

# Professional Growth System Training

**For Observers:**

Teachers, Administrators, Librarians, Student Services  
Coordinators, Counselors and Speech/Lang. Pathologists

2019-2020



**Office of Teaching and Leading**

Division of Educator Effectiveness & Talent Acquisition

## VISION

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To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## MISSION

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

# MISSISSIPPI STATE BOARD OF EDUCATION

## STRATEGIC PLAN GOALS

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated "C" or Higher



# Professional Growth System (PGS) Accreditation Standard Update

3. The school district implements an annual, formal personnel appraisal system for licensed staff that includes assessment of employee on-the-job performance. (Miss. Code Ann. § 37-3-46(b))

3.1 Superintendent Evaluation using the assessment benchmarks established by the Mississippi School Boards Association (MSBA) and consistent with assessment components defined in Miss. Code Ann. § 37-7-301.

3.2 Principal and Assistant Principal Effectiveness using the Professional Growth System (PGS) for Administrators.

3.3 Teacher Effectiveness using the Professional Growth System (PGS) for Teachers.

3.4 Counselor Effectiveness using the Professional Growth System (PGS) for Counselors.

3.5 Annual employee performance data shall be submitted to the MDE following the guidelines in the MDE Educator and Administrator Professional Growth System Guidelines. Districts shall adhere to revision dates as determined by the MDE and implement only the current version.

3.6 Administrators who rate school-level administrators, counselors, librarians, and teachers, and teacher-observers **shall complete** an MDE-approved Professional Growth System (PGS) training.

3.7 Other, non-licensed, district staff evaluations as determined by local school board policy.

# Verification

Verification/evidence is needed to indicate that the observer has attended at least one (1) **MDE-approved** PGS training beginning in the 2018-2019 school year.



# 2017-2018 PGS Data

# 2017-2018 PGS Submission Data

| # Districts Submitted Both Teachers & Admins                               | # Districts Submitted Teachers Only | # Districts Submitted Admins Only | # Districts Didn't Submit | **# Districts w/No Folders in SPoint |
|--|-------------------------------------|-----------------------------------|---------------------------|--------------------------------------|
| 65 (41.7%)   | 29 (18.6%)                          | 6 (3.8%)                          | 49 (31.4%)                | 7 (4.5%)                             |
| <b>N=156</b>   |                                     |                                   |                           |                                      |
| <b>**Districts not having folders available may indicate consolidation</b> |                                     |                                   |                           |                                      |

# 2017-2018 PGS Submission Results

| GROUPED RATINGS<br>(Mississippi Teachers) |          |          |      |
|---|----------|----------|------|
| 4.0-3.0<br>Effective                      | 2.99-2.0 | 1.99-1.0 | <1.0 |
| <b>18,881</b>                             | 5,524    | 369      | 20   |
| <b>N=24,794</b>                           |          |          |      |

| GROUPED RATINGS<br>(Mississippi Administrators) |          |          |      |
|---|----------|----------|------|
| 4.0-3.0<br>Effective                            | 2.99-2.0 | 1.99-1.0 | <1.0 |
| <b>654</b>                                      | 320      | 13       | 0    |
| <b>N=987</b>                                    |          |          |      |

https://mdek12.org/OTL/OTC/professional-growth-system

o sign me up - Ins... Professional Develo... MS Business Lists - ...

## Mississippi Educator and Administrator Professional Growth System

The Mississippi Educator and Administrator Professional Growth System (PGS) is designed to improve student achievement by providing teachers and administrators with feedback to inform continuous improvement.

- PGS Teacher Growth Rubric Guidebook 2018-2019
- PGS Administrator Growth Rubric
- Additional Educator Growth Rubrics
- Suggested Implementation Timeline
- Examples of Evidence-Teacher Growth Rubric
- Deep Dive Principal Observer Training
- Deep Dive Teacher Observer Training

### Forms

- Teacher Growth Rubric Observation Evidence Sorting Form Option A
- Teacher Growth Rubric Observation Evidence Sorting Form Option B
- Teacher Growth Rubric Selected Scripting Form
- Teacher Growth Rubric Summative Observation Rating Form
- Administrators Evidence Collection Sheet

**Dr. Vernesia Wilson**  
Associate Director of Educator Effectiveness

[vwilson@mdek12.org](mailto:vwilson@mdek12.org)

601-359-3631

### Educator Effectiveness

601-359-3631  
Staff

### Services

Mentoring and Induction

Mississippi Educator and Administrator Professional Growth System

Recognition Programs

### Links

2018 Elevate Teachers Conference Presentations

Benefits and Incentives

Certification and Licensure

Educator Preparation Providers

ELMS Log On

National Board Certification

Professional Growth System

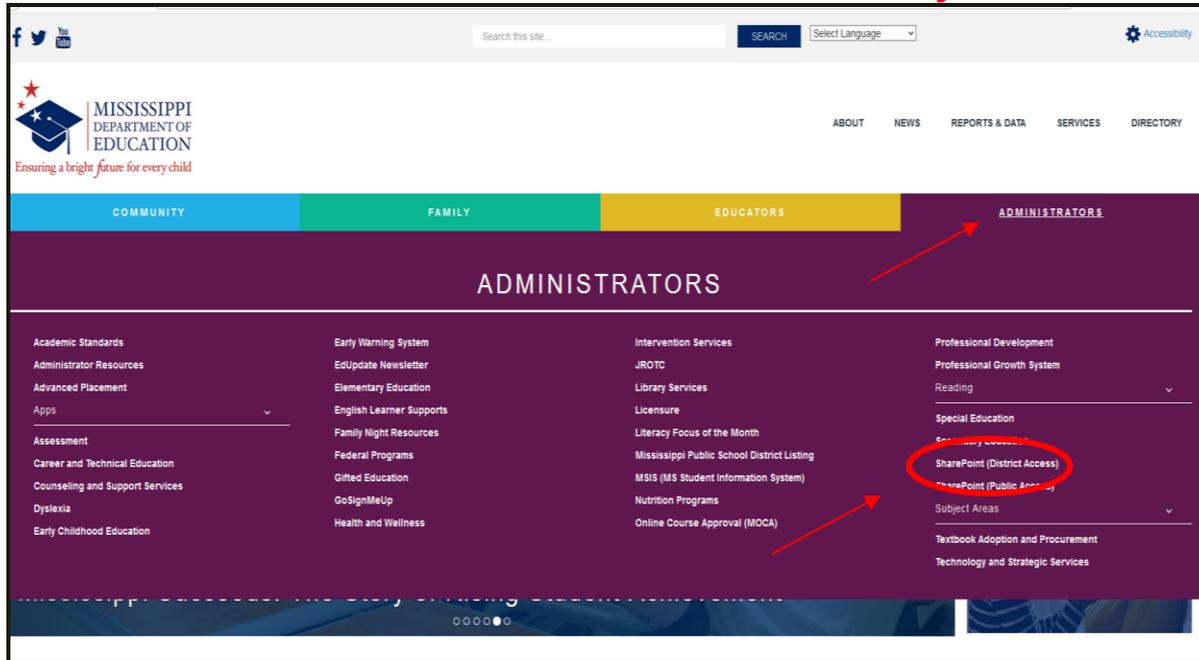
Recognition

Scholarships and Loan Forgiveness

State Disposition Forms Enrollment

<https://mdek12.org/OTL/OTC/professional-growth-system>

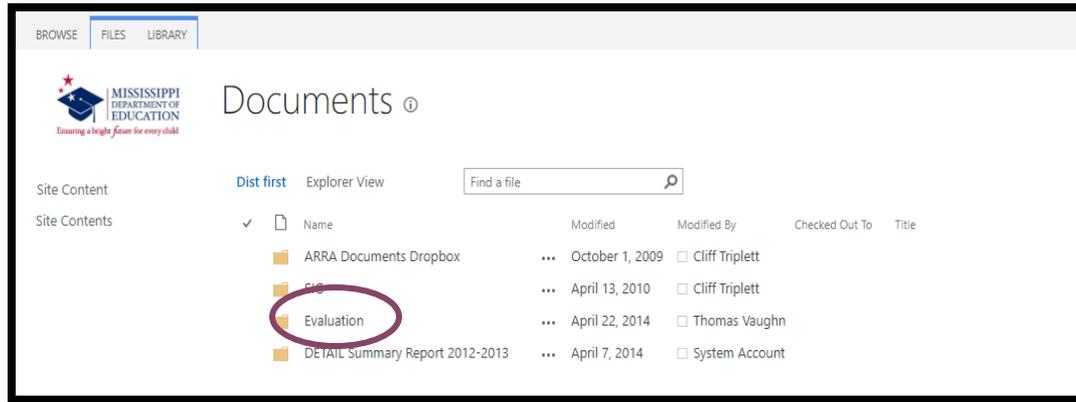
**Note: All scores must be submitted by June 30<sup>th</sup> of each year**



