaluator signature: _____

Date: _____

Mississippi Statewide Teacher Appraisal Rubric
Selected Scripting Form (Optional)

Teacher: _____ **School:** _____

School District: _____ **Grade/Subject:** _____

Date: ____/____/____ **Evaluator:** _____

Domain III: Instruction

- 7. Demonstrates deep knowledge of content during instruction
- 8. Actively engages students in the learning process
- 9. Uses questioning and discussion techniques to promote higher order thinking skills
- 10. Brings multiple perspectives to the delivery of content
- 11. Communicates clearly and effectively

Domain IV: Learning Environment

- 12. Manages classroom space and resources effectively for student learning
- 13. Creates and maintains a climate of safety, respect, and support for all students
- 14. Maximizes time available for instruction
- 15. Establishes and maintains a culture of learning to high expectations
- 16. Manages student behavior to provide productive learning opportunities for all students

Evidence/Comments		
Teacher - <i>Teaching</i>	Time	Student - <i>Learning</i>

Evidence/Comments		
Teacher - <i>Teaching</i>	Time	Student - <i>Learning</i>

6. What do the results of the artifact review reveal about the teacher's practice and student learning?

6. Areas of strength:

7. Areas for growth:

8. Short term next steps (when applicable):

9. Long term next steps:

10. Teacher Comments (optional):

11. Evaluator Comments (optional):

Teacher signature: _____

Date: _____

Evaluator signature: _____

Date: _____

Mississippi Statewide Teacher Appraisal Rubric
Walk-through Observation Record (Optional)

Teacher: _____

Evaluator: _____

School District: _____

School: _____

Informal Observation Number:

Grade/Subject: _____

 1 2 3 4 5

Date: ___/___/___

Domain III: Instruction	Evidence
7. Demonstrates deep knowledge of content during instruction	
8. Actively engages students in the learning process	
9. Uses questioning and discussion techniques to promote higher order thinking skills	
10. Brings multiple perspectives to the delivery of content	
11. Communicates clearly and effectively	

<p style="text-align: center;">Domain IV: Learning Environment</p>	<p style="text-align: center;">Evidence</p>
<p>12. Manages classroom space and resources effectively for student learning</p>	
<p>13. Creates and maintains a climate of safety, respect, and support for all students</p>	
<p>14. Maximizes time available for instruction</p>	
<p>15. Establishes and maintains a culture of learning to high expectations</p>	
<p>16. Manages student behavior to provide productive learning opportunities for all students</p>	

M-STAR Summary Score Example

Standards	4 points	3 points	2 points	1 point	Score
Domain I: Planning					
1. Plans lessons that demonstrate knowledge of content and pedagogy.		X			3
2. Plans lessons that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.		X			3
3. Selects instructional goals that incorporate higher level learning for all students.			X		2
4. Plans units of instruction that align with the Mississippi Curriculum Framework or, when applicable, the Common Core State Standards.		X			3
Domain score (average of standard scores under domain)					2.75
Domain II: Assessment					
5. Collects and organizes data from assessments to provide feedback to students and adjusts lessons and instruction as necessary.	X				4
6. Incorporates assessments into instructional planning that demonstrate high expectations for all students.	X				4
Domain score (average of standards under domain)					4
Domain III: Instruction					
7. Demonstrates deep knowledge of content during instruction.		X			3
8. Actively engages students in the learning process.			X		2
9. Uses questioning and discussion techniques to promote higher order thinking skills.			X		2
10. Brings multiple perspectives to the delivery of content.		X			3
11. Communicates clearly and effectively.	X				4
Domain score (average of standards under domain)					2.8

Standards	4 points	3 points	2 points	1 point	Score
Domain IV: Learning Environment					
12. Manages classroom space and resources effectively for student learning.	X				4
13. Creates and maintains a climate of safety, respect, and support for all students.	X				4
14. Maximizes time available for instruction.		X			3
15. Establishes and maintains a culture of learning to high expectations.		X			3
16. Manages student behavior to provide productive learning opportunities for all students.			X		2
Domain score (average of standards under domain)					3.2
Domain V: Professional Responsibilities					
17. Engages in continuous professional development and applies new information learned in the classroom.		X			3
18. Demonstrates professionalism and high ethical standards; acts in alignment with Mississippi Code of Ethics.		X			3
19. Establishes and maintains effective communication with families.			X		2
20. Collaborates with colleagues and is an active member of a professional learning community in the school.			X		2
Domain score (average of standards under domain)					2.5
Overall teacher performance score (average of domain scores)					3.05

Mississippi Statewide Teacher Appraisal Rubric Summary Score

Teacher: _____

School: _____

Teacher's Educator ID: _____

School District: _____

Evaluator: _____

Standards	4 points	3 points	2 points	1 point	Score
Domain I: Planning					
1. Plans lessons that demonstrate knowledge of content and pedagogy.					
2. Plans lessons that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.					
3. Selects instructional goals that incorporate higher level learning for all students.					
4. Plans units of instruction that align with the Mississippi Curriculum Framework or, when applicable, the Common Core State Standards.					
Domain score (average of standard scores under domain)					
Domain II: Assessment					
5. Collects and organizes data from assessments to provide feedback to students and adjusts lessons and instruction as necessary.					
6. Incorporates assessments into instructional planning that demonstrate high expectations for all students.					
Domain score (average of standards under domain)					
Domain III: Instruction					
7. Demonstrates deep knowledge of content during instruction.					
8. Actively engages students in the learning process.					
9. Uses questioning and discussion techniques to promote higher order thinking skills.					
10. Brings multiple perspectives to the delivery of content.					
11. Communicates clearly and effectively.					
Domain score (average of standards under domain)					

Standards	4 points	3 points	2 points	1 point	Score
Domain IV: Learning Environment					
12. Manages classroom space and resources effectively for student learning.					
13. Creates and maintains a climate of safety, respect, and support for all students.					
14. Maximizes time available for instruction.					
15. Establishes and maintains a culture of learning to high expectations.					
16. Manages student behavior to provide productive learning opportunities for all students.					
Domain score (average of standards under domain)					
Domain V: Professional Responsibilities					
17. Engages in continuous professional development and applies new information learned in the classroom.					
18. Demonstrates professionalism and high ethical standards; acts in alignment with Mississippi Code of Ethics.					
19. Establishes and maintains effective communication with families.					
20. Collaborates with colleagues and is an active member of a professional learning community in the school.					
Domain score (average of standards under domain)					
Overall teacher performance score (average of domain scores)					
<p>Areas of strength:</p> <p>Areas for growth:</p> <p>Next steps:</p>					

This form is for district or school level documentation. It should not be submitted to MDE.

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For more information, please contact the Mississippi Teacher Center.

☎ 601-359-3631

✉ m-star@mde.k12.ms.us

