MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

Professional Growth System

Student Services Growth Rubric

Observation and Feedback Guidebook

2019-2020

ACKNOWLEDGEMENTS

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Introduction

How the Professional Growth System Connects to Our Broader Goals

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

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

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

Goals:

1. All Students Proficient and Showing Growth in All Assessed Areas

2. Every Student Graduates from High School and Is Ready for College and Career

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

4. Every School Has Effective Teachers and Leaders

5. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes

6. Every School and District Is Rated "C" or Higher Teacher Growth Rubric

Student Services Growth Rubric

The Student Services Coordinator of each school is responsible for providing instructional, career collaborative and assistance to career and technical education students. In their critical role, student service coordinators need feedback and high-quality learning experiences to continuously improve their practice and student learning. This feedback and support should be based on a shared understanding and ongoing support of best practice.

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

Professional Growth System Goals

The following are the goals of the Professional Growth System:

- Provide a shared vision for high-quality teaching and learning and guide educators in improving their practice

- Encourage regular, evidence-based observation and feedback for all teachers

- Support teachers and school leaders in identifying priorities for strengthening practice

- Serve as a guide for teachers as they reflect upon their own practices

Student Services Coordinator/Observer Responsibilities

Student Services Coordinator Responsibilities:

- Know and understand the Student Services Growth Rubric domains, standards, and indicators

- Understand the observation process

- Prepare for and fully participate in each component of the observation process

- Develop strategies to improve leadership practice in areas individually or collaboratively identified

- Implement strategies to improve leadership practice in areas individually or collaboratively identified

Observer Responsibilities:

- Complete the MDE's observer training to understand and implement the Student Services Growth Rubric with fidelity and consistency

- Know and understand the Student Services Growth Rubric domains, standards, and indicators

- Supervise the observation process and ensure that all steps are conducted according to the process

- Identify the coordinator's strengths and areas for growth and provide specific, actionable feedback for improving practice

- Ensure that the Summative Observation Rating accurately reflects instructional practice and leadership

Observers

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

Future Measures

The Professional Growth System will eventually include multiple measures: student surveys for both elementary and secondary education; teacher impact and parent surveys. The processes and business rules for these measures are currently being developed/piloted. The development of these measures is being done with input from administrators and teachers from around the state. Once developed and piloted training will be available on these measures.

Student Surveys (Elementary and Secondary)

- Develop and pilot during the 2018-2019 and 2019-2020 school years
- Implement during the 2020-2021 school year

Assessing Teachers' Impact on Student Learning

- Develop and pilot during the 2018-2019 and 2019-2020 school years
- Implement during the 2020-2021 school year

Parent Surveys

- Develop and pilot during the 2018-2019 and 2019-2020 school years
- Implement during the 2020-2021 school year

The Observation and Feedback Cycle

The purpose of the PGS is to support all educators in strengthening practice. This purpose is achieved through the cycle of observations, feedback, adjustments in practice, and follow-up to support the growth of student service coordinators. The Observation and Feedback Cycle will ensure that student service coordinators receive regular observations to provide accurate and meaningful feedback.

Each observation should be followed by clear, specific, actionable, and timely feedback to improve practice. Observers should follow up to ensure feedback is effectively implemented and to provide additional assistance if necessary. This cycle provides teachers with continuous feedback.

