



Mississippi Professional Growth System: Teacher Growth Rubric Case Study

The Mississippi Department of Education does not provide teacher effectiveness data to educator preparation programs at Mississippi colleges or universities. Therefore, a case study of program completers in their first three years of teaching allows us to evaluate our completers' teaching effectiveness. Using the Teacher Growth Rubric (TGR) completed by school principals, we conducted this case study to understand the ways in which our initial program completers are performing in their first three years in the classroom. Lafayette County School District and Oxford School District, partner districts in our geographical area, supplied aggregate TGR data for the last four academic years on our graduates currently employed in their schools.*

The TGR has four domains and nine standards:

Domain I: Lesson Planning

Standard 1. Lessons are aligned to standards and represent a coherent sequence of learning

Standard 2. Lessons have high levels of learning for all students

Domain II: Student Understanding

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

Standard 4. Provides multiple ways for student to make meaning of content

Domain III: Culture and Learning Environment

Standard 5. Manages a learning-focused classroom community

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

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

Domain IV: Professional Responsibilities

Standard 8. Engages in professional learning

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

Teacher performance levels are evaluated on a four-level rating scale:

Level 4- Teacher demonstrates advanced practices and students assume a large part of the responsibility for the success of a lesson and their learning.

Level 3 - Teacher demonstrates effective practices and assumes a large part of the responsibility for the success of a lesson and student learning

Level 2 - Teacher does not fully demonstrate effectiveness and requires clear, specific, and actionable feedback to improve his/her practice

Level 1- Teacher should receive immediate and comprehensive professional learning and support designed to address identified areas of growth.

Aggregate totals reported by Lafayette School District indicate that completers are performing at a Level 3 of proficiency across all reporting periods. This indicates that the average performance of employed completers in Lafayette met expectations. Oxford School District shows that average completer performance with many standards being met at Level 3. Recent data (2023-2024) from Oxford School District indicated average completer scores slightly below Level 3. UM SOE is currently working closely with Oxford School District through its National Center for University School Partnerships and SOE Education Equity Initiatives to examine candidate preparation.

***Oxford School District did not score their teachers using the traditional rubric levels in 2019-2020 due to COVID-19.*

****Oxford School District in 2023-2024 and 2022-2023 changed the reporting mechanism for TGR. This included a revision of subcategories.*



Lafayette County School District Data

CAEP Standard 4.2—Indicators of Teaching Effectiveness

Case Study: Teaching Performance of Recent Initial Program Completers 2022-2023 School Year Data Results*

Mississippi Professional Growth System: Teacher Growth Rubric Domain & Standard Assessed by District Administrator		Total EPP N=4	Elem N=2	Secondary N=1	Sped N=1
Domain I: Lesson Design					
Standard 1	Lessons are aligned to standards and represent a coherent sequence of learning.	3.50	3.00	4.00	4.00
Standard 2	Lessons have high levels of learning for all students.	3.25	3.00	3.00	4.00
TOTAL—Domain I: Lesson Design					
Domain II: Student Understanding					
Standard 3	Assists students in taking responsibility for learning and monitors student learning.	3.25	3.00	3.00	4.00
Standard 4	Provides multiple ways for students to make meaning of content.	3.25	3.00	3.00	4.00
TOTAL—Domain II: Student Understanding					
Domain III: Culture and Learning Environment					
Standard 5	Manages a learning-focused classroom community.	3.25	3.00	3.00	4.00
Standard 6	Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.	3.50	3.50	4.00	4.00
Standard 7	Creates and maintains a classroom of respect for all students.	3.50	3.50	4.00	4.00
TOTAL—Domain III: Culture and Learning Environment					
Domain IV: Professional Responsibilities					
Standard 8	Engages in professional learning.	3.50	3.50	4.00	4.00
Standard 9	Establishes and maintains effective communication with families/ guardians.	3.25	3.25	3.00	4.00
TOTAL—Domain IV: Professional Responsibilities					
OVERALL TOTAL		3.35	3.17	3.25	4.00

*2022-2023 school year data results include completer cohorts from 2019-2020, 2020-2021, 2021-2022.

CAEP Standard 4.2—Indicators of Teaching Effectiveness

Case Study: Teaching Performance of Recent Initial Program Completers 2021-2022 School Year Data Results*

Mississippi Professional Growth System: Teacher Growth Rubric Domain & Standard Assessed by District Administrator		Total EPP N= 7	Elem N= 4	Secondary N= 3	Sped N=0
Domain I: Lesson Design					
Standard 1	Lessons are aligned to standards and represent a coherent sequence of learning.	3.42	3.25	3.60	
Standard 2	Lessons have high levels of learning for all students.	3.42	3.00	4.00	
TOTAL—Domain I: Lesson Design					
Domain II: Student Understanding					
Standard 3	Assists students in taking responsibility for learning and monitors student learning.	3.42	3.25	3.60	
Standard 4	Provides multiple ways for students to make meaning of content.	3.28	3.00	3.60	
TOTAL—Domain II: Student Understanding					
Domain III: Culture and Learning Environment					
Standard 5	Manages a learning-focused classroom community.	3.42	3.25	3.60	
Standard 6	Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.	3.80	3.75	4.00	
Standard 7	Creates and maintains a classroom of respect for all students.	3.57	3.50	3.60	
TOTAL—Domain III: Culture and Learning Environment					
Domain IV: Professional Responsibilities					
Standard 8	Engages in professional learning.	3.42	3.25	3.60	
Standard 9	Establishes and maintains effective communication with families/ guardians.	3.28	3.50	3.00	
TOTAL—Domain IV: Professional Responsibilities					
OVERALL TOTAL		3.42	3.27	3.60	

