



Professional Growth System

Teacher Growth Rubric

Observation and
Feedback Guidebook

2018-2019



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Notes:



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Introduction

How the Professional Growth System Connects to Our Broader Goals

The Mississippi State Board of Education’s Strategic Plan outlines clear goals for advancing public education in the State of Mississippi. **Goal 4** of the strategic plan specifically addresses teacher and leader effectiveness by ensuring that “every school has effective teachers and leaders.”

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

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 Using a World-Class Data System to Improve Student Outcomes
6. Every School and District Is Rated “C” or Higher Teacher Growth Rubric



Teacher Growth Rubric

Research shows that within schools, teachers play the most important role in student learning. In their critical role, teachers need feedback and high-quality learning experiences to continuously improve their practice and student learning. This feedback and support should be based on a shared understanding and ongoing support of best practice.

With input from hundreds of educators, a statewide team of teachers and leaders designed the Mississippi Educator and Administrator Professional Growth System (PGS) to help ensure that teachers receive the high-quality feedback necessary to support the growth they must maintain. This system is also intended to provide districts and the Mississippi Department of Education (MDE) with data to strengthen decision-making to ensure that teachers are better prepared, supported, and retained to improve teaching and learning for all students.



Professional Growth System Goals

The following are the goals of the Professional Growth System:

- 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

Teacher and Principal/Observer Responsibilities

Teacher Responsibilities:

- Know and understand the Teacher Growth Rubric domains, standards, and indicators
- Understand the observation process
- Prepare for and fully participate in each component of the observation process
- Develop strategies to improve teaching practice in areas individually or collaboratively identified
- Implement strategies to improve teaching practice in areas individually or collaboratively identified

Principal/Observer Responsibilities:

- Complete the MDE's observer training to understand and implement the Teacher Growth Rubric with fidelity and consistency
- Know and understand the Teacher Growth Rubric domains, standards, and indicators
- Supervise the observation process and ensure that all steps are conducted according to the process
- Identify the teacher's strengths and areas for growth and provide specific, actionable feedback for improving practice
- Ensure that the Summative Observation Rating accurately reflects teaching practice

Observers

Local school districts have the discretion to designate administrators and educators to perform observations within their school district. All observations and feedback conversations must be performed by licensed educators or administrators who have successfully completed all MDE training requirements.

Future Measures

The Professional Growth System will eventually include multiple measures: student surveys and student outcomes for both tested and non-tested teachers. The processes and business rules for these measures are currently being developed. The development of these measures is being done with input from administrators and teachers from around the state. Once developed and piloted training will be available on these measures.

Student Surveys

- Develop and pilot during the 2018-2019 school year
- Implement during the 2019-2020 school year

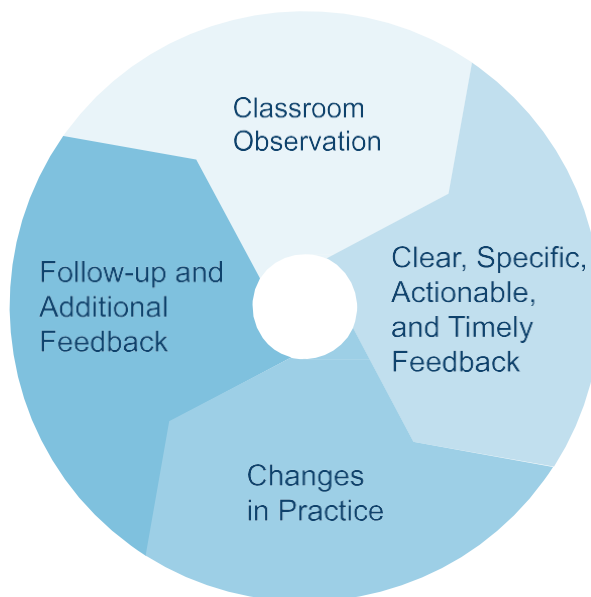


Assessing Teachers' Impact on Student Learning

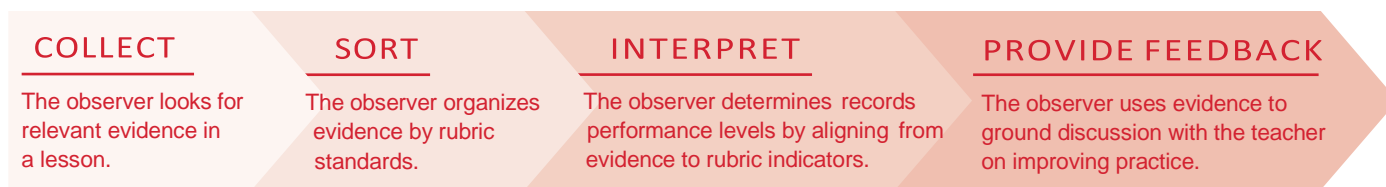
- Develop and pilot during the 2018-2019 school year
- Implement during the 2019-2020 school year

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



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.



Classroom Observations and Feedback Conversations

Classroom Observations

Classroom observations provide a view of teaching practice and the opportunity to collect evidence to assess practice using the Teacher Growth Rubric. Archer, Cantrell, Holtzman Joe, Tocci, & Wood (2016) wrote:

Evidence is the basis of fair evaluation and meaningful feedback. Evidence is what grounds agreement on the quality of practice, as well as the conversation about how to improve. When an observer calls attention to specific actions that took place in a lesson, it demystifies the reasons why a specific performance rating is warranted and provides a clear starting point for discussing how to implement changes. A piece of evidence is an objective description of something observed in a lesson. It makes no suggestion of quality (p. 128).¹

Classroom observations serve as a snapshot of practice captured through watching teaching and providing feedback on what is observed. Observations, both informal and formal, should be of sufficient length so that the observer can analyze the lesson and accurately collect evidence. Time between observations must be sufficient for teachers to improve their practice using the action steps identified during the feedback conversation. If the teacher needs support(s) to improve his/her teaching practice (i.e., coaching and professional learning opportunities), then the time between observations must be sufficient for the teacher to have had the opportunity to access appropriate supports.

