

Professional Growth System Training

Observers Training on Certified Staff Positions

2019-2020



Office of Teaching and Leading

Division of Educator Effectiveness & Talent Acquisition

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

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



Training Updates

SEMIs or CEUs

You can receive 5 SEMIs or .6 CEUs for this training.

- Make sure you add your Educator ID to the sign in sheet
- Sign in and out on the sign in sheet
- SEMIs will automatically be entered in by MDE staff
- A certificate will be sent via email to those that need CEUs (Note: If you **did not sign up** for the training please include your email address on the sign in sheet)
- CEU certificate will have to be uploaded into ELMS to receive credit

Additionally, a certificate of completion will be sent to your district HR Director to be kept on file for accreditation standards

Certificate of Attendance

- A certificate of attendance will be provided to your District for your attendance in the Professional Growth System Training.
- Please give up 4-6 weeks to process and your District to receive the certificate.

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.

Note: All scores must be submitted by June 30th of each year

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.



School Librarian Deep Dive:

January 17 - William Carey University – Tradition Campus

School Counselor Deep Dive:

February 13 - William Carey University – Tradition Campus

June 15 - William Carey University – Tradition Campus

Administrator Deep Dive:

April 17 – Central MS Location

Teacher Deep Dive:

March 21 - William Carey University – Tradition Campus

Goals of PGS

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

PGS History

PGS History and Where We Are Now

1st 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)

2nd 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

3rd Phase: Currently in Effect for 2019-2020

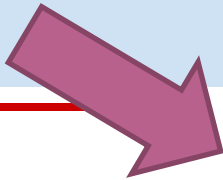
- Seven (7) additional school districts will assist with piloting, for a total of (14) pilot fourteen school districts.
- ELMS Portal will be piloted among the (14) pilot school districts.
- Special Education Rubric piloting in two (2) pilot school Districts.
- Certified Staff Rubrics (Librarians, Counselors, Speech/Language and Student Services) will be piloted in (14) pilot school districts.

PGS History and Where We Are Now

Future Steps of PGS

- ELMS system will be released for use in all Districts and evaluations through ELMS system begin 2020/2021.
- Training on ELMS system begins Spring/Summer 2020.
- Special Education Rubrics will be released for use 2020/2021
- Certified Staff Rubrics (Librarians, Counselors, Speech/Language and Student Services) will be in use for all Districts 2020/2021.

PGS Resources



[ABOUT](#) [NEWS](#) [REPORTS & DATA](#) [SERVICES](#) [DIRECTORY](#)

COMMUNITY

FAMILY

EDUCATORS

ADMINISTRATORS

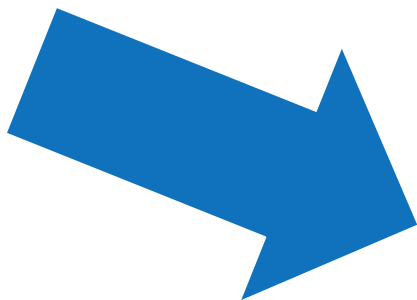
2019 Mississippi State Board of Education Strategic Plan Status Report

Mississippi Succeeds State Plan

Family Guides for Student Success

Compulsory School Attendance Enforcement 601-359-5743 Staff	Junior Reserve Officers Training Corps (JROTC) 601-359-1816 Staff	Special Education 601-359-3498 Staff
District and School Performance 601-359-3514 Staff	Mississippi Achievement School District 662-746-2125 Staff	State Superintendent of Education 601-359-1750 Staff
District Transformation 601-359-1750 Staff	Mississippi Board of Education 601-359-3513	Student Assessment 601-359-3052 Staff
Educational Accountability 601-359-9714 Staff	Mississippi School for the Deaf 601-984-8203 Staff	Teaching and Leading 601-359-3631 Staff
Educator Effectiveness 601-359-3631 Staff	Mississippi School for the Deaf 601-984-8000	Technology and Strategic Services 601-359-3487 Staff
		Textbooks 601-576-4950 Staff






Mississippi Professional Growth System


Educator Effectiveness

The Division of Educator Effectiveness promotes and supports effective teaching and leading for all staff within school districts throughout Mississippi. The Division of Educator Effectiveness promotes and supports initiatives that help prepare and retain effective teacher, educators and leaders through a variety of programs that include the following service areas:


- Annual Professional Development, Trainings, Conferences and Convenings
- Mentoring and Induction Programs
- Mississippi Professional Growth System
- Mississippi Teacher Residency
- Recognition Programs for Students, Teachers and Administrators

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Educator Effectiveness

 601-359-3631

 Staff

Services

Annual Professional Development, Training, Conferences and Convenings

Mentoring and Induction

Mississippi Educator and Administrator Professional Growth System

Mississippi Teacher Residency

Recognition Programs for Students, Teachers and Administrators

Mississippi Educator and Administrator Professional Growth System

The Division of Educator Effectiveness promotes and supports effective teaching and leading in Mississippi. Specifically, the Division oversees the Mississippi Educator and Administrator Professional Growth System (PGS), educator recognition programs (i.e., Mississippi Administrator and Teacher of the Year, Milken Educator Award, etc.), teacher leadership, and induction and mentoring. The Division's programs and initiatives support efforts to retain effective educators in the state.

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.



Teacher



Administrator



Counselor



Librarian



Speech/ Language Pathologist



Student Services



Special Education



Training - GoSignMeUp



PGS Certificate

Educator Effectiveness

601-359-3631

Staff

Services

Annual Professional Development, Training, Conferences and Convenings

Mentoring and Induction

Mississippi Educator and Administrator Professional Growth System

Mississippi Teacher Residency

Recognition Programs for Students, Teachers and Administrators

Links

2019 Elevate Teachers Conference

Benefits and Incentives

Certification and Licensure

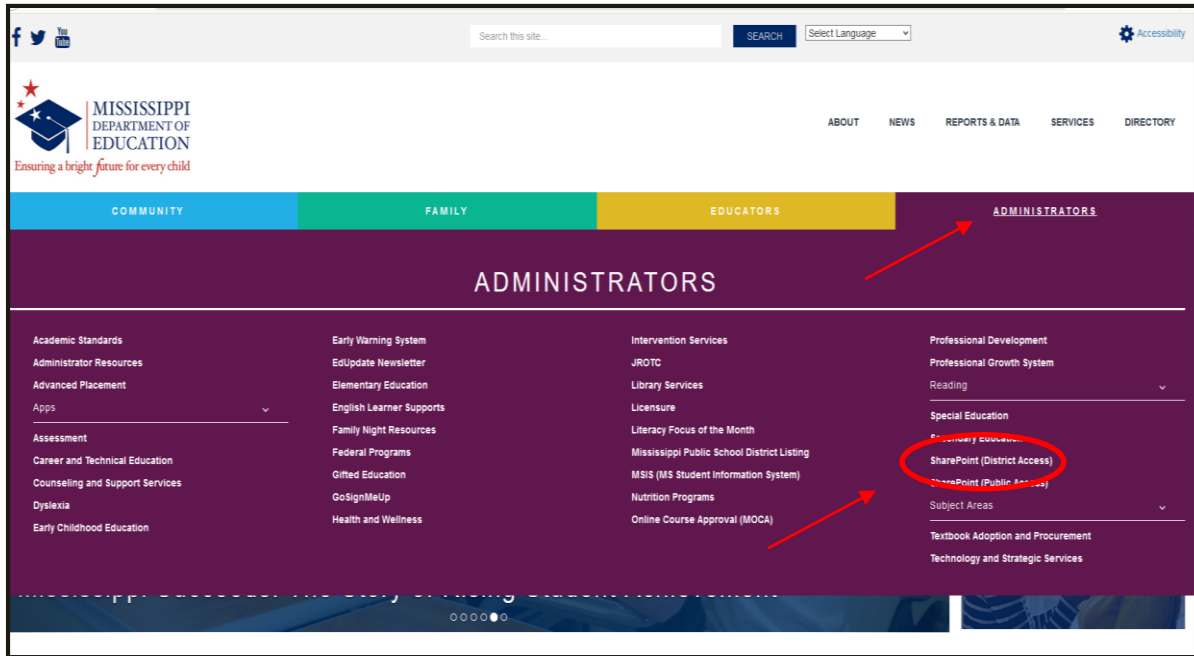
Educator Preparation Providers

ELMS Log On

National Board Certification

Professional Growth System

Note: All scores must be submitted by June 30th 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

SharePoint PGS Files: 2019

STEP 1

SharePoint interface showing the 'Documents' library. The 'Evaluation' folder is circled in red.

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

STEP 2

SharePoint interface showing the 'Documents' library. The 'PGS_Import' folder is circled in red.

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

SharePoint PGS Files: 2019

STEP 3

The screenshot shows the SharePoint 'Documents' library interface. The top navigation bar includes 'BROWSE', 'FILES', and 'LIBRARY'. The page title is 'Documents'. Below the title, there are options for 'New', 'Upload', 'Sync', 'Share', and 'More'. A search bar labeled 'Find a file' is present. The main content area displays a table of files:

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		

The '2019Eval' file is circled in red. Below the table, there is a 'Drag files here to upload' instruction.

STEP 4

The screenshot shows the same SharePoint 'Documents' library interface. The table of files now includes two new entries:

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		

The 'Teachers' and 'Administrators' files are circled in red. A large red arrow points from the text 'Prepopulated Excel Spreadsheets' to these files. The '2019Eval' file is no longer visible in the table.

Prepopulated Excel
Spreadsheets

ELMS 2.0: Observation Score Portal

The screenshot shows a web browser window with the following elements:

- Browser Tabs:** Mail - VWilson@mdek12.org, GoToWebinar, mde_selected_scripting_form_20, myMSDOE Single Sign On System.
- Address Bar:** Not secure | www.hitclients.com/MS_SSO_TEST/NormalPages/Summary.aspx
- Page Header:** myMSDOE Single Sign On System, Mississippi State Department of Education Superintendent.
- User:** deanhupp
- Navigation:** Systems, My Profile, Security, Help.
- System Listing:**
 - Educator Effectiveness System:** Multiple educational entities are associated with this system. Click here to select one.
 - Educator Licensure Management System:** Multiple educational entities are associated with this system. Click here to select one.
 - ELMS 2.0 Reporting:** Report User
- Dialog Box:** Save password? with fields for Username (deanhupp) and Password (masked), and buttons for Save and Never.
- Footer:** ms.gov | Privacy Statement | Accessibility Policy

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

Levels of Practice

4

Level 4

- Demonstrates advanced practices
- Students assume a large part of the responsibility for the success of a lesson and their own learning

3

Level 3

- Demonstrates effective practices
- Teacher assumes a large part of the responsibility for the success of a lesson and student learning

2

Level 2

- Does not fully demonstrate effectiveness
- Requires clear, specific, and actionable feedback to improve his/her practice

1

Level 1

Should receive immediate and comprehensive professional learning and supports designed to address identified areas of growth.

Rubric Features

Domain I: Lesson Design (evidence may include assessed via artifact review, classroom observations, and pre- and post-observation conferences)

1. Plans lessons designed to standards and represent a coherent sequence of learning

Lessons:

Performance Levels	4
	<p>Include student learning outcomes and instructional activities that</p> <ul style="list-style-type: none">are fully aligned to current Mississippi's College and Career Standardsare part of a coherent and focused sequence of learning with meaningful connections made to previous and future learningreflect collaboration with other school staff within and across disciplines to enrich learning
	<p>Include student learning outcomes and instructional activities that</p> <ul style="list-style-type: none">are fully aligned to current Mississippi's College and Career Standardsare part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning
	<p>Include student learning outcomes and instructional activities that</p> <ul style="list-style-type: none">are partially aligned to the current Mississippi's College and Career Standardsare part of an ineffective sequence of learning with few connections made to previous and future learning
	<p>1</p> <p>Include student learning outcomes and instructional activities that</p> <ul style="list-style-type: none">are not aligned to the acquisition of current Mississippi's College and Career Standardsare not part of a coherent sequence of learning with meaningful connections made to previous and future learning

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

Unpacking the Standards w/ Sample Evidence



Examples of Evidence

Examples of Evidence can be found in the document shown.

Pull out the document and let's look at the examples.



MISSISSIPPI EDUCATOR & ADMINISTRATOR
PROFESSIONAL GROWTH SYSTEM

Teacher Growth Rubric Examples of Evidence

Domain I: Lesson Design

1. Lessons are aligned to standards and represent a coherent sequence of learning	
Lessons:	
4	Include student learning outcomes and instructional activities that <ul style="list-style-type: none">are <i>fully</i> aligned to current Mississippi College- and Career- Ready Standards or Frameworkare part of a <i>coherent and focused</i> sequence of learning with meaningful connections made to previous and future learningreflect collaboration with other school staff within and across disciplines to enrich learning
3	Include student learning outcomes and instructional activities that <ul style="list-style-type: none">are <i>fully</i> aligned to current Mississippi College- and Career- Ready Standards or Frameworkare part of a <i>coherent and focused</i> sequence of learning with meaningful connections made to previous and future learning
2	Include student learning outcomes and instructional activities that <ul style="list-style-type: none">are <i>partially</i> aligned to current Mississippi College- and Career-Ready Standards or Frameworkare part of an <i>ineffective</i> sequence of learning with few connections made to previous and future learning
1	Include student learning outcomes and instructional activities that <ul style="list-style-type: none">are <i>not</i> aligned to current Mississippi College- and Career-Ready Standards or Frameworkare <i>not</i> part of a coherent sequence of learning with meaningful connections made to previous and future learning
Examples of Collected Evidence (not an exhaustive list): <ul style="list-style-type: none">Electronic or hard copies of lesson plans are evidentDocumentation of lessons aligned to Mississippi College and Career Readiness Standards are evidentLesson objectives and/or instructional activities are relative to Mississippi College and Career Readiness StandardsStudents appear to build on learning from previous lessonsTeacher collaborates across other disciplines to build lessonsCurrent lesson(s) builds upon future lessonLesson objectives, outcomes, instructional activities, etc. are sequenced based on student understanding	

Domain 1: Standard 1

Domain 1: Lesson Design

Standard 1: Lessons are aligned to the standards and represent a coherent sequence of learning

Lessons...

Outcomes & activities aligned to Mississippi's College & Career Standards

Sequenced & connected to previous & future learning

Reflect collaborations with staff within & across disciplines

Examples of Evidence Standard 1

Examples of Evidence:

- Lesson Plans
- Observations
- Pre/Post Observations

Questions to Ask:

- Are lessons aligned with the Mississippi College and Career Readiness Standards?
- Are students building from previous lessons?
- Does the teacher use different types of instruction and disciplines in lessons?
- Does the lesson have objectives, activities and are these based on understanding?