Classroom Observation

Clear, Specific, Actionable, and Timely Feedback

Changes in Practice

Follow-up and Additional Feedback

The Observation and Feedback Process

COLLECT	SORT	ANALYZE	PROVIDE FEEDBACK
The observer looks for relevant evidence in a lesson.	The observer organizes evidence by rubric standards.	The observer determines records performance levels by aligning from evidence to rubric indicators.	The observer uses evidence to ground discussion with the teacher on improving practice.
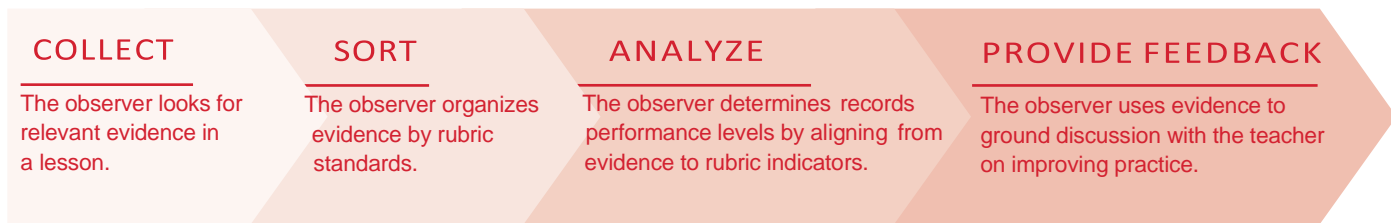
The Observation and Feedback Process is not a mystery. This is the four-step process for collecting evidence to support feedback conversations. These steps should be followed when observing student service coordinators. This process represents best practice and is not intended to be burdensome but provide observers with a clear process to make identifying high-quality feedback easier.

As observers gain experience and expertise with the Student Services Growth Rubric, collecting and sorting evidence can be done simultaneously.

COLLECT: An observer looks for and records relevant evidence from the critical contexts. The observation process begins by gathering relevant evidence of the practices that are most important to school leadership and student learning.

SORT: The observer organizes the evidence by standards.

ANALYZE: The observer determines performance levels by aligning and analyzing the evidence to the rubric's indicators.

PROVIDE FEEDBACK: The observer uses evidence in discussion with the student service coordinators on how to improve practice and leadership.

Student Service Observations and Feedback Conversations

Student Service Observations and Site Visits

Observations provide a view of instructional practice and the opportunity to collect evidence to assess practice using the Student Services Growth Rubric. Archer, Cantrell, Holtzman Joe, Tocci, & Wood (2016) wrote:

Evidence is the basis of fair evaluation and meaningful feedback. Evidence is what grounds agreement on the quality of practice, as well as the conversation about how to improve.

When an observer calls attention to specific actions that took place in a lesson, it demystifies the reasons why a specific performance rating is warranted and provides a clear starting point for discussing how to implement changes. A piece of evidence is an objective description of something observed in a lesson. It makes no suggestion of quality (p. 128).[1]

Observations serve as a snapshot of instructional practice and leadership captured through watching the student services coordinator and providing feedback on what is observed. Observations, both informal and formal, should be of sufficient length so that the observer can analyze the lesson and accurately collect evidence.

Time between observations must be sufficient for student service coordinators to improve their practice using the action steps identified during the feedback conversation. If the student service coordinator needs support(s) to improve his/her leadership practice (i.e., coaching and professional learning opportunities), then the time between observations must be sufficient for the student service coordinators to have had the opportunity to access appropriate supports.

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

Observations

3 minimum per school year **= 2** Informal (unannounced) **+** formal (announced) → **High-quality feedback after each observation**

Informal/Walk-through Observations

Research clearly indicates that adults, including educators and administrators, need regular feedback to strengthen practice. Informal observations/walk-throughs are unannounced observations that support the collection of evidence to provide high-quality feedback to student service coordinators about specific instructional practice and leadership. The informal/walk-through observations should occur throughout the school year.

