



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

MISSISSIPPI EDUCATOR & ADMINISTRATOR **PROFESSIONAL GROWTH SYSTEM**



Mississippi Board of Education 5-Year Strategic Plan 2016-2020

GOALS:

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. **Every School Has Effective Teachers and Leaders**
5. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated "C" or Higher

For resources, including rubrics and training opportunities:
www.mde.k12.ms.us/OTC/professional-growth-system

Tarance Hart, Division of Research and Development
601-359-3631 | profgrowth@mdek12.org



What is the Mississippi Educator & Administrator Professional Growth System?

The Mississippi Educator and Administrator Professional Growth System is designed to improve student achievement by providing teachers and administrators with feedback to inform continuous improvement. A well-designed and well-implemented educator effectiveness system will provide critical information to the Mississippi Department of Education (MDE), local districts, and schools to inform professional learning and improve student outcomes.

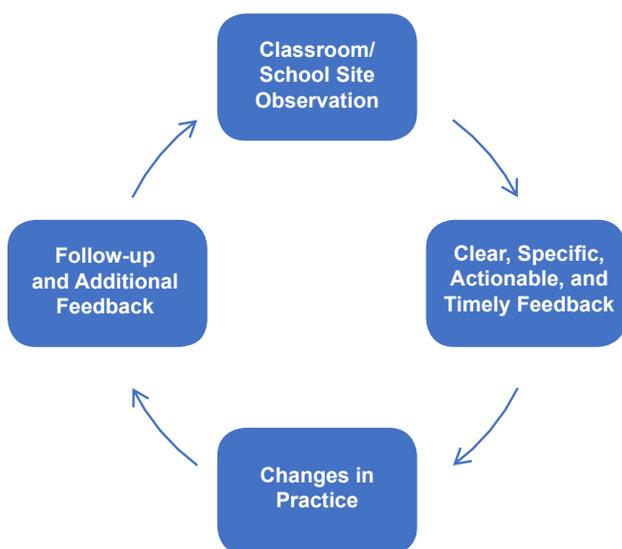
The Every Student Succeeds Act (ESSA) gives autonomy to states in deciding how teacher and administrator evaluations should be implemented. In response to this flexibility, the MDE assembled a group of diverse stakeholders, the Educator and Leader Effectiveness Steering Committee, to systematically review and recommend improvements to the Mississippi Statewide Teacher Appraisal Rubric (M-STAR) and the Mississippi Principal Evaluation System (MPES).

The Steering Committee, comprised of teachers, school and district leaders, and other stakeholders, recommended changes to the teacher rubric and adapted an administrator rubric.

Observation Cycle



The observation process includes a cycle of classroom/school site observations, feedback, adjustments in practice, and follow-up to support the growth of teachers and administrators. The observation cycle will ensure that teachers and administrators receive regular observations to provide accurate and meaningful feedback. Each observation should be followed by clear, specific, actionable, and timely feedback to improve practice. The MDE recommends observers and supervisors follow-up to ensure feedback is incorporated and to provide additional assistance, if necessary.



Teacher

The M-STAR was revised, reducing the number of domains and standards. The three goals of the revisions are to raise the bar, reduce the lift, and support the growth of teachers. The revised M-STAR, called the Teacher Growth Rubric, contains four domains and nine standards.

Teacher Growth Rubric		
	M-STAR	Teacher Growth Rubric
Domains	5	4
Standards	20	9

Raising the Bar

The rubric revisions are designed to make the instrument more effective in helping teachers and administrators identify high-quality instructional practices. The updated rubric includes advanced instructional practices at Performance Level 4, designed to give students ownership of learning.

Reducing the Lift

The revised rubric includes proven teaching practices while reducing overlap. Fewer standards ensure that teachers focus on the practices which matter most to increase student achievement.

Supporting the Growth of Teachers

The rubric and classroom observation cycle are designed to support teacher growth through clear, specific, actionable, and timely feedback. The rubric provides teachers and administrators with a common language to discuss instructional practice.



Domains and Standards

Domain I: Lesson Design

1. Lessons are aligned to standards and represent a coherent sequence of learning
2. Lessons have high levels of learning for all students

Domain II: Student Understanding

3. Assists students in taking responsibility for learning and monitors student learning
4. Provides multiple ways for students to make meaning of content

Domain III: Culture and Learning Environment

5. Manages a learning-focused classroom community
6. Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning
7. Creates and maintains a classroom of respect for all students

Domain IV: Professional Responsibilities

8. Engages in professional learning
9. Establishes and maintains effective communication with families/guardians



Teacher Observation Cycle

At a minimum, three classroom observations should be completed each school year: two informal/walk-throughs (unannounced) and one formal (announced). Districts have flexibility in determining the number of classroom observations beyond the minimum. Pre-observation conferences are optional, but clear, specific, actionable, and timely feedback should be provided after each observation during a post-observation conference. The length of the observations and post-observation conferences are at the discretion of the district.

A minimum of two informal observations (unannounced)

A minimum of one formal observation (announced)

Post-observation conferences



Administrator

This administrator rubric was adapted from New Leaders, a nonprofit organization that prepares school leaders. Each practice was validated in a study of highly-effective leaders and identified as the most common practices used by school leaders with outstanding student results.

The rubric was modified by a team of administrators and superintendents from around the state. The adapted instrument is streamlined to make it more manageable. The Administrator Growth Rubric contains five domains and nineteen standards.

Administrator Growth Rubric	
Domains	5
Standards	19

Domains and Standards

Domain I: Shared Vision, School Culture, and Family Engagement

1. Implements a shared vision
2. Maintains a supportive, secure, and respectful learning environment
3. Engages in courageous conversations about diversity
4. Welcomes families and community members into the school

Domain II: Teaching and Learning

5. Supports the development and implementation of Mississippi standards-based lesson and unit plans
6. Implements effective instructional strategies to meet student learning needs
7. Tracks student-level data to drive continuous improvement
8. Uses disaggregated data to inform academic intervention

Domain III: Staff Development

9. Provides actionable feedback
10. Coaches and implements learning structures
11. Provides leadership opportunities
12. Develops a highly-effective leadership team

Domain IV: Strategic Planning and Systems

13. Develops and implements strategic plans
14. Monitors progress toward goals
15. Effectively manages professional time
16. Aligns and manages the school's resources

Domain V: Personal Leadership & Growth

17. Demonstrates self-awareness, reflection, and ongoing learning
18. Demonstrates resiliency in the face of challenge
19. Communicates with stakeholders

Administrator Observation Cycle

Administrators' supervisors should gather evidence of practice through a minimum of three school site observations per school year. The number of school site observations beyond the minimum is at the discretion of the school district. The visits allow supervisors to observe administrators in action. The MDE recommends one school site observation before or at the beginning of the school year. Periodic, purposeful school site observations provide critical opportunities for supervisors to observe, collect evidence, and analyze the work of principals to facilitate ongoing feedback, dialogue about principal practice, and continuous improvement.

Clear, specific, timely, and actionable feedback should be provided after each school site observation. The length of the school site observations and feedback conferences is at the discretion of the school district.

A minimum of
three school site
observations

One school site
observation
recommended before or
at the beginning of the
school year

Feedback conference
after each school site
observation