

Mississippi Professional Growth System: Teacher Growth Rubric Case Study

The Mississippi Department of Education does not provide teacher effectiveness data to EPPs in the state of Mississippi. Therefore, Mississippi Christian University (MC) conducted a case study of recent graduates who were employed in the Clinton Public School District, our closest partner district. CPD provided Teacher Growth Rubric (TGR) data for the past three years on our graduates 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 students 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 effectively for student learning
- Standard 7: Creates and maintains a classroom of respect for all

Domain IV: Professional Responsibilities

- Standard 8: Engages in professional learning
- Standard 9: Establishes and maintains effective communication with families/guardians

CAEP Standard 4.2—Indicators of Teaching Effectiveness

Clinton Public Schools Case Study: Teaching Performance of Recent Initial Program Completers

2025-2026 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=29	N=16	N=1	N=12
Domain I: Lesson Design					
Standard 1	Lessons are aligned to standards and represent a coherent sequence of learning.	3.68	3.80	3.00	3.58
Standard 2	Lessons have high levels of learning for all students.	3.14	3.27	2.00	3.08
TOTAL—Domain I: Lesson Design		3.41	3.54	2.50	3.33
Domain II: Student Understanding					
Standard 3	Assists students in taking responsibility for learning and monitors student learning.	3.14	3.20	3.00	3.08
Standard 4	Provides multiple ways for students to make meaning of content.	3.29	3.40	4.00	3.08
TOTAL—Domain II: Student Understanding		3.21	3.30	3.50	3.08
Domain III: Culture and Learning Environment					
Standard 5	Manages a learning-focused classroom community.	3.21	3.33	3.00	3.08
Standard 6	Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.	3.39	3.40	3.00	3.42
Standard 7	Creates and maintains a classroom of respect for all students.	3.39	3.73	3.00	3.00
TOTAL—Domain III: Culture and Learning Environment		3.33	3.49	3.00	3.17
Domain IV: Professional Responsibilities					
Standard 8	Engages in professional learning.	3.46	3.73	3.00	3.17
Standard 9	Establishes and maintains effective communication with families/ guardians.	3.43	3.67	4.00	3.08
TOTAL—Domain IV: Professional Responsibilities		3.45	3.70	3.50	3.13
OVERALL TOTAL		3.35	3.50	3.11	3.17

*2025-2026 school year data results include completer cohorts from 2020-2021 (N=3), 2021-2022 (N=3), 2022-2023 (N=5), 2023-2024 (N=7), and 2025-2026 (N=11).