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Teacher Growth Rubric Examples of Evidence

Domain I: Lesson Design

1. Lessons are aligned to standards and represent a coherent sequence of learning	
Lessons:	
4	Include student learning outcomes and instructional activities that <ul style="list-style-type: none">• are <i>fully</i> aligned to current Mississippi College- and Career- Ready Standards or Framework• are part of a <i>coherent and focused</i> 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 <ul style="list-style-type: none">• are <i>fully</i> aligned to current Mississippi College- and Career- Ready Standards or Framework• are part of a <i>coherent and focused</i> sequence of learning with meaningful connections made to previous and future learning
2	Include student learning outcomes and instructional activities that <ul style="list-style-type: none">• are <i>partially</i> aligned to current Mississippi College- and Career-Ready Standards or Framework• are part of an <i>ineffective</i> sequence of learning with few connections made to previous and future learning
1	Include student learning outcomes and instructional activities that <ul style="list-style-type: none">• are <i>not</i> aligned to current Mississippi College- and Career-Ready Standards or Framework• are <i>not</i> part of a coherent sequence of learning with meaningful connections made to previous and future learning
Examples of Collected Evidence (not an exhaustive list): <ul style="list-style-type: none">• Electronic or hard copies of lesson plans are evident• Documentation of lessons aligned to Mississippi College and Career Readiness Standards are evident• Lesson objectives and/or instructional activities are relative to Mississippi College and Career Readiness Standards• Students appear to build on learning from previous lessons• Teacher collaborates across other disciplines to build lessons• Current lesson(s) builds upon future lesson• Lesson objectives, outcomes, instructional activities, etc. are sequenced based on student understanding	

Domain 1: Standard 2

Domain 1: Lesson Design

Standard 2: Lessons have high levels of learning for ALL students



Examples of Evidence Standard 2

Examples of Evidence:

- Lesson Plans
- Observations
- Pre/Post Observations
- Evidence of Student Progress

Questions to Ask:

- Are instructions student centered?
- Are there levels of understanding for ALL students?
- Do you see student comprehension from the lesson?
- Are lesson moving ALL students toward mastery?

2. Lessons have high levels of learning for all students	
Lessons:	
4	Provide assignments and activities that contain the following components: <ul style="list-style-type: none">• <i>appropriate</i> scaffolding that effectively builds student understanding• <i>ample</i> 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• <i>relevant</i> 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: <ul style="list-style-type: none">• <i>appropriate</i> scaffolding that effectively builds student understanding• <i>ample</i> 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• <i>relevant</i> connections to students' prior experiences¹ or learning
2	Provide assignments and activities that contain the following components: <ul style="list-style-type: none">• <i>minimal</i> scaffolding that builds student understanding• <i>limited</i> 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• <i>limited</i> student-centered learning• <i>adequate</i> connections to students' prior experiences¹ or learning
1	Provide assignments and activities that contain the following components: <ul style="list-style-type: none">• <i>no</i> scaffolding that builds student understanding• <i>little or no</i> evidence that the teacher knows each student's level• <i>little or no</i> differentiation based on students' abilities and learning styles• <i>little or no</i> evidence of student-centered learning• <i>few</i> connections to students' prior experiences¹ or learning
Examples of Collected Evidence (not an exhaustive list): <ul style="list-style-type: none">• Scaffolding is evident during classroom instruction• Instructional activities are student-centered• Teacher includes differentiated learning methods throughout lesson• Documentation of students' progress and/or performance is evident• Teacher expands and/or builds on students' prior learning and knowledge• Students' comprehension is evident based on questioning, understanding, and knowledge• Students show responsibility for their own learning experiences• Instruction is detailed in an attempt to move all students to mastery	

Domain 2: Standard 3

Domain 2: Student Understanding

Standard 3: Assists students in taking responsibility for learning and monitors student learning.



Examples of Evidence Standard 3

Examples of Evidence:

- Observations
- Formative Assessments
- Student Connections

Questions to Ask:

- Do students show understanding of objectives?
- Do formative assessments enhance student learning?
- Does teacher provide feedback to students?
- Does the teacher monitor understanding?
- Are lessons developed to allow critical thinking?

Domain II: Student Understanding

3. Assists students in taking responsibility for learning and monitors student learning	
Teacher:	
4	<ul style="list-style-type: none">• Communicates the lesson goals and the content in a way that is accessible for <i>every</i> student at his/her level• Uses formative assessments to <i>effectively</i> monitor student progress• Provides <i>ample and effective</i> opportunities for students to self-assess and correct their own errors• Provides students with <i>clear, specific, actionable, and timely</i> 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
3	<ul style="list-style-type: none">• Communicates the lesson goals and the content in a way that is accessible for <i>every</i> student at his/her level• Uses formative assessments to <i>effectively</i> monitor student progress• Provides <i>effective</i> opportunities for students to self-assess and correct their own errors• Provides students with <i>clear, specific, actionable, and timely</i> feedback• Creates opportunities for students to apply teacher and peer feedback to improve performance and accelerate learning
2	<ul style="list-style-type: none">• Communicates the lesson goals and the content in a way that is accessible for <i>most</i> students• Uses formative assessments to <i>adequately</i> monitor student progress• Provides <i>adequate</i> opportunities for students to self-assess and correct their own errors• Provides students with <i>adequate</i> feedback
1	<ul style="list-style-type: none">• Communicates the lesson goals and the content in a way that is <i>not accessible</i> to most students• <i>Inadequately</i> monitors student progress• Provides <i>inadequate</i> opportunities for students to self-assess and correct their own errors• Provides students with <i>little or no</i> feedback
Examples of Collected Evidence (not an exhaustive list): <ul style="list-style-type: none">• Students show understanding of learning goals and objectives, lesson(s) content, instructional activities, etc.• Teacher includes formative assessments for enhanced/increased student learning• Teacher allows students to self-correct and make other corrections as necessary• Teacher provides students with feedback as needed• Students provide and receive feedback from each other for enhanced understanding• Teacher monitors students' understanding and comprehension throughout lesson presentation and instructional activities• Students make connections between what they are learning and apply it to their personal goals and interests• Lessons are developed with rigor to allow for students to think critically	

Domain 2: Standard 4

Domain 2: Student Understanding

Standard 4: Provides multiple ways for students to make meaning of content



Does the teacher provide multiple ways for students to make meaning of the content?

Examples of Evidence Standard 4

Examples of Evidence:

- Observations
- Class Discussion
- Differentiation
- Formative Assessments
- Student self-correction

Questions to Ask:

- Does the teacher use differentiation skills?
- Does the teacher probe with questioning?
- Does the teacher use real world applications in the lesson to enrich the class experience?

4. Provides multiple ways for students to make meaning of content	
Teacher:	
4	Moves <i>all</i> students to deeper understanding of content through various techniques including <ul style="list-style-type: none">• 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 <i>almost all</i> students to deeper understanding of content through various techniques including <ul style="list-style-type: none">• 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 <i>most</i> students to deeper understanding of content through various techniques including <ul style="list-style-type: none">• 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 <i>not move or moves few</i> students to deeper understanding of content through various techniques including <ul style="list-style-type: none">• 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
Examples of Collected Evidence (not an exhaustive list): <ul style="list-style-type: none">• Class discussions build on previous learning and understanding• Teacher uses differentiation in explaining and presenting lesson content as necessary• Teacher probes students through questioning and explanations to promote better understanding and comprehension• Teacher uses other areas/disciplines to connect lesson content to discussions• Teacher uses real-world application to enrich and/or accompany class discussions and/or instructional assignments• Teacher prompts students to consider context of lessons leading to their individualized understanding of content• Teacher uses concept-based instruction to lead students to understanding of lesson content	

Domain 3: Standard 5

Domain 3: Culture and Learning Environment

Standard 5: Manages a learning-focused classroom community



Is the classroom community focused on learning?

Examples of Evidence Standard 5

Examples of Evidence:

- Observation of Student Activity
- Observation of Participation
- Monitors student behavior
- Provides collaborative teaching.

Questions to ask:

- How does the teacher engage students to participate?
- Is the student work visible?
- Do students take on an active role in the classroom?
- Does the teacher monitor and address behavior and re-direct when necessary?

Domain III: Culture and Learning Environment

5. Manages a learning-focused classroom community	
Teacher:	
4	<ul style="list-style-type: none"> • Creates <i>effective</i> routines and expectations for students to safely voice opinions and ask and answer questions • <i>Proactively</i> monitors student behavior and redirects when necessary to maximize instructional time • Provides <i>effective</i> collaborative learning opportunities whenever appropriate • Ensures students <i>take ownership of their work</i> and are active participants in their learning • Provides opportunities for students to take on academic leadership roles that promote learning
3	<ul style="list-style-type: none"> • Creates <i>effective</i> routines and expectations for students to safely voice opinions and ask and answer questions • <i>Proactively</i> monitors student behavior and redirects when necessary to maximize instructional time • Provides <i>effective</i> collaborative learning opportunities whenever appropriate • Ensures <i>all or almost all</i> students are active participants in their learning
2	<ul style="list-style-type: none"> • Creates <i>adequate</i> routines and expectations for students to safely voice opinions and ask and answer questions • <i>Adequately</i> monitors student behavior • Provides <i>adequate</i> collaborative learning opportunities for students • Ensures <i>most</i> students are active participants in their learning
1	<ul style="list-style-type: none"> • Creates <i>inadequate and/or inconsistent</i> routines and expectations for students to voice opinions and ask and answer questions • <i>Inadequately</i> monitors student behavior • Provides <i>inadequate</i> collaborative learning opportunities for students • Ensures <i>some or few</i> students are active participants in their learning
Examples of Collected Evidence (not an exhaustive list): <ul style="list-style-type: none"> • Teacher engages students to be participatory and active during lessons • Teacher provides student learning concept activities (i.e. learning maps, learning trees, assessments, etc.) focused on content • Students are able to safely voice opinions, ask, and answer questions during lessons • Teacher monitors and addresses student behaviors and redirects to preserve instructional time • Teacher has routines and expectations visible throughout classroom • Student work is visible throughout classroom • Teacher provides a classroom environment for collaborative learning • Students take on active leadership and ownership [roles] within the classroom that promote learning • Teacher provides opportunities for students to lead and initiate their own learning and understanding 	

Domain 3: Standard 6

Domain 3: Culture and Learning Environment

Standard 6: Manages classroom space, time, and resources



Does the teacher manage classroom space, time, and resources effectively?



Does the teacher utilize technology when appropriate?

Examples of Evidence Standard 6

Examples of Evidence:

- Desk/Table Arrangements
- Use of Technology in the Classroom
- Learning Centers
- Routines

Questions to Ask:

- Is the desk/table arrangement conducive for student learning?
- Does the teacher maximize instruction time?
- Do students follow routines and procedures?



Domain III: Culture and Learning Environment

6. Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning	
Teacher:	
4	<ul style="list-style-type: none">• <i>Effectively</i> maximizes use of physical space and resources (including technology whenever appropriate) in support of student learning• Maximizes time such that students <i>always</i> have something meaningful to do• Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner with <i>minimal</i> direction or narration from the teacher• Provides opportunities for students to share responsibility for leading classroom routines and/or procedures
3	<ul style="list-style-type: none">• <i>Effectively</i> maximizes use of physical space and resources (including technology whenever appropriate) in support of student learning• Maximizes time such that students <i>always</i> 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 <i>may require some</i> direction from the teacher
2	<ul style="list-style-type: none">• <i>Adequately</i> uses physical space or resources (including technology whenever appropriate) in support of student learning• Allows <i>brief</i> periods of time when students <i>do not</i> have something meaningful to do• Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner <i>only some of the time</i> and <i>require substantial</i> direction from the teacher
1	<ul style="list-style-type: none">• <i>Inadequately</i> uses physical space or resources (including technology whenever appropriate) in support of student learning• Allows <i>significant</i> periods of time when students <i>do not</i> have something meaningful to do• Creates an environment where students <i>do not</i> execute transitions, routines, and procedures in an orderly and efficient manner
Examples of Collected Evidence (not an exhaustive list): <ul style="list-style-type: none">• Classroom environment and desk and/or table arrangements are conducive for student learning• Teacher utilizes technology as necessary for instruction and/or presenting lesson content• Teacher maximizes instructional time to allow for active student engagement and activities• Learning centers (if applicable) are prepared and adequately structured for student learning• Teacher provides opportunities for students to lead various routines, procedures, etc.• Teacher provides students with the opportunity to accept ownership of the classroom space to support active participation, engagement, and peer-to-peer collaboration• Students follow routines and procedures with minimal directives from teacher	

Domain 3: Standard 7



Does the teacher create and maintain a classroom of respect for all students?

Domain 3: Culture and Learning Environment

Standard 7: Creates and maintains a classroom of respect for all students

Examples of Evidence Standard 7

Examples of Evidence:

- Respectful interactions
- Positive learning experiences
- Teacher interaction and redirection of student behaviors.

Questions to Ask:

- Is the teacher respectful with students?
- Are interactions positive and do they promote learning?
- Are students given praise and encouragement by peers?

Domain III: Culture and Learning Environment

7. Creates and maintains a classroom of respect for all students	
Teacher:	
4	<ul style="list-style-type: none">• Communicates respectfully to <i>all</i> students• <i>Effectively</i> fosters respectful relationships among <i>all</i> students• Demonstrates a strong positive relationship with <i>all</i> students• Fosters a classroom culture where students give unsolicited praise or encouragement to their peers
3	<ul style="list-style-type: none">• Communicates respectfully to <i>all</i> students• <i>Effectively</i> fosters respectful relationships among <i>all</i> students• Demonstrates a strong positive relationship with <i>all</i> students
2	<ul style="list-style-type: none">• Communicates respectfully to students with <i>rare exceptions</i>• Fosters respectful relationships among <i>some</i> students but not others• Demonstrates a strong positive relationship with <i>some</i> students but not others
1	<ul style="list-style-type: none">• Often communicates <i>disrespectfully</i> with students• <i>Does not</i> foster respectful relationships among students• <i>Does not</i> demonstrate a strong positive relationship with students
Examples of Collected Evidence (not an exhaustive list): <ul style="list-style-type: none">• Teacher is respectful in communicating with students• Teacher and students' interactions and communications are strong, positive, and promote learning and engagement• Students give unsolicited praise and/or encouragement to their classmates (peers)• Teacher provides students with positive learning expectations• Teacher maintains a classroom that is nurturing for student learning• Teacher constructively corrects students' misbehaviors	

Domain 4: Standard 8

Domain 4: Professional Responsibility

Standard 8: Engages in professional learning

Does the
teacher
engage in
and apply
professional
learning?



NOTE: Professional Learning includes the targeted support educators need to continue to help them grow in the profession.

Examples of Evidence

Examples of Evidence:

- Documentation of Professional Development
- Evidence of Mentors assigned
- Performance Data

Questions to Ask:

- Is there documentation of previous observations and feedback conversations?
- Is a mentor available to assist?
- Is there a teacher leadership program within the school? If so, is it active?

Domain IV: Professional Responsibilities

8. Engages in professional learning	
<i>Teacher:</i>	
4	<ul style="list-style-type: none"> • <i>Proactively seeks</i> out and participates in professional learning activities • <i>Fully integrates</i> 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	<ul style="list-style-type: none"> • <i>Proactively seeks</i> out and participates in professional learning activities • <i>Fully integrates</i> 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	<ul style="list-style-type: none"> • Participates in required professional learning activities • Applies knowledge gained from professional learning but <i>does not fully</i> integrate the new information • Applies <i>some</i> observer feedback to improve teaching practice
1	<ul style="list-style-type: none"> • Participates in required professional learning activities • <i>Does not</i> apply knowledge gained from professional learning • Applies <i>little or no</i> observer feedback to improve teaching practice
Examples of Collected Evidence (not an exhaustive list): <ul style="list-style-type: none"> • Documentation of professional development activities are visible or available • Evidence of mentor—mentee collaborations are available (if applicable) • Current or prior classroom observation notes/feedback are available • Attendance log from professional learning communities (PLCs) or departmental meetings/collaborations are available • Teacher performance data (i.e. presentations to colleagues, honors, awards, etc.) are available (if applicable) • Evidence of teacher leadership activities or opportunities are available 	

Domain 4: Standard 9

Domain 4: Professional Responsibility

**Standard 9: Establishes
and maintains effective
communication with
families/guardians**



Does the teacher establish and maintain effective communication with families/guardians?