**Note:** Only superintendents will have access to the PGS Folders in SharePoint. If you need assistance logging in and/or locating your folders, please contact OTSS at 601-359-3487 or submit a help desk ticket to [mdenet@mdek12.org](mailto:mdenet@mdek12.org)

# SharePoint PGS Files: 2019

## STEP 1



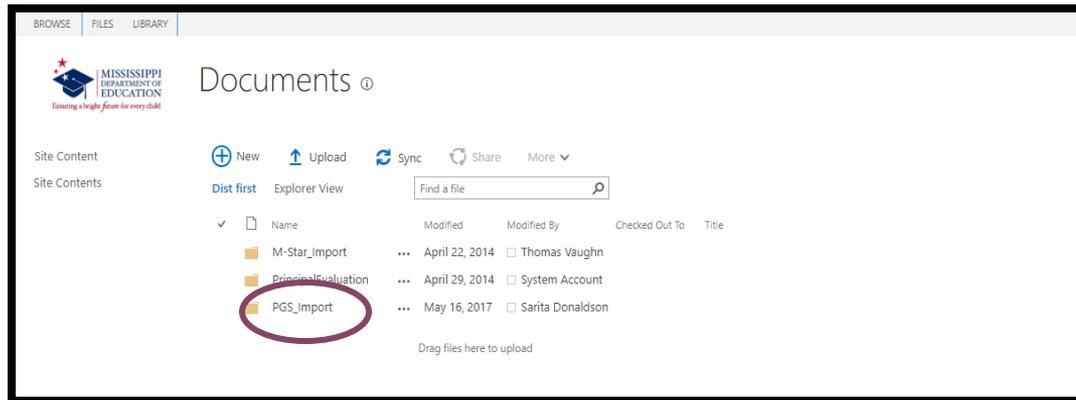
Documents

Site Content

Site Contents

| Name                            | Modified        | Modified By    | Checked Out To | Title |
|---------------------------------|-----------------|----------------|----------------|-------|
| ARRA Documents Dropbox          | October 1, 2009 | Cliff Triplett |                |       |
| PGS                             | April 13, 2010  | Cliff Triplett |                |       |
| <b>Evaluation</b>               | April 22, 2014  | Thomas Vaughn  |                |       |
| DETAIL Summary Report 2012-2013 | April 7, 2014   | System Account |                |       |

## STEP 2



Documents

Site Content

Site Contents

| Name                | Modified       | Modified By      | Checked Out To | Title |
|---------------------|----------------|------------------|----------------|-------|
| M-Star_Import       | April 22, 2014 | Thomas Vaughn    |                |       |
| PrincipalEvaluation | April 29, 2014 | System Account   |                |       |
| <b>PGS_Import</b>   | May 16, 2017   | Sarita Donaldson |                |       |

Drag files here to upload

# SharePoint PGS Files: 2019

## STEP 3

Documents

Site Content: New, Upload, Sync, Share, More

Site Contents: Dist first, Explorer View, Find a file

| Name     | Modified              | Modified By       | Checked Out To | Title |
|----------|-----------------------|-------------------|----------------|-------|
| 2017Eval | May 16, 2017          | Sarita Donaldson  |                |       |
| 2018Eval | March 23, 2018        | Joey R. Dickerson |                |       |
| 2019Eval | Yesterday at 10:25 AM | Joey R. Dickerson |                |       |

Drag files here to upload

## STEP 4

Documents

Site Content: New, Upload, Sync, Share, More

Site Contents: Dist first, Explorer View, Find a file

| Name           | Modified              | Modified By       | Checked Out To | Title |
|----------------|-----------------------|-------------------|----------------|-------|
| Teachers       | Yesterday at 11:30 AM | Joey R. Dickerson |                |       |
| Administrators | Yesterday at 11:04 AM | Joey R. Dickerson |                |       |

Drag files here to upload

Prepopulated Excel Spreadsheets

# Basics: The Goals of the PGS



- Provide a shared vision for high-quality teaching and learning and guide educators in improving their practice
- Encourage regular, evidence-based observation and feedback for all teachers
- Support teachers and school leaders in identifying priorities for strengthening practice
- Serve as a guide for teachers as they reflect upon their own practices

# Observations and Feedback

## Overview

- PGS was modified from M-Star in 2015 with help from many stakeholders.
- All teachers should be receiving 3 observations per year, including feedback conversations after each, cumulating to a summative rating.

## The Observation and Feedback Cycle

The purpose of the PGS is to support all educators in strengthening practice. This purpose is achieved through the cycle of classroom observations, feedback, adjustments in practice, and follow-up to support the growth of teachers. The Observation and Feedback Cycle will ensure that teachers receive regular observations to provide accurate and meaningful feedback. Each observation should be followed by clear, specific, actionable, and timely feedback to improve practice. Observers should follow up to ensure feedback is effectively implemented and to provide additional assistance if necessary. This cycle provides teachers with continuous feedback.



## The Observation and Feedback Process

### COLLECT

The observer looks for and records relevant evidence from a lesson.

### SORT

The observer organizes evidence by rubric standards.

### INTERPRET

The observer determines performance levels by aligning evidence to rubric indicators.

### PROVIDE FEEDBACK

The observer uses evidence to ground discussion with the teacher on improving practice.

The Observation and Feedback Process is not a mystery. This is the four-step process for collecting evidence to support feedback conversations. These steps should be followed when observing teaching. This process represents best practice and is not intended to be burdensome but provide observers with a clear process to make identifying high-quality feedback easier. As observers gain experience and expertise with the Teacher Growth Rubric, collecting and sorting evidence can be done simultaneously.

**COLLECT:** An observer looks for and records relevant evidence from a lesson.

**SORT:** The observer organizes the evidence by standards.

**INTERPRET:** The observer determines performance levels by aligning the evidence to the rubric's indicators.

**PROVIDE FEEDBACK:** The observer uses evidence in discussion with the teacher on how to improve practice.



# PGS History and Where We Are Now

## 1<sup>st</sup> Phase

- Seven (7) convenings of 52-Member Educator Effectiveness Steering Committee from 2015-2016
- Developed framework for observations (2016-2017)
- Developed observation and feedback training (2016-2017)
- Restructured observation and feedback training (2018-2019)

## 2<sup>nd</sup> Phase

- Three (3) convenings of Ed Effectiveness Advisory Council (EEAC)
- Convenings held from June 2018 through August 2018
- Council made refinements to PGS & developed two other components of model
- Piloting two other components 2018-2019 school year
- Seven (7) school districts will assist with piloting
- Calibration training (administrators)
- Approved PGS accreditation standard

# ELMS 2.0: Observation Score Portal

The screenshot shows a web browser window with the URL `www.hitclients.com/MS_SSO_TEST/NormalPages/Summary.aspx`. The page title is "myMSDOE Single Sign On System" for the Mississippi State Department of Education. The user is logged in as "deanhupp". A "Save password?" dialog box is open, showing the username "deanhupp" and a masked password. The background page displays a "System Listing" with three items: "Educator Effectiveness System", "Educator Licensure Management System", and "ELMS 2.0 Reporting". The ELMS 2.0 Reporting item is highlighted with a green plus icon and the text "Report User". The Windows taskbar at the bottom shows the search bar, taskbar icons, and system tray with the time 3:29 PM on 5/2/2019.