Classroom Observations

3 minimum per school year = **2** Informal (unannounced) + **1** formal (announced)

**High-quality
feedback after
each observation**

Informal/Walk-through Observations

Research clearly indicates that adults, including educators, need regular feedback to strengthen practice. Informal observations/walk-throughs are unannounced classroom observations that support the collection of evidence to provide high-quality feedback to teachers about specific lessons. One of the important findings of the Measures of Effective Teaching (MET) Project sponsored by the Bill and Melinda Gates Foundation was that 15-minute classroom observations were as effective as observations of 45 minutes.² The informal/walk-through observations should occur throughout the school year. Two informal observations are required. Beyond the required two, the frequency and length of time of the informal/walk-through observations are at the discretion of the school district. While two is a minimum requirement, more frequent informal observations may be needed to strengthen a teacher's practice. A single informal observation does not need to assess every aspect of a teacher's practice, but observers should use the rubric to identify potential areas for feedback.

Formal Observations

Formal observations should be announced. Each teacher should receive a minimum of one formal observation per school year. Beyond the required one, the frequency and length of the formal observations are at the discretion of the school district.

¹ Archer, J., Cantrell, S., Holtzman, S. L., Joe, J. N., Tocci, C. M., & Wood, J. (2016). Better feedback for better teaching: a practical guide to improving classroom observations. San Francisco, CA: Jossey-Bass, a Wiley Brand.

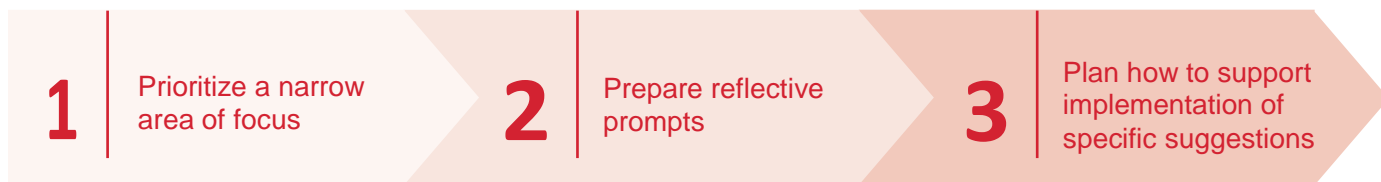
² Ho, A. D., & Kane, T. J. (2013, January). The reliability of classroom observations by school personnel (Rep.). Retrieved February, 2017, from the Bill and Melinda Gates Foundation website: http://k12education.gatesfoundation.org/wp-content/uploads/2015/12/MET_Reliability-of-Classroom-Observations_Research-Paper.pdf.

Pre-observation Conferences

Pre-observation conferences provide the opportunity for the teacher to describe the context and plans for the lesson prior to a formal classroom observation. The teacher would also discuss goals related to teaching practice. Pre-observation conferences are not required, but are useful in building shared trust with the observation process.

Feedback Conversations

Of all the approaches to promote teacher learning, the most powerful (and embedded in virtually all others) is that of professional conversation.³ Reflective conversations about practice allow teachers to understand and analyze events in the classroom. High-quality feedback helps teachers improve by identifying strengths (practices they should continue) and areas for improvement (changes to their practice that should be prioritized). To be effective, feedback after a classroom observation should focus on foundational practices that will have a domino effect on the mastery of other practices (highest leverage), be clear and observable (not vague), and be bite-sized so it can be implemented quickly.¹ Feedback should be provided to the teacher as soon as possible after each classroom observation.



Observers should **prioritize a narrow area of focus** to discuss with the teacher. A focus area should be narrowed so that the observer and teacher can co-plan strategies for implementation that can quickly make a noticeable difference in the classroom.¹

Teachers should always be meaningfully engaged in the feedback conversation and not just recipients of information from the observer. A two-way conversation allows a teacher to better understand the relationships between his/her teaching and student learning. **Reflective prompts** provide a structure for teachers to self-analyze their own teaching and what they might improve.¹

Feedback must include more than prompts crafted to promote self-reflection. The onus for identifying techniques to improve teaching should not rest only on the teacher. Observers need to bring something to the table. For instance, if the focus of feedback is on writing better lesson objectives, **the observer should come with a handful of very specific and practical techniques** for doing so. A teacher who leaves a post-observation conference with something of value is much more likely to view observation in a positive light.¹

Summative Observation Ratings

Using the evidence collected over the course of the school year, the observer should apply the four-performance level rating scale to evaluate a teacher's practice using all nine Teacher Growth Rubric standards. Therefore, the summative observation rating represents where the "preponderance of evidence" exists. The summative observation rating is based upon the aggregate, unweighted domain averages. Each standard is assigned a rating of 1.00 through 4.00 points. Domain ratings are calculated by averaging the standards in each domain. The values are rounded to two decimals (i.e., 3.05). These numeric values are then aggregated and divided by four (i.e., the number of domains) to produce a summative observation rating from 1.00 through 4.00 points. Summative observation standard ratings for each teacher will be submitted to the MDE. The method of submission and submission window will be provided to districts between February or March of each year.

³ Danielson, C. (2016). *Talk about teaching!: leading professional conversations*. Thousand Oaks, CA: Corwin, a Sage Company.

Summative Observation Rating Calculation Example

STANDARDS	4 POINTS	3 POINTS	2 POINTS	1 POINT	RATING
<i>Domain I: Lesson Design</i>					
1. Lessons are aligned to standards and represent a coherent sequence of learning.		✓			3
2. Lessons have high levels of learning for all students.		✓			3
Domain rating (average of standards under domain)					3
<i>Domain II: Student Understanding</i>					
3. The teacher assists students in taking responsibility for learning and monitors student learning.	✓				4
4. The teacher provides multiple ways for students to make meaning of content.	✓				4
Domain rating (average of standards under domain)					4
<i>Domain III: Culture and Learning Environment</i>					
5. The teacher manages a learning-focused classroom community.		✓			3
6. The teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.			✓		2
7. The teacher creates and maintains a classroom of respect for all students.			✓		2
Domain rating (average of standards under domain)					2.33
<i>Domain IV: Professional Responsibilities</i>					
8. The teacher engages in professional learning.	✓				4
9. The teacher establishes and maintains effective communication with families/guardians.			✓		2
Domain rating (average of standards under domain)					3
Summative Observation Rating (average of domain ratings)					3.08

Summative Observation Conferences

Prior to the end of the school year and in accordance with school district timelines, the observer will conduct a summative observation conference with the teacher. During the conference, the observer and teacher will discuss the teacher's classroom observations, evidence of the teacher's practice, and professional growth opportunities. At this time, the teacher should also receive summative observation rating.