Formal Observations

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

While two observations are the minimum requirement, more frequent observations may be needed to strengthen a student service coordinator's practice. A single observation does not need to assess every aspect of a student service coordinator's practice, but observers should use the rubric to identify potential areas for feedback.
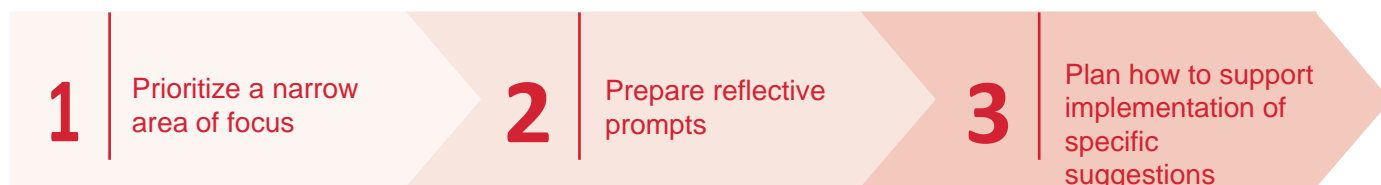
Pre-observation Conferences

Pre-observation conferences provide the opportunity for the student service coordinators to describe the context and plans for the lesson prior to a site visit observation. The student service coordinators would also discuss goals related to his/her instruction and practice. Pre-observation conferences are not required, but are useful in building shared trust with the observation process.

Feedback Conversations

Of all the approaches to promote student service coordinators, the most powerful (and embedded in virtually all others) is that of professional conversation.[2] Reflective conversations about practice allow student service coordinators to understand and analyze events in the school. High-quality feedback helps student service coordinators to improve by identifying strengths (practices they should continue) and areas for improvement (changes to their practice that should be prioritized).

To be effective, feedback after a site visit observation should focus on foundational practices that will have a domino effect on the mastery of other practices (highest leverage), be clear and observable (not vague), and be bite-sized so it can be implemented quickly.[1] Feedback should be provided to the student service coordinators as soon as possible after each classroom observation.

1 Prioritize a narrow area of focus **2** Prepare reflective prompts **3** Plan how to support implementation of specific suggestions

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

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

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

Feedback must include more than prompts crafted to promote self-reflection. The bonus for identifying techniques to improve instructional practice should not rest only on the student service coordinator. Observers need to bring something to the table. For instance, if the focus of feedback is on staff management, **the observer should come with a handful of very specific and practical techniques** for doing so. A student service coordinator who leaves a post-observation conference with something of value is much more likely to view observation in a positive light.

Summative Observation Ratings

Using the evidence collected over the course of the school year, the observer should apply the four-performance level rating scale to evaluate a student service coordinator's practice using all nine (9) Student Service Growth Rubric standards. Therefore, the summative observation rating represents where the "preponderance of evidence" exists. The summative observation rating is based upon the aggregate, unweighted domain averages. Each standard is assigned a rating of 1.00 through 4.00 points.

Domain ratings are calculated by averaging the standards in each domain. The values are rounded to two decimals (i.e., 3.05). These numeric values are then aggregated and divided by five (i.e., the number of domains) to produce a summative observation rating from 1.00 through 4.00 points. Summative observation standard ratings for each student service coordinator will be submitted to the MDE. The method of submission and submission window will be provided to districts between February or March of each year.

Summative Observation Rating Calculation Example

Standards	4 points	3 points	2 points	1 point	Rating
Domain I: Planning					
1. Plans, coordinates recruitment and appropriate placement activities to promote retention and completion in Career Technical Education (CTE) programs.		✔			3
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 data collected.		✔			3
Domain Rating (average of standards under domain)					**3.00**
Domain II: Assessment					
3. Collects and organizes data from assessments to plan instruction, provide feedback and appropriate instructional support, and track and monitor student progress.			✔		2
Domain Rating (average of standards under domain)					**2.00**
Domain III: Instruction					
4. Actively engages students in the learning process.			✔		2
5. Communicates clearly and effectively.	✔				4
Domain Rating (average of standards under domain)					**3.00**
Domain IV: Learning Environment					
6. Creates an environment conducive to learning.		✔			3
Domain Rating average of standards under domain)					**3.00**
Domain V: Professional Responsibilities					
7. Engages in continuous professional learning opportunities and applies new information to meet the needs of students.	✔				4
8. Establishes and maintain effective communication with parents/guardians and community stakeholders.		✔			3
9. Collaborates with colleagues and is an active member of a professional learning community in the school.		✔			3
Domain Rating (average of standards under domain)					**3.33**
Summative Observation Rating (Average of domain ratings)					**2.87**