# Teacher

# Growth Rubric

## Classroom Observations

A minimum of  
three per  
school year

**2 informal**  
(unannounced)  
and **1 formal**  
(announced)

High-quality  
feedback after  
each  
observation

# Mississippi Teacher Professional Growth Cycle



## Teacher Growth Rubric

1

Lesson Design

2

Student Understanding

3

Culture and Learning Environment

4

Professional Responsibilities

# Standards

- Domain 1
  - 1. Lessons are aligned to standards and represent a coherent sequence of learning
  - 2. Lessons have high levels of learning for all students
- Domain 2
  - 3. Assists students in taking responsibility for learning and monitors student learning
  - 4. Provides multiple ways for student to make meaning of content
- Domain 3
  - 5. Manages a learning-focused classroom community
  - 6. Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning
  - 7. Creates and maintains a classroom of respect for all students
- Domain 4
  - 8. Engages in professional learning
  - 9. Establishes and maintains effective communication with families/guardians

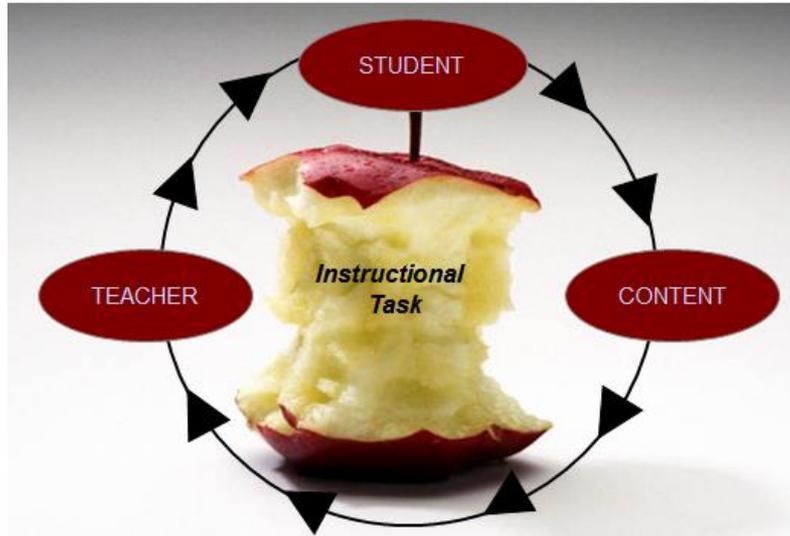
# Teacher Growth Rubric Guidebook

**Note:** This guidebook is located on the Mississippi Department of Education's website

*(Search Educator Effectiveness or use Directory).*



# Classroom Observations & Instructional Core



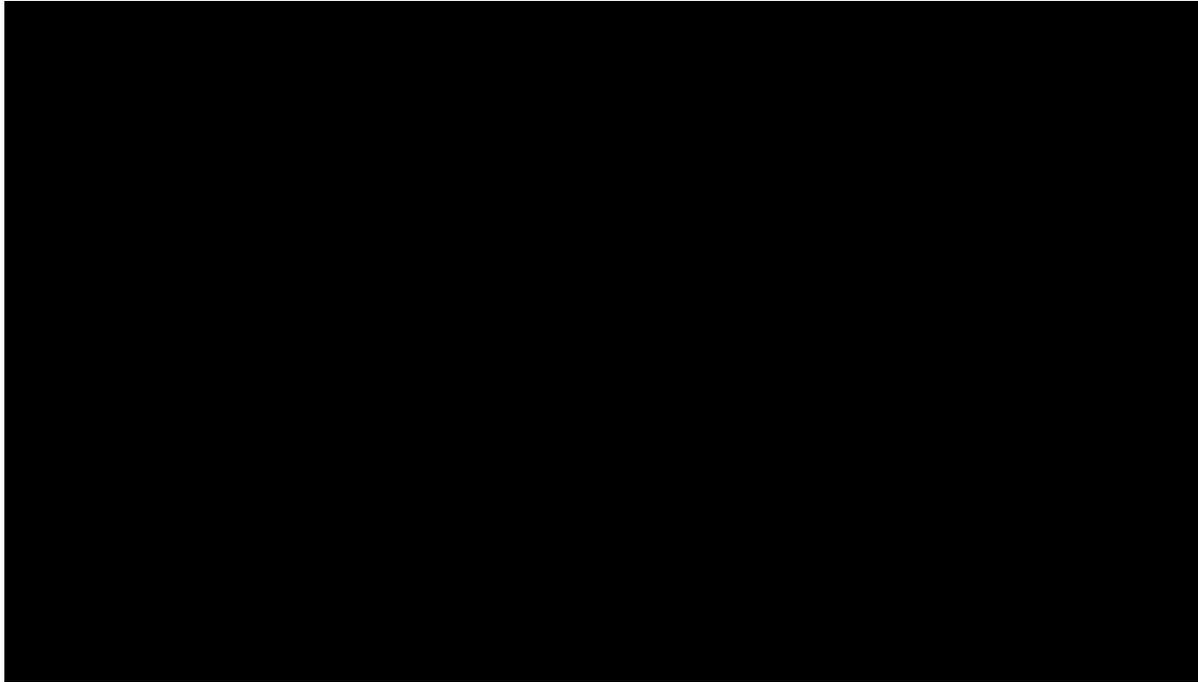
According to Richard Elmore, “the relationship of the teacher and the student in the presence of content must be at the center of efforts to improve performance.”

... thus, observation feedback should focus on how to improve strategies to influence highly effective professional practices for teachers. Classroom observations should be grounded in instructional practice, not content.

Reference:

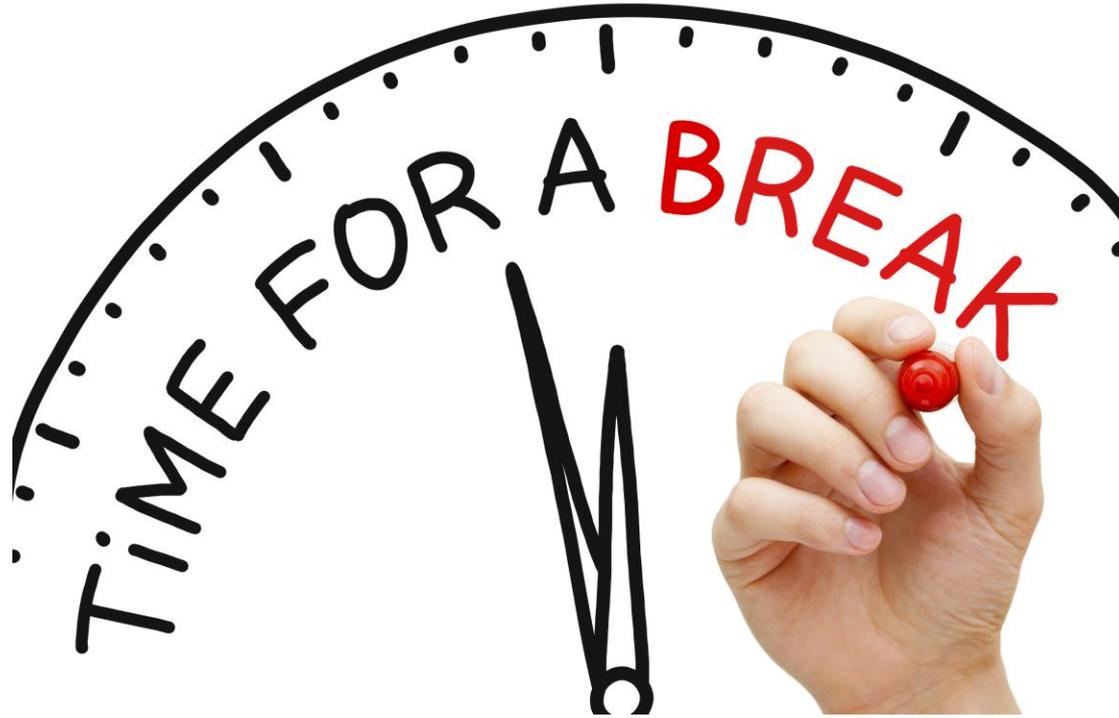
Elmore, Richard. (2009). *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*. Cambridge: Harvard Education Press.

