

Indicators of Teaching Effectiveness for Beginning Teachers in Case Study Group

The beginning teacher was prepared to:	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
Content				
Demonstrate and in-depth knowledge of content for the subject(s) taught.			50%	50%
Integrate core content knowledge from other subject areas into lessons.			25%	75%
Use higher order questioning to engage students in analytical, creative, and critical thinking, providing opportunities for student to apply these skills in problem solving and critical thinking activities.			50%	50%
Use knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., multicultural perspectives, pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful to diverse learners and positively impact K-12 student learning.				100%
Instructional Practices				
Select developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on State and National Standards.			25%	75%
Plan lessons based on rigorous standards and best practices in the use of innovative and interesting methodologies, a variety of relevant teaching materials and current technology.			75%	25%
Use a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, interactive learning, simulation, etc.) to enhance student learning outcomes.				100%
Use available technology to design, implement, and assess learning experiences to engage students, improve learning, and enrich professional practice.				100%
Elicit student input during lessons and allow sufficient wait time for students to expand and support their responses, making adjustments to lessons according to student input, cues, and individual/group responses.				100%
Provide an inclusion classroom setting that addresses the full spectrum of student needs (severe learning disabilities to gifted.)		25%	75%	
Assessment				
Incorporate a variety of informal, and formal assessment (ex. Pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation and enrichment activities) to differentiate learning experiences that accommodate individual differences in developmental and/or educational needs.			100%	
Prepare appropriate assessments (e.g., pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learning progress.			50%	50%

Analyze multiple sources of growth data (e.g., pre/post assessments, surveys, inventories, remediation and enrichment activities) to provide differentiated learning experiences to accommodate developmental and individual needs of diverse learners and positively impact K-12 student learning.		25%	50%	25%
Learning Environment				
Use a variety of strategies to effectively manage student behavior to create and maintain a classroom climate of fairness, safety, respect, and support for all students.			50%	50%
Monitor and adjust the classroom environment to enhance social relationships, individual motivation, and student learning outcomes.			50%	50%
Professional Responsibility				
Establish opportunities for communication with parents and/or guardians, professional colleagues, and community members (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.) to enhance resources, learning, and the learning environment.			75%	25%
Demonstrate a spirit of inquiry and appreciation for research that promotes continuous improvements in the ability to increase student learning outcomes.		25%	50%	25%
Recognize the importance of the Mississippi Educator Code of Ethical Conduct, professional dispositions, and the influence as an adult role model for students.				100%