Teacher Growth Rubric Design

DOMAIN

Domain I: Lesson Design

Evidence may include lesson plans, classroom observations, and pre- and post-observation conferences.

STANDARD

1. LESSONS ARE ALIGNED TO STANDARDS AND REPRESENT A COHERENT SEQUENCE OF LEARNING

Lessons:

- 4** Include 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
- 3** Include 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
- 2** Include student learning outcomes and instructional activities that
- are partially aligned to current Mississippi College and Career Ready Standards or Framework
 - are part of an ineffective sequence of learning with few connections made to previous and future learning
- 1** Include student learning outcomes and instructional activities that
- are not aligned to current Mississippi College and Career Ready Standards or Framework
 - are not part of a coherent sequence of learning with meaningful connections made to previous and future learning

INDICATORS

Teacher Growth Rubric Domains and Standards

The Teacher Growth Rubric has four domains and nine standards.

DOMAIN I: LESSON DESIGN - Teachers must be skilled in planning instruction that is appropriate for their students, fully aligned to state standards and reflect teaching to high standards of student learning.

1. Lessons are aligned to standards and represent a coherent sequence of learning.
2. Lessons have levels of learning for all students.

DOMAIN II: STUDENT UNDERSTANDING - Teachers build the classroom to develop students' competence and confidence. This includes a wide range of inputs and processes such as modeling, collaborative and cooperative learning experiences, and assessments.

3. The teacher assists students in taking responsibility for learning and monitors student learning.
4. The teacher provides multiple ways for students to make meaning of content.



DOMAIN III: CULTURE AND LEARNING ENVIRONMENT - Teachers build a learning environment that is predictable with established routines and procedures, one in which they know their students as people and as learners, and one in which students thrive.

5. The teacher manages a learning-focused classroom community.
6. The teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.
7. The teacher creates and maintains a classroom of respect for all students.

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES - Teachers engage with the professional community both within the school and beyond, demonstrate a commitment to ongoing learning, collaborate productively with colleagues and contribute to the life of the school.

8. The teacher engages in professional learning.
9. The teacher establishes and maintains effective communication with families/guardians.

Teacher Performance Levels

A teacher's practice on each standard will be evaluated in accordance with a four-level rating scale:

- **Level 4 Practice:** This teacher demonstrates advanced instructional practices, particularly those that foster student ownership of learning and the environment. In Level 4 teaching, a community of learners has been created in which students assume a large part of the responsibility for the success of a lesson and their own learning. Level 4 practice goes above and beyond the expectations for an effective teacher.
- **Level 3 Practice:** This teacher demonstrates effective instructional practices. Level 3 teaching is characterized by “teacher-directed success” while Level 4 teaching is characterized by “student-directed success.” Level 3 practices are expected of all effective teachers.
- **Level 2 Practice:** A teacher demonstrating Level 2 practices is making attempts, but does not fully demonstrate effectiveness. This teacher has potential to become effective, but requires clear, specific, and actionable feedback to improve his/her practice. A teacher whose practice is at Level 2 is a high potential teacher. High-quality feedback is essential in improving his/her practice.
- **Level 1 Practice:** This teacher should receive immediate and comprehensive professional learning and support(s) designed to address the identified area(s) for growth.



Teacher Growth Rubric

Domain I: Lesson Design

Evidence may include lesson plans, classroom observations, and pre- and post-observation conferences.

1. LESSONS ARE ALIGNED TO STANDARDS AND REPRESENT A COHERENT SEQUENCE OF LEARNING

Lessons:

- 4** Include 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
- 3** Include 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
- 2** Include student learning outcomes and instructional activities that
- are partially aligned to current Mississippi College and Career Ready Standards or Framework
 - are part of an ineffective sequence of learning with few connections made to previous and future learning
- 1** Include student learning outcomes and instructional activities that
- are not aligned to current Mississippi College and Career Ready Standards or Framework
 - are not part of a coherent sequence of learning with meaningful connections made to previous and future learning

2. LESSONS HAVE HIGH LEVELS OF LEARNING FOR ALL STUDENTS

Lessons:

- 4** 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 experiences¹ or learning
 - opportunities for students to choose challenging tasks and instructional materials
- 3** 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 experiences¹ or learning
- 2** Provide assignments and activities that contain the following components:
- minimal scaffolding that builds student understanding
 - limited evidence that the teacher knows each student's level and/or tracks each student's progress toward mastery
 - some differentiation based on students' abilities and learning styles
 - limited student-centered learning
 - adequate connections to students' prior experiences¹ or learning
- 1** Provide assignments and activities that contain the following components:
- no scaffolding that builds student understanding
 - little or no evidence that the teacher knows each student's level
 - little or no differentiation based on students' abilities and learning styles
 - little or no evidence of student-centered learning
 - few connections to students' prior experiences¹ or learning

¹ Experience refers to students' experiences in and out of school - e.g., family, community, culture, language, etc.

Domain II: Student Understanding

Evidence includes classroom observations.

