



Teacher Growth Rubric Examples of Evidence

Domain I: Lesson Design

1. Lessons are aligned to standards and represent a coherent sequence of learning	
Lessons:	
4	Include student learning outcomes and instructional activities that <ul style="list-style-type: none"> ● are <i>fully</i> aligned to current Mississippi College- and Career- Ready Standards or Framework ● are part of a <i>coherent and focused</i> 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 <ul style="list-style-type: none"> ● are <i>fully</i> aligned to current Mississippi College- and Career- Ready Standards or Framework ● are part of a <i>coherent and focused</i> sequence of learning with meaningful connections made to previous and future learning
2	Include student learning outcomes and instructional activities that <ul style="list-style-type: none"> ● are <i>partially</i> aligned to current Mississippi College- and Career-Ready Standards or Framework ● are part of an <i>ineffective</i> sequence of learning with few connections made to previous and future learning
1	Include student learning outcomes and instructional activities that <ul style="list-style-type: none"> ● <i>are not</i> aligned to current Mississippi College- and Career-Ready Standards or Framework ● <i>are not</i> part of a coherent sequence of learning with meaningful connections made to previous and future learning
Examples of Collected Evidence (not an exhaustive list): <ul style="list-style-type: none"> ● 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:	
4	<p>Provide assignments and activities that contain the following components:</p> <ul style="list-style-type: none"> ● <i>appropriate</i> scaffolding that effectively builds student understanding ● <i>ample</i> 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 ● <i>relevant</i> connections to students’ prior experiences¹ or learning ● opportunities for students to choose challenging tasks and instructional materials
3	<p>Provide assignments and activities that contain the following components:</p> <ul style="list-style-type: none"> ● <i>appropriate</i> scaffolding that effectively builds student understanding ● <i>ample</i> 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 ● <i>relevant</i> connections to students’ prior experiences¹ or learning
2	<p>Provide assignments and activities that contain the following components:</p> <ul style="list-style-type: none"> ● <i>minimal</i> scaffolding that builds student understanding ● <i>limited</i> 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 ● <i>limited</i> student-centered learning ● <i>adequate</i> connections to students’ prior experiences¹ or learning
1	<p>Provide assignments and activities that contain the following components:</p> <ul style="list-style-type: none"> ● <i>no</i> scaffolding that builds student understanding ● <i>little or no</i> evidence that the teacher knows each student’s level ● <i>little or no</i> differentiation based on students’ abilities and learning styles ● <i>little or no</i> evidence of student-centered learning ● <i>few</i> connections to students’ prior experiences¹ or learning
<p>Examples of Collected Evidence (not an exhaustive list):</p> <ul style="list-style-type: none"> ● 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 	