Summative Observation Conferences

Prior to the end of the school year and in accordance with school district timelines, the observer will conduct a summative observation conference with the student services coordinator. During the conference, the observer and student services coordinator will discuss the coordinators school observations, evidence of the coordinator's practice, leadership and professional growth opportunities. At this time, the student services coordinator should also receive summative observation rating for the school year.
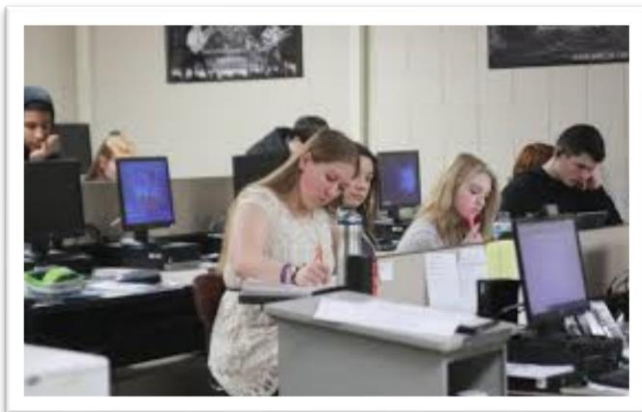
Student Services Growth Rubric Design

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

MISSISSIPPI EDUCATOR & ADMINISTRATOR
PROFESSIONAL GROWTH SYSTEM

Student Services Coordinator 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

EXAMPLES OF EVIDENCE

Domain I: Planning	

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

Student Services Coordinator Growth Rubric

INDICATORS

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

Student Services Growth Rubric Domains and Standards

The Student Services Growth Rubric has five (5) domains and nine (9) standards.

DOMAIN I: PLANNING:

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

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 data collected).

DOMAIN II: ASSESSMENT:

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

DOMAIN III: INSTRUCTION:

Standard 4:   Actively engages students in the learning process.

Standard 5:   Communicates clearly and effectively.

DOMAIN IV: LEARNING ENVIRONMENT:

Standard 6:   Creates an environment conducive to learning.

### DOMAIN V: PROFESSIONAL RESPONSIBILITIES

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

Standard 8:   Establishes and maintain effective communications with parents/guardians and community stakeholders.

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

Student Services Coordinator Performance Levels

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

- **<u>Level 4 Practice</u>**: This coordinator demonstrates advanced instructional practices, particularly those that foster student ownership of learning and the environment. In Level 4 teaching, a community of learners has been created in which students assume a large part of the responsibility for the success of a lesson and their own learning. Level 4 practice goes above and beyond the expectations for an effective student services coordinator.

- **<u>Level 3 Practice:</u>** This coordinator demonstrates effective instructional practices. Level 3 teaching is characterized by "teacher-directed success" while Level 4 teaching is characterized by "student-directed success." Level 3 practices are expected of all effective student service coordinators.

- **<u>Level 2 Practice:</u>** A coordinator demonstrating Level 2 practices is making attempts but does not fully demonstrate effectiveness. This coordinator has potential to become effective, but requires clear, specific, and actionable feedback to improve his/her practice. A coordinator whose practice is at Level 2 is a high potential coordinator. High-quality feedback is essential in improving his/her practice.