3. ASSISTS STUDENTS IN TAKING RESPONSIBILITY FOR LEARNING AND MONITORS STUDENT LEARNING

Teacher:

- 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
- 4**
- 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
- 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
- 3**
- Provides 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
- Communicates the lesson goals and the content in a way that is accessible for most students
 - Uses formative assessments to adequately monitor student progress
- 2**
- Provides adequate opportunities for students to self-assess and correct their own errors
 - Provides students with adequate feedback
- Communicates the lesson goals and the content in a way that is not accessible to most students
 - Inadequately monitors student progress
- 1**
- Provides inadequate opportunities for students to self-assess and correct their own errors
 - Provides students with little or no feedback

4. PROVIDES MULTIPLE WAYS FOR STUDENTS TO MAKE MEANING OF CONTENT

Teacher:

- Moves all students to deeper understanding of content through various techniques including
- a variety of explanations and multiple representations of concepts
 - extended productive discussion
- 4**
- 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
- Moves almost all students to deeper understanding of content through various techniques including
- a variety of explanations and multiple representations of concepts
 - extended productive discussion
- 3**
- 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
- Moves most students to deeper understanding of content through various techniques including
- a variety of explanations and multiple representations of concepts
 - extended productive discussion
- 2**
- 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
- Does not move or moves few students to deeper understanding of content through various techniques including
- a variety of explanations and multiple representations of concepts
 - extended productive discussion
- 1**
- 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

Domain III: Culture and Learning Environment

Evidence includes classroom observations.

5. MANAGES A LEARNING-FOCUSED CLASSROOM COMMUNITY

Teacher:

- 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
- 4**
- 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

- 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
- 3**
- Provides effective collaborative learning opportunities whenever appropriate
 - Ensures all or almost all students are active participants in their learning

- Creates adequate routines and expectations for students to safely voice opinions and ask and answer questions
 - Adequately monitors student behavior
- 2**
- Provides adequate collaborative learning opportunities for students
 - Ensures most students are active participants in their learning

- Creates inadequate and/or inconsistent routines and expectations for students to voice opinions and ask and answer questions
 - Inadequately monitors student behavior
- 1**
- Provides inadequate collaborative learning opportunities for students
 - Ensures some or few students are active participants in their learning

6. MANAGES CLASSROOM SPACE, TIME, AND RESOURCES (INCLUDING TECHNOLOGY WHEN APPROPRIATE) EFFECTIVELY FOR STUDENT LEARNING

Teacher:

- 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
- 4**
- 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

- Effectively maximizes use of physical space and resources (including technology whenever appropriate) in support of student learning
- 3**
- 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 most of the time, though they may require some direction from the teacher

- Adequately uses physical space or resources (including technology whenever appropriate) in support of student learning
 - Allows brief periods of time when students do not have something meaningful to do
- 2**
- Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner only some of the time and require substantial direction from the teacher

- Inadequately uses physical space or resources (including technology whenever appropriate) in support of student learning
 - Allows significant periods of time when students do not have something meaningful to do
- 1**
- Creates an environment where students do not execute transitions, routines, and procedures in an orderly and efficient manner

Domain III: Culture and Learning Environment

Evidence includes classroom observations.

7. CREATES AND MAINTAINS A CLASSROOM OF RESPECT FOR ALL STUDENTS

Teacher:

- 4**
 - 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
- 3**
 - Communicates respectfully to all students
 - Effectively fosters respectful relationships among all students
 - Demonstrates a strong positive relationship with all students
- 2**
 - Communicates respectfully to students with rare exceptions
 - Fosters respectful relationships among some students but not others
 - Demonstrates a strong positive relationship with some students but not others
- 1**
 - Often communicates disrespectfully with students
 - Does not foster respectful relationships among students
 - Does not demonstrate a strong positive relationship with students

Domain IV: Professional Responsibilities

Evidence may include lesson plans, classroom observations, and pre- and post-observation conferences.

8. ENGAGES IN PROFESSIONAL LEARNING

Teacher:

- 4**
 - Proactively seeks out and participates in professional learning activities
 - Fully integrates knowledge gained in professional learning communities, 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, both providing and seeking meaningful feedback on instruction
- 3**
 - Proactively seeks out and participates in professional learning activities
 - Fully integrates knowledge gained in professional learning communities, 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
- 2**
 - Participates in required professional learning activities
 - Applies knowledge gained from professional learning but does not fully integrate the new information
 - Applies some observer feedback to improve teaching practice
- 1**
 - Participates in required professional learning activities
 - Does not apply knowledge gained from professional learning
 - Applies little or no observer feedback to improve teaching practice

Domain IV: Professional Responsibilities

Evidence may include lesson plans, classroom observations, and pre- and post-observation conferences.

9. ESTABLISHES AND MAINTAINS EFFECTIVE COMMUNICATION WITH FAMILIES/GUARDIANS

Teacher:

- 4**
 - 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
- 3**
 - Partners with families/guardians to coordinate learning between home and school
 - Establishes mutual expectations for student learning with families/guardians
- 2**
 - Communicates with families/guardians reactively concerning student academic progress and development, and outreach is mostly for intervention or corrective reasons
- 1**
 - Rarely or never communicates with families/guardians



Resources



All forms are optional. Documentation of the classroom observations, post-observation conferences, summative conferences and summative ratings for each teacher should be on file at each school/district.

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Glossary



DOMAINS: Domains are broad categories of skills, knowledge, dispositions, and related elements in a teacher’s practice. Domains are umbrella descriptions defined by standards and indicators.

EVIDENCE: Evidence is a factual reporting of events that is not biased or clouded with personal opinion, such as how the observer may have taught the lesson himself/herself. Evidence may include teacher and student behavior, student work, descriptions of the classroom environment, as well as lessons plans.

FEEDBACK: Feedback is insight from the observer on a teacher’s practice that is grounded in the four domains and the nine standards of the Teacher Growth Rubric. To effectively support improvements in practice, feedback should be focused and actionable – not a long list of things the teachers might change. High-quality feedback focuses on the highest-leverage practice the teacher should effectively implement and is delivered in a way that makes clear how the teacher can try out the suggestion(s) in an upcoming lesson.

FORMAL CLASSROOM OBSERVATION: A formal classroom observation is a period of time during which a trained observer visits a classroom and uses a rubric to observe specific teaching practices, aspects of instruction, and interactions between teacher and student. Formal observations are announced.

INDICATORS: Indicators are the smallest category for describing and organizing educator knowledge, skills, dispositions, and related elements in an educator performance framework. Indicators are narrow, observable or measurable descriptors of educator practice.

