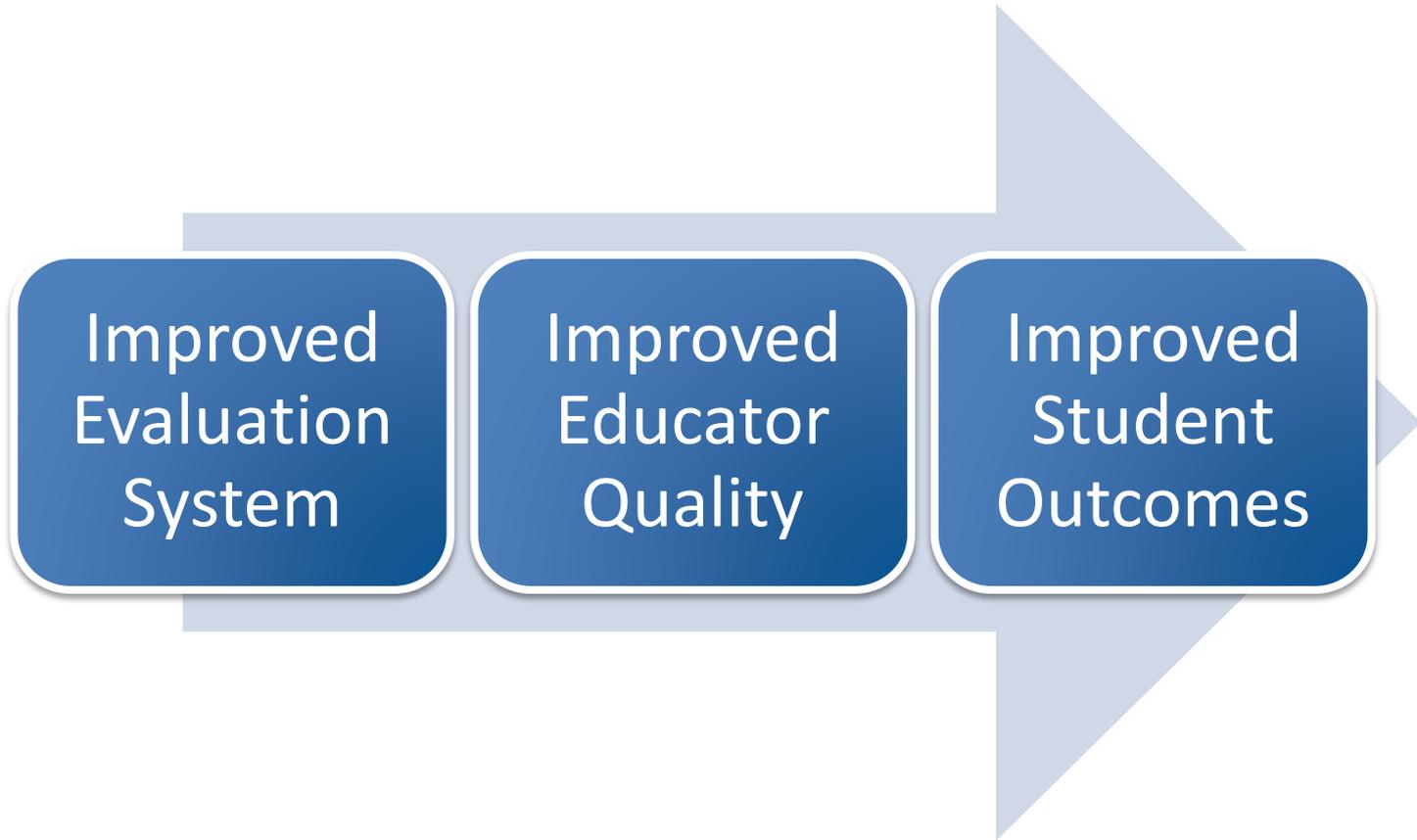




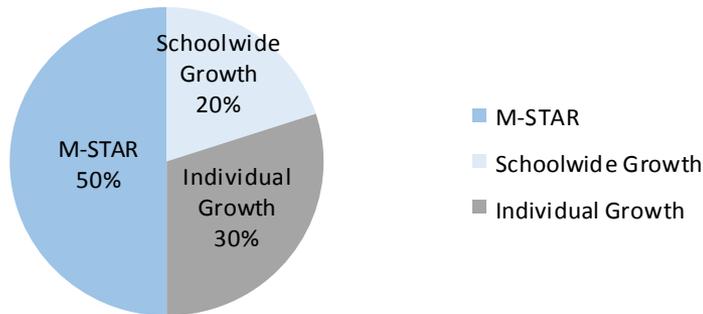
Mississippi Teacher Evaluation System (MTES) Updates