# Level 3 Educator



What do Level 3 practices for teachers really look and sound like?

# Break



# Administrator

# Growth Rubric

# Site Visit Requirements

A *minimum* of two site visits (three or more preferred) during the school year is required.

Principals and assistant principals will be observed using the Administrator Growth Rubric.

Based on their roles, assistant principals can be exempt from up to 5 standards.

# Mississippi Administrator Professional Growth Cycle



# Theory of Action: Administrator PGS

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# Administrator Growth Rubric



The Administrator Growth Rubric was adapted from New Leaders.



Members of the Steering Committee who Adapted the Rubric

# Domains of the Administrator Growth Rubric

**Shared Vision,  
School Culture,  
and Family  
Engagement**

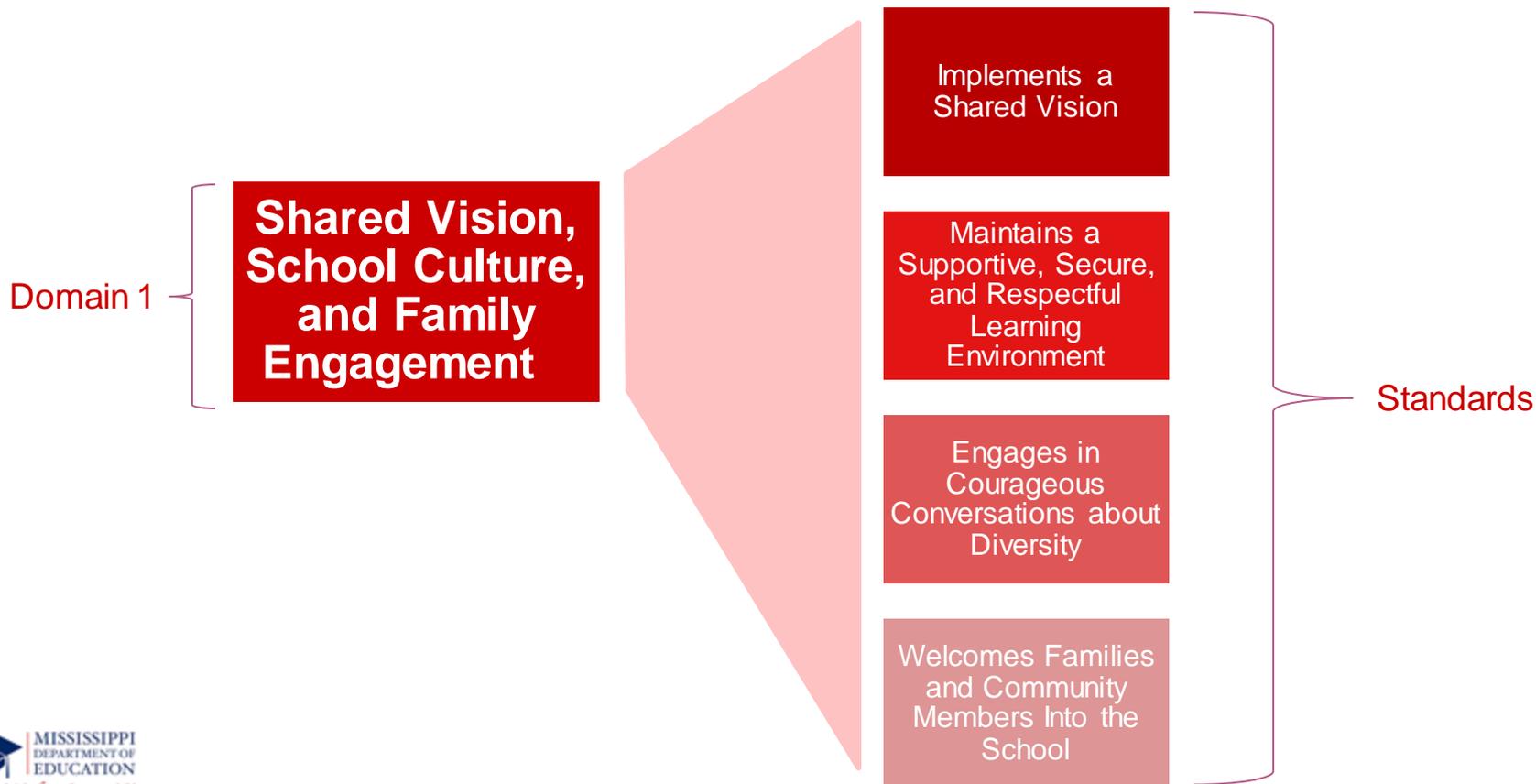
**Teaching &  
Learning**

**Staff  
Development**

**Strategic  
Planning &  
Systems**

**Personal  
Leadership &  
Growth**

# Standards of the Administrator Growth Rubric



# Examples of Evidence

## Domain I: Shared Vision, School Culture, and Family Engagement

## Administrator Growth Rubric

|                               | 4  | 3  | 2   | 1   | Examples of Evidence   |
|-------------------------------|--|--|---|---|--|
| 1. Implements a shared vision | Fully develops and implements a schoolwide vision that is adopted and embraced by the school and community | Implements a schoolwide vision that is adopted and embraced by some of the members of the school and community | Communicates vision to the school and community but implementation is not clearly evident | Does not or ineffectively communicates and implements the vision              | Documentation of vision and efforts to communicate vision are evident  |
|                               | Builds the capacity of the staff to ensure all instructional strategies and decisions support the vision   | Works with the leadership team to implement effective instructional strategies to achieve the vision           | Adequately implements instructional strategies that align to the vision                   | Makes little or no connection between instructional strategies and the vision | Written values and beliefs reflecting high expectations for all students are publicly visible                          |
|                               | Documents processes that ensure all decisions are aligned to and support the vision                        | Makes decisions aligned to and in support of the vision  | Demonstrates some consideration of vision in decision-making                              | Makes decisions without consideration of the vision                           | School vision includes a focus on student academic achievement and the social, intellectual, and emotional development |
|                               |  |  |   |   | School vision is clearly articulated and understood by all staff   |
|                               |  |  |   |   | Documentation of decision-making processes is available that aligns to the vision                                      |
|                               |  |  |   |   | Alignment of school goals, instructional program, and vision is visible  |