INFORMAL/WALK-THROUGH OBSERVATION: An informal/walk-through observation is conducted by a trained observer and is unannounced. Its purpose is to provide a quick check of teacher performance so that the observer can provide high-quality feedback. These visits are performed throughout the school year.

LESSON PLAN: A lesson plan is a detailed description of a teacher’s strategy for instruction for a particular class, grade, or subject.

MEASURES: Measures are types of instruments or tools used to assess the performance and outcomes of educator practice (*e.g., observations, student surveys, and a teacher’s impact on student outcomes*).

MULTIPLE MEASURES: Multiple measures include the use of more than one instrument or tool by observers to assess the performance and outcome of educator practice.

POST-OBSERVATION CONFERENCE: A post-observation conference is a meeting between a teacher and an observer that takes place after each classroom observation. The purpose of the conference is to allow the observer to have a feedback conversation with the teacher. The teacher should receive specific, actionable, and timely feedback during the post-observation conference.

PRE-OBSERVATION CONFERENCE: A pre-observation conference is a meeting between a teacher and an observer that takes place prior to a formal classroom observation. The purpose of the conference is to provide the observer with background information about the lesson, the students, and any other details that may help the observer understand the context of the classroom. Additionally, it is an opportunity for the teacher to ask clarifying questions about the formal observation.

STANDARDS: Standards are definitions of the specific teaching activities and responsibilities in each domain that are research-based best practices.

SUMMATIVE OBSERVATION CONFERENCE: The Summative Observation Conference is an end-of-year meeting between the teacher and observer. The purpose of this collaborative conversation is to review feedback and summative ratings from observations of practice and to identify successes, areas for growth, and next steps toward the teacher’s continued professional growth. It is also an opportunity to reflect on available student data that may inform ways to improve teaching practice and student outcomes.

The Observation and Feedback Cycle: Best Practices for Collecting Evidence¹

Observe

The observer visits the classroom and takes notes on teacher and student actions.

Best Practices for Observation

1. Eliminate effects of bias. Enter the classroom without judgment and work from evidence.
2. Collect evidence, not interpretation. Write down only what the teacher and students say and do.
3. Look for learning. Seek evidence of what students know and are able to do.
4. Review and reflect. Pause to organize your evidence before interpreting.

Collecting evidence during an observation

Collecting evidence during the observation is the first step in ensuring that ratings are accurate and feedback aligns to teachers' needed area(s) of improvement. Many observers of teaching confuse descriptions of classroom practice with opinions about classroom practice. Interpretation can be a reflection of one's biases and personal preferences, particularly when it is not supported by a collection of evidence. **Evidence collecting is a skill**, not knowledge; it comes with practice. When collecting evidence, observers describe what is taking place without drawing conclusions or making judgments about what he or she observes.

When collecting evidence on instruction, ask:

- What do you see and hear the teacher and students saying and doing?
- What evidence can you gather about student learning?
- What will students know and be able to do at the end of the lesson?

Common mistakes/pitfalls to avoid

- Distinguish between evidence and interpretation. For instance, you can identify key words that give away subjectivity: e.g., “*I think*,” or “*I feel*.” Be cognizant of keeping evidence separate from interpretation, using this framework:

EVIDENCE	INTERPRETATION
<ul style="list-style-type: none"> • Is observable • Is not influenced by the observer's perspective • Is free of evaluative words • Does not draw conclusions 	<ul style="list-style-type: none"> • Makes inferences • Depends on observer's perspective • Includes evaluative words • Draws conclusions

- Replace vague quantifiers by capturing more specific evidence (e.g., “*a lot of students raised their hands*” vs. “*17 of 20 students raised their hands.*”)
- Swap edu-speak for evidence. For example, rather than saying, “*You differentiated by scaffolding questions during the mini-lesson,*” identify the actual questions that the teacher asked, such as “*What is the name of this shape? How is it different from a square or rectangle? Where in real life have you seen this shape?*”

¹ Adapted from New York City Department of Education. (n.d.). The Observation and Feedback Cycle: Best Practices for Low Inference Notes. Retrieved July 7, 2017, from https://www.weteachnyc.org/media2016/filer_public/22/e8/22e801b3-f4c9-4f02-9f20-df500f056337/best-practices-for-low-inference-notes.pdf Policy Guide

Tips for collecting evidence

There are various techniques to collect student outcomes data during an observation:

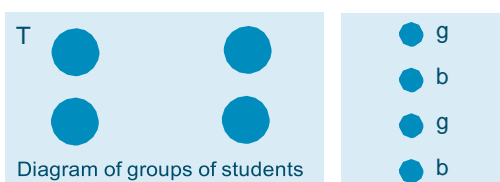
- Sit with a table/group of students. Write down the questions asked and answers given by the students in that group.
- Copy down what each student has written on his/her paper **verbatim** into your observation notes (e.g. Answer to #2 on handout, response to quick-write prompt). The observer can obtain a handout from the teacher, if available, and record the answers directly onto it.
- Write down the time and circulate in the room. Record the item that all students are working on in that moment. Then, go around a second time.
- Select a problem, determine the correct answer, and tally the number of students who have the correct response written on their papers.
- If recording observation notes using an iPad, use the iPad to take pictures of actual student work during the classroom observation.
- Move around the classroom and identify students performing at high, medium, low levels and strategically capture their work.
- Monitor observation notes to ensure that the “student side” is not neglected.
- Ask students to tell you what they are learning/doing, why they are learning, and if they have learned anything new today.
- Collect the lesson plan and/or copies of student work prior to leaving the classroom.

How do I capture as much evidence as possible?

- Effective evidence collection can be done using scripting, coding, and anecdotes.
 - **SCRIPTING** – writing down teacher and/or student language verbatim
 - **CODING** – using shorthand to increase how much can be written and the quality of data collected (*T= teacher, S= student, HU= hands up*)
 - **ANECDOTES** – brief descriptions about “who did what” and other important information without specifics about what was said
- Time transitions by using time stamping. Time stamping helps to record more accurate information about the flow of a lesson. Time stamping also provides information about lesson pacing and the duration of activities/learning experiences.