Federal and State Theory of Action



2014-2015

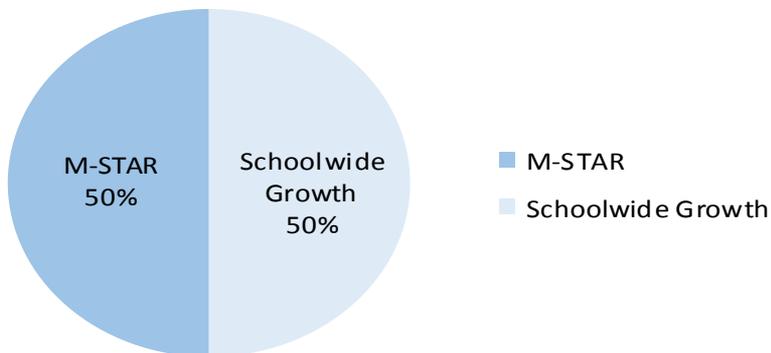
State Tested Teachers



State Tested Teachers

- M-STAR: 50%
- Individual Growth: 30%
- Schoolwide Growth: 20%

Non-State Tested Teachers



Non-State Tested Teachers

- M-STAR: 50%
- Schoolwide Growth: 50%



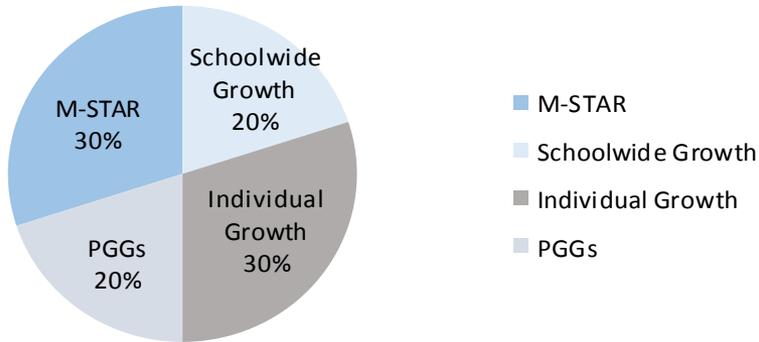
Teacher Evaluation Updates

Modification 1

- Remove the use of Professional Growth Goals (PGGs) as a separate component

Original 2015-2016

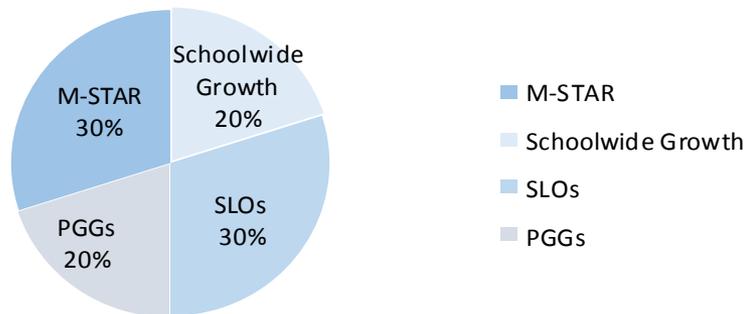
State Tested Teachers



State Tested Teachers

- M-STAR: 30%
- PGGs: 20%
- Individual Growth: 30%
- Schoolwide: 20%

Non-State Tested Teachers



Non-State Tested Teachers

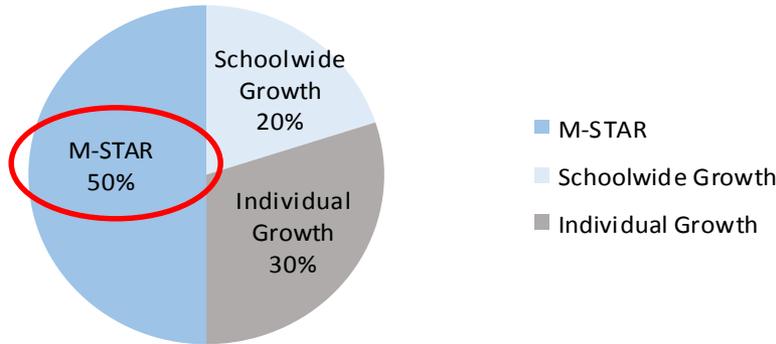
- M-STAR: 30%
- PGGs: 20%
- Student Learning Objectives (SLOs): 30%
- Schoolwide: 20%

M-STAR Standard 17

The teacher engages in continuous professional learning and applies new information learned in the classroom

Modified 2015-2016

State Tested Teachers



State Tested Teachers

- M-STAR: 50%
- Individual Growth: 30%
- Schoolwide: 20%

Non-State Tested Teachers



Non-State Tested Teachers

- M-STAR: 50%
- Student Learning Objectives (SLOs): 30%
- Schoolwide: 20%

Modification 2

- Streamline the teacher observation cycle to allow for school district discretion based on the performance of the teacher

The Teacher Observation Cycle

1. Teacher Self-Assessment

- ★ Based on the M-STAR standards

2. Walk-through Observations

- ★ A minimum of two are required

- ★ Beyond the two required, the frequency and length of time of the walk-through visits are at the discretion of the school district.

3. Formal Observation and Conferences

★ Pre-Observation Conference

- Optional
- Discussion of the lesson to be observed
- Discussion of teacher self-assessment

★ Formal Observation

- Minimum of one per school year
- Minimum of 30 minutes

★ Formative Post-Observation Conference

- Required after each formal observation
- Discussion/Feedback
- Next Steps/Professional Growth Plan

4. Student Surveys (optional)

Modification 3

- Revise the Process Manual and forms to correlate with modifications
 - The use of the forms contained in the Process Manual and on the Teacher Evaluation web page are at the discretion of the school district.



ARTIFACTS

Focus Group Feedback