Indicators

# Levels of Practice

4

## Level 4

- Empowering Staff & Leadership Team
- Implements systems to get results

3

## Level 3

- Effective Leadership
- Demonstrates a skilled level of performance

2

## Level 2

- Attempts at effective practices, but inconsistent or limited results

# Digging Into the Rubric

## Domain I: Shared Vision, School Culture, and Family Engagement

## Administrator Growth Rubric

|   | 4  | 3  | 2   | 1   | Examples of Evidence   |
|---|--|--|---|---|--|
| 1. Implements a shared vision<br><br>Indicators | Fully develops and implements a schoolwide vision that is adopted and embraced by the school and community | Implements a schoolwide vision that is adopted and embraced by some of the members of the school and community | Communicates vision to the school and community but implementation is not clearly evident | Does not or ineffectively communicates and implements the vision              | <ul style="list-style-type: none"> <li>Documentation of vision and efforts to communicate vision are evident</li> <li>Written values and beliefs reflecting high expectations for all students are publically visible</li> <li>School vision includes a focus on student academic achievement and the social, intellectual, and emotional development</li> <li>School vision is clearly articulated and understood by all staff</li> <li>Documentation of decision-making processes is available that aligns to the vision</li> <li>Alignment of school goals, instructional program, and vision is visible</li> </ul> |
|   | Builds the capacity of the staff to ensure all instructional strategies and decisions support the vision   | Works with the leadership team to implement effective instructional strategies to achieve the vision           | Adequately implements instructional strategies that align to the vision                   | Makes little or no connection between instructional strategies and the vision |  |
|   | Documents processes that ensure all decisions are aligned to and support the vision                        | Makes decisions aligned to and in support of the vision  | Demonstrates some consideration of vision in decision-making                              | Makes decisions without consideration of the vision                           |  |

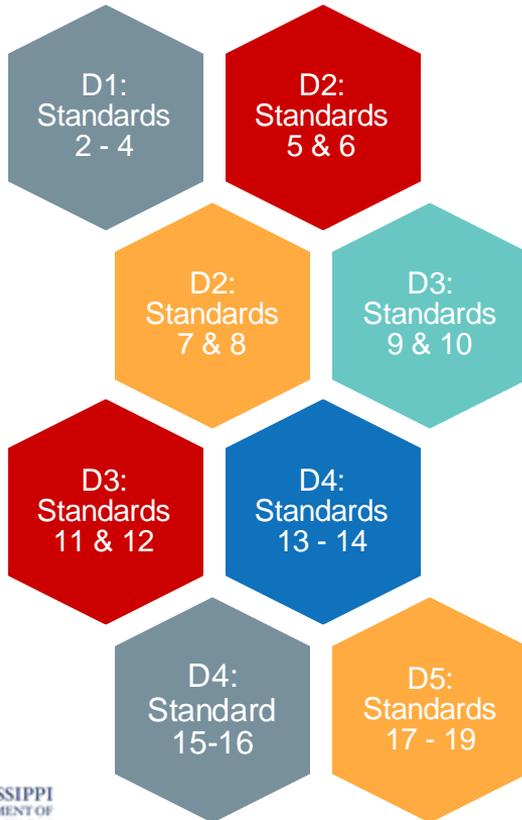
What do Level 3 practices really look and sound like?

# Analysis of Standard 1

## Level 3

- For Level 3 practice, the vision provides a roadmap for the school's direction and a framework for offering students the best possible education. The vision is obvious to the staff and community because efforts to share it are purposeful. Any actions undertaken by the school leadership team are checked against the statement 'If we take this action, will it contribute to our vision?'
- For Level 3 practice, implementation of the vision actively involves stakeholders. Teachers and students not only know and understand the vision, but they are also committed to its implementation and success.

# Scoping out the Standards



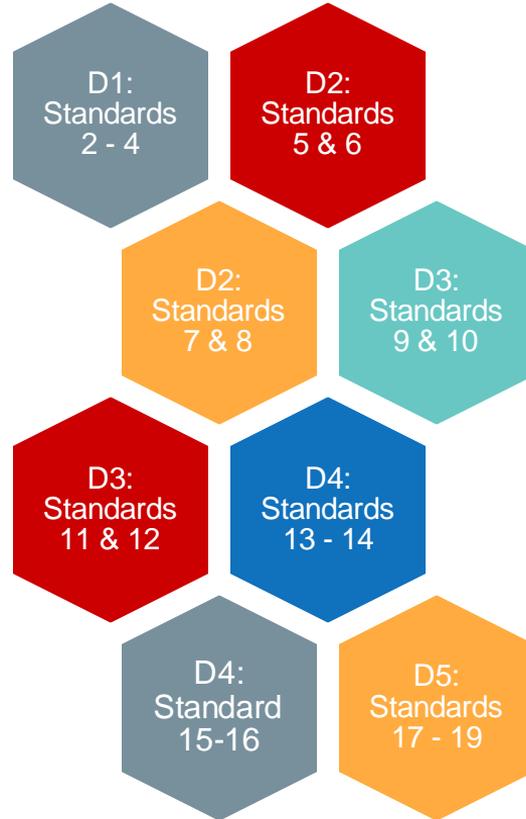
For each assigned standard:

- What practices are being measured at Level 3? What would you see and hear during a school site visit that is evidence of Level 3 leadership practice?

20  
Min



# Unpacking the Standards



# Librarian

# Growth Rubric

# Types of Evidence

## Observations

- Visually observe the librarian or the library depending on the required “evidence”
- Examples
  - Literacy promoting displays
  - Library web page
  - Training students and/or teachers

## Artifacts

- Data driven
- Policies and procedures
- Examples
  - Budget reports
  - Professional growth goals
  - Documentation of provision
  - Library schedule

# Types of Observations

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- Minimum of 3 observations with 2 informal and 1 formal.
- Feedback is required after each observation.
- A Summative Observation should be held at the end of the year.

# Timeline and Connections

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- ✓ September - Library Program Goals/Observation
  - ◆ MDE School Library Monitoring Rubric 2.2
  - ◆ MDE Librarian Growth Rubric Domain I: 1; Domain V: 18
- ✓ October/November - Observation
- ✓ January - Teacher/Student Surveys or “Needs List”
  - ◆ MDE School Library Monitoring Rubric 2.2
  - ◆ MDE Librarian Growth Rubric Domain I: 4

# Timeline and Connections

- ✓ February - Budget Report/Observation
  - ◆ MDE School Library Monitoring Rubric 2.4
  - ◆ MDE Librarian Growth Rubric Domain I: 5
- ✓ March-April - Observation
  - ◆ MDE School Library Monitoring Rubric 2.2, 2.4
  - ◆ MDE Librarian Growth Rubric Domain I: 3; Domain I: 5; Domain III: 12; Domain III: 13
- ✓ May - End-of-the-Year Inventory
  - ◆ MDE School Library Monitoring Rubric 2.1
  - ◆ MDE Librarian Growth Rubric Domain I: 1; Domain V: 18

# Informal and Formal Observations

- Administrators can choose which domains and standards are evaluated during observations
- Select what type of observation is transpiring
  - individual instruction
  - small/whole group
  - collaboration
  - library management
  - teacher in-service
- Provide feedback after each informal observation

## Discussion Points

### → Fall Observations

- ◆ School library goals for current year
- ◆ Collaborative efforts
- ◆ Upcoming library programs and events

### → Spring Observations

- ◆ Budget report for current year
- ◆ Collection development goals
- ◆ Teacher/student survey results

# Summative Observation

- Administrators must assess:
  - Domain I - Planning
  - Domain II - Management
  - Domain III - Collaboration and Services
  - Domain V - Professional Responsibilities
- Domain IV - Environment and Facilities can be assessed during other observations
- Pre-conference is optional, not required
- Post-conference is required
- Score each standard from 4 to 1

# Summative Post-Observation Meeting

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A face-to-face post-conference is required after the Summative Observation that should include a discussion regarding goals, budget, and needs of the library program.

# Best Ways to Collect Data

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- A data binder is the best way for librarians to collect and organize reports and information.
- The data binder can be used for both the Professional Growth System and School Library Monitoring.
- Photographs are not required as evidence.
- Various templates have been created to help librarians collect and organize data for the required evidence listed on the Librarian Professional Growth Rubric. <https://mdek12.org/Library>

# Counselor Growth Rubric

# Purpose

## The Mississippi counselor performance evaluation process will:

- Enhance the impact that the professional school counselor and the school-counseling program have on the students and other stakeholders.
- Will highlight the school counselor's areas of strength and identify areas of growth.
- Serve as a guide for counselors as they reflect on their own practices
- Provide shared understanding regarding priorities, goals, and expectations of quality practice.