Examples of Evidence Standard 9

Examples of Evidence:

- Documentation of parent visits
- Phone Logs
- Conference Notes and Sign-In Sheets
- Notes
- Progress Reports

Questions to ask:

- Does teacher document all family communications regarding students?
- Is there progress monitoring for positive reinforcements?
- What methods and processes are used in family conferences?

Domain IV: Professional Responsibilities

9. Establishes and maintains effective communication with families/guardians	
Teacher:	
4	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Partners with families/guardians to coordinate learning between home and school• Establishes mutual expectations for student learning with families/guardians
2	<ul style="list-style-type: none">• Communicates with families/guardians reactively concerning student academic progress and development, and outreach is mostly for intervention or corrective reasons
1	<ul style="list-style-type: none">• <i>Rarely or never</i> communicates with families/guardians
Examples of Collected Evidence (not an exhaustive list): <ul style="list-style-type: none">• Logs of parent visits, phone calls or other communication are available• Parent-teacher conference sign in sheets and/or itineraries are available• Procedures for communicating with parents are available (if applicable)• Portfolio of parent or guardian communication (i.e. expectation flyers, letters, newsletters, enrichment activities, etc.) is available• Progress monitoring evidence for positive reinforcements for students is available and/or visible	

Mississippi Teacher Professional Growth Cycle



Professional Growth Cycle for Teachers

The Observation Process

COLLECT

An observer looks for and records evidence relevant to assessing practice.

SORT

The observer categorizes the evidence by teacher standards.

INTERPRET

The observer finds which indicators of performance best match the evidence.

PROVIDE FEEDBACK

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

Group Practice with Standards

Summative Observation Rating Form

Professional Growth System

Teacher Growth Rubric

Teacher	School/District
Teacher's Educator ID	Grade(s)/Subject(s)
Date (Month/Day/Year)	Observer

STANDARDS	4 POINTS	3 POINTS	2 POINTS	1 POINT	RATING
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)					0.00
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)					0.00
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)					0.00
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)					0.00
Summative Observation Rating (average of domain ratings)					0.00

Pull out the Summative Observation Rating Form.

This is one of the examples of an observation rating form on the PGS website and the PGS Teacher Guidebook.

The online version of this one is editable.

Group Practice – Observations, Scoring and Feedback

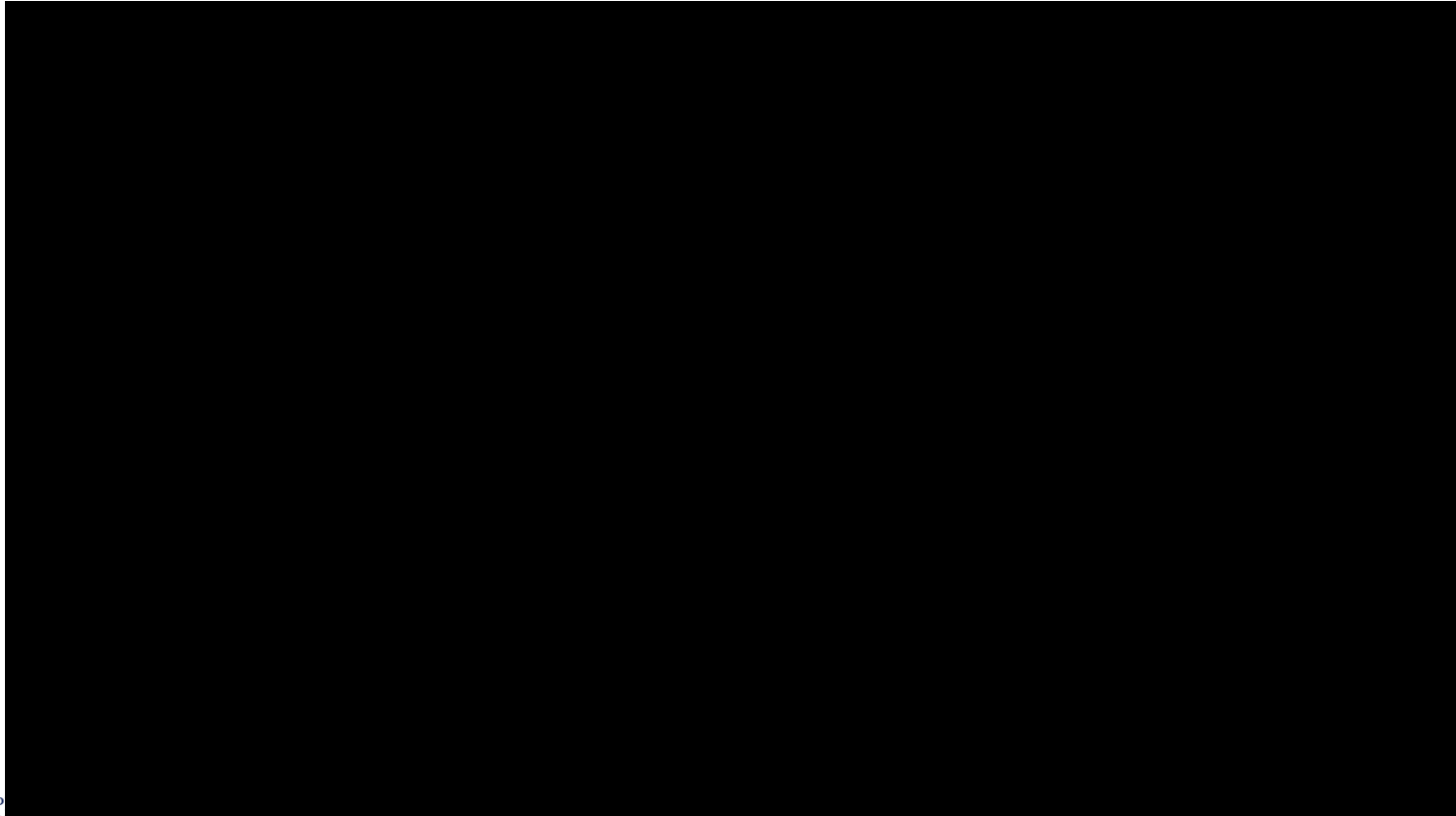
Now that we have unpacked the Domains & Standards, let's apply it to professional practice!

Step 1: Watch video

Step 2: Provide numerical rating (4, 3, 2, 1) for each **observed** standard and the average.

Step 3: Share with members of your group/table

Educator Video



Did all group members rate the educator similarly?

What are some good things you would bring out in a feedback conversation?

What are some areas of growth would bring out in a feedback conversation?

Where to Find the Teacher Rubric

<https://mdek12.org/OEE/Teacher>

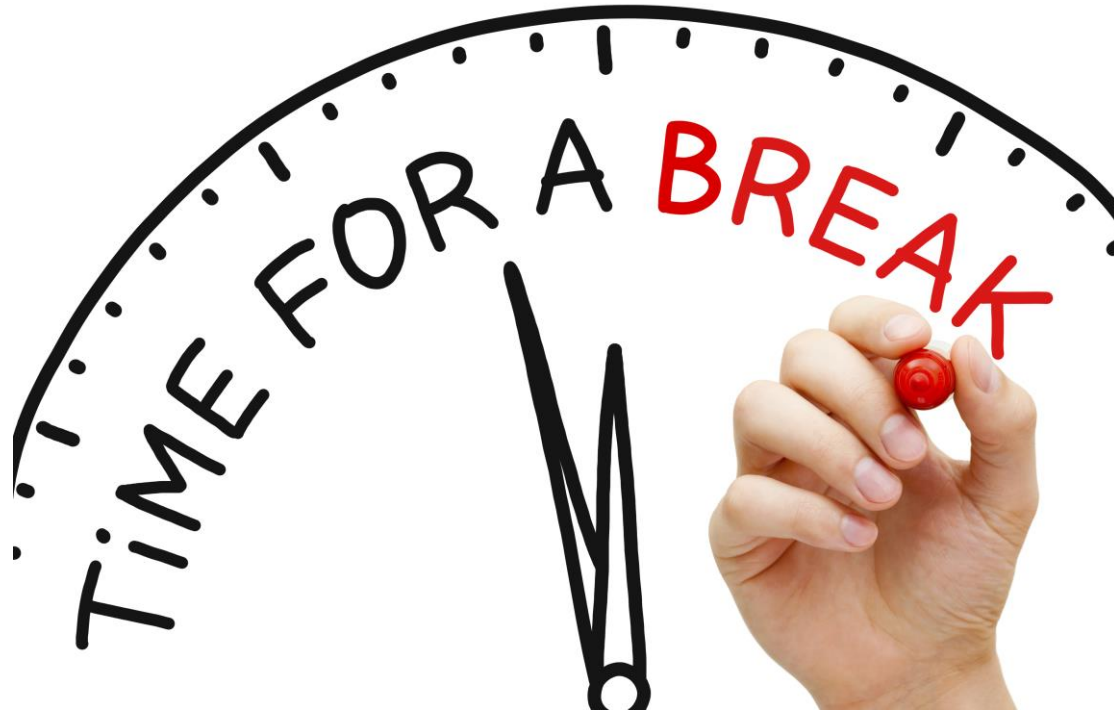
For additional information contact:

Beth Loflin, Assistant Director of Educator Effectiveness

bloflin@mdek12.org

MDE, Office of Teaching and Leading (601)359-3631

Break



Administrator

Growth Rubric

Purpose of the Administrator Rubric

- Enhance the impact that administrators have on teachers, certified staff, students and other school community stakeholders.
- Highlights the administrators and the school's strengths and identifies areas of growth.
- Serves as a guide for administrators, as they reflect on their own practices.
- Provides shared understanding regarding priorities, goals and expectations of quality practice.

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.

Theory of Action: Administrator PGS



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

Examples of Evidence

Standard → **Domain I: Shared Vision, School Culture, and Family Engagement** → **Administrator Growth Rubric**

Indicators →

	4	3	2	1	Examples of Evidence
1. Implements a shared vision	<p>Fully develops and implements a schoolwide vision that is adopted and embraced by the school and community</p> <p>Builds the capacity of the staff to ensure all instructional strategies and decisions support the vision</p> <p>Documents processes that ensure all decisions are aligned to and support the vision</p>	<p>Implements a schoolwide vision that is adopted and embraced by some of the members of the school and community</p> <p>Works with the leadership team to implement effective instructional strategies to achieve the vision</p> <p>Makes decisions aligned to and in support of the vision</p>	<p>Communicates vision to the school and community but implementation is not clearly evident</p> <p>Adequately implements instructional strategies that align to the vision</p> <p>Demonstrates some consideration of vision in decision-making</p>	<p>Does not or ineffectively communicates and implements the vision</p> <p>Makes little or no connection between instructional strategies and the vision</p> <p>Makes decisions without consideration of the vision</p>	<ul style="list-style-type: none"> • Documentation of vision and efforts to communicate vision are evident • Written values and beliefs reflecting high expectations for all students are publically visible • 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

Domains of the Administrator Growth Rubric

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

**Teaching &
Learning**

**Staff
Development**

**Strategic
Planning &
Systems**

**Personal
Leadership &
Growth**

Domain 1: Standard 1

Domain 1: Shared Vision, School Culture, and Family Engagement

Standard 1: Implements a Shared Vision

1. Implements a shared vision

Fully develops and implements a schoolwide vision that is adopted and embraced by the school and community

Builds the capacity of the staff to ensure all instructional strategies and decisions support the vision

Documents processes that ensure all decisions are aligned to and support the vision

Implements a schoolwide vision that is adopted and embraced by some of the members of the school and community

Works with the leadership team to implement effective instructional strategies to achieve the vision

Makes decisions aligned to and in support of the vision

Communicates vision to the school and community but implementation is not clearly evident

Adequately implements instructional strategies that align to the vision

Demonstrates some consideration of vision in decision-making

Does not or ineffectively communicates and implements the vision

Makes little or no connection between instructional strategies and the vision

Makes decisions without consideration of the vision

Domain 1: Standard 1

Examples of Evidence

- Documentation of vision and efforts to communicate vision are evident
- Written values and beliefs reflecting high expectations for all students are publically visible
- 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

Examples of Evidence:

- Documentation of a Vision
- Written Values and Beliefs
- Vision is visible in school

Questions to ask:

- Does the school vision focus on academic achievement and the social, intellectual and emotional development of students?
- Does the staff know the vision and understand the vision?
- Does the vision align with the school goals?

Domain 1: Standard 2

Domain 1: Shared Vision, School Culture, and Family Engagement

Standard 2: Maintains a supportive, secure and respectful learning environment.

2. Maintains a supportive, secure, and respectful learning environment

Builds the capacity of the staff to support and enhance students' social, intellectual, and emotional development

Ensures each student is respected and valued through systems that foster strong connections among students and adults

Continually assesses systems and procedures to ensure the school environment is safe and secure

Works with the staff to support students' social, intellectual, and emotional development

Respects and values each student in the school and fosters strong connections among students and adults

Implements processes that ensure the school environment is safe and secure

Provides some support for students' social, intellectual, and emotional development

Respects and values students but provides limited support to ensure meaningful connections between students and adults

Manages a school environment that is safe and secure

Provides minimal or inadequate support for students' social, intellectual, and emotional development

Provides no clear support to ensure that each student is respected and valued

Fails to ensure that the school environment is safe and secure

Domain 1: Standard 2

Examples of Evidence:

- Code of conduct
- Values and behaviors are referenced
- Culture encourages student respect
- School is clean and safe
- Routines and procedures are discussed.

Questions to Ask:

- Is the School Code of Conduct being implemented across ALL classrooms?
- Does our School culture encourage respect and value?
- Are the core components in place to support student learning?
- Is our school in clean and working order?
- Are routines and procedures being discussed regularly?

- Schoolwide code of conduct aligned with district/school priorities is consistently implemented across all classrooms
- Values and behaviors are referenced in daily school structures
- The school's culture encourages students to respect and value their peers
- Core components of social, emotional, intellectual, and behavioral supports are in place to support student learning
- School building is clean and safe; all basic facilities are in working order
- Routines and procedures are discussed regularly and implemented with fidelity



Domain 1: Standard 3

Domain 1: Shared Vision, School Culture, and Family Engagement

Standard 3: Engages in courageous conversations about diversity.