TIME STAMP EXAMPLES	
Time	Teacher/Student Actions
9:15	T says to class “Let’s get with our partners and think about what we just discussed.”
9:20	Ss found partners and began discussion of story.
9:40	After two claps, all partners ended their discussions and looked at the T.

- Copy learning target, or make a note if it is not posted.
- Draw circles to represent groups of students or teacher interaction with students.



- If you notice a trend, create a tally on the side, so you can capture other evidence that may be occurring while also documenting the trend. For example, Jane is the only one responding to the teacher’s questions. You may capture several instances verbatim, but you can also capture how many times it occurs if you can’t capture everything Jane said.

Jane is called on |||| |

Times teacher provides feedback to front table |||

- When appropriate, collect full interactions:
 - *When teacher did __, student __. When student said __, teacher said __.*

Sample Codes for Observation Scripting

THE BASICS	
Code	Use
T	Teacher
T1/T2	Co-teachers
TA	Teacher’s Assistant or IA = Instructional Aide
S	Student
Ss	Students
CAPS	Student responses (Saves you from using quotation marks and noting S repeatedly)
✓ or tally marks	Repeated Action (e.g., T remind to raise hand ✓✓✓✓=4 reminders)

DESCRIBING TEACHER & STUDENT ACTIONS	
Code	Use
HR	Hands raised (You can add a number before HR to note how many hands are raised – e.g., 2 HR = 2 Hands Raised)
CR	Choral Response
CFU	Check for Understanding
MU	Misunderstanding
S+	Effective Scaffold
S-	Ineffective Scaffold
RT+	Effective Re-teach (or RT- for ineffective re-teach)
FB	Feedback to Students (or SFB for student feedback to each other)
TAAS	Teacher Asked Another Student
INT	Introduction to New Material/Mini-Lesson
GP IP	Guided Practice / Independent Practice
RA	Read Aloud
GR	Guided Reading
SR	Shared Reading
NR	No Response from Student(s)
D	Disruption

Classroom Observation Evidence Collection Samples: Strong versus Weak

Strong example class observation evidence collection:

<i>Time</i>	<i>Teacher Actions</i>	<i>Student Actions</i>
1:00	T says to walking students, "You need to be on the rug in 3-2-1."	24 Ss on the carpet facing the front of the room. 3 Ss walking around the classroom. As T said "one" Ss joined classmates.
1:01	T asked, "How many days are there in the week?" T repeated question and then said, "Anyone?" T asked Ss to stand and led them in "The Days of the Week" song.	5-6 Ss spoke to each other when T spoke. T called on Terrence who said "7." 16 of the 27 Ss stood up for the song.
1:02	T asked, "What day comes after Saturday?"	Steven shouted out, "Monday!" Most Ss laughed – 2 boys physically rolled around and knocked over 2 girls. Steven walked away from the group and sat in the opposite corner of the classroom.
1:03	T: "Ok, boys and girls, if you hear my voice clap once, if you hear my voice clap twice."	After two claps, all but 2 boys were quiet and looking at her.

Weak example classroom observation evidence collection:

<i>Time</i>	<i>Teacher Actions</i>	<i>Student Actions</i>
1:00		Ss on carpet during mini-lesson. Lots of Ss walking around the classroom while the T tried to get their attention.
1:01	T asked questions about the calendar.	Many Ss were not listening while the teacher reviewed the days of the week.
1:02		Steven called out over and over again when you asked the question about the days of the week.
1:03		Steven walked away from the group and the class fell apart.
1:04	Mini-lesson is not successful. Little student learning accomplished as teacher has no classroom management skills.	
1:05	Poor classroom management continues through sloppy transitions from carpet to desks.	Several students are talking to one another.
1:06	The teacher seemed to be okay with this.	A few students go to the round table. Some start reading and some don't.



Selected Scripting Form

Professional Growth System

Teacher Growth Rubric

Teacher

School/District

Grade/Subject

Period/Block

Date (Month/Day/Year)

Observer

Informal Observation

 1 2 3 4 5

Formal Observation

 1 2 3

DOMAIN I: LESSON DESIGN

1. Lessons are aligned to standards and represent a coherent sequence of learning.
2. Lessons have high levels of learning for all students.

DOMAIN II: STUDENT UNDERSTANDING

3. Teacher assists students in taking responsibility for learning and monitors student learning.
4. Teacher provides multiple ways for students to make meaning of content.

DOMAIN III: CULTURE AND LEARNING ENVIRONMENT

5. Teacher manages a learning-focused classroom community.
6. Teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.
7. Teacher creates and maintains a classroom of respect for all students.

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES

8. Teacher engages in professional learning.
9. Teacher establishes and maintains effective communication with families/guardians.

EVIDENCE		
Time	Teacher - <i>Teaching</i>	Student(s) - <i>Learning</i>

EVIDENCE

*Time*Teacher - **Teaching**Student(s) - **Learning**

<i>Time</i>	Teacher - Teaching	Student(s) - Learning

Observation Evidence Sorting Form Option A

Professional Growth System

Teacher Growth Rubric

Teacher

School/District

Grade/Subject

Period/Block

Date (Month/Day/Year)

Observer

Informal Observation

1 2 3 4 5

Formal Observation

1 2 3

Domain I: Lesson Design

Evidence may include lesson plans, classroom observations, and pre- and post-observation conferences.

1. LESSONS ARE ALIGNED TO STANDARDS AND REPRESENT A COHERENT SEQUENCE OF LEARNING

Lessons:

- 4** Include 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
- 3** Include 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
- 2** Include student learning outcomes and instructional activities that
- are partially aligned to current Mississippi College- and Career-Ready Standards or Framework
 - are part of an ineffective sequence of learning with few connections made to previous and future learning
- 1** Include student learning outcomes and instructional activities that
- are not aligned to current Mississippi College- and Career-Ready Standards or Framework
 - are not part of a coherent sequence of learning with meaningful connections made to previous and future learning

Evidence:

Domain I: Lesson Design

Evidence may include lesson plans, classroom observations, and pre- and post-observation conferences.