# Summative Rating

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- **Level 4:** Performance as a school counselor is exemplary.
- **Level 3:** Performance as a school counselor consistently meets expectations and addresses them fully.
- **Level 2:** A beginning school counselor or a counselor in need of focused professional development.
- **Level 1:** Not acceptable performance as a school counselor.

# Domain I: Program Delivery

**Standard 1:** Plans and provides direct and indirect services to students for 80% of the time.

- Provides instruction in school counseling core curriculum career, and personal/social development for all student achievement and success
- Provides individual student planning to assist students in educational, career, and personal goals.
- Refers students and parents to appropriate school and community resources to support students

# Domain I: Program Delivery

- **Standard 2:** Engages in positive interactions with students
- Creates routines and expectations for students to safely voice opinions and ask questions
- Communicates clearly and listens responsively to students, colleagues, parents/guardians, and other stakeholders in order to identify issues and barriers that impede student success.
- Adapts communication in response to students' behavior and needs.
- Works appropriately closely with students to set and monitor goals and recognize success.

# Domain II: Data Use

**Standard 3:** Plans and delivers services utilizing academic performance, behavioral, and attendance data.

- Uses data to adjust programs to meet needs
- Uses data to identify students' needs and school and community trends
- Uses data from program activities to evaluate program effectiveness annually and set improvement goals.

# Domain III: Professional Responsibilities

- **Standard 4:** Engages in professional learning
- Effectively participates in appropriate professional learning based on self-analysis of strengths and areas in need of improvement.
- Applies current research and best practices to enhance student outcomes.
- Stays current on best practices, legal concerns, and training through membership in professional organizations.

# Domain III: Professional Responsibilities

- **Standard 5: Collaborates with colleagues**
- •Engages with colleagues in creating a positive school culture.
- •Is an active member of a professional learning community within the school/district.

# Domain III: Professional Responsibilities

- **Standard 6:** Demonstrates high ethical standards
- Acts in alignment with MS Codes of Ethics and the American School Counselor Association's Ethical Standards for School Counselors.
- Complies with school and district regulations and timelines.
- Use information and technology ethically and maintains confidentiality of students records and required by law.

# Domain IV: Stakeholder Involvement

- **Standard 7: Establishes and maintains effective communication with stakeholders.**
- Provides clear, understandable information to parents/guardians and students to establish mutual expectations and counseling support for student success.
- Establishes convenes an advisory council for the school counseling program.
- Effectively communicates program goals and results to stakeholders and advisory committee members elicit feedback.

# Standards 1-7: Artifacts

**Standard 1:** Plans and provides direct and indirect services to students for 80% of the time.

Referrals, Classroom Guidance Plans, Individual or Small Group Counseling, Student Sign-in Sheets or Logs, Time Management Assessment, Consultation, Crisis Response Forms, RtI Documentation, Detailed Calendars (weekly, monthly, annually), Group Activities

**Standard 2:** Engages in positive interactions with students

Lesson Plans/Activities, Parent/Community Outreach Materials, Student Data (Attendance, Grades, and Behavior), Student Expression (i.e. student observations, samples of surveys/evaluations, student work through, counseling), Email, Newsletters, Memos, Website, Announcements, reports, Student Counseling Assignments with Instructions, Professional Development Presentations (to students, parents, and/or staff)

# Standards 1-7: Artifacts

**Standard 3:** Plans and delivers services utilizing academic performance, behavioral, and attendance data

Annual Agreement, Process, Perceptions, and Outcome Data, Needs Assessments, Early Warning System reports (attendance, grades, and behavior), Monthly Counselor Data (students seen, issues addressed, etc.), Graduation Rates, ACT and AP Test Data, Pre-Post Surveys, Program Evaluation, Promotion Rates

**Standard 4:** Engages in professional learning

Professional Development Requests, Mentor Logs, Self-Assessment, Professional Development Agendas, Professional Organization Memberships (certificate or membership card), List of Community Resources, National Board Certifications, Calendar with PD Involvement or Attendance

# Standards 1-7: Artifacts

- **Standard 5: Collaborates with Colleagues**

School/District Participation, Staff Surveys, Annual Agreement, Newsletters, Brochures, Website, Professional Development Presentations Materials, Agendas, Parent/Teacher Conference Notes/Invitations, Counselor Growth Evaluation

- **Standard 6: Collaborates with Colleagues**

Posted or Accessible: The American School Counselor Association (ASCA) Model, ASCA Code of Ethics, Posted Policies and Procedures, School/District Handbook

- **Standard 7: Establishes and maintains effective communication with stakeholders**

Mission, Vision, and Goals, Parent and/or Community Activities, Student, Parent, and/or Staff Surveys, Advisory Council documentation, Newsletters, Brochures, Websites, Memos, Emails, Parent/Community Contact Log, Letters to Community

Members or Parents about Counseling Program Meeting Logs, Notes, and Agendas

## Things to Remember

- MCAR no longer exists
- This is not the same observation as used for teachers!
- Principals should be completing school counselor observations using this rubric
- Direct link to these domains on our website

[Counselor Growth Rubric](#)

# Speech/Language Growth Rubric

# Purpose

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- To give administrators a way to measure the professional growth of Speech-Language Pathologists (215) and Speech Associates (216).
- To determine if the SLP or SA is meeting professional standards in light of their specific roles and responsibilities
- To guide professional development and ensure continuous professional growth

# Who Should Evaluate the SLP/SA?

- Someone who is **familiar with the roles and responsibilities** of the school-based clinician, and
- Someone who is familiar with due process and the documentation involved in the process, particularly for artifact review.

# Observation Process

- SLP Self-Assessment (optional)
- Review of Artifacts (evidence)
- Informal “Walk-Through” Observations
  - *2 required, up to 5 recommended*
- Pre-Observation Conference (optional)
- Formal Observation
  - *1 required, more if deemed necessary*
- Post-Observation Conference (required)
- Summative Scoring

# Pre-observation Conference

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- A pre-observation conference is highly recommended prior to a formal observation, but is not required.

**NOTE:** The pre-observation conference provides the opportunity for the SLP or SA to describe the context and plans for the lesson that will be observed.

# Performance Levels

- Distinguished: **Level 4** is the most effective level of an SLP or SA. This rating indicates that performance is exemplary and consistently exceeds expectations.
- Effective: **Level 3** is the expectation for all SLPs and SAs. Scoring at this level indicates that performance consistently meets expectations. SLPs and SAs who receive this rating should receive professional development/support designed to address the identified area(s) for growth.

# Performance Levels

- Emerging: **Level 2** indicates either a beginning SLP or SA, or an SLP or SA who needs focused professional development. This rating indicates the SLP or SA is sometimes meeting expectations but not consistently. SLPs or SAs who receive this rating should receive professional development, resources and support designed to address the identified area(s) for growth.
- Unsatisfactory: **Level 1** is the least effective performance. This level indicates the performance as unacceptable. SLPs or SAs who receive this rating should receive immediate and comprehensive professional development and support designed to address area(s) of growth.

# Domain I - Planning

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The SLP plans long-term and short-term goals that align with the Mississippi College- and Career- Readiness Standards.

- 216 licensed Speech Associates are not certified to treat language, voice, or fluency disorders. Rating of Domain I should be based on treatment of articulation disorders only.

# Domain II - Assessments

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The SLP participates in the team process of identifying students who may need assessments to determine a continuum of therapy strategies and/or eligibility for special education or related services.