	4	3	2	1
3. Engages in courageous conversations about diversity	<p>Publicly models beliefs in the potential of every student to achieve at high level; builds expectations for students, staff, and parents/guardians that success is possible for all students; challenges low expectations</p> <p>Builds the school's collective capacity to engage in courageous conversations about diversity and culture, as well as how they may impact student learning</p>	<p>Builds expectation for students, staff, and parents/guardians that success is possible for all students; challenges low expectations</p> <p>Initiates courageous conversations about diversity and culture, as well as how they may impact student learning</p>	<p>Sets expectation for students, staff, and parents/guardians that success is possible for all students but may not consistently communicate expectation</p> <p>Reactively responds to courageous conversations about diversity and culture as well as how they may impact student learning, but rarely initiates conversations; demonstrates limited awareness of the impact of diversity on student learning</p>	<p>Rarely demonstrates confidence in the potential of every student to achieve at high levels; does not create an environment that supports all students</p> <p>Avoids courageous conversations about diversity and culture; demonstrates limited or no awareness of the impact of diversity on student learning</p>

Domain 1: Standard 3

Examples of Evidence:

- Evidence that supports diverse student needs
- Evidence of community conversations about culture and diversity
- Evidence on staff professional development around approaches of diversity.

Questions to Ask:

- Does our school provide training for staff on culture and diversity?
- Do we hold students and staff accountable and monitor our language, attitude and behaviors?

Examples of Evidence

- The School is building the capacity of adults to support diverse student needs and diverse student groups through professional development
- Adults and students monitor themselves and hold each other accountable for language, attitudes, and behaviors that are racially or culturally offensive or uninformed
- Staff participate in and lead learning experiences where they explore their personal assumptions and approaches to diversity
- Community conversations about culture and diversity occur regularly



Domain 1: Standard 4

Domain 1: Shared Vision, School Culture, and Family Engagement

Standard 4: Welcome families and community members into the school.

4. Welcomes families and community members into the school	Creates a schoolwide culture in which all families/guardians and community members are welcomed into the school and builds the capacity of the staff to do so as well	Builds the capacity of staff to welcome all families/guardians and community members into the school	Welcomes all families/guardians and community members into the school but does not build the capacity of staff to do so	Rarely or inconsistently welcomes families/guardians or community members into the school
	Shares the school's vision for high student achievement with all visitors and builds the capacity of the staff to do so	Shares the school's vision for high student achievement with all visitors	Occasionally shares the school's vision for high student achievement with visitors	Rarely shares the school's vision for high student achievement with visitors

Domain 1: Standard 4

- Families feel included and invested in the school
- Families are given strategies and tools to support student learning outside the school day
- Families have multiple ways to communicate with staff
- Consistent communication between families and school is present
- Communications from families and stakeholders are responded to appropriately and in a timely manner

Examples of Evidence:

- Parent Surveys
- Information to parents on strategies and tools for student learning at home.
- Evidence of parent communication
- Evidence of timely and appropriate communication.

Questions to Ask:

- Do families have multiple ways to contact school staff?
- Are school staff available and open to family communication?
- Does your school have an active policy on family communication and using it?



Domain 2: Standard 5

Domain 2: Teaching and Learning

Standard 5: Supports the development & Implementation of MS Standards based lesson and unit plans.

	4	3	2	1
5. Supports the development and implementation of Mississippi standards-based lesson and unit plans	<p>Builds the capacity of staff to effectively develop and implement lesson and unit plans aligned to Mississippi state standards, curricula, and assessments</p> <p>Implements ongoing systems to review and improve lesson and unit plans based on student outcomes</p>	<p>Leads staff in the development and implementation of lesson and unit plans aligned to Mississippi state standards, curricula, and assessments</p> <p>Oversees revisions to lesson and unit plans based on student outcomes</p>	<p>Provides limited support to staff in the development and implementation of lesson and unit plans aligned to Mississippi state standards, curricula, and assessments</p> <p>Provides limited oversight in revising lesson and unit plans based on student outcomes</p>	<p>Provides no support to staff in the development and implementation of lesson and unit plans aligned to Mississippi state standards, curricula, and assessments</p> <p>Rarely ensures lesson or unit plans are revised based on student outcomes</p>

Domain 2: Standard 6

Domain 2: Teaching and Learning

Standard 6: Implements effective instructional strategies to meet students learning needs.

6. Implements effective instructional strategies to meet student learning needs	Builds the capacity of staff to effectively implement a variety of rigorous instructional strategies and pedagogical methods that meet students' needs and drive students' learning	Supports staff in implementing a variety of rigorous instructional strategies and pedagogical methods that meet students' needs and drive students' learning	Provides staff with limited support in the use of instructional strategies that meet students' needs and drive students' learning	Rarely ensures instructional strategies meet students' needs and drive students' learning
	Builds the capacity of staff to effectively adapt instructional practices to ensure that all students master content	Supports staff in effectively adapting instructional practices to ensure that all students master content	Provides staff with limited support in adapting instructional practices to ensure all students master content	Rarely or never adapts instructional practices to ensure all students master content

Examples of Evidence-Standards 5 & 6

Examples of Evidence

- Systems ensure that lesson and unit plans align to the scope and sequence and prepare students to be on a college readiness track based on Mississippi state standards
- Instructional decisions throughout the year are based on ongoing formative and summative assessments, instructional observations, and various data analyses
- Lesson plans, unit plans, and curricular materials demonstrate curriculum coordination and alignment to Mississippi College and Career Ready Standards and Frameworks
- Rigorous course content is accessible to all students

- Throughout the school, classroom activities engage students in cognitively challenging work that is aligned to the Mississippi state standards
- Instructional staff (teachers, coaches, and administrators) have a broad repertoire of pedagogical approaches that are effectively incorporated into lesson plans



Examples of Evidence:

- Lesson Plans that align with Mississippi State Standards
- Unit Plans that align with Mississippi State Standards
- Content accessible to ALL Students
- Instructional staff have broad approaches to incorporate into lesson plans.

Questions to ask:

- Do the lesson plans align with all Mississippi Standards?
- Do ALL students have accessibility to course content?
- Are staff members able to use different approaches of teaching to incorporate lessons for ALL students?

Domain 2: Standard 7

Domain 2: Teaching and Learning

Standard 7: Tracks student level data to drive continuous improvement.

7. Tracks student- level data to drive continuous improvement

Creates systems for the consistent monitoring and collection of data to inform continuous improvement

Uses multiple sources of both quantitative and qualitative data to evaluate instruction, identify student outcome trends, prioritize needs, and inform continuous improvement

Facilitates, supports, and builds staff capacity to monitor progress toward student learning goals

Consistently monitors and collects data to inform continuous improvement

Uses multiple sources of data to evaluate instruction, identify student outcome trends, prioritize needs, and inform continuous improvement

Facilitates and supports staff in monitoring progress toward student learning goals

Provides limited monitoring and collection of data to inform continuous improvement

Uses limited forms of data to evaluate instruction, identify student outcome trends, prioritize needs, and inform continuous improvement

Provides limited support to staff in monitoring progress toward student learning goals

Does not ensure consistent monitoring and collection of data to inform continuous improvement

Rarely uses data to evaluate instruction, identify student outcome trends, prioritize needs, or inform continuous improvement

Does not support staff in monitoring progress toward student learning goals

Domain 2: Standard 8

Domain 2: Teaching and Learning

Standard 8: Uses disaggregated data to inform academic intervention.

8. Uses disaggregated data to inform academic intervention

Builds the capacity of staff to analyze disaggregated student-specific data to determine appropriate differentiation and academic intervention

Builds the capacity of staff to use data to make updates to the intervention plans for students or subgroups not making progress

Leads staff in analyzing disaggregated student-specific data to determine appropriate differentiation and academic intervention

Leads staff in using data to make updates to the intervention plans for students or subgroups not making progress

Provides limited support to staff in analyzing disaggregated data to determine differentiation and academic intervention

Provides limited support to staff in using data to make updates to the intervention plans for students or subgroups not making progress

Provides no support to staff in analyzing disaggregated data to determine differentiation and academic intervention

Rarely or never supports staff in using data to make updates to the intervention plans for students or subgroups not making progress

Examples of Evidence-Standards 7 & 8

Examples of Evidence

- Instructional decisions throughout the year are based on student outcome data
- Student performance data are readily available and can be organized by cohort, grade, subject, sub-group, etc.
- Elementary students who are not yet proficient are identified and supported to ensure progress
- Secondary student performance is closely monitored to ensure that the students remain "on track" to graduate in four years
- Data are used and reviewed in every teacher team meeting to improve instruction, to determine differentiation, and to drive re-teaching
- Staff monitor student progress through frequent checks for understanding
- Students receive rapid, data-driven interventions matched to current needs
- Intervention assignments and schedules are frequently updated to reflect student needs and progress

Examples of Evidence:

- Student Outcome Data
- Student Performance with breakdowns
- Proficiency Data
- Graduation Tracking

Questions to Ask:

- Is data being reviewed regularly?
- Is data being used to check for improvement of instruction & understanding?
- Are students receiving interventions and assignments based on data for need and progress?



Domain 3: Standard 9

Domain 3: Staff Development

Standard 9: Provide Actionable Feedback

9. Provides actionable feedback	Provides ongoing, timely, and individualized actionable feedback to staff based on evidence collected from observations; builds the capacity of staff to use feedback as a tool for professional learning and growth	Provides ongoing, timely, and individualized actionable feedback to staff based on evidence collected from observations	Provides feedback based on observations but feedback may be vague or not actionable	Provides limited, confusing feedback to teachers based on limited data
	Develops and implements a strong system to ensure feedback is incorporated into teacher practice	Implements a sufficient system in place to support incorporation of feedback into teacher practice	Limited system in place to ensure feedback is incorporated into teacher practice	No system in place to ensure feedback is incorporated into teacher practice
	Develops interrater reliability with the leadership team by co-observing and utilizing results to improve the quality of feedback	Conducts co-observations with leadership team and utilizes results to improve the quality of feedback	Inconsistently conducts co-observations with leadership team that has limited impact on the quality of feedback	No co-observation system in place; no value placed on reliability of classroom observations

Domain 3: Standard 10

Domain 3: Staff Development

Standard 10: Coaches and implements learning structures.

10. Coaches and implements learning structures

Develops, implements,
and facilitates effective
professional learning
opportunities and coaching

Tailors professional
learning to individual staff
member's growth needs

Facilitates or provides
effective professional
learning opportunities
and coaching

Provides some
differentiated professional
learning to meet
individual staff member's
growth needs

Facilitates or provides
limited professional
learning opportunities

Provides undifferentiated
professional learning to
staff members

Does not facilitate
or provide regular or
appropriate professional
learning opportunities
for staff

Does not provide
professional learning to
staff members

Examples of Evidence-Standards 9 & 10

Examples of Evidence

- Leadership team members conduct frequent observations and provide verbal and written feedback to staff on instructional practices with follow up to ensure improvement
- Evidence of teacher practice is gathered through classroom observations and in informal interactions with students, staff, and families
- Instructional feedback builds effective teacher practice and observable changes in teacher practice
- Teachers are taught how to use a variety of instructional strategies
- Teacher-driven professional development focuses on student learning challenges, progress toward goals, and information from teacher team meetings and peer visitations

Examples of Evidence:

- Evidence gathered during observations
- Evidence from Observations

Questions to Ask:

- Where is Evidence kept from observations?
- Do you provide feedback to those observed and is it used in practice?
- Do you provide professional development that focuses on learning challenges, progress toward goals and information from team meetings and peer visits?



Domain 3: Standard 11

Domain 3: Staff Development

Standard 11: Provides leadership opportunities.

11. Provides leadership opportunities	Identifies effective teachers and actively and consistently provides them with meaningful leadership opportunities	Identifies effective teachers and provides them with leadership opportunities	Provides leadership opportunities to teachers who express interest	Rarely provides leadership opportunities to teachers
	Mentors and supports the development of teacher leaders and leadership team members	Supports the development of teacher leaders and leadership team members	Inconsistently supports the development of teacher leaders and leadership team members	Does not support the development of teacher leaders and leadership team members
	Communicates a clear leadership trajectory to those teachers with the most leadership potential	Supports leadership advancement for teachers with the most leadership potential but does not communicate a clear trajectory	Provides leadership advancement information to those who request it	Does not communicate a leadership trajectory for any teachers

Domain 3: Standard 12

Domain 3: Staff Development

Standard 12: Develops a highly effective leadership team

**12.
Develops a highly
effective leadership
team**

Establishes an effective leadership team (potentially including multiple teams with unique purposes) and builds team's capacity to focus on student learning

Builds the capacity of the team to oversee complex projects, lead teacher teams, and conduct teacher observations

Establishes an effective leadership team (potentially including multiple teams with unique purposes) with a focus on student learning

Provides support for leadership team to lead teacher teams and conduct teacher observations

Establishes a leadership team with a limited focus on student learning

Provides limited support to the leadership team

Establishes an ineffective leadership team with little or no focus on student learning

Rarely or never provides support to the leadership team

Examples of Evidence for Standards 11 & 12

Examples of Evidence

- Multiple staff members serve as instructional leaders in the school
- Staff members proactively assume leadership roles
- Teacher leaders are utilized as teacher mentors and instructional coaches in the school
- Teacher leaders and leadership team are offered professional learning opportunities to strengthen leadership skills
- Teacher leaders and leadership team facilitate professional development in the school
- Teacher leaders are provided with leadership opportunities that allow them to remain in the classroom

- Leadership team focuses on student learning to target key instructional needs
- Leadership team consistently models and enforces schoolwide philosophy, core values, and professional responsibility
- Leadership team is comprised of highly skilled staff who are engaged in instructional leadership

Examples of Evidence:

- Evidence from instructional leaders
- Evidence from leaders providing professional development

Questions to Ask:

- Do you have a leadership team? If not, why?
- Are you using teacher leaders for professional development?
- Are you teacher leaders provided with leadership opportunities?
- Does your leadership team focus on student learning, models and enforces school values?
- Is your leadership team engaged in leading your school?



Domain 4: Standard 13

Domain 4: Strategic Planning

Standard 13: Develops and implements a strategic plan

**13.
Develops and
implements a
strategic plan**

Engages staff and school-level stakeholders in developing and implementing a detailed strategic plan that describes milestones

Includes staff capacity building to implement strategies for rigorous classroom content and effective instructional practices to support students in achieving the learning targets

Develops and implements a strategic plan that identifies milestones

Includes effective strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets

Drafts a strategic plan that identifies milestones, but implementation is inconsistent

Includes some strategies for effective instruction to support students in working toward learning targets

No strategic plan developed; rarely formalizes strategies or plans to reach school priorities or goals

Includes minimal or no strategies for effective instruction to support students in working toward learning targets

Domain 4: Standard 14

Domain 4: Strategic Planning

Standard 14: Monitors progress toward goals

14. Monitors progress toward goals

Develops and effectively implements a clear plan to conduct ongoing, documented monitoring of the progress toward achieving goals identified as part of the strategic planning process

Utilizes progress monitoring results to continually improve activities

Develops and effectively implements a plan to monitor progress toward achieving goals identified as part of the strategic planning process, but no documented process is in place to ensure monitoring is ongoing

Utilizes progress monitoring results to improve activities, but no clear process is in place to ensure continuous improvement occurs

Some evidence of monitoring progress toward goals is present, but monitoring is inconsistent

Limited/inconsistent utilization of progress monitoring results to improve activities

Minimal or no monitoring of progress toward achieving goals identified as part of the strategic planning process

Minimal or no evidence that progress monitoring results are utilized to improve activities

Examples of Evidence Standards 13 & 14

Examples of Evidence

- Protocols and processes to diagnose the current state of the school (including review of data, school practices, and instructional practices) are clear and transparent to all staff
- Evidence of Plan - Do - Study/ Check - Act cycles
- Each grade and each sub-group has specific student outcome targets, clear milestones, and benchmarks to track student outcomes and school practice implementation
- Strategic plan priorities are public; stakeholders share a common understanding of short- and long-term milestones and goals

- Teacher leaders and members of the leadership team focus weekly discussions on student learning outcomes
- Leadership team creates short- and medium-term action plans to address on-going areas of concern and celebrates areas of success on developing the whole child

Examples of Evidence:

- Strategic Plans
- Evidence of short- and long-term goals and
- Evidence of leadership team short- and long-term goals.
- Evidence of specific school goals and outcomes

Questions to Ask:

- What and how are we measuring progress toward goals?
- Do you have short-term and long-term goals and a strategic plan to accomplish?