*2021-2022 school year data results include completer cohorts from 2018-2019, 2019-2020, and 2020-2021.

Lafayette County School District Data

CAEP Standard 4.2—Indicators of Teaching Effectiveness					
Case Study: Teaching Performance of Recent Initial Program Completers 2020-2021 School Year Data Results*					
Mississippi Professional Growth System: Teacher Growth Rubric Domain & Standard Assessed by District Administrator		Total EPP	Elem	Secondary	Sped
		N=16	N=8	N=3	N=5
Domain I: Lesson Design					
Standard 1	Lessons are aligned to standards and represent a coherent sequence of learning.	3.75	3.62	4.00	3.40
Standard 2	Lessons have high levels of learning for all students.	3.06	3.12	3.00	3.00
TOTAL—Domain I: Lesson Design					
Domain II: Student Understanding					
Standard 3	Assists students in taking responsibility for learning and monitors student learning.	3.25	3.12	3.33	3.40
Standard 4	Provides multiple ways for students to make meaning of content.	3.18	3.37	3.00	3.00
TOTAL—Domain II: Student Understanding					
Domain III: Culture and Learning Environment					
Standard 5	Manages a learning-focused classroom community.	3.12	3.12	3.33	3.00
Standard 6	Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.	3.31	3.50	3.33	3.00
Standard 7	Creates and maintains a classroom of respect for all students.	3.56	3.62	4.00	3.20
TOTAL—Domain III: Culture and Learning Environment					
Domain IV: Professional Responsibilities					
Standard 8	Engages in professional learning.	3.37	3.37	3.66	3.20
Standard 9	Establishes and maintains effective communication with families/ guardians.	3.31	3.50	3.00	3.20
TOTAL—Domain IV: Professional Responsibilities					
OVERALL TOTAL		3.32	3.37	3.40	3.15

*2020-2021 school year data results include completer cohorts from 2017-2018, 2018-2019, 2019-2020.

CAEP Standard 4.2—Indicators of Teaching Effectiveness					
Case Study: Teaching Performance of Recent Initial Program Completers 2019-2020 School Year Data Results*					
Mississippi Professional Growth System: Teacher Growth Rubric Domain & Standard Assessed by District Administrator		Total EPP	Elem	Secondary	Sped
		N=15	N=9	N=2	N=4
Domain I: Lesson Design					
Standard 1	Lessons are aligned to standards and represent a coherent sequence of learning.	3.28	3.40	3.25	3.07
Standard 2	Lessons have high levels of learning for all students.	3.02	2.94	3.13	3.08
TOTAL—Domain I: Lesson Design					
Domain II: Student Understanding					
Standard 3	Assists students in taking responsibility for learning and monitors student learning.	3.01	2.99	3.08	3.00
Standard 4	Provides multiple ways for students to make meaning of content.	3.02	3.08	2.80	3.00
TOTAL—Domain II: Student Understanding					
Domain III: Culture and Learning Environment					
Standard 5	Manages a learning-focused classroom community.	3.18	3.26	3.10	3.05
Standard 6	Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.	3.31	3.22	3.50	3.43
Standard 7	Creates and maintains a classroom of respect for all students.	3.35	3.38	3.62	3.12
TOTAL—Domain III: Culture and Learning Environment					
Domain IV: Professional Responsibilities					
Standard 8	Engages in professional learning.	3.13	3.22	3.00	3.00
Standard 9	Establishes and maintains effective communication with families/ guardians.	3.11	3.14	2.66	3.25
TOTAL—Domain IV: Professional Responsibilities					
OVERALL TOTAL		3.15	3.18	3.12	3.11

*2019-2020 school year data results include completer cohorts from 2016-2017, 2017-2018, 2018-2019