- 216 licensed Speech Associates are not certified to provide assessment in the areas of language, voice, or fluency. Rating in Domain II applies to articulation assessments only.

# Domain III - Instruction

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The SLP uses delivery options efficiently and effectively, and actively engages students in the learning process.

- 216 licensed Speech Associates are not certified to provide instruction in the areas of language, voice, or fluency. Rating in Domain III applies to articulation instruction only.

# Domain IV – Learning Environment

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- The SLP creates a positive learning environment for students and colleagues; promotes positive interpersonal relationships through open communication, honesty and respect; takes responsibility and conducts self in an ethical manner.

# Domain V – Professional Responsibilities

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The SLP or SA meets responsibilities and obligations to students on the caseload; keeps clear and comprehensive records and informs parents and teachers of students' progress; takes responsibility and conducts self in an ethical manner; provides guidance and leadership to school staff.

# Evidence (Artifacts)

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Domain I: Lesson plans, Standards-based IEP goals

Domain II: Assessment Team Report, Assessment protocols, therapy logs

Domain III: Observation only

Domain IV: Observation of classroom procedures

Domain V: Student file review to include IEPs, referral-to-placement documentation, parental permission documentation, eligibility and dismissal documentation

# Where to Find the SLP Rubric

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## [Speech Language Growth Rubric Link](#)

For additional information contact:

Teresa Laney, M.S., CCC-SLP

[tlaney@mdek12.org](mailto:tlaney@mdek12.org)

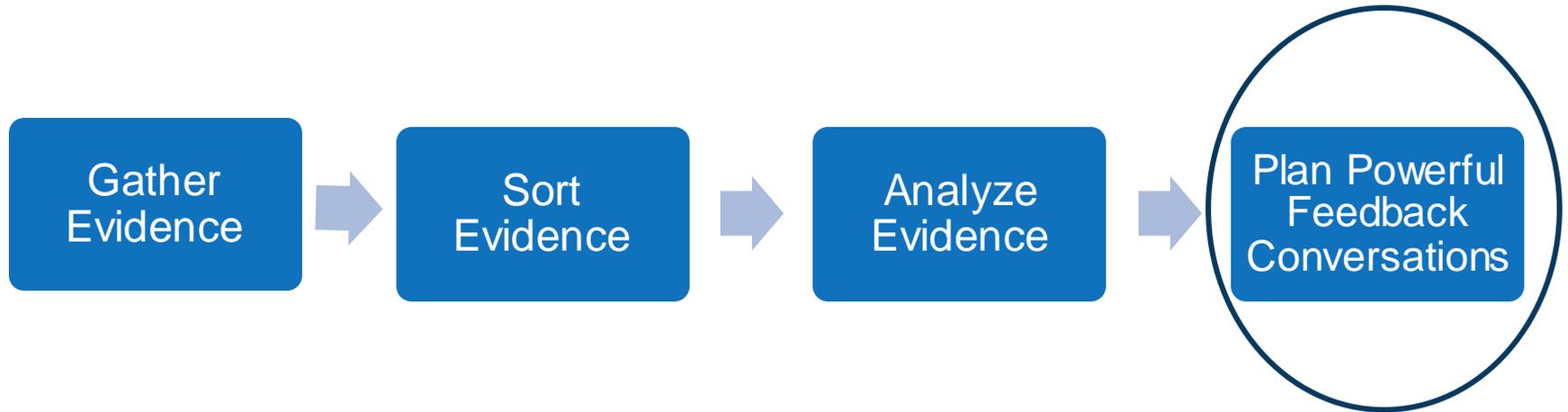
MDE, Office of Special Education (601) 359-3498

# Lunch



# Evidence Collection

# The Evidence Collection Process



# Evidence or Interpretation

| Evidence               | Interpretation             |
|------------------------|----------------------------|
| Observable             | Draws Conclusions          |
| Objective              | Subjective                 |
| Free of Value Judgment | May Include Value Judgment |

## Evidence Types:

- Verbatim scripting of teacher or student comments
- Non-evaluative statements of observed teacher or student behavior
- Numeric information about time, student participation, resource use, etc.
- An observed aspect of the environment

# Evidence or Interpretation?

## Evidence Is...

- **Non-Judgmental**
  - Teacher: When two or more singular nouns or pronouns are connected by “or” or “nor,” use a singular **verb**.
- **Specific**
  - 4 of 10 students raised hands
  - 2 students had side conversations

## Interpretation Is...

- **Judgmental**
  - The teacher’s explanation of when to use a singular verb was clear.
- **Generalized**
  - Students were minimally engaged.

## Types of Evidence

- Direct quotes of teacher and students
- What the teacher and students write on the board
- Description of materials and how they are used
- Descriptions of what happened, in what order
- The number of times something happens

# EVIDENCE Grounds Feedback Conversations

“Evidence is what grounds agreement on the quality of practice, as well as the conversation about how to improve...**quality observation depends on quality evidence.**”  
(p. 128) *Leverage Leadership*



# Quality Evidence

## Non-judgmental

- Doesn't represent what we would have done
- Makes no statement of quality

## Specific

- Details are unique to a particular classroom or meeting

# Partner Talk: Fix This Evidence

1. Most teachers were engaged in the meeting.
2. The principal didn't tell the parent to take more responsibility for the situation.
3. The AP had high expectations for the teacher.

2 Min



# Conducting Effective Site Visits: Administrator Observations

## Make a Site Plan

- Identify the types of environments you want to observe.



## Collect Written Evidence

- Take sufficient and specific notes.



## Sort Evidence Immediately

- If possible, sort on same the day.



## Share Feedback & Supports

- Prioritize time to share feedback and develop supports for the leader.

# Evidence or Interpretation?

## IMPORTANT FACT!

It is **KEY** that observers decipher evidence from interpretation. It is highly likely that interpretation may lead to biasness.



# Three Strategies to Make Your Time Count

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**Script** – writing down teacher and/or student language verbatim

**Code** – using shorthand to increase how much can be written and the quality of data collected

**Anecdotes**- brief descriptions about “who did what” and other important information without specifics about what was said

# Evidence Collection Techniques

| What Is Observed   | What Gets Written Down   |
|--|--|
| <p>Throughout the lesson the teacher used “1, 2, 3 all eyes on me” 5 times to get the students’ attention.</p>   | <p>“1, 2, 3 all eyes on me ✓✓✓✓✓”</p>  |
| <p>After discussing a passage from “Night,” the teacher directed students to do a Think-Pair-Share. The students got up to get in groups, but it was about 5 min before they started the activity. One girl said, “I don’t know where to go.” Another answered, “You are my partner.” There were 5 groups of students with 6 students in each group. The teacher talked to the 2 front groups.</p> | <p><b>9:15</b> – “Let’s get with our partners and think about what we just discussed.”<br/><b>9:20</b> – Ss found partners and began discussion of “Night.”<br/>S1: (I don’t know where to go.)<br/>S2: (You are my partner.)<br/>5 gs w/6 per g<br/>T only talked to 2 front gs</p> |

# Break



# Feedback Conversations

# Harnessing

# the Power of Feedback

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# Factors Affecting Feedback Effectiveness

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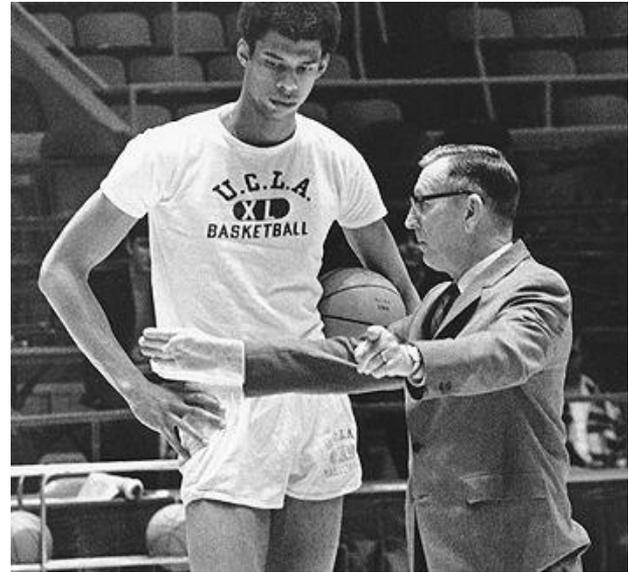
At your table, brainstorm and write down factors that affect feedback effectiveness.