2. LESSONS HAVE HIGH LEVELS OF LEARNING FOR ALL STUDENTS

Lessons:

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
- 4** ● differentiation based on students' abilities and learning styles
- student-centered learning whenever appropriate
- relevant connections to students' prior experiences¹ or learning
- opportunities for students to choose challenging tasks and instructional materials

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
- 3** ● differentiation based on students' abilities and learning styles
- student-centered learning whenever appropriate
- relevant connections to students' prior experiences¹ or learning

Provide assignments and activities that contain the following components:

- minimal scaffolding that builds student understanding
- limited evidence that the teacher knows each student's level and/or tracks each student's progress toward mastery
- 2** ● some differentiation based on students' abilities and learning styles
- limited student-centered learning
- adequate connections to students' prior experiences¹ or learning

Provide assignments and activities that contain the following components:

- no scaffolding that builds student understanding
- little or no evidence that the teacher knows each student's level
- 1** ● little or no differentiation based on students' abilities and learning styles
- little or no evidence of student-centered learning
- few connections to students' prior experiences¹ or learning

Evidence:

¹ Experience refers to students' experiences in and out of school - e.g., family, community, culture, language, etc.

Domain II: Student Understanding

Evidence includes classroom observations.

3. ASSISTS STUDENTS IN TAKING RESPONSIBILITY FOR LEARNING AND MONITORS STUDENT LEARNING

Teacher:

- 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
- 4**
- 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
- 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
- 3**
- Provides 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
- Communicates the lesson goals and the content in a way that is accessible for most students
 - Uses formative assessments to adequately monitor student progress
- 2**
- Provides adequate opportunities for students to self-assess and correct their own errors
 - Provides students with adequate feedback
- Communicates the lesson goals and the content in a way that is not accessible to most students
 - Inadequately monitors student progress
- 1**
- Provides inadequate opportunities for students to self-assess and correct their own errors
 - Provides students with little or no feedback

Evidence:

Domain II: Student Understanding

Evidence includes classroom observations.

4. PROVIDES MULTIPLE WAYS FOR STUDENTS TO MAKE MEANING OF CONTENT

Teacher:

4

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

3

Moves almost 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

2

Moves most 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

1

Does not move or moves few 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

Evidence:

Domain III: Culture and Learning Environment

Evidence includes classroom observations.

5. MANAGES A LEARNING-FOCUSED CLASSROOM COMMUNITY

Teacher:

- 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
- 4**
- 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
- 3**
- 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 all or almost all students are active participants in their learning
- 2**
- Creates adequate routines and expectations for students to safely voice opinions and ask and answer questions
 - Adequately monitors student behavior
 - Provides adequate collaborative learning opportunities for students
 - Ensures most students are active participants in their learning
- 1**
- Creates inadequate and/or inconsistent routines and expectations for students to voice opinions and ask and answer questions
 - Inadequately monitors student behavior
 - Provides inadequate collaborative learning opportunities for students
 - Ensures some or few students are active participants in their learning

Evidence:

Domain III: Culture and Learning Environment

Evidence includes classroom observations.

6. MANAGES CLASSROOM SPACE, TIME, AND RESOURCES (INCLUDING TECHNOLOGY WHEN APPROPRIATE) EFFECTIVELY FOR STUDENT LEARNING

Teacher:

- 4**
 - 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
- 3**
 - 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 most of the time, though they may require some direction from the teacher
- 2**
 - Adequately uses physical space or resources (including technology whenever appropriate) in support of student learning
 - Allows brief periods of time when students do not have something meaningful to do
 - Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner only some of the time and require substantial direction from the teacher
- 1**
 - Inadequately uses physical space or resources (including technology whenever appropriate) in support of student learning
 - Allows significant periods of time when students do not have something meaningful to do
 - Creates an environment where students do not execute transitions, routines, and procedures in an orderly and efficient manner

Evidence:

Domain III: Culture and Learning Environment

Evidence includes classroom observations.

7. CREATES AND MAINTAINS A CLASSROOM OF RESPECT FOR ALL STUDENTS

Teacher:

4

- 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

3

- Communicates respectfully to all students
- Effectively fosters respectful relationships among all students
- Demonstrates a strong positive relationship with all students

2

- Communicates respectfully to students with rare exceptions
- Fosters respectful relationships among some students but not others
- Demonstrates a strong positive relationship with some students but not others

1

- Often communicates disrespectfully with students
- Does not foster respectful relationships among students
- Does not demonstrate a strong positive relationship with students

Evidence:

Domain IV: Professional Responsibilities

Evidence may include lesson plans, classroom observations, and pre- and post-observation conferences.

8. ENGAGES IN PROFESSIONAL LEARNING

Teacher:

- Proactively seeks out and participates in professional learning activities
 - Fully integrates knowledge gained in professional learning communities, collaboration with peers and leadership, and focused professional development
- 4**
- 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, both providing and seeking meaningful feedback on instruction
- Proactively seeks out and participates in professional learning activities
 - Fully integrates knowledge gained in professional learning communities, collaboration with peers and leadership, and focused professional development
- 3**
- Strengthens teaching practice based on observer feedback and other types of performance data
 - Shares new information and lessons learned with colleagues
- Participates in required professional learning activities
- 2**
- Applies knowledge gained from professional learning but does not fully integrate the new information
 - Applies some observer feedback to improve teaching practice
- Participates in required professional learning activities
- 1**
- Does not apply knowledge gained from professional learning
 - Applies little or no observer feedback to improve teaching practice

Evidence:

Domain IV: Professional Responsibilities

Evidence may include documentation of communication, classroom observations, and pre- and post-observation conferences.