- Administrators do not see the need for additional artifacts. Items such as lesson plans, parent communication logs, discipline referrals, etc., are already provided. There is no need to provide additional items.

Artifact Review Process

- ★ Artifacts are evidence of a teacher's practice in Domains 1, 2, and 5.
- ★ The process should not be overly burdensome to teachers or evaluators.
- ★ Teachers should not create artifacts specifically for this artifact review.

Modification 4

- Tighten the language of the rubric
 - Limit the use of adverbs as the sole difference between performance levels (i.e. consistently, frequently, etc.)
 - Make tighter distinctions between performance levels
 - Make the language of the rubric clearer and more concise
 - Increase the readability of the indicators

M-STAR Rubric Overview

★ **Five domains** (weighted equally)

1. Planning (4 standards)
2. Assessment (2 standards)
3. Instruction (5 standards)
4. Learning Environment (5 standards)
5. Professional Responsibilities (4 standards)

★ **20 standards**

Domain

Domain III: Instruction

7. Demonstrates deep knowledge of content during instruction

Standard

Teacher:

- 4
- Uses multiple representations and explanations that capture key ideas in the discipline and promotes each student's achievement of content standards by ***always*** anticipating common misconceptions in learning
 - ***Stimulates*** class reflection on prior content knowledge; links new concepts to familiar concepts, and makes ***clear and relevant*** connections to the students' experiences ***through real-life applications and tasks***
 - Assists students in ***developing a deep understanding*** by engaging students in connecting the content to other appropriate subject areas and applying content to explore real-world problems

Indicators

3

2

1

Comments:

Revised Standard 8

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 • Engages all students in active learning by providing 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 • Engages students in active learning by providing 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 • Engages some students in active learning by providing 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

Example: Summative Observation Rating

Domain	Domain Score	Weight	Weighted Rating
I: Planning	2.75	x .20	.55
II: Assessment	4	x .20	.80
III: Instruction	2.5	x .20	.50
IV: Learning Environment	3.5	x .20	.70
V: Professional Responsibilities	2.5	x .20	.50
Summative Classroom Observation Rating			3.05