Domain 4: Standard 15

Domain 4: Staff Development

Standard 15: Effectively manages professional time.

15. Effectively manages professional time

Strategically plans daily schedule to address instructional leadership priorities supporting the ongoing development of teacher quality, effective staff collaboration, data analysis, and other schoolwide priorities

Maintains a daily schedule to address instructional leadership priorities supporting the ongoing development of teacher quality, effective staff collaboration, data analysis, and other schoolwide priorities

Schedules time daily to address instructional leadership priorities but blocks of time are used ineffectively

Rarely plans own time in advance; neglects to protect time for instructional leadership priorities

Domain 4: Standard 16

Domain 4: Staff Development

Standard 16: Aligns and manages school's resources.

16. Aligns and manages the school's resources

Maximizes school and district resources; actively seeks external resources that align to strategic priorities

Allocates resources in alignment with school priorities; seeks external resources that align to strategic priorities

Allocates resources based on priorities; leverages external resources when available

Allocates resources to initiatives that do not align with school goals; does not seek external resources

Examples of Evidence Standards 15 & 16

Examples of Evidence

- School calendar of professional development, interim assessments and re-teaching is in place
- Daily/weekly schedules create adequate time for all student interventions and staff development, and are flexible enough to adjust to new priorities and needs
- Keeps a personal/professional calendar
- Finances and other resources are aligned with strategic priorities
- External partners are identified and accessed to supplement available resources

Examples of Evidence:

- Professional Planner
- Schedules
- School Calendars with Professional Development
- Finances are aligned with Goals

Questions to Ask:

- How do you keep up with your schedules, school events, professional development? Are there systems in place?
- Have you set a budget that aligns with your goals and is it reviewed consistently to assess needs?



Domain 5: Standard 17

Domain 5: Personal Leadership and Growth

Standard 17: Demonstrates self-awareness, reflection and on-going learning

17. Demonstrates self-awareness, reflection, and on- going learning

Consistently seeks feedback on their own practice, self-reflects, and adapts their leadership practice; builds the capacity of staff to do so as well

Engages in multiple learning opportunities aligned with student needs

Accepts personal responsibility for mistakes and uses them as learning opportunities; builds the capacity of staff to do so

Proactively seeks feedback, self-reflects, and adapts own leadership practice

Engages in learning opportunities aligned with student needs

Accepts personal responsibility for mistakes and uses them as learning opportunities

Demonstrates a non-defensive attitude in receiving feedback from staff members and makes minor adjustments to own leadership practice

Seeks some learning opportunities aligned with student needs

Accepts some responsibility for mistakes, but they are not used as learning opportunities

Unwilling to accept feedback and adjust leadership practice

Rarely or never seeks learning opportunities aligned with students needs

Fails to accept responsibility for mistakes

Domain 5: Standard 18

Domain 5: Personal Leadership and Growth

Standard 18: Demonstrates resiliency in the face of challenge.

18. Demonstrates resiliency in the face of challenge

Models and builds the capacity of staff to maintain the focus of conversations and initiatives on improving student achievement and finding solutions despite adversity

Actively identifies solutions and remains focused when faced with set-backs

Capitalizes on challenges as opportunities to grow and develop themselves and their staff; communicates the opportunity clearly

Encourages staff to focus conversations and initiatives on improving student achievement and finding solutions despite adversity

Identifies solutions when faced with set-backs

Supports staff growth and development in the face of challenges

Demonstrates personal belief in the potential for improving student achievement but may struggle when faced with adversity; does not encourage staff to focus on student achievement despite adversity

Attempts to remain solutions-oriented

Provides some support to staff to grow in the face of challenges

Easily loses focus on improving student achievement

Rarely remains solutions-oriented

Reacts with visible frustration to challenges and setbacks; fails to respond to challenges as they arise

Examples of Evidence Standards 17 & 18

Examples of Evidence

- Message about goals does not change in moments of challenge or adversity
- Shares personal failures and the lessons learned from them
- Continuously reflects on performance, seeks feedback, and actively pursues opportunities to improve personal and school leadership
- Takes initiative and remains solutions-oriented at all times to move the work of the school forward
- Staff is aware of and can share missteps, mistakes, tactics that were unsuccessful and how they were used as learning opportunities

Examples of Evidence:

- Shares failures and lessons learned
- Solutions-oriented
- Learning Opportunities are available, instead of punitive actions.

Questions to Ask:

- How do you handle adversity?
- Do you learn from adversity?
- Do you seek to improve and reflect on mistakes?
- Does your staff fear of punishment, rather than learning from mistakes?



Domain 5: Standard 19

Domain 5: Personal Leadership and Growth

Standard 19: Communicates with Stakeholders

19. Communicates with stakeholders

Implements effective two-way communication structures with district leadership and all stakeholders

Engages stakeholders in focused conversations about school goals and values

Builds the capacity of staff to effectively lead and participate in conversations about professional practice/ student learning and to tailor messages to the intended audience

Engages in two-way communication with all stakeholders

Communicates with stakeholders about school goals and values

Supports staff in effectively leading and participating in conversations about professional practice/ student learning and tailoring messages to the intended audience

Inconsistently engages in two-way communication with stakeholders, or communication is one-way

Inconsistently communicates with stakeholders about school goals and values

Supports staff in engaging in conversations about professional practice and student learning

Rarely or never engages stakeholders in meaningful conversations about the school

Rarely or never communicates with stakeholders about school goals and values

Rarely or never supports staff in engaging in conversations about professional practice and student learning

Examples of Evidence Standard 19

Examples of Evidence

- School staff development plan addresses difficult conversations to improve and enhance student learning
- Principal reacts to difficult moments or feedback in calm and positive ways
- Differentiates communication style and has demonstrated a positive and appropriate rapport with students, staff, families, and community members
- Systems, processes, and structures are in place to share the current state of the school and solicit feedback
- Leadership team participates in professional development to learn and practice active listening skills

Examples of Evidence:

- Development Plans
- Systems in place to provide feedback

Questions to Ask:

- How do you reach to positive and negative situations with staff, students and families?
- Do you provide professional development on difficult conversations and how to handle them.



Mississippi Administrator Professional Growth Cycle



Where to Find the Administrator Rubric

<https://mdek12.org/OEE/Administrator>

For additional information contact:

Beth Loflin, Assistant Director of Educator Effectiveness

bloflin@mdek12.org

MDE, Office of Teaching and Leading (601)359-3631

Librarian

Growth Rubric

Purpose of the Librarian Growth Rubric

- Enhance the impact that the professional school librarian and the school library program have on the students, teachers, and other school community stakeholders
- Highlight the school librarian's areas of strength and identify areas of growth
- Serve as a guide for librarians as they reflect on their own practices
- Provide shared understanding regarding priorities, goals, and expectations of quality practice

Library Observations

A minimum of
three per
school year

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

High-quality
feedback after
each
observation

Timeline and Connections

- **September - Library Program Goals**
 - Program goals are **REQUIRED** to be collaboratively created
 - MDE School Library Monitoring Rubric 2.2
 - MDE Librarian Growth Rubric Domain I: 1; Domain V: 18
- **January - Surveys and/or “Needs List”**
 - Surveys or “wish lists” are **REQUIRED** to be used to help build library’s collections and future programs
 - MDE School Library Monitoring Rubric 2.2
 - MDE Librarian Growth Rubric Domain I: 4



Timeline and Connections

- **February - Budget Report**

- Budget Reports are **REQUIRED** to be turned into administrators to show how funds were spent and request for additional funding in the future
- MDE School Library Monitoring Rubric 2.4
- MDE Librarian Growth Rubric Domain I: 5

- **May - End-of-the-Year Inventory**

- Full library inventory is **REQUIRED** at the end of the year
- 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
- **All standards** must be observed to formulate the Summative Observation score

Domains of the Librarian Growth Rubric

Planning

Management

**Collaboration &
Services**

**Library
Environment &
Facilities**

**Professional
Responsibilities**

Levels of Practice

4

Level 4

- Demonstrates advanced practices
- Creates a strong community centered in collaboration with teachers

3

Level 3

- Demonstrates effective practices
- Indirectly supports the school's instructional program and goals

2

Level 2

- Does not fully demonstrate effectiveness
- Requires clear, specific, and actionable feedback to improve his/her practice

Examples of Evidence

Domains	Standards	Evidence	Level 4	Level 3	Level 2	Level 1
Domain 1: Planning	1. Consults with teachers and administrators to create long-range and short-range plans for the library in support of the school's instructional program	<ul style="list-style-type: none"> Professional Growth Goals Short-and Long-Term Library Goals 	<i>Consistently</i> consults with teachers and administrators to make long-range and short-range plans for the library, <i>fully</i> supporting the school's instructional program	<i>Frequently</i> consults with teachers and administrators to make long-range and short-range plans for the library, <i>adequately</i> supporting the school's instructional program	<i>Sometimes</i> consults with teachers and administrators to make long-range and short-range plans for the library, <i>inadequately</i> supporting the school's instructional program	<i>Rarely</i> consults with teachers and administrators to make long-range and short-range plans for the library resources, with <i>almost no</i> support for the school's instructional program
	2. Develops and implements library policies and procedures for effective library use	<ul style="list-style-type: none"> Policy and Procedure Manual (updated and implemented) See current School Library Guide 	<i>Successfully</i> develops and implements library policies and procedures for effective library use for <i>all</i> students	<i>Adequately</i> develops and implements library policies and procedures for effective library for <i>most</i> students	<i>Inadequately</i> develops and implements library policies and procedures for effective library use for <i>few</i> students	Develops and implements <i>almost no</i> library policies and procedures for effective library use for <i>any</i> students

Indicators

Descriptors for Levels of Practice

Level 4	Level 3	Level 2	Level 1
<ul style="list-style-type: none">• Fully• Consistently• Effectively• Successfully• All• Appropriate	<ul style="list-style-type: none">• Adequately• Frequently• Most	<ul style="list-style-type: none">• Sometimes• Inadequately• Few• Limited	<ul style="list-style-type: none">• Rarely• Ineffectively• Almost no/never• Does not

Standard 1: Consults with teachers and administrators to create long-range and short-range plans for the library in support of the school's instructional program.

Level 4: **Consistently** consults with teachers and administrators to make long-range and short-range plans for the library, **fully** supporting the school's instructional program

Librarian Growth Rubric

Domains	Standards	Evidence	Level 4	Level 3	Level 2	Level 1
Domain I: Planning	1. Consults with teachers and administrators to create long-range and short-range plans for the library in support of the school's instructional program	<ul style="list-style-type: none"> Professional Growth Goals Short-and Long-Term Library Goals 	Consistently consults with teachers and administrators to make long-range and short-range plans for the library, fully supporting the school's instructional program	Frequently consults with teachers and administrators to make long-range and short-range plans for the library, adequately supporting the school's instructional program	Sometimes consults with teachers and administrators to make long-range and short-range plans for the library, inadequately supporting the school's instructional program	Rarely consults with teachers and administrators to make long-range and short-range plans for the library resources, with almost no support for the school's instructional program
	2. Develops and implements library policies and procedures for effective library use	<ul style="list-style-type: none"> Policy and Procedure Manual (updated and implemented) See current School Library Guide 	Successfully develops and implements library policies and procedures for effective library use for all students	Adequately develops and implements library policies and procedures for effective library for most students	Inadequately develops and implements library policies and procedures for effective library use for few students	Develops and implements almost no library policies and procedures for effective library use for any students
	3. Plans for and provides necessary resources, technology, and instructional services that align with MS library standards and curriculum goals	<ul style="list-style-type: none"> Student Learning Outcomes 	Effectively plans for, and consistently provides, necessary resources, technology, and instructional services that fully align with MS library standards and curriculum goals	Adequately plans for, and frequently provides, necessary resources, technology, and instructional services with adequate alignment with MS library standards and curriculum goals	Inadequately plans for, and sometimes provides, necessary resources, technology, and instructional services with limited alignment with MS library standards and curriculum goals	Rarely plans for, and rarely provides, necessary resources, technology, and instructional services with almost no alignment with MS library standards and curriculum goals
	4. Plans instruction that meets the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs	<ul style="list-style-type: none"> Student and/or Teacher Surveys Documentation of provision (ELL/SPED/504): <ul style="list-style-type: none"> High interest-Low level, Large Print, World Languages or other resources for diverse learners 	Effectively plans instruction that consistently meets the diversity of all students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs	Adequately plans instruction that frequently meets the diversity of most students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs	Inadequately plans instruction that sometimes meets the diversity of few students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs	Rarely plans instruction that meets the diversity of any students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs
	5. Develops and monitors a budget for the library in support of the school's instructional program in consultation with school/district administration	<ul style="list-style-type: none"> Budget Report 	Successfully develops, implements and monitors library budget, in consultation with school/district administration, for effective library use for all students and teachers	Adequately develops and implements and monitors library budget, in consultation with school/district administration, for effective library for most students and teachers	Inadequately develops and implements library budget, in consultation with school/district administration for effective library use for few students and teachers	Develops and implements almost no library budget, in consultation with school/district administration, for effective library use for any students or teachers

Domains	Standards	Evidence	Level 4	Level 3	Level 2	Level 1
Domain II: Management	6. Provides a balanced, comprehensive, and up-to-date collection of print and non-print materials to support the school's instructional program within district resources	<ul style="list-style-type: none"> Collection Analysis Reports 	Effectively provides a balanced, comprehensive, and up-to-date collection of print and non-print materials to support the school's instructional program for all students	Adequately provides a balanced, comprehensive, and up-to-date collection of print and non-print materials to support the school's instructional program for most students	Inadequately provides a balanced, comprehensive, and up-to-date collection of print and non-print materials to support the school's instructional program for few students	Rarely/does not provide a balanced, comprehensive, and up-to-date collection of print and non-print materials to support the school's instructional program for any students
	7. Classifies, catalogues, and organizes materials according to a standard classification system for easy accessibility	<ul style="list-style-type: none"> Observation: <ul style="list-style-type: none"> Automated System (updated/web-based) Library layout 	Effectively classifies and organizes materials for easy access by all students and teachers	Adequately classifies and organizes materials for easy access by most students and teachers	Inadequately classifies and organizes materials for limited access by most student and teachers	Rarely/does not classify and organize materials for easy access by any students and teachers
	8. Maintains accurate library records and statistics on the use of materials	<ul style="list-style-type: none"> Library Holdings Circulation Report 	Effectively maintains accurate library records and statistics on the use of materials	Adequately maintains accurate library records and statistics on the use of materials	Inadequately maintains accurate library records and statistics on the use of materials	Maintains almost no accurate library records and statistics on the use of materials
	9. Accounts for materials through a yearly inventory and discards inappropriate, worn-out, or outdated items	<ul style="list-style-type: none"> Weeding reports/disposal of weeded books Inventory Report Loss Items Report 	Effectively maintains accurate library inventory and removal of discarded books	Adequately maintains accurate library inventory and removal of discarded books	Inadequately maintains accurate library inventory and removal of discarded books	Maintains almost no accurate library inventory and removal of discarded books

