Crosswalk for the *Mississippi Professional Growth System Teacher Rubric* and the *Supporting Student in Poverty with High Impact Instructional Strategies Toolkit*

MS Professional Growth Standards for Teachers	Supporting Students in Poverty with High Impact Instructional Strategies
Standard and Criteria	**Strategy and Actions**
Domain I: Lesson Design	
1. Lessons are aligned to standards and represent a coherent sequence of learning. Includes student learning outcomes and instructional activities that, • are fully aligned to current Mississippi College- and Career- Ready Standards or Framework • are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning • reflect collaboration with other school staff within and across disciplines to enrich learning	**Strategy 1 Create Conditions for Learning** **1.1** Plan Lessons with Purpose **1.2** Communicates expectations for learning
2. Lessons have high levels of learning for all students. Provide assignments and activities that contain the following components: • appropriate scaffolding that effectively builds student understanding • ample evidence that the teacher knows each student's level and tracks each student's progress toward mastery • differentiation based on students' abilities and learning styles • student-centered learning whenever appropriate • relevant connections to students' prior experiences or learning • opportunities for students to choose challenging tasks and instructional materials	**Strategy 1 Create Conditions for Learning** **1.1** Plan Lessons with Purpose **1.2** Communicates expectations for learning **1.3** Model the learning process **1.4** Teach students to take the lead **Strategy 2 Build Vocabulary, Language, and Verbal Skills** **2.1** Build on prior knowledge **2.2** Use challenging texts **2.3** Ask challenging questions **2.4** Build a foundation with memorization **2.5** Solidify learning through review **2.6** Learn content through reading and writing **Strategy 3 Teach Students to Monitor Their Progress** **3.1** Teach learning strategies and skills **3.2** Engage students in conversations **3.3** Teach students to track their learning **3.4** Encourage self-directed learning **Strategy 4 Cultivate a Nurturing Environment** **4.2** Teach persistence **4.3** Establish a sense of purpose **4.4** Expect the best from students **4.5** Build a learning community

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	Strategy 5 Embrace Cultural Responsiveness and Family Engagement **5.1** Connect learning with students' experiences **5.2** Use stories to bridge cultures
Domain II: Student Understanding	
3. The teacher assists students in taking responsibility for learning and monitors student learning. • Communicates the lesson goals and the content in a way that is accessible for every student at his/her level • Uses formative assessments to effectively monitor student progress • Provides ample and effective opportunities for students to self-assess and correct their own errors • Provides students with clear, specific, actionable, and timely feedback • Creates opportunities for students to apply teacher and peer feedback to improve performance and accelerate learning • Provides opportunities for students to demonstrate connections between what they are learning and how it advances their personal and professional goals/interests	**Strategy 1 Create Conditions for Learning** **1.1** Plan Lessons with Purpose **1.2** Communicates expectations for learning **1.3** Model the learning process **1.4** Teach students to take the lead **1.5** Provide just in time support **1.6** Provide just in time feedback **Strategy 2 Build Vocabulary, Language, and Verbal Skills** **2.1** Build on prior knowledge **2.2** Use challenging texts **2.3** Ask challenging questions **2.4** Build a foundation with memorization **2.5** Solidify learning through review **2.6** Learn content through reading and writing **Strategy 3 Teach Students to Monitor Their Progress** **3.1** Teach learning strategies and skills **3.3** Teach students to track their learning **3.4** Encourage self-directed learning **Strategy 4 Cultivate a Nurturing Environment** **4.2** Teach persistence **4.3** Establish a sense of purpose **4.4** Expect the best from students **4.5** Build a learning community **Strategy 5 Embrace Cultural Responsiveness and Family Engagement** **5.1** Connect learning with students' experiences
4. The teacher provides multiple ways for students to make meaning of content. Moves all students to deeper understanding of content through various techniques including, • a variety of explanations and multiple representations of concepts • extended productive discussion • effective questioning to support students' attainment of the learning goals • making connections to other content across disciplines • independently connecting lesson content to real-world application	**Strategy 1 Create Conditions for Learning** **1.1** Plan Lessons with Purpose **1.4** Teach students to take the lead 1.6 Provide just in time feedback **Strategy 2 Build Vocabulary, Language, and Verbal Skills** **2.1** Build on prior knowledge **2.2** Use challenging texts **2.3** Ask challenging questions **2.4** Build a foundation with memorization **2.5** Solidify learning through review **2.6** Learn content through reading and writing **Strategy 3 Teach Students to Monitor Their Progress** **3.1** Teach learning strategies and skills **3.2** Engage students in conversations **3.4** Encourage self-directed learning **Strategy 4 Cultivate a Nurturing Environment** **4.3** Establish a sense of purpose **4.4** Expect the best from students **4.5** Build a learning community