- **<u>Level 1 Practice:</u>** This teacher should receive immediate and comprehensive professional learning and support(s) designed to address the identified area(s) for growth.
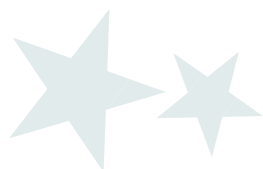
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Domain I: Planning	

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

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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 data collected	**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

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

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Domain II: Assessment

Standard 3: Collects and organizes data from assessments to plan instruction, provide feedback and appropriate instructional support, and track and monitor student progress	**Examples of Evidence:** • District Reports • Instructional plan • Test and Survey data • Contact Information • IEP Information • Student information

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

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Domain III: Instruction

Standard 4: Actively engages students in the learning process	**Examples of Evidence:**
	• Observations • Physical classroom management • Student Information • Community Resource Information • Student Organizations • Instructional resource • CCSS implementation

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

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Standard 5: Communicates clearly and effectively	Examples of Evidence: • Samples of written communication • Observations

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

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Domain IV: Learning Environment

Standard 6: Creates an environment conducive to learning

Examples of Evidence:
- Observation of physical environment
- Classroom management
- Instructional plan
- Contact Information
- Requisition list
- IT Help Desk tickets
- Disclaimer statements for posters, etc.
- Posters and student recognition

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

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Domain V: Professional Responsibilities

Standard 7: Engages in continuous professional learning opportunities and applies new information to meet the needs of students	**Examples of Evidence:** • Observations

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

Student Services Coordinator Growth Rubric

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Standard 8: Establishes and maintain effective communication with parents/ guardians and community stakeholders	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)

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

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

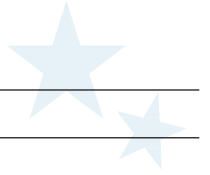### Indicators

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

Notes:

Resources

All forms are optional. Documentation of the site-visit observations, post-observation conferences, summative conferences and summative ratings for each student service coordinator should be on file at each school/district.

Glossary

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

EVIDENCE: Evidence is a factual reporting of events that is not biased or clouded with personal opinion, such as how the observer may have taught the lesson himself/herself. Evidence may include coordinator's practice, leadership, teacher and student behavior, descriptions of the school environment, as well as data and strategic plans.

FEEDBACK: Feedback is insight from the observer on a student services coordinator's practice that is grounded in the five (5) domains and the nine (9) standards of the Student Services Growth Rubric. To effectively support improvements in practice, feedback should be focused and actionable – not a long list of things the Student Services Coordinator might change. High-quality feedback focuses on the highest leverage practice the coordinator should effectively implement and is delivered in a way that makes clear how the coordinator can try out the suggestion(s) in the school environment.

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

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

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

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

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

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

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

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

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

The Observation and Feedback Cycle: Best Practices for Collecting Evidence[1]

Observe

The observer visits the school and takes notes on the Students Services Coordinator and student actions.

Best Practices for Observation

1. Eliminate effects of bias. Enter the school without judgment and work from evidence.

2. Collect evidence, not interpretation. Write down only what the student services coordinator and students say and do.

3. Look for learning. Seek evidence of what students know and are able to do.

4. Review and reflect. Pause to organize evidence before interpreting.

Collecting evidence during an observation

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

When collecting evidence on instruction, ask:

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

Common mistakes/pitfalls to avoid

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

EVIDENCE	INTERPRETATION
• Is observable	• Makes inferences
• Is not influenced by the observer's perspective	• Depends on observer's perspective
• Is free of evaluative words	• Includes evaluative words
• Does not draw conclusions	• Draws conclusions

- Replace vague quantifiers by capturing more specific evidence (e.g., "*a lot of students raised their hands*" vs. "*17 of 20 students raised their hands.*")

- Swap edu-speak for evidence. For example, rather than saying, "*You differentiated by scaffolding questions during the mini-lesson,*" identify the actual questions that the teacher asked, such as "*What is the name of this shape? How is it different from a square or rectangle? Where in real life have you seen this shape?*"

Tips for collecting evidence:

Below are some examples of common practice for Student Services Coordinator's observation:

- Sit with a table/group of students. Write down the questions asked, and answers given by the students in that group.

- Copy down what each student has written on his/her paper verbatim into your observation notes (e.g. Answer to #2 on handout, response to quick-write prompt). The observer can obtain a handout from the teacher, if available, and record the answers directly onto it.