Oxford School District Data

CAEP Standard 4.2—Indicators of Teaching Effectiveness						
Case Study: Teaching Performance of Recent Initial Program Completers 2020-2021 School Year Data Results*						
Mississippi Professional Growth System: Teacher Growth Rubric Domain & Standard Assessed by District Administrator		Total EPP	Elem	Secondary	Sped	MAT
		N=26	N=15	N=7	N=4	N=
Domain I: Lesson Design						
Standard 1	Lessons are aligned to standards and represent a coherent sequence of learning.	3.67	3.78	3.71	3.17	
Standard 2	Lessons have high levels of learning for all students.	3.13	3.16	3.13	3.04	
TOTAL—Domain I: Lesson Design		3.40	3.47	3.42	3.11	
Domain II: Student Understanding						
Standard 3	Assists students in taking responsibility for learning and monitors student learning.	2.97	2.83	3.10	3.29	
Standard 4	Provides multiple ways for students to make meaning of content.	3.16	3.19	3.18	3.05	
TOTAL—Domain II: Student Understanding		3.07	3.01	3.14	3.17	
Domain III: Culture and Learning Environment						
Standard 5	Manages a learning-focused classroom community.	3.37	3.39	3.36	3.30	
Standard 6	Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.	3.29	3.27	3.27	3.38	
Standard 7	Creates and maintains a classroom of respect for all students.	3.39	3.38	3.43	3.38	
TOTAL—Domain III: Culture and Learning Environment		3.35	3.35	3.35	3.35	
Domain IV: Professional Responsibilities						
Standard 8	Engages in professional learning.	3.26	3.32	3.37	2.85	
Standard 9	Establishes and maintains effective communication with families/ guardians.	3.22	3.20	3.24	3.25	
TOTAL—Domain IV: Professional Responsibilities		3.24	3.26	3.31	3.05	
OVERALL TOTAL		3.27	3.28	3.31	3.19	

*2020-2021 school year data results include completer cohorts from 2017-2018, 2018-2019, 2019-2020

CAEP Standard 4.2—Indicators of Teaching Effectiveness						
Case Study: Teaching Performance of Recent Initial Program Completers 2019-2020 School Year Data Results*						
Mississippi Professional Growth System: Teacher Growth Rubric Domain & Standard Assessed by District Administrator		Total EPP	Elem	Secondary	Sped	MAT
		N=22	N=11	N=9	N=2	N=
Domain I: Lesson Design						
Standard 1	Lessons are aligned to standards and represent a coherent sequence of learning.					
Standard 2	Lessons have high levels of learning for all students.					
TOTAL—Domain I: Lesson Design						
Domain II: Student Understanding						
Standard 3	Assists students in taking responsibility for learning and monitors student learning.					
Standard 4	Provides multiple ways for students to make meaning of content.					
TOTAL—Domain II: Student Understanding						
Domain III: Culture and Learning Environment						
Standard 5	Manages a learning-focused classroom community.					
Standard 6	Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.					
Standard 7	Creates and maintains a classroom of respect for all students.					
TOTAL—Domain III: Culture and Learning Environment						
Domain IV: Professional Responsibilities						
Standard 8	Engages in professional learning.					
Standard 9	Establishes and maintains effective communication with families/ guardians.					
TOTAL—Domain IV: Professional Responsibilities						
OVERALL TOTAL						

*2019-2020 school year data results include completer cohorts from 2017-2018, 2018-2019, 2019-2020

**Data Unavailable due to COVID-19.

Oxford School District Data

CAEP Standard 4.2—Indicators of Teaching Effectiveness

Case Study: Teaching Performance of Recent Initial Program Completers 2023-2024 School Year Data Results*

Mississippi Professional Growth System: Teacher Growth Rubric Domain & Standard Assessed by District Administrator		Total EPP N=16	Elem N=8	Secondary N=6	Sped N=2	MAT N=0
Standard 1	Relationships	2.82	2.71	2.97	3.00	
Standard 2	Professional Responsibility	2.98	2.94	3.04	3.13	
Standard 3	Teaching and Learning	2.77	2.59	3.00	2.94	
Standard 4	Assessment and Feedback	2.70	2.54	2.92	3.00	
Standard 5	Integration of Technology	2.98	2.96	3.00	2.83	
Standard 6	Reflection	2.83	2.75	2.94	3.00	
OVERALL TOTAL		2.85	2.75	2.98	2.99	N/A

*2023-2024 school year data results include completer cohorts from 2022-2023, 2021-2022, and 2020-2021.

CAEP Standard 4.2—Indicators of Teaching Effectiveness

Case Study: Teaching Performance of Recent Initial Program Completers 2022-2023 School Year Data Results*

Mississippi Professional Growth System: Teacher Growth Rubric Domain & Standard Assessed by District Administrator		Total EPP N=8	Elem N=7	Secondary N=1	Sped N=0	MAT N=0
Standard 1	Relationships	3.02	2.95	3.50		
Standard 2	Professional Responsibility	3.19	3.11	3.75		
Standard 3	Teaching and Learning	2.95	2.93	3.13		
Standard 4	Assessment and Feedback	3.04	3.02	3.17		
Standard 5	Integration of Technology	2.92	2.86	3.33		
Standard 6	Reflection	3.04	3.05	3.00		
OVERALL TOTAL		3.03	2.99	3.31	N/A	N/A

*2022-2023 school year data results include completer cohorts from 2021-2022, 2020-2021, and 2019-2020.

***Oxford School District in 2023-2024 and 2022-2023 changed the reporting system for TGR. This included a revision of subcategories.