Domains	Standards	Evidence	Level 4	Level 3	Level 2	Level 1
Domain III: Collaboration and Services	10. Encourages reading of various forms of literature by maintaining an awareness of students' reading interests and providing guidance in the selection of appropriate materials	<ul style="list-style-type: none"> Observation: <ul style="list-style-type: none"> Literacy promoting displays Collaborative Library Project/ Program 	Consistently maintains awareness of all students' reading interests and provides effective guidance on appropriate reading selection to encourage all students' reading	Frequently maintains awareness of most students' reading interests and provides adequate guidance on appropriate reading selection to encourage most students' reading	Sometimes maintains awareness of few students' reading interests and provides inadequate guidance on appropriate reading selection to encourage few students' reading	Rarely maintains awareness of any students' reading interests and provides almost no guidance on appropriate reading selection to encourage any students' reading
	11. Maintains effective communication with staff and students informing them of new acquisitions and library services	<ul style="list-style-type: none"> Observation (select one): <ul style="list-style-type: none"> Promotional Display Library web page Newsletter/Flyers/ Handouts Use of safe online communication tools 	Consistently communicates clearly to all students and teachers about new acquisitions and library services	Frequently communicates clearly to most students and teachers about new acquisitions and library services	Sometimes communicates clearly to few students and teachers about new acquisitions and library services	Does not communicate clearly to any students or teachers about new acquisitions and library services
	12. Determines instructional needs within the library program by consulting with library advocacy committee	<ul style="list-style-type: none"> Student Learning Outcomes 	Consistently determines instructional needs within the library program by consulting with library advocacy committee	Frequently determines instructional needs within the library program by consulting with library advocacy committee	Sometimes determines instructional needs within the library program by consulting with library advocacy committee	Rarely determines instructional needs within the library program by consulting with library advocacy committee
	13. Collaboratively teaches information and digital literacy as an integral part of the curriculum	<ul style="list-style-type: none"> Library Schedule (fixed/ flexible) which includes either Collaborative Lesson Plans or Grade-appropriate library lessons 	Consistently collaborates and effectively teaches information and digital literacy as an integral part of the curriculum	Frequently collaborates and adequately teaches information and digital literacy as an integral part of the curriculum	Sometimes collaborates and inadequately teaches information and digital literacy as an integral part of the curriculum	Rarely collaborates and ineffectively teaches information and digital literacy as an integral part of the curriculum
	14. Provides training to students and teachers in the use of resources, technology, and equipment	<ul style="list-style-type: none"> Observation: <ul style="list-style-type: none"> Librarian training or assisting students and/or teachers 	Provides appropriate training and assistance to all students and teachers in the use of resources, technology and equipment	Provides adequate training and assistance to most students and teachers in the use of resources, technology and equipment	Provides limited training and assistance to most students and teachers in the use of resources, technology and equipment	Provides almost no training and assistance to any students and teachers in the use of resources, technology and equipment
	15. Assists students and teachers in locating information and resources for research	<ul style="list-style-type: none"> Observation: <ul style="list-style-type: none"> Librarian training or assisting students and/or teachers 	Effectively assists all students and teachers in locating information and resources for research	Adequately assists most students and teachers in locating information and resources for research	Inadequately assists most students and teachers in locating information and resources for research	Rarely assists any students and teachers in locating information and resources for research

Domains	Standards	Evidence	Level 4	Level 3	Level 2	Level 1
Domain IV: Library Environment and Facilities	16. Organizes the library for optimal use by students and faculty	<ul style="list-style-type: none"> Observation: <ul style="list-style-type: none"> Meets "Minimum" on facilities standards listed on the current Library Monitoring Rubric (If not, document budget request) Appropriate permanent signage or labels 	Effectively organizes materials for easy access by all students and teachers	Appropriately organizes materials for easy access by most students and teachers	Inadequately organizes materials for limited access by most student and teachers	Rarely/does not organize materials for any access by any students and teachers
	17. Demonstrates high expectations for all students and maintains positive library environment which produces learning opportunities for all students and staff	<ul style="list-style-type: none"> Observation: <ul style="list-style-type: none"> Rules posted and implemented Safety information posted 	Effectively demonstrates high expectations for all students and effectively maintains positive library environment, producing learning opportunities for all students and staff	Adequately demonstrates high expectations for most students and adequately maintains positive library environment, producing learning opportunities for most students and staff	Inadequately demonstrates high expectations for most students and inadequately maintains positive library environment, producing learning opportunities for few students and staff	Rarely/does not demonstrate high expectations for most students and rarely/does not maintain positive library environment, producing learning opportunities for almost no students and staff
Domain V: Professional Responsibilities	18. Participates in appropriate professional learning opportunities and/or belongs to professional library organizations. Applies professional learning to benefit students and teachers	<ul style="list-style-type: none"> Professional Development Plan 	Consistently engages in professional learning to increase knowledge and skills in providing effective support for the school's instructional program. Effectively applies professional learning to benefit all students and teachers	Frequently engages in professional learning to increase knowledge and skills in providing effective support for the school's instructional program. Adequately applies professional learning to benefit most students and teachers	Sometimes engages in professional learning to increase knowledge and skills in providing effective support for the school's instructional programs. Inadequately applies professional learning to benefit most students and teachers	Rarely engages in professional learning to increase knowledge and skills in providing effective support for the school's instructional program. Rarely applies professional learning to benefit any students and teachers
	19. Communicates effectively with teachers, students, and family about the library program and available resources. Advocates for the library program in the school and community	<ul style="list-style-type: none"> Active Library Advocacy Committee: <ul style="list-style-type: none"> Committee recommendations Implementation of goals and objectives Other supporting documents 	Consistently communicates effectively with teachers, students and family about the library program and available resources. Consistently advocates for the library program in the school and community	Frequently communicates effectively with teachers, students and family about the library program and available resources. Frequently advocates for the library program in the school and community	Sometimes communicates effectively with teachers, students and family about the library program and available resources. Sometimes advocates for the library program in the school and community	Almost never communicates effectively with teachers, students and family about the library program and available resources. Almost never advocates for the library program in the school and community
	20. Promotes the Library Bill of Rights and Intellectual Freedom	<ul style="list-style-type: none"> Observation: <ul style="list-style-type: none"> Implementation of the Library Bill of Rights Access to balanced collection that reflects student interest and needs 	Consistently promotes the Library Bill of Rights and Intellectual Freedom	Frequently promotes the Library Bill of Rights and Intellectual Freedom	Sometimes promotes the Library Bill of Rights and Intellectual Freedom	Rarely/does not promotes the Library Bill of Rights and Intellectual Freedom

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

Best Ways to Collect Data

- 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 (audit).
- Photographs are not required as evidence.



Evidence Templates

- Templates have been created to help librarians collect and organize data.
- Each template has a header with the name of the document and connections to resources.
- Templates can be found on the MDE School Library webpage: <https://mdek12.org/Library>

Example

Title: Teacher Request Form

Library Monitoring Rubric: Section 2.2

Librarian Growth Rubric: Standards 3, 6, and 10

School Library Guide: Section 3.5

TEACHER REQUEST FORM

Library Monitoring Rubric - Section 2.2
Librarian Growth Rubric - Standards 3, 6, and 10
School Library Guide - Section 3.5

TEACHER INFORMATION

Teacher _____

Grade Level _____ Subject Area _____

Do you have any recommendations for books, periodicals, or electronic resources that should be added to the school library's collection?

REMINDERS

- Classroom sets cannot be purchased using library funds. Only 5 copies per title can be ordered.
- DVDs and CDs must connect to the curriculum standards and meet copyright regulations.

Resource Type	Title	Author	Cost
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 MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child
Mississippi Department of Education
SCHOOL LIBRARY PROGRAM

Summative Observation Conference

A face-to-face conference is **required** prior to submitting the Summative Observation Score that should include a discussion regarding goals, budget, and needs of the library program (e.g., scheduling and resources).

Where to Find the Librarian Growth Rubric

<https://mdek12.org/Library>

For additional information contact:

Elizabeth Simmons, MLIS, Ed.S.

esimmons@mdek12.org

MDE, Office of Elementary Education and Reading

(601) 359-2568

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.

Counseling Observations

A minimum of
three per
school year

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

High-quality
feedback after
each
observation

Summative Rating

- **Level 4:** This level is the most effective level of professional school counselor performance. Rating at this level indicates a counselor's performance as exemplary.
- **Level 3:** This level is the expectation for all professional school counselors. Rating at this level indicates that the counselor's performance consistently meets expectations and addresses them fully.
- **Level 2:** Occasionally addresses the standard but not at level 3. This level indicates either a beginning professional school counselor or a counselor who needs focused professional development.
- **Level 1:** This level is the least effective level of professional school counselor performance. Rating at this level indicates the counselor's performance is not acceptable.

Domains of the Counselor Growth Rubric

**Program
Delivery**

Data Use

**Professional
Responsibilities**

**Stakeholder
Involvement**

Counselor Growth Rubric

Level 4 - Meets Level 3 and extends impact of the standard

Level 3 - Addresses the standard fully

Level 2 - Occasionally addresses the standard but not at Level 3

Level 1 - Rarely or never addresses the standard

Domain

Standard

Indicators

Domain I: Program Delivery

Standard 1: Plans and provides direct and indirect services to students for 80% or more time

1.1 Provides instruction in school counseling core curriculum

1.2 Provides individual student planning to assist students in educational, career, and personal goals

1.3 Provides individual and small-group counseling that promotes school success through academic, career, and personal/social development for all students

1.4 Refers students and parents to appropriate school and community resources to support student achievement and success

1.5 Provides prevention and crisis intervention strategies

Standard 2: Engages in positive interactions with students

2.1 Creates routines and expectations for students to safely voice opinions and ask questions

2.2 Communicates clearly and listens responsively to students, colleagues, parents/guardians, and other stakeholders in order to identify issues and barriers that impede student success.

2.3 Adapts communication in response to students' behavior and needs

2.4 Works appropriately closely with students to set and monitor goals and recognize success

Domain I: Program Delivery

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

1.1 Provides instruction in school counseling core curriculum career, and personal/social development for all student achievement and success

1.2 Provides individual student planning to assist students in educational, career, and personal goals.

1.3 Provides individual and small-group counseling that promotes school success through academic career and personal/social development for ALL students.

1.4 Refers students and parents to appropriate school and community resources to support students

1.5 Provides prevention and crisis intervention strategies.

Standard 1: Possible Documentation

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



Domain I: Program Delivery

Standard 2: Engages in positive interactions with students

2.1 Creates routines and expectations for students to safely voice opinions and ask questions

2.2 Communicates clearly and listens responsively to students, colleagues, parents/guardians, and other stakeholders in order to identify issues and barriers that impede student success.

2.3 Adapts communication in response to students' behavior and needs.

2.4 Works appropriately closely with students to set and monitor goals and recognize success.

Standard 2: Possible Documentation

- 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)



Domain II: Data Use

Standard 3: Uses data to support school counseling program

3.1 Plans and delivers services utilizing academic performance, behavioral, and attendance data.

3.2 Uses data to adjust programs to meet needs

3.3 Uses data to identify students' needs and school and community trends

3.4 Uses data from program activities to evaluate program effectiveness annually and set improvement goals.

Standard 3: Possible Documentation

- 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



Domain III: Professional Responsibilities

Standard 4: Engages in professional learning

4.1 Effectively participates in appropriate professional learning based on self-analysis of strengths and areas in need of improvement.

4.2 Applies current research and best practices to enhance student outcomes.

4.3 Stays current on best practices, legal concerns, and training through membership in professional organizations.

Standard 4: Possible Documentation

- 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



Domain III: Professional Responsibilities

Standard 5: Collaborates with colleagues

5.1 Engages with colleagues in creating a positive school culture.

5.2 Is an active member of a professional learning community within the school/district.

5.3 Works collaboratively with administrator(s) to promote positive student outcomes.

Standard 5: Possible Documentation

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



Domain III: Professional Responsibilities

Standard 6: Demonstrates high ethical standards

6.1 Acts in alignment with MS Codes of Ethics and the American School Counselor Association's Ethical Standards for School Counselors.

6.2 Complies with school and district regulations and timelines.

6.3 Use information and technology ethically and maintains confidentiality of students records and required by law.

Standard 6: Possible Documentation

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



Domain IV: Stakeholder Involvement

Standard 7: Establishes and maintains effective communication with stakeholders.

7.1 Provides clear, understandable information to parents/guardians and students to establish mutual expectations and counseling support for student success.

7.2 Establishes convenes an advisory counsel for the school counseling program.

7.3 Effectively communicates program goals and results to stakeholders and advisory committee members elicit feedback.

Standard 7: Possible Documentation

- 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 evaluation as teachers!
- Principals should be completing school counselor evaluations using the Counselor rubric
- Direct link to these domains on our website

[Counselor Growth Rubric](#)

Where to Find the Counselor Rubric

<https://mdek12.org/OTL/OTC/Additional-Educator-Growth-Rubrics>

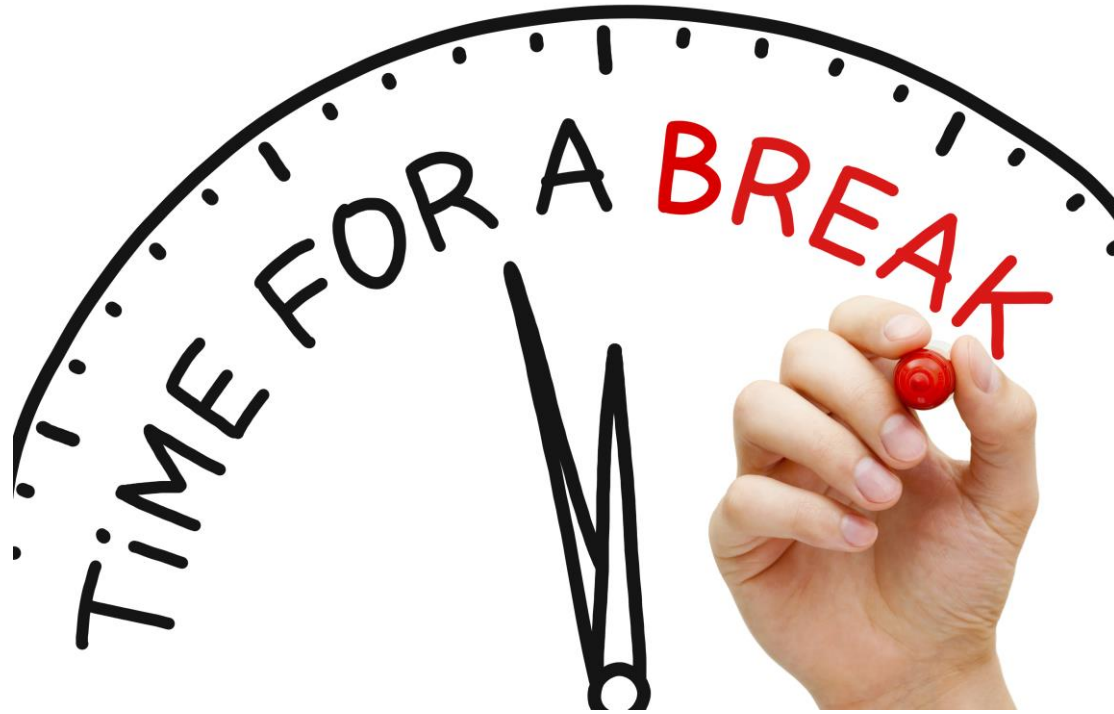
For additional information contact:

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Break



Speech/Language Growth Rubric

Purpose

- 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
- Someone who is familiar with due process and the documentation involved in the process, particularly for artifact review.