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	
Teacher:	
4	<ul style="list-style-type: none"> ● Communicates the lesson goals and the content in a way that is accessible for <i>every</i> student at his/her level ● Uses formative assessments to <i>effectively</i> monitor student progress ● Provides <i>ample and effective</i> opportunities for students to self-assess and correct their own errors ● Provides students with <i>clear, specific, actionable, and timely</i> feedback ● Creates opportunities for students to apply teacher and peer feedback to improve performance and accelerate learning ● Provides opportunities for students to demonstrate connections between what they are learning and how it advances their personal and professional goals/interests
3	<ul style="list-style-type: none"> ● Communicates the lesson goals and the content in a way that is accessible for <i>every</i> student at his/her level ● Uses formative assessments to <i>effectively</i> monitor student progress ● Provides <i>effective</i> opportunities for students to self-assess and correct their own errors ● Provides students with <i>clear, specific, actionable, and timely</i> feedback ● Creates opportunities for students to apply teacher and peer feedback to improve performance and accelerate learning
2	<ul style="list-style-type: none"> ● Communicates the lesson goals and the content in a way that is accessible for <i>most</i> students ● Uses formative assessments to <i>adequately</i> monitor student progress ● Provides <i>adequate</i> opportunities for students to self-assess and correct their own errors ● Provides students with <i>adequate</i> feedback
1	<ul style="list-style-type: none"> ● Communicates the lesson goals and the content in a way that is <i>not accessible to most</i> students ● <i>Inadequately</i> monitors student progress ● Provides <i>inadequate</i> opportunities for students to self-assess and correct their own errors ● Provides students with <i>little or no</i> feedback
<p>Examples of Collected Evidence (not an exhaustive list):</p> <ul style="list-style-type: none"> ● 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:	
4	Moves <i>all</i> students to deeper understanding of content through various techniques including <ul style="list-style-type: none"> ● 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
3	Moves <i>almost all</i> students to deeper understanding of content through various techniques including <ul style="list-style-type: none"> ● 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
2	Moves <i>most</i> students to deeper understanding of content through various techniques including <ul style="list-style-type: none"> ● 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
1	<i>Does not move or moves few</i> students to deeper understanding of content through various techniques including <ul style="list-style-type: none"> ● 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
Examples of Collected Evidence (not an exhaustive list): <ul style="list-style-type: none"> ● 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:	
4	<ul style="list-style-type: none"> ● Creates <i>effective</i> routines and expectations for students to safely voice opinions and ask and answer questions ● <i>Proactively</i> monitors student behavior and redirects when necessary to maximize instructional time ● Provides <i>effective</i> collaborative learning opportunities whenever appropriate ● Ensures students <i>take ownership of their work</i> and are active participants in their learning ● Provides opportunities for students to take on academic leadership roles that promote learning
3	<ul style="list-style-type: none"> ● Creates <i>effective</i> routines and expectations for students to safely voice opinions and ask and answer questions ● <i>Proactively</i> monitors student behavior and redirects when necessary to maximize instructional time ● Provides <i>effective</i> collaborative learning opportunities whenever appropriate ● Ensures <i>all or almost all</i> students are active participants in their learning
2	<ul style="list-style-type: none"> ● Creates <i>adequate</i> routines and expectations for students to safely voice opinions and ask and answer questions ● <i>Adequately</i> monitors student behavior ● Provides <i>adequate</i> collaborative learning opportunities for students ● Ensures <i>most</i> students are active participants in their learning
1	<ul style="list-style-type: none"> ● Creates <i>inadequate and/or inconsistent</i> routines and expectations for students to voice opinions and ask and answer questions ● <i>Inadequately</i> monitors student behavior ● Provides <i>inadequate</i> collaborative learning opportunities for students ● Ensures <i>some or few</i> students are active participants in their learning
<p>Examples of Collected Evidence (not an exhaustive list):</p> <ul style="list-style-type: none"> ● 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	
Teacher:	
4	<ul style="list-style-type: none"> ● <i>Effectively</i> maximizes use of physical space and resources (including technology whenever appropriate) in support of student learning ● Maximizes time such that students <i>always</i> have something meaningful to do ● Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner with <i>minimal</i> direction or narration from the teacher ● Provides opportunities for students to share responsibility for leading classroom routines and/or procedures
3	<ul style="list-style-type: none"> ● <i>Effectively</i> maximizes use of physical space and resources (including technology whenever appropriate) in support of student learning ● Maximizes time such that students <i>always</i> have something meaningful to do ● Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner most of the time, though they <i>may require some</i> direction from the teacher
2	<ul style="list-style-type: none"> ● <i>Adequately</i> uses physical space or resources (including technology whenever appropriate) in support of student learning ● Allows <i>brief</i> periods of time when students <i>do not</i> have something meaningful to do ● Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner only <i>some of the time</i> and <i>require substantial</i> direction from the teacher
1	<ul style="list-style-type: none"> ● <i>Inadequately</i> uses physical space or resources (including technology whenever appropriate) in support of student learning ● Allows <i>significant</i> periods of time when students <i>do not</i> have something meaningful to do ● Creates an environment where students <i>do not</i> execute transitions, routines, and procedures in an orderly and efficient manner
Examples of Collected Evidence (not an exhaustive list):	
<ul style="list-style-type: none"> ● 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:	
4	<ul style="list-style-type: none"> ● Communicates respectfully to <i>all</i> students ● <i>Effectively</i> fosters respectful relationships among <i>all</i> students ● Demonstrates a strong positive relationship with <i>all</i> students ● Fosters a classroom culture where students give unsolicited praise or encouragement to their peers
3	<ul style="list-style-type: none"> ● Communicates respectfully to <i>all</i> students ● <i>Effectively</i> fosters respectful relationships among <i>all</i> students ● Demonstrates a strong positive relationship with <i>all</i> students
2	<ul style="list-style-type: none"> ● Communicates respectfully to students with <i>rare exceptions</i> ● Fosters respectful relationships among <i>some</i> students but not others ● Demonstrates a strong positive relationship with <i>some</i> students but not others
1	<ul style="list-style-type: none"> ● Often communicates <i>disrespectfully</i> with students ● <i>Does not</i> foster respectful relationships among students ● <i>Does not</i> demonstrate a strong positive relationship with students
<p>Examples of Collected Evidence (not an exhaustive list):</p> <ul style="list-style-type: none"> ● 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 	

Domain IV: Professional Responsibilities

8. Engages in professional learning	
Teacher:	
4	<ul style="list-style-type: none"> ● <i>Proactively seeks</i> out and participates in professional learning activities ● <i>Fully integrates</i> 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 ● Serves as a critical friend for colleagues, both providing and seeking meaningful feedback on instruction
3	<ul style="list-style-type: none"> ● <i>Proactively seeks</i> out and participates in professional learning activities ● <i>Fully integrates</i> 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
2	<ul style="list-style-type: none"> ● Participates in required professional learning activities ● Applies knowledge gained from professional learning but <i>does not fully</i> integrate the new information ● Applies <i>some</i> observer feedback to improve teaching practice
1	<ul style="list-style-type: none"> ● Participates in required professional learning activities ● <i>Does not</i> apply knowledge gained from professional learning ● Applies <i>little or no</i> observer feedback to improve teaching practice
<p>Examples of Collected Evidence (not an exhaustive list):</p> <ul style="list-style-type: none"> ● 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:	
4	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Partners with families/guardians to coordinate learning between home and school ● Establishes mutual expectations for student learning with families/guardians
2	<ul style="list-style-type: none"> ● Communicates with families/guardians reactively concerning student academic progress and development, and outreach is mostly for intervention or corrective reasons
1	<ul style="list-style-type: none"> ● <i>Rarely or never</i> communicates with families/guardians
<p>Examples of Collected Evidence (not an exhaustive list):</p> <ul style="list-style-type: none"> ● 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.