9. ESTABLISHES AND MAINTAINS EFFECTIVE COMMUNICATION WITH FAMILIES/GUARDIANS

Teacher:

- 4**
 - 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
- 3**
 - Partners with families/guardians to coordinate learning between home and school
 - Establishes mutual expectations for student learning with families/guardians
- 2**
 - Communicates with families/guardians reactively concerning student academic progress and development, and outreach is mostly for intervention or corrective reasons
- 1**
 - Rarely or never communicates with families/guardians

Evidence:

Observation Evidence Sorting Form Option B

Professional Growth System

Teacher Growth Rubric

Teacher

School/District

Grade/Subject

Period/Block

Date (Month/Day/Year)

Observer

Informal Observation

 1 2 3 4 5

Formal Observation

 1 2 3

DOMAIN I: LESSON DESIGN	EVIDENCE
1. Lessons are aligned to standards and represent a coherent sequence of learning.	
2. Lessons have high levels of learning for all students.	
DOMAIN II: STUDENT UNDERSTANDING	EVIDENCE
3. The teacher assists students in taking responsibility for learning and monitors student learning.	
4. The teacher provides multiple ways for students to make meaning of content.	
DOMAIN III: CULTURE AND LEARNING ENVIRONMENT	EVIDENCE
5. The teacher manages a learning-focused classroom community.	
6. The teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.	
7. The teacher creates and maintains a classroom of respect for all students.	
DOMAIN IV: PROFESSIONAL RESPONSIBILITIES	EVIDENCE
8. The teacher engages in professional learning.	
9. The teacher establishes and maintains effective communication with families/guardians.	

Sample Feedback Conversation Protocol

Steps For Effective Feedback

LEADER SHOULD BRING (SUGGESTED):	TEACHER SHOULD BRING (SUGGESTED):
<ul style="list-style-type: none"> • Observation Tracker • One-Pager: Steps for Effective Feedback • Pre-planned script for the meeting (questions, observation evidence, data, etc.) 	<ul style="list-style-type: none"> • Curriculum/unit plan, lesson plans, class materials, data/student work
<p>1 Praise</p>	<p>PRECISE PRAISE—NARRATIVE THE POSITIVE: <i>SAMPLE PRAISE:</i></p> <ul style="list-style-type: none"> • We set a goal last week of _____ and I noticed this week how [you met the goal] by [state concrete positive actions teacher took]. • What made you successful? How did it feel?
<p>2 Probe</p>	<p>PROBE—START WITH A TARGETED QUESTION: <i>SAMPLE PROBES:</i></p> <ul style="list-style-type: none"> • What is the purpose of [certain area of instruction]? • What was your objective/goal for _____ [the activity, the lesson]?
<p>3 ID Problem & Action Step</p>	<p>PROGRESS TO CONCRETE ACTION STEP—ADD SCAFFOLDING AS NEEDED: <i>SAMPLE SCAFFOLDING PROMPTS:</i></p> <ul style="list-style-type: none"> • Level 1 (Teacher-driven)—Teacher self-identifies the problem: Yes. What, then, would be the best action step to address that problem? • Level 2 (More support)—Ask scaffolded questions: How did your lesson try to meet this goal/objective? • Level 3 (More leader guidance)—Present classroom data: Do you remember what happened in class when _____? [Teacher then identifies what happened] What did that do to the class/learning? • Level 4 (Leader-driven; only when other levels fail)—State the problem directly: [State what you observed and what action step will be needed to solve the problem.]
<p>4 Practice</p>	<p>PRACTICE—ROLE PLAY/SIMULATE HOW THEY COULD HAVE IMPROVED CURRENT LESSON: <i>SAMPLE PRACTICE:</i></p> <ul style="list-style-type: none"> • Let's try that. [immediately jump into role play]. • Let's re-play your lesson and try to apply this. • I'm your student. I say/do _____. How do you respond? [Level 4: Model for the teacher, and then have them practice it.] <p>DESIGN/REVISE UPCOMING LESSON PLANS TO IMPLEMENT THIS ACTION: <i>SAMPLE DESIGN/REVISION PROMPTS:</i></p> <ul style="list-style-type: none"> • When would be best to observe your implementation of this? • Levels 3-4: I'll come in tomorrow and look for this technique.
<p>5 Plan Ahead</p>	<p>SET TIMELINE FOR FOLLOW-UP: <i>SAMPLE FOLLOW-UP PROMPTS:</i></p> <ul style="list-style-type: none"> • When would be best to observe your implementation of this? • Levels 3-4: I'll come in tomorrow and look for this technique. <p>What to Do—Set Timeline for:</p> <ul style="list-style-type: none"> • Completed Materials: when teacher will complete revised lesson plan/materials. • Leaders Observation: when you'll observe the teacher • (When valuable) Teacher Observes Master Teacher: when they'll observe master teacher implementing the action step • (When valuable) Video: when you'll tape teacher to debrief in upcoming meeting

Summative Observation Rating Form

Professional Growth System

Teacher Growth Rubric

Teacher	School/District
<input type="text"/>	<input type="text"/>
Teacher's Educator ID	Grade(s)/Subject(s)
<input type="text"/>	<input type="text"/>
Date (Month/Day/Year)	Observer
<input type="text"/>	<input type="text"/>

	4 POINTS	3 POINTS	2 POINTS	1 POINT
Domain I: Lesson Design				
1. Lessons are aligned to standards and represent a coherent sequence of learning.				
2. Lessons have high levels of learning for all students.				
Domain rating (average of standards under domain)				<input type="text"/>
Domain II: Student Understanding				
3. The teacher assists students in taking responsibility for learning and monitors student learning.				
4. The teacher provides multiple ways for students to make meaning of content.				
Domain rating (average of standards under domain)				<input type="text"/>
Domain III: Culture and Learning Environment				
5. The teacher manages a learning-focused classroom community.				
6. The teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.				
7. The teacher creates and maintains a classroom of respect for all students				
Domain rating (average of standards under domain)				<input type="text"/>
Domain IV: Professional Responsibilities				
8. The teacher engages in professional learning.				
9. The teacher establishes and maintains effective communication with families/guardians.				
Domain rating (average of standards under domain)				<input type="text"/>
Summative Observation Rating (average of domain ratings)				<input type="text"/>

Division of Educator Effectiveness Office of Teaching and Leading

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