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Domain III: Culture And Learning Environment	
5. The teacher manages a learning-focused classroom community. • Creates effective routines and expectations for students to safely voice opinions and ask and answer questions • Proactively monitors student behavior and redirects when necessary to maximize instructional time • Provides effective collaborative learning opportunities whenever appropriate • Ensures students take ownership of their work and are active participants in their learning • Provides opportunities for students to take on academic leadership roles that promote learning	**Strategy 1 Create Conditions for Learning** **1.1** Plan Lessons with Purpose **1.2** Communicates expectations for learning **1.3** Model the learning process **1.4** Teach students to take the lead **1.5** Provide just in time support **1.6** Provide just in time feedback **Strategy 3 Teach Students to Monitor Their Progress** **3.1** Teach learning strategies and skills **3.2** Engage students in conversations **3.3** Teach students to track their learning **3.4** Encourage self-directed learning **Strategy 4 Cultivate a Nurturing Environment** **4.1** Prioritize relationship building **4.2** Teach persistence **4.3** Establish a sense of purpose **4.4** Expect the best from students **4.5** Build a learning community
6. The teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning. • Effectively maximizes use of physical space and resources (including technology whenever appropriate) in support of student learning • Maximizes time such that students always have something meaningful to do • Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner with minimal direction or narration from the teacher • Provides opportunities for students to share responsibility for leading classroom routines and/or procedures	**Strategy 1 Create Conditions for Learning** **1.1** Plan Lessons with Purpose **1.2** Communicates expectations for learning **1.3** Model the learning process **1.4** Teach students to take the lead **Strategy 3 Teach Students to Monitor Their Progress** **3.4** Encourage self-directed learning **Strategy 4 Cultivate a Nurturing Environment** **4.4** Expect the best from students **4.5** Build a learning community
7. The teacher creates and maintains a classroom of respect for all students. • Communicates respectfully to all students • Effectively fosters respectful relationships among all students • Demonstrates a strong positive relationship with all students • Fosters a classroom culture where students give unsolicited praise or encouragement to their peers	**Strategy 1 Create Conditions for Learning** **1.2** Communicates expectations for learning **1.4** Teach students to take the lead **1.5** Provide just in time support **1.6** Provide just in time feedback **Strategy 3 Teach Students to Monitor Their Progress** **3.2** Engage students in conversations **3.4** Encourage self-directed learning **Strategy 4 Cultivate a Nurturing Environment** **4.1** Prioritize relationship building **4.4** Expect the best from students **4.5** Build a learning community

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Domain IV: Professional Responsibilities	
8. The teacher engages in professional learning. • Seeks out and participates in professional learning • Fully integrates knowledge gained in PLCs, collaboration with peers and leadership, and focused professional development • Strengthens teaching practice based on observer feedback and other types of performance data • Shares new information and lessons learned with colleagues • Serves as a critical friend for colleagues, providing and seeking meaningful feedback on instruction	**Incorporation of content within interactive professional learning sessions** • **Strategy 1** Create Conditions for Learning • **Strategy 2** Build Vocabulary, Language, and Verbal Skills • **Strategy 3** Teach Students to Monitor Their Progress • **Strategy 4** Cultivate a Nurturing Environment • **Strategy 5** Embrace Cultural Responsiveness and Family Engagement
9. The teacher establishes and maintains effective communication with families/guardians. • Partners with families/guardians to coordinate learning between home and school • Establishes mutual expectations for student learning with families/guardians • Includes students and/or families/guardians in the planning of positive reinforcements for progress	**Strategy 5 Embrace Cultural Responsiveness and Family Engagement** **5.1** Connect learning with students' experiences **5.2** Use stories to bridge cultures **5.3** Embrace families' expertise and experiences