Speech/Language Observations

A minimum of
three per
school year

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

High-quality
feedback after
each
observation

Pre-observation Conference

A pre-observation conference is highly recommended prior to all formal observations, but are 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

- **Level 4** is the most effective level of an SLP or SA. This rating indicates that performance is exemplary and consistently exceeds expectations.
- **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

- **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.
- **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.

Domains of the Speech Language Growth Rubric

Planning

Assessments

Instruction

**Learning
Environment**

**Professional
Responsibilities**

Speech-Language Pathologist Growth Rubric

Level 4 - Meets Level 3 and extends impact of the standard

Level 3 - Addresses the standard fully

Level 2 - Occasionally addresses the standard but not at Level 3

Level 1 - Rarely or never addresses the standard

Evidence

Domain

Standard

Indicators

Domain I: Planning	
<p>Standard 1: The SLP plans long term and short term goals that align with the Mississippi College and Career Readiness Standards</p> <p><i>(216 licensed SLPs are not qualified to treat language, fluency or voice disorders. The rating of Domain I indicators for 216 licensed SLPs applies to the treatment planning of articulation disorders only.)</i></p>	<p>Evidence:</p> <ul style="list-style-type: none"> Examples of objectives taught and materials used for articulation, language, voice, and/or fluency
Indicators	
1.1 Demonstrates collaboration with the educational team to create curriculum based therapy plans that are observable and measurable and educationally relevant	
1.2 Implements activities to incorporate academic curriculum into therapy	
1.3 Prepares for therapy sessions by organizing materials and selecting/adapting materials, equipment and/or devices to meet students' needs	
1.4 Chooses service delivery model(s) that meets the needs of individual students	

Domain I: Standard 1

Standard 1: 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 I: Standard 1

1.1 Demonstrates collaboration with the educational team to create curriculum-based therapy plans that are observable and measurable and educationally relevant.

1.2 Implements activities to incorporate academic curriculum into therapy.

1.3 Prepares for therapy sessions by organizing materials and selecting/adapting materials, equipment and/or devices to meet students needs.

1.4 Chooses service deliver models (2) that meet the needs of individual students.

Types of Evidence:

Examples of objectives taught and materials used for articulation, language, voice and/or fluence.

Domain II: Standard 2

Standard 2: 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 II: Standard 2

2.1 Administers, scores, analyzes and interprets results of assessment protocols accurately and reports in a timely manner.

2.2 Gathers case history information from a variety of sources.

2.3 Utilizes appropriate assessment instruments that are the most current evidence-based, including both formal and informal assessments.

2.4 Select assessment instruments that are culturally and linguistically appropriate.

2.5 Makes appropriate recommendations based on assessment results.

Domain II: Standard 2

Types of Evidence:

- Sample Case Load Files - evidence in the caseload files provide the following assessment evidence:
 - Multiple-disciplinary Evaluation Report
 - Standard Assessment protocols
 - Other Assessment Data



Domain III: Standard 3

Standard 3: 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 III: Standard 3

3.1 Demonstrates efficient and effective service delivery and maximizes available time to promote students' progress.

3.2 Develops activities to accommodate students' diverse learning styles

3.3 Uses instructional language that is consistent with the students' comprehension level.

3.4 Uses evidence-based practice and theory related to the populations served

3.5 Develops culturally , linguistically and developmentally appropriate learning activities.

Domain III: Standard 3

3.6 Uses differentiated teaching strategies to enhance students' participation and learning (e.g. pacing, presentation, feedback, redundancy, behavioral management)

3.7 Develops strategies for students' successful participation in the classroom/curriculum

3.8 Includes student activities and tasks that align fully and clearly to the appropriate expectations and are rigorous and relevant

3.9 Plans therapy strategies using evidence-based practice and theory related to the populations served.

Domain III: Standard 3

Types of Evidence:

- Observations
- Student Data Sheets
- Daily Student Data (therapy logs)
- Student Homework and Class Folders



Domain IV: Standard 4

Standard 4: 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 IV: Standard 4

- 4.1 Organizes and uses available physical space, materials and resources.
- 4.2 Begins class on time and uses appropriate pacing throughout
- 4.3 Establishes and states procedural expectations
- 4.4 Manages student behavior effectively and efficiently
- 4.5 Interacts with students and their families in a respectful manner and has a strong nurturing relationship with students.

Domain IV: Standard 4

4.6 Proactively facilitates respectful relationships among students

4.7 Collaborates with colleagues to use supplementary resources and technology effectively and ensures students have access, support and time to use classroom and school resources.

Types of Evidence:

-Observations



Domain V: Standard 5

Standard 5: 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.

Domain V: Standard 5

5.1 Collects and interprets quantitative data to measure progress and to modify therapy as needed

5.2 Designs a schedules that allows completion of all work activities in an efficient and effective manner

5.3 Meets school districts requirement for timely and accurate record keeping

5.4 Prioritizes workload

5.5 Delivers services promptly

Domain V: Standard 5

5.6 Maintains professionalism during interaction with others (teachers, parents, students, etc.)

5.7 Demonstrates excellent written and oral communication skills using correct grammar and enunciation

5.8 Provides information, counseling and support to individuals, families, educational teams and others regarding student's communication disorder

5.9 Complies with ALL state, federal and local regulatory policies relating to the education of children in a school setting.

Domain V: Standard 5

5.10 Maintains confidentiality

5.11 Respects needs and cultural values of others

5.12 Plans and executes own continuing education based on identified needs for ongoing professional growth

5.13 Responds to suggestions and feedback

5.14 Complies with approved Code of Ethics of the American Speech-Language-Hearing Association.

Domain V: Standard 5

Sources of Evidence

Samples Caseload Files

-Evidence in the caseload files provide the following evidence of professional responsibilities.

- Individualized Education Plans
- Parent Permission Documentation
- Referral to Placement Documentation
- Dismissal Documentation

Domain V: Standard 5

- Other evidence of professional responsibilities
 - Copy of Schedule, including revised schedules
 - Student Progress Reports
 - Professional Growth Documentation
 - Guidance and leadership to school staff and parents.

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

Where to Find the SLP Rubric

[Speech Language Growth Rubric Link](#)

For additional information contact:

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Student Services Coordinator

Career and Technical Education Programs (CTE)

Purpose

The Mississippi Student Services Coordinator performance evaluation process will:

- Enhance the impact that the professional Student Services Coordinator and the student services program have on the students and other stakeholders.
- Will highlight the Student Services Coordinators areas of strength and identify areas of growth.
- Serve as a guide for the Student Services Coordinator, as they reflect on their own practices
- Provide shared understanding regarding priorities, goals, and expectations of quality practice.

Student Services Observations

A minimum of
three per
school year

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

High-quality
feedback after
each
observation

Levels of Practice

4

Level 4

- Meets Level 3 and extends impact of the standard

3

Level 3

Addresses the standard fully

2

Level 2

Occasionally addresses the standard, but not at a Level 3

1

Level 1

Rarely and never addresses the standard

Domains for Student Services

Planning

Assessment

Instruction

Learning
Environment

Professional
Responsibilities

Carl D. Perkins Act 2006

Six Special Populations that benefit from Student Services/CTE programs.

Individuals with disabilities

Individuals from economic disadvantages families, including foster children

Individuals prepare for non-traditional fields

Single parents, including single pregnant women

Displaced homemakers

Individuals with limited English proficiency

Domain 1: Standard 1

Standard 1: Plans, coordinates recruitment and appropriate placement activities to promote retention and completion in Career and Technical (CTE) Programs.

Indicators

- 1.1. Assists counselors and CTE instructors in middle and high school recruitment efforts including students with disabilities
- 1.2 Schedules and implements annual school tours including any CTE site visits and school visits
- 1.3 Addresses student's interests, skill level and personality in determining best placement in CTE program
- 1.4 Develops and publishes print media
- 1.5 Uses survey instruments to assist and provide opportunities for college and career planning

Examples of Evidence-Standard 1

Examples of Evidence:

- The SSC plans and executes (independently or in collaboration with the center goals) appropriate recruitment and advisement activities
- Examples of documentation include but are not limited to:
 - Documents that advertise or market the activity
 - Documents that identify attendees
 - Evidence of scheduling recruiting classroom visits in the SSC planner or calendar

(Appropriate documentation is defined as current and valid documents that are signed, dated, or date stamped, has letterhead or school captioning, reflect attendee participation, PowerPoint presentations, and videography)



Domain 1: Standard 2

Standard 2: Service planning that meets the diversity of students' backgrounds and all categories as defined by Perkins' special populations (students' prior knowledge, experience and/or cultural background based on

Indicators

2.1 Demonstrates the use of multiple and varied data sources (formal and informal) to determine prior experiences, proficiencies and achievement levels of all students

2.2 Identifies students for special population classification based on Perkins definitions

2.3 Collaborates with school personnel (CTE instructors and academic personnel) to share and utilize resources in designing and implementing learning experiences that accommodate student identified by Perkins special populations

2.4 Selects instructional goals that incorporate high levels of basic skills in academic and program areas to help students be successful. (Examples of documentation include but are not limited to: Student referrals, Progress reports/report card, Contact information, Administrative logs for online tools, District reports, Instructional strategies, Study guides and resource materials, Inventory checklist from SPED teachers)

Domain 1: Standard 2

Examples of Evidence:

Examples of documentation include but are not limited to:

- Skill assessments
- Surveys
- District Reports
- Individual Education Plans.
- Contact information
- Individual Career and Academic Plan (iCAP)
- Classroom and shop observation documents



Domain 3: Standard 3

Standard 3: Collects and organizes data from assessments to plan instruction, provide feedback and appropriate instructional support, track and monitor progress.

Indicators

- 3.1 Works independently and collaboratively with appropriate school personnel to use assessment results to adjust to student needs
- 3.2 Maintains accurate and complete data records that demonstrate student progress
- 3.3 Utilizes data to select and implement goals aligned to Common Core State Standards, other current MS standards, frameworks and programs
- 3.4 Coordinates with academic and CTE instructors to best address data obtained to develop goals and appropriate remediation
- 3.5 Provides clear and actionable feedback to students and CTE instructors to enable student improvement

Examples of Evidence:

- District Reports
- Instructional plan
- Test and Survey data
- Contact Information
- IEP Information
- Student information

Domain 3: Standard 4

Standard 4: Actively engages students in the learning process.

Indicators

4.1 Utilizes a variety of instructional strategies and resources appropriate to students' skill levels

4.2 Manages activities that include social-interactive activities, educational games, textbooks, computer-based software and Internet sources that support students' achievement of high-level basic skills

4.3 Clearly connects instruction to students' prior knowledge, their daily lives, and to aspects of their community lives and experience

4.4 Utilizes relevant and timely examples in instruction and activities related to the students' diversity

4.5 Utilizes literacy strategies and activities that help students access complex text and analyze, synthesize, and evaluate content related to CTE instructions

Examples of Evidence:

- Observations
- Physical classroom management
- Student Information
- Community Resource Information
- Student Organizations
- Instructional resource
- CCSS implementation



Domain 3: Standard 5

Standard 5: Communicates clearly and effectively

Indicators

5.1 Communicates written and oral content, expectations, explanations, directions and procedures clearly and concisely and adapts communication style in response to student behavior

5.2 Speaks clearly and at an appropriate pace

5.3 Makes eye contact; uses nonverbal communication to reinforce appropriate student behavior and adapts nonverbal behavior to meet students' needs

5.4 Uses developmentally appropriate language and explanations and adapts communication style as needed

Examples of Evidence:

- Samples of written communication
- Observations

Domain 4: Standard 6

Standard 6: Creates an environment conducive to learning.

Indicators

6.1 Organizes and maximizes use of physical space and resources for student learning

6.2 Begins services on time, follows rules and established classroom management procedures

6.3 Establishes expectations and manages student behavior to provide productive learning opportunities for all students

6.4 Demonstrates respect for students and builds relationships that recognize the diversity and achievement of groups and individuals

6.5 Ensures the classroom is a safe place for students to voice their thoughts and opinions

6.6 Displays positive environment in the classroom showing relevance to career goals of students

Domain 5: Standard 7

Standard 7: Engages in continuous professional learning opportunities and applies new information to meet the needs of students.

Indicators

7.1 Proactively seeks out and participates in professional development

7.2 Applies literacy strategies and integrates new material into instructional best practices or classroom procedures

7.3 Attends trainings and accesses resources in college and career readiness

Examples of Evidence:

- Observations

Domain 5: Standard 8

Standard 8: Establishes and maintain effective communication with parents, guardians and community stakeholders.

Indicators

8.1 Provides clear, understandable information to parents/guardians about student progress and activities on a regular basis

8.2 Collaborates with parents/guardians and their students to establish expectations and support

8.3 Engages parents/guardians in CTE program activities

8.4 Collaborates with business and industry to promote college and career readiness

Examples of Evidence:

- Progress Reports
- Parent Contact Information
- Media
- Community participation
- Community college contact information
- Career Information activities
- Business and Industry involvement
- Advisory Committee
- Uses information from Choices and Individual Career and Academic Plan (iCAP)

Domain 5: Standard 9

Standard 9: Collaborates with colleagues and is an active member of a professional learning community in the school.

Indicators

9.1 Assumes leadership or supporting role within the professional learning community in meeting the needs of peers

9.2 Supports colleagues in improving student performance and teaching practices

Examples of Evidence:

- Community college contact information
- Career Information activities
- Business and Industry involvement
- Advisory Committee
- Uses information from Choices and Individual Career and Academic Plan (iCAP)

Where to Find the Student Services Rubric

[Student Services Growth Rubric Link](#)

For additional information contact:

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MDE, Career and Technical Education (601) 359-3974

Special Education

Purpose

The Mississippi Special Education Coordinator performance evaluation process will:

- Enhance the impact that the professional Special Education Coordinator and the special education program have on the students and other stakeholders.
- Will highlight the Special Education Coordinators areas of strength and identify areas of growth.
- Serve as a guide for the Special Education Coordinator, as they reflect on their own practices
- Provide shared understanding regarding priorities, goals, and expectations of quality practice.

Special Education Observations

A minimum of
three per
school year

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

High-quality
feedback after
each
observation

Currently in pilot for the
2019/2020 school year in two (2)
districts.

Will be available for use in all
districts 2020/2021.