Be ready to report out the factors you identified and why/how they could affect feedback effectiveness.

# Seek the Small Improvement

*“When you improve a little each day, **eventually big things occur**.... Not tomorrow, not the next day, but eventually a big gain is made. Don’t look for the big, quick improvement. Seek the small improvement one day at a time. That’s the only way it happens —**and when it happens, it lasts.**”*

John Wooden





# Characteristics of Effective Feedback

- Goal-referenced
- Tangible and transparent
- Actionable
- User-friendly
- Timely
- Ongoing
- Consistent



Wiggins (2012)

# How Do We Focus Our Feedback?



Highest  
leverage



Clear &  
Observable



Bite-Sized



Timely



# High-Leverage Feedback for Leaders

- |   |             |
|---|-------------|
| ① Use Data to Drive Instruction             | Standard 7  |
| ② Observe and Provide High-Quality Feedback | Standard 9  |
| ③ Strengthen Instructional Planning         | Standard 6  |
| ④ Ensure Effective PD                       | Standard 10 |
| ⑤ Create a Strong Student Culture           | Standard 3  |
| ⑥ Build a Strong Staff                      | Standard 11 |
| ⑦ Develop an Instructional Leadership Team  | Standard 12 |

# Common Feedback Errors

- Delivering feedback on every aspect of the lesson
- Delivering a lengthy written evaluation vs. meeting face-to-face
- Supervisor stating the problem and action step without insight/probing
- Determining the action step and expecting implementation without practice
- Not setting a definite timeline

from *Leverage Leadership* by Paul Bambrick-Santoyo

# One Approach to the Feedback Conversation



# Effective Feedback Conversation Format

| FIVE STEPS FOR EFFECTIVE FEEDBACK FOR LEADERS<br>Leading Post-Observation Face-to-Face Meetings  |  |
|--|--|
| Observer Should Bring:   | Administrator Should Bring:  |
| <input type="checkbox"/> Evidence Notes (such as Observation Tracker)<br><input type="checkbox"/> Mississippi Administrator Growth Rubric<br><input type="checkbox"/> Feedback Conference Plan (with questions, what you intend to practice, etc.) | <input type="checkbox"/> Any relevant student and staff data<br><input type="checkbox"/> Strategic planning documents<br><input type="checkbox"/> Their own teacher observation trackers<br><input type="checkbox"/> Professional calendar (to schedule follow-ups)  |
| <b>Precise Praise—Narrate the positive:</b>  |  |
| <b>1<br/>Precise Praise</b>  | <b>What to say:</b> <ul style="list-style-type: none"> <li>I appreciate the opportunity to observe _____ [the Leadership/PLC meeting, a classroom observation, a community/family event]. May I share a few observations with you?</li> <li>We set a goal last visit of _____, I have reviewed your evidence/data, and I noticed how [you met the goal by [state concrete, positive actions/goals administrator made].</li> <li>What are some of the things that may have made that so successful?</li> </ul>  |
|  | <b>Probe—Start with a targeted question:</b> <p><b>What to say:</b></p> <p>[Ask a question that will lead in to your area for feedback] What was your objective/goal for _____? How did events compare to what you intended? What are some of the things that caused that?</p> <p>I'd like to focus in on this part of the _____ (feedback conference, PTA meeting, etc.). As you reflect on your decisions, which ones seem most significant?</p> <p>What data did you collect during _____ and how did it inform your thinking?</p>  |
| <b>Progress to Concrete Action Step—Add scaffolding as needed:</b>   |  |
| <b>3<br/>Identify Problem &amp; Bite-Sized Action Step</b>   | <b>What to say:</b> <p>(100% Administrator-driven)—Administrator identifies problem:<br/>What is your thinking about _____? What plan of action would you consider to move this goal forward?</p> <p>(More support)—Ask scaffolded questions: Administrator can identify the problem when the observer prompts with appropriate scaffolded questions.<br/>For Principal: How has your current action plan to _____ been impactful in reaching your goal?</p> <p>(Observer guided)—Present data: Observer presents data for administrator to be able to understand the problem.<br/>In looking at your school data, I see that it reflects _____.<br/>How are you and your leadership team addressing this?</p> <p>(Observer-driven; only when other levels fail). State the problem directly:<br/>[State what you observed and what action step will be needed to solve the problem.]<br/>Make certain you are using multiple sources of data to evaluate the administrator's practice. Look at both qualitative and quantitative data to identify student and staff outcome trends.</p> |
|  | <b>Prepare—Co-plan how the administrator can improve future practice:</b> <p>The goal is to practice or co-plan around the specific area of feedback you just identified with the administrator. Examples might include:</p> <ul style="list-style-type: none"> <li>That sounds like it will be a difficult conversation. Let's role-play. Should I be the teacher or the administrator? (Or offer to model for the administrator.)</li> <li>As you meet with your Leadership Team and PLC groups, you might say, "How are you creating systems to monitor and collect data? How are you making this very intentional so that we can track student data to drive improvement?" (Model for the administrator, and then have them practice it.)</li> <li>Consider co-planning upcoming professional development so that it is job-embedded, relevant, and data-driven.</li> </ul>  |
| <b>4<br/>Prepare</b>   | <b>Set Timeline for Follow-up:</b> <p><b>What to say:</b></p> <ul style="list-style-type: none"> <li>When would be best to observe your implementation of this?</li> <li>I'll come back _____ and look for this technique.</li> </ul> <p><b>What to Do—Set Timeline for Follow-up:</b></p> <ul style="list-style-type: none"> <li>When will be a good time to us to follow up on _____?</li> <li>Let's take the next _____ days to reflect on our plan of action. Afterwards, I will communicate via _____ the time and date of follow-up.</li> </ul>  |
|  | <b>5<br/>Plan Ahead</b>  |

A feedback conversation that is structured with intention and purpose can help to

- focus the feedback
- maintain objectivity
- reduce bias
- minimize emotional responses
- improve the impact of feedback due to carefully selected action steps and input from teacher or leader

# Break Down a Feedback Conversation

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# Script a Feedback Conversation

With your table partner, script out a feedback conversation for either a teacher or leader.

Once you have planned the script, work with another partnership at your table to video your feedback conversation.

Watch your video and critique it. What did you do well? What could use improvement?

|   |   |
|---|---|
| 1<br>Precise<br>Praise                    | Precise Praise—Narrate the positive:                                      |
|   |   |
| 2<br>Probe                                | Probe—Start with a targeted question:                                     |
|   |   |
| 3<br>ID<br>Problem<br>&<br>Action<br>Step | Progress to Concrete Action Step—Add scaffolding as needed:               |
|   |   |
| 4<br>Prepare                              | Practice—Co-plan how the administrator could have improved:               |
|   | Plan Ahead—Revise upcoming observation/meeting plans to implement action: |
|   |   |
| 5<br>Plan<br>Ahead                        | Set Timeline for Follow-up:   |
|   |   |

# The Power of Feedback

Goals and feedback are a critical part of improvement.



# Best Practices for Leaders



- Seek an invitation for feedback.
- Compare planned outcomes (intentions) with actual outcomes (actions & results).
- Leaders at different points in their careers need different types of feedback.

# Delivering Feedback



# End of Training

Question/Comments



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