Mississippi Professional Growth System--Survey Data

The Mississippi Department of Education does not provide data to educator preparation programs (EPPs) within the State of Mississippi. A survey of P-12 partners who employ stakeholders was conducted to allow for evaluation of completers' teaching effectiveness. Survey respondent administrators supplied aggregated data utilizing the Professional Growth System completed by public school administrators.

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 own 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 supports designed to address identified areas of growth.

CAEP Standard R4.1—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	K-6	K-12	7-12
		N=18	N=12	N=4	N=2
Domain I: Lesson Design					
Standard 1	Lessons are aligned to standards and represent a coherent sequence of learning.	3.71	3.74	3.21	*
Standard 2	Lessons have high levels of learning for all students.	3.16	3.42	3.78	*
	TOTAL—Domain I: Lesson Design	**3.44**	**3.58**	**3.50**	**
Domain II: Student Understanding					
Standard 3	Assists students in taking responsibility for learning and monitors student learning.	3.58	3.62	3.43	*
Standard 4	Provides multiple ways for students to make meaning of content.	3.84	3.51	3.49	*
	TOTAL—Domain II: Student Understanding	**3.71**	**3.57**	**3.46**	*
Domain III: Culture and Learning Environment					
Standard 5	Manages a learning-focused classroom community.	3.65	3.62	3.70	*
Standard 6	Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.	3.74	3.67	3.72	*
Standard 7	Creates and maintains a classroom of respect for all students.	3.45	3.23	3.49	*
	TOTAL—Domain III: Culture and Learning Environment	**3.61**	**3.51**	**3.64**	*
Domain IV: Professional Responsibilities					
Standard 8	Engages in professional learning.	3.61	3.47	3.81	*
Standard 9	Establishes and maintains effective communication with families/ guardians.	3.75	3.75	4.00	*
	TOTAL—Domain IV: Professional Responsibilities	**3.68**	**3.61**	**3.91**	*
	OVERALL TOTAL	**3.61**	**3.57**	**3.63**	*

2022-2023 school year data results include completer cohorts from 2019-2020 (N=4), 2020-2021 (N=12), and 2021-2022 (N=2) Alternate Route completer cohort results are included with the licensure area representing 7-12 (N=4).