Where to Find the Special Education Rubric

Special Education Program

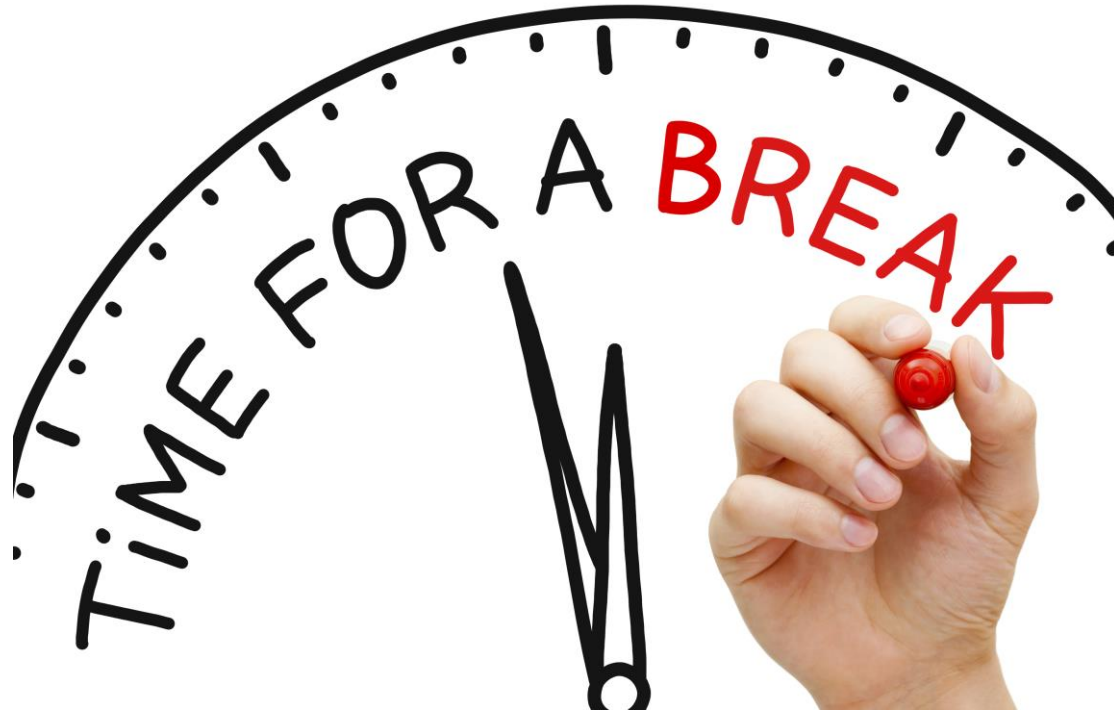
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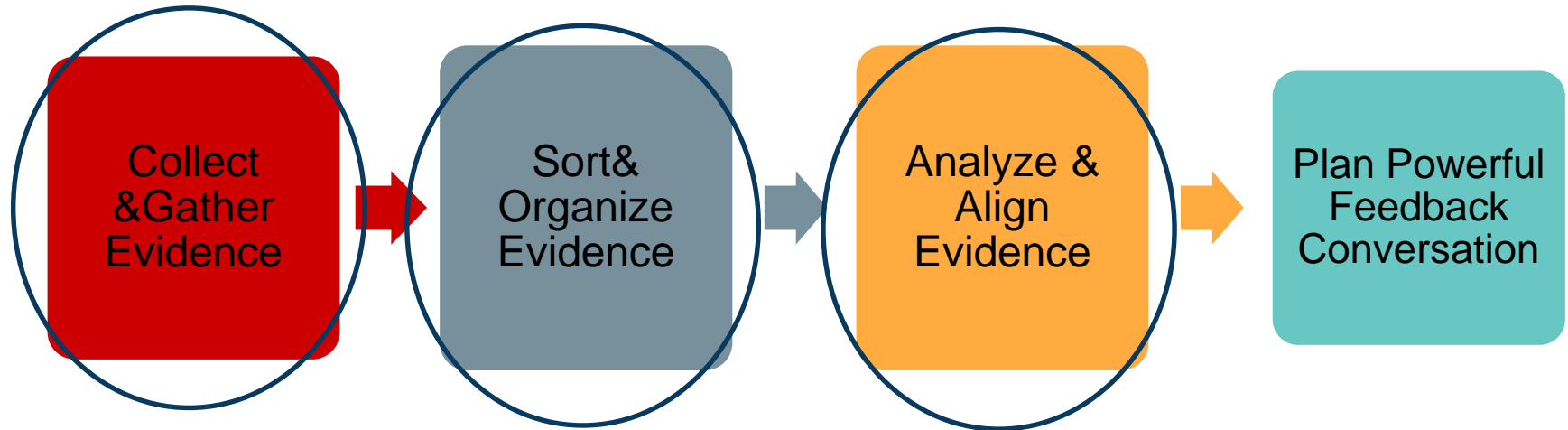
MDE, Office of Special Education (601) 359-3497

Break



Evidence Collection

The Evidence Collection Process



Three Strategies to Make Your Time Count

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>At the beginning of the lesson while the teacher is at her desk looking through her papers, 12 students are seated on the carpet talking among themselves and 5 are at their desk finishing a previous activity.</p>	<p>T at desk, 12 Ss on carpet talking, 5 Ss at desks working</p>
<p>The teacher is explaining probability. She says, “Probability is the chance that something will happen, or how likely that some event will happen. Who can give me an example of when we use probability?” A student answers, “When we flip a coin?”</p>	<p>“Probability is chance something will happen or how likely some event will happen. Who can give example?” (When we flip a coin.)</p>

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>9:15 – “Let’s get with our partners and think about what we just discussed.” 9:20 – Ss found partners and began discussion of “Night.”) S1: (I don’t know where to go.) S2: (You are my partner.) 5 gs w/6 per g T only talked to 2 front gs</p>

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



Peer to Peer Table Talk: Focal Questions

Focal Question #1

What strategies do you use to observe and provide high quality feedback to teachers?

Focal Question #2

What has been your biggest challenge in conducting classroom observations?



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.

Evidence or Interpretation?

IMPORTANT FACT!

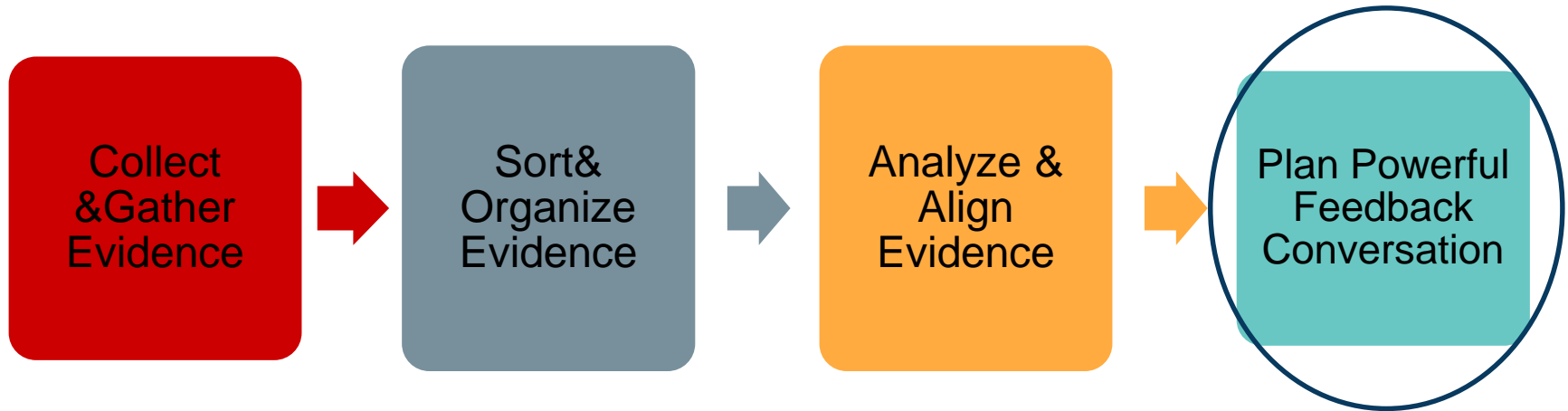
It is KEY that observers decipher evidence from interpretation.

It is highly likely that interpretation may lead to biasness.



Feedback Conversations

The Evidence Collection Process



Factors Affecting Feedback Effectiveness

What are some factors that could affect feedback effectiveness?

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

Factors that can affect Feedback

- Age
- Gender
- Cultural factors
- Level of education
- Teaching Experience
- Previous history with administrator/supervisor
- Tone of feedback
- Hurt Feelings & Emotions
- Fear of outcome

Etc. Etc. Etc. Etc. There are a million Factors that can affect feedback.

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

Will the Feedback Make a Significant Impact?

Given leaders' limited time and the difficulty teachers face when they try to make many changes simultaneously, it's important to identify the **actions steps that have the most leverage – that drive improvement for the greatest number of aspects of the lesson at once.**

Leverage Leadership



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

One Approach to the Feedback Conversation



Effective Feedback Conversation Format

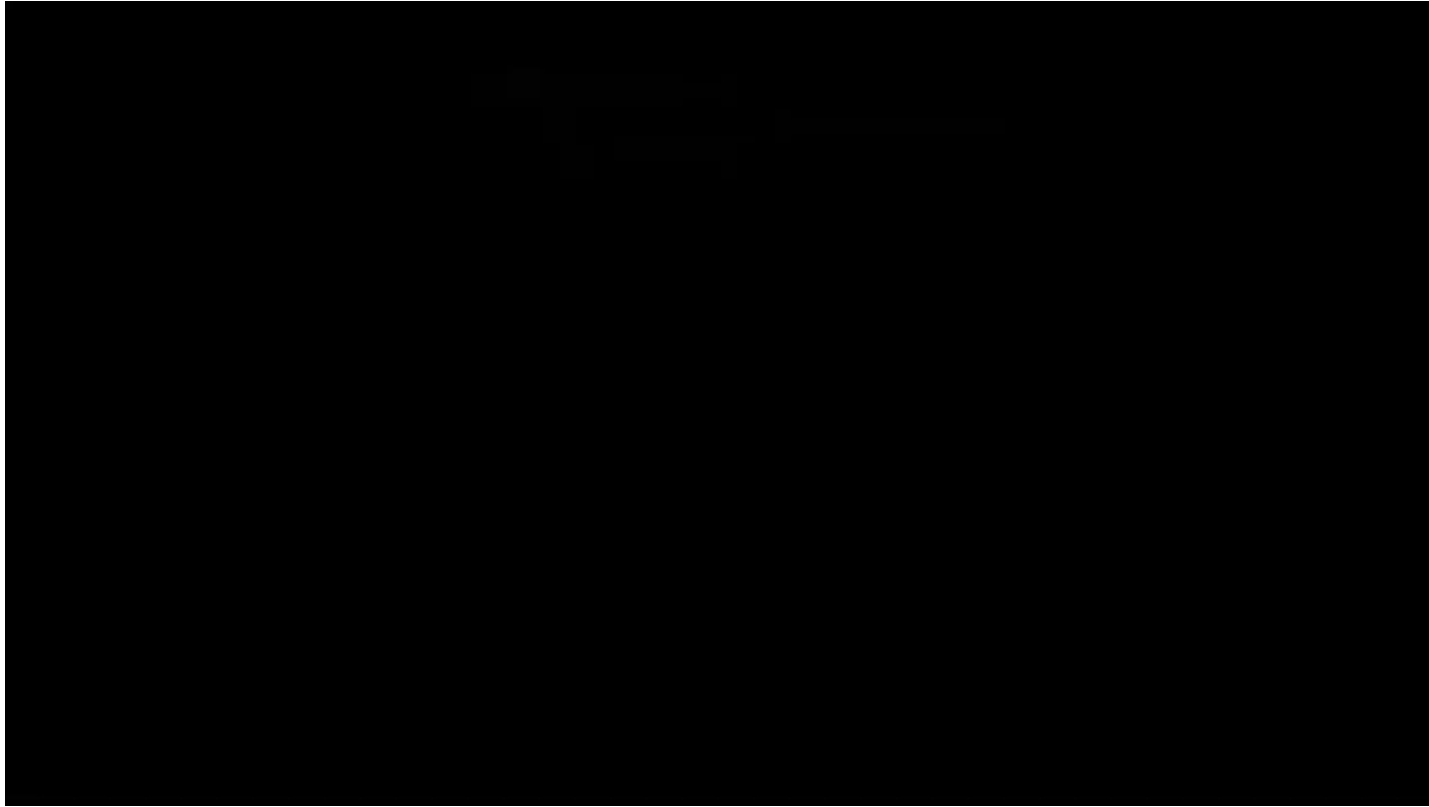
FIVE STEPS FOR EFFECTIVE FEEDBACK FOR LEADERS Leading Post-Observation Face-to-Face Meetings

Observer Should Bring:		Administrator Should Bring:	
<input type="checkbox"/> Evidence Notes (such as Observation Tracker) <input type="checkbox"/> Mississippi Administrator Growth Rubric <input type="checkbox"/> Feedback Conference Plan (with questions, what you intend to practice, etc.)		<input type="checkbox"/> Any relevant student and staff data <input type="checkbox"/> Strategic planning documents <input type="checkbox"/> Their own teacher observation trackers <input type="checkbox"/> Professional calendar (to schedule follow-ups)	
Precise Praise—Narrate the positive:			
1 Precise Praise	What to say:		
	<ul style="list-style-type: none"> 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? 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]. What are some of the things that may have made that so successful? 		
Probe—Start with a targeted question:			
2 Probe	What to say:		
	<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>		
Progress to Concrete Action Step—Add scaffolding as needed:			
3 Identify Problem & Bite-Sized Action Step	What to say:		
	<p>(100% Administrator-driven)—Administrator identifies problem: 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. 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. In looking at your school data, I see that it reflects _____. How are you and your leadership team addressing this?</p> <p>(Observer-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.] 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>		
	Prepare—Co-plan how the administrator can improve future practice:		
	<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"> 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.) 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." Consider co-planning upcoming professional development so that it is job-embedded, relevant, and data-driven. 		
4 Prepare	Set Timeline for Follow-up:		
	<p>What to say:</p> <ul style="list-style-type: none"> When would be best to observe your implementation of this? I'll come back _____ and look for this technique. <p>What to Do—Set Timeline for Follow-up:</p> <ul style="list-style-type: none"> When will be a good time to us to follow up on _____? 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. 		
5 Plan Ahead	What to say:		
	<ul style="list-style-type: none"> When will be a good time to us to follow up on _____? 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. 		

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



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

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.

After the Feedback...

(for educators rated >3.0 (ineffective))

Observer Reflections

1. What types of assistance can I provide to a staff member who may be struggling with a particular standard(s)?
2. What resources are available to help the staff member improve his/her practice?



After the Feedback...

(for educators rated >3.0 (ineffective))

Observer Reflections

3. Are there other educators in the building who may offer peer-to-peer support?
4. Are there other external (outside of the school/district) resources available to assist the educator?
5. How would an improvement plan help this educator?



After the Feedback...

(for educators rated < 3.0 (effective))

Observers Reflections

1. How can we use this effective staff member in a leadership role?
2. What areas could this effective staff member help with educators that are rated ineffective and need support?



End of Training

Question/Comments



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