- Write down the time and circulate in the room. Record the item that all students are working on in that moment. Then, go around a second time.

- Select a problem, determine the correct answer, and tally the number of students who have the correct response written on their papers.

- If recording observation notes using an iPad, use the iPad to take pictures of actual student work during the classroom observation.

- Move around the classroom and identify students performing at high, medium, low levels and strategically capture their work.

- Monitor observation notes to ensure that the "student side" is not neglected.

- Ask students to tell you what they are learning/doing, why they are learning, and if they have learned anything new today.

- Collect the lesson plan and/or copies of student work prior to leaving the classroom.

- Set aside time that will allow the observer time for the pre-conference meeting, site visit and post-visit, as well as analyzing the evidence collected from the site-visit.

- Prepare for high quality feedback for the student services coordinator and provide an engaged feedback conversation regarding evidence collected.

How do I capture as much evidence as possible?

- Effective evidence collection can be done using scripting, coding, and anecdotes.
  - SCRIPTING – writing down teacher and/or student language verbatim

  - CODING – using shorthand to increase how much can be written and the quality of data collected
    (T= teacher, S= student, HU= hands up)

  - ANECDOTES – brief descriptions about "who did what" and other important information without specifics about what was said

- Time transitions by using time stamping. Time stamping helps to record more accurate information about the flow of a lesson. Time stamping also provides information about lesson pacing and the duration of activities/learning experiences.

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

Jane is called on ⅢⅢ |
Times teacher provides feedback to front table |||

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

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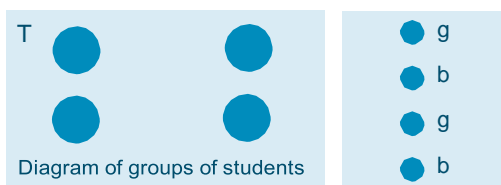
- If you notice a trend, create a tally on the side, so you can capture other evidence that may be occurring while also documenting the trend. For example, Jane is the only one responding to the teacher's questions. Y ou may capture several instances verbatim, but you can also capture how many times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

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

Sample Codes for Observation Scripting

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

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

Observation Evidence Collection Samples: Strong versus Weak

Strong example observation evidence collection:

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

Weak example classroom observation evidence collection:

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

Selected Scripting Form
Professional Growth System
Student Services Growth Rubric

Student Services Coordinator

School/District

Date (Month/Day/Year)

Observer

Informal Observation
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Formal Observation
☐ 1 ☐ 2 ☐ 3

DOMAIN I: PLANNING:
Standard 1: Plans, coordinates recruitment and appropriate placement activities to promote retention and completion in Career and Technical Education (CTE) programs.

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 data collected).

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

DOMAIN III: INSTRUCTION:
Standard 4: Actively engages students in the learning process.

Standard 5: Communicates clearly and effectively.

DOMAIN IV: LEARNING ENVIRONMENT:
Standard 6: Creates an environment conducive to learning.

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

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

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

EVIDENCE		
Time	Student Services Coordinator-Teaching	Students-Learning

Observation Evidence Sorting-Form A

Professional Growth System

Student Services Growth Rubric

Student Services Coordinator

School/District

Date (Month/Day/Year)

Observer

Informal Observation

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Formal Observation

☐ 1 ☐ 2 ☐ 3

Domain I: Planning

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

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 visits and school visits.
1.3 Addresses students' 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.

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Ensuring a bright future for every child

MISSISSIPPI EDUCATOR & ADMINISTRATOR
PROFESSIONAL GROWTH SYSTEM

Student Services Coordinator 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 I: Planning

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 data collected)

2.1 Demonstrate 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 cards, contact information, Administrative logs for online tools, District reports, Instructional strategies, Study guides and resource materials, Inventory checklists from SPED teachers).