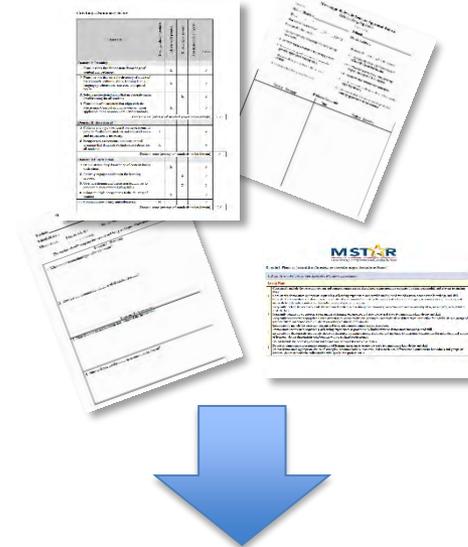
$$\frac{(2.75 + 4 + 2.5 + 3.5 + 2.5)}{5}$$

M-STAR Standards Ratings

- Ratings for all twenty standards should be linked to the **evidence** collected during the formal observation(s), walk-through (informal) observations, artifact review, and post-observation conference(s). Pre-observation conferences and student surveys are optional methods of evidence collection.

Educator Evaluation Mobile Application

- ★ One process tool across desktop, laptop, iPad, and mobile phone
- ★ Easy-to-use interface
- ★ Quick reference tools and forms
- ★ Will eventually be available to use with all educator evaluations (teachers, principals, counselors, speech-language pathologist, etc.)



Teacher Evaluation Resources

MDE Homepage

Teacher Evaluation Web Page



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

Teacher Evaluation Listserv

M-STAR Resources

M-STAR Frequently Asked Questions
M-STAR Brochure
Mississippi Statewide Teacher Appraisal Rubric
M-STAR Guidance Manual
M-STAR Training PowerPoint
M-STAR Observation Process
M-STAR Process Manual
2013-2014 Summative Score Import Instructions
ELMS Summative Score Details Import Data Definition

M-STAR Videos

- Introduction to Domains
- Domain I
- Domain II
- Domain III
- Domain IV
- Domain V
- Teacher Evaluation Process
- Self-Assessment
- Pre-Observation Conference
- Post-Observation Conference
- Scoring

Additional Submission Forms

Selected Scripting Form
Formative Post-Observation Conference Record
Summative Post-Observation Conference Record
Summary Score Form

M-STAR Training

M-STAR Overview - Training PowerPoint
Making Connections Conference, June 6, 2013

- Introduction/Background
- M-STAR vs. Traditional Teacher Observation Systems
- Domains, Standards, and Performance Levels
- Indicators
- The Teacher Observation Cycle
- Selected Scripting
- Scoring

M-STAR Calibration Training

Archived Webinars

M-STAR Calibration Training for Evaluators - Webinar

- M-STAR Calibration Training PowerPoint
- M-STAR Calibration Training Key Terms

Subscribe to the Mississippi Teacher Evaluation System List ([Click here](#))

MDE Hot Topics

- Graduation Options
- Educator Evaluations
- Charter Schools
- Literacy-Based Promotion
- Early Learning Collaborative Act
- Mississippi College- and Career- ready Standards
- FY15 Budget Request 9-18-13
- Mississippi Department of Education Surveys

MDE News

Mississippi Early Childhood Conference Set for July in Natchez
Jun 06, 2014

U.S. Department of Education Grants Mississippi One-year Waiver on Accountability Letter Grades
Jun 04, 2014

Pass Christian Middle School to be Recognized as a Top Performer in Mississippi
May 27, 2014

MDE Quick Links

- 2013 Accountability Results
- EdUpdate
- Mississippi School Superintendents
- Mississippi Board of Education Agenda
- 2014 Legislative Bill Summaries
- MIS Help Desk
- Mississippi Virtual Public School
- GoSignMeUp Registration
- State, District, and School Report Cards

MTES Contacts

<http://www.mde.k12.ms.us/educator-evaluations>

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