

## Measure 1 (Initial). Completer Effectiveness (Component R4.1)

Overall mean scores, using the Teacher Growth Rubric (TGR), have been calculated along with mean scores disaggregated by grade levels as follows: K-6 represents Elementary Education program, 7-12 represents Secondary Education in English, Mathematics, Social Studies and Science (Biology, Chemistry, and Physics) and K-12 represents Physical Education & Coaching and Special Education. The data include both traditional and alternate route (initial) programs.

Domain & Standard	AY2022				AY2023				AY2024			
	N=97				N=109				N=125			
<i><b>Domain I: Lesson Design</b></i>	<b>EPP Mean</b>	<b>K-6 (n=49)</b>	<b>7-12 (n=25)</b>	<b>K-12 (n=23)</b>	<b>EPP Mean</b>	<b>K-6 (n=56)</b>	<b>7-12 (n=29)</b>	<b>K-12 (n=24)</b>	<b>EPP Mean</b>	<b>K-6 (n=66)</b>	<b>7-12 (n=37)</b>	<b>K-12 (n=22)</b>
1. Lessons are aligned to standards represent a coherent sequence at learning	<b>3.57</b>	3.78	3.44	3.26	<b>3.41</b>	3.46	3.30	3.40	<b>3.25</b>	3.42	3.38	3.12
2. Lessons have high levels of learning for all students.	<b>3.21</b>	3.22	3.20	3.17	<b>2.99</b>	3.04	2.96	2.94	<b>2.97</b>	2.95	3.11	2.76
<b>Domain I Rating (average of standards under domain)</b>	<b>3.39</b>	<b>3.50</b>	<b>3.32</b>	<b>3.22</b>	<b>3.20</b>	<b>3.25</b>	<b>3.13</b>	<b>3.17</b>	<b>3.16</b>	<b>3.19</b>	<b>3.24</b>	<b>2.94</b>
<i><b>Domain II: Student Understanding</b></i>												
3. The teacher assists students in taking responsibility for learning and monitors student learning.	<b>3.23</b>	3.16	3.36	3.22	<b>3.05</b>	3.00	3.03	3.19	<b>2.97</b>	2.92	3.05	2.95
4. The teacher provides multiple ways for students to make meaning of content.	<b>3.18</b>	3.20	3.16	3.13	<b>2.97</b>	2.93	2.96	3.06	<b>2.99</b>	2.97	3.08	2.90
<b>Domain II Rating (average of standards under domain)</b>	<b>3.21</b>	<b>3.18</b>	<b>3.26</b>	<b>3.18</b>	<b>3.01</b>	<b>2.97</b>	<b>3.00</b>	<b>3.13</b>	<b>2.98</b>	<b>2.95</b>	<b>3.07</b>	<b>2.93</b>
<i><b>Domain III: Culture and Learning Environment</b></i>												
5. The teacher manages a learning-focused classroom community.	<b>3.14</b>	3.16	3.12	3.13	<b>3.00</b>	3.00	2.99	3.02	<b>3.01</b>	2.97	3.14	2.90
6. The teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.	<b>3.13</b>	3.14	3.12	3.13	<b>3.14</b>	3.14	3.06	3.23	<b>3.12</b>	3.17	3.11	2.99
7. The teacher creates and maintains a classroom of respect for all students.	<b>3.34</b>	3.41	3.36	3.17	<b>3.31</b>	3.29	3.23	3.44	<b>3.26</b>	3.22	3.35	3.23
<b>Domain III Rating (average of standards under domain)</b>	<b>3.20</b>	<b>3.24</b>	<b>3.20</b>	<b>3.14</b>	<b>3.15</b>	<b>3.14</b>	<b>3.09</b>	<b>3.23</b>	<b>3.13</b>	<b>3.12</b>	<b>3.20</b>	<b>3.04</b>
<i><b>Domain IV: Professional Responsibilities</b></i>												
8. The teacher engages in professional learning.	<b>3.15</b>	3.29	3.00	3.04	<b>3.24</b>	3.20	3.20	3.40	<b>3.02</b>	3.05	2.95	3.09
9. The teacher establishes and maintains effective communication with families/guardians.	<b>3.26</b>	3.33	3.00	3.39	<b>3.25</b>	3.27	2.96	3.56	<b>3.02</b>	3.11	2.89	2.95
<b>Domain IV Rating (average of standards under domain)</b>	<b>3.21</b>	<b>3.31</b>	<b>3.00</b>	<b>3.22</b>	<b>3.25</b>	<b>3.24</b>	<b>3.08</b>	<b>3.48</b>	<b>3.02</b>	<b>3.08</b>	<b>2.92</b>	<b>3.02</b>
<b>Summative Rating (average of domain ratings)</b>	<b>3.25</b>	<b>3.31</b>	<b>3.20</b>	<b>3.19</b>	<b>3.15</b>	<b>3.15</b>	<b>3.07</b>	<b>3.25</b>	<b>3.08</b>	<b>3.09</b>	<b>3.12</b>	<b>2.99</b>

### **Measure 1 (Initial). Completer Effectiveness (Component R4.1)**

The Mississippi Professional Growth System (PGS) is designed to improve student achievement by providing teachers and administrators with feedback to inform continuous improvement. The goals of the PGS are to:

- Provide a shared vision of high-quality teaching and learning;
- Guide educators in improving their practice;
- Encourage regular, evidence-based observations and feedback;
- Support teachers in identifying areas for growth; and
- Serve as a resource for teacher self-reflection.

Within the PGS, the Teacher Growth Rubric (TGR) is used by the school administrator (principal) to evaluate teachers across four domains. Teachers are rated on a scale of 1 to 4, with 4 representing the highest level of performance. The four domains are:

- Domain I: Lesson Design;
- Domain II: Student Understanding;
- Domain III: Culture and Learning; and
- Domain IV: Professional Responsibilities.

As part of the evaluation process, administrators conduct a pre-observation meeting, schedule a classroom observation, and hold a post-observation conference with each teacher.

#### **Teacher Effectiveness (AY2024):**

A sample from 14 school districts evaluated the 2022-2023 cohort of completers, now first-year teachers, using the TGR in AY2024. The data indicate that completers demonstrated their strongest performance in **Domain I: Lesson Design** (mean score=3.16) and **Domain III: Culture and Learning Environment** (mean score=3.13).

#### **Teacher Effectiveness (AY2023):**

A sample from 15 school districts evaluated the 2021-2022 cohort of completers, as first-year teachers, using the TGR in AY2023. The data indicate that completers demonstrated their strongest performance in **Domain I: Lesson Design** (mean score=3.20), **Domain III: Culture and Learning Environment** (mean score=3.15), and **Domain IV: Professional Responsibilities** (mean score=3.25).

**Teacher Effectiveness (AY2022):**

A sample from 12 school districts evaluated the 2020-2021 cohort of completers, as first-year teachers, using the TGR in AY2022. The data indicate that completers are strongest in **Domain I: Lesson Design** (mean score=3.39), **Domain II: Student Understanding** (mean score=3.21), and **Domain IV: Professional Responsibilities** (mean score=3.21).

**Overall Use of Results: Teacher Growth Rubric (TGR)**

The TGR is distributed, reviewed, and discussed with teacher candidates during their teaching internship. During teaching internship, university supervisors use the TGR to assess the teacher candidates' performance. This process is designed to prepare completers for evaluation expectations as they enter the teaching profession.