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MISSISSIPPI EDUCATOR & ADMINISTRATOR PROFESSIONAL GROWTH SYSTEM

Student Services Coordinator 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 II: Assessment

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

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

3.3Utilizes data to select and implement goals aligned to Common Core 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.

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PROFESSIONAL GROWTH SYSTEM

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Level 1 - Rarely or never addresses the standard

Evidence:

Domain III: Instruction

Standard 4: Actively engages students in the learning process.

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.

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PROFESSIONAL GROWTH SYSTEM

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Level 1 - Rarely or never addresses the standard

Evidence:

Domain III: Instruction

Standard 5: Communicates clearly and effectively.

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.

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Student Services Coordinator Growth Rubric

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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 IV: Learning Environment

Standard 6: Creates an environment conducive to learning.

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 student and build 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 environments in the classroom showing relevance to career goals of students.

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PROFESSIONAL GROWTH SYSTEM

Student Services Coordinator Growth Rubric

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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 V: Professional Responsibilities

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

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 training and accesses resources in college and career readiness

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PROFESSIONAL GROWTH SYSTEM

Student Services Coordinator Growth Rubric

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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 V: Professional Responsibilities

Standard 8: Establishes and maintain effective communications with parents/guardians and community stakeholders.

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.

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Level 1 - Rarely or never addresses the standard

Evidence:

Domain V: Professional Responsibilities

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

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.

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Student Services Coordinator Growth Rubric

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Evidence:

Observation Evidence Sorting Form Option B

Professional Growth System
Student Services Growth Rubric

Student Services Coordinator

School/District

Date (Month/Day/Year)

Observer

Informal Observation

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Formal Observation

☐ 1 ☐ 2 ☐ 3

DOMAIN I: Planning	EVIDENCE
1. Plans, coordinates recruitment and appropriate placement activities to promote retention and completion in Career Technical Education (CTE) programs.	
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 data collected.	

DOMAIN II: Assessment	EVIDENCE
3. Collects and organizes data from assessments to plan instruction, provide feedback and appropriate instructional support, and track and monitor student progress.	

DOMAIN III: Instruction	EVIDENCE
4. Actively engages students in the learning process.	
5. Communicates clearly and effectively.	

DOMAIN IV: Learning Environment	EVIDENCE
6. Creates an environment conducive to learning.	

DOMAIN V: Professional Responsibilities	EVIDENCE
7. Engages in continuous professional learning opportunities and applies new information to meet the needs of students.	
8. Establishes and maintain effective communication with parents/guardians and community stakeholders.	
9. Collaborates with colleagues and is an active member of a professional learning community in the school.	

Summative Observation Rating Form

Professional Growth System
Student Services Growth Rubric

Student Services Coordinator

School/District

Date (Month/Day/Year)

Observer

Standards	4 points	3 points	2 points	1 point	Rating
Domain I: Planning					
1. Plans, coordinates recruitment and appropriate placement activities to promote retention and completion in Career Technical Education (CTE) programs.					
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 data collected.					
Domain Rating (average of standards under domain)					
Domain II: Assessment					
3. Collects and organizes data from assessments to plan instruction, provide feedback and appropriate instructional support, and track and monitor student progress.					
Domain Rating (average of standards under domain)					
Domain III: Instruction					
4. Actively engages students in the learning process.					
5. Communicates clearly and effectively.					
Domain Rating (average of standards under domain)					
Domain IV: Learning Environment					
6. Creates an environment conducive to learning.					
Domain Rating average of standards under domain)					
Domain V: Professional Responsibilities					
7. Engages in continuous professional learning opportunities and applies new information to meet the needs of students.					
8. Establishes and maintain effective communication with parents/guardians and community stakeholders.					
9. Collaborates with colleagues and is an active member of a professional learning community in the school.					
Domain Rating (average of standards under domain)					
Summative Observation Rating (Average of domain ratings)					

Notes:

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Office of Teaching and Leading

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