



Mississippi Student Services Appraisal Rubric M-SSAR 2014-15 Process Manual

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Table of Contents

Acknowledgements	2
Introduction	4
Purpose of SSC Performance Evaluation	4
The M-SSAR Observation Process	5-6
Training	7
Commitment Goals	7
M-SSAR Process	8
M-SSAR – Formal Observation Cycle Flow Chart	9
M-SSAR Standards	10-11
Performance Levels	12
Mississippi Student Services Appraisal Rubric (M-SSAR)	13-24
Obtaining a Student Services Coordinator’s Performance Scores and Final Process	25
Creating a Domain Score.....	
Overall Performance Score.....	
Final Summative Evaluation Conference	
Appendix	26
Glossary	27-28
Suggested Examples of Evidence	29-30
Pre-Observation Form	31
Post-Observation Form	32-33
Walk-through Observation Record	34-35

Introduction

The Mississippi Student Services Appraisal Rubric (M-SSAR) is developed to assist administrators (CTE Directors and contact persons) and Student Services Coordinators (SSC) in evaluating performance areas aligned with the Carl D. Perkins law. SSCs are licensed teachers in areas specified by the Mississippi Department of Education. Their duties and responsibilities are dedicated to students qualifying as special populations (Carl D. Perkins) at Career and Technical Centers statewide. SSCs obtain valid and reliable data to provide educational services to all CTE students who require additional resources, academic and skills training and remediation. The M-SSAR is a tool that will provide an opportunity for administrators and SSCs to determine their effectiveness in the laboratory and the CTE classroom by accessing data ascribed to “best practices” and adherence to the program of work. SSCs use a variety of self-assessment tools, including but not limited to the Technical Assistance Grid and the CTE Performance Assessment. These best practices are a means of building a learning community with CTE instructors, administrators, and students by advocating for the implementation and professional development associated with basic literacy strategy embedment in content areas.

The Mississippi Department of Education (MDE) has created the Mississippi Student Services Appraisal Rubric to gather information on the SSC’s strengths and areas of challenge to provide support and development and improve student success. The M-SSAR process and forms are recommended by the MDE. *Districts may use their discretion with all forms except the rubric.*

Purpose of SSC Performance Evaluation

The Mississippi Student Services Appraisal Rubric process will:

- Provide formative assessment information about the performance of individual Student Services Coordinators to highlight areas of strength and identify areas for growth.
- Serve as a guide for Student Services Coordinators as they reflect upon their own practices.
- Provide shared understanding regarding priorities, goals, and expectations of quality practice.
- Serve as a tool to help structure administrative evaluation and feedback.

The Mississippi Student Services Appraisal Rubric also provides data impacting the Carl D. Perkins Core Indicators:

- Academic Attainment – Reading/Language Arts and Mathematics
- Technical Skills Attainment
- Secondary School Completion

- Student Graduation Rates
- Nontraditional Placement
- Nontraditional Completion

The M-SSAR Observation Process

The SSC Observation Cycle includes multiple methods of evaluation in order to evaluate every SSC on all standards and to obtain a comprehensive understanding of each SSC's areas of strength and areas for growth. The M-SSAR process includes five elements in the evaluation cycle: Student Services Coordinator Self-Assessment, Evidence Review, Walk-through Observations, and Formal Observations.

Student Services Self-Assessment:

SSCs reflect on their professional practice relative to the best practices. The purpose of self-assessment is two-fold: it actively engages the SSC in launching his or her own evaluation, and it prepares the educator to develop "best practices" in program development for the SSC and implementation of the program of work. This can be based on data/scores (pre- and post-testing data) and/or areas for growth. Self-assessment forms have been used in past years by SSCs in school districts that have also been a part of the technical assistance and auditing practice. The Technical Assistance Grid and the Performance Assessment tool located on the RCU website (www.rcu.msstate.edu) are two examples of a thorough self-assessment.

Review of Evidence:

Materials submitted as evidence by the SSC should be linked to the domains and standards of M-SSAR they support in the program of work and demonstrate the evidence's impact on students' learning and effective instructional practices with a highly diverse and differentiated instruction.

Review of day timers, schedulers, calendars and student sign in sheets will provide an evaluator with information on the day-to-day activities associated with the program of work and instructional needs of the students and career and technical center; they are part of the walk-through observations process. Examples may include professional development activities, student work, interventions, logs, sign in sheets; student folders, etc. (See Appendix).

Walk-through Observations:

It is required that the administrator conduct a minimum of two walk-through classroom visits. Beyond the two required, the frequency and length of time of the walk-through visits are at the discretion of the school district. The unannounced visits should last 10-15 minutes. These visits are used by the administrator to provide quick checks of SSC performance as indicated by scheduled practices included in the day timer, calendar, and/or student sign in sheet. The walk-through observation may take place in the SSC classroom/computer laboratory or be combined with an instructional class activity that

has been scheduled in a program area. For example, the SSC may be working with a whole-class activity on a given day with a specific CTE instructor to assist with math and literacy content. The walk-through observations occur throughout the school year.

Formal Observations and Conferences: Each SSC will be formally observed at least two times during the school year. Both formal observations will be announced and scheduled in advance with the SSC. The formative observation should be completed during the first half of the school year; the summative observation should be completed during the second half of the school year. These observations will be scheduled by the SSC and evaluator, and delivery of a specified content area will be discussed. These formal observations can take place in the SSC classroom/computer laboratory and/or the CTE instructor classroom. The SSC and evaluator will determine prior to the observation the content to be observed, the goals and objectives to be met, and the alignment and relevance to the program of work and impact on the Carl D. Perkins Core Indicators. The formal observations are specifically oriented to Domain III and Domain IV. There is an additional form (see below) for recording observations and making additional notes in the event that the rubric is not sufficient.

All formal observations must be performed by licensed educators or administrators who have successfully completed all training requirements. At least one formal observation must be performed by an administrator. The second formal observation may be performed by either an educator or administrator.

All formal observations will include a pre-observation conference and a post-observation conference:

- **Pre-observation conference** – The pre-observation conference should occur one to two days prior to the observation. This conference provides the opportunity for the SSC to describe the context and plans for the session to be observed, review submitted evidence, and discuss goals related to the self-assessment and session goals and objectives. An ideal length of time for a pre-observation conference is 10-15 minutes.
- **Post-observation conference** – The post-observation conference should take place no later than one week after the observation. This conference provides the opportunity for the evaluator to provide feedback and to discuss the areas for growth. If professional development is needed, the administrator will design a plan with input from the SSC.

Training

All SSCs will be evaluated using the M-SSAR process. They will be trained on the components of the SSC Observation Cycle prior to being evaluated and will receive a copy of the evaluation rubric. All evaluators will be trained on the use and scoring of the rubric. This training will include an overview of the SSC Observation Cycle; an in-depth review of the domains, standards, and indicators of M-SSAR and the scoring process.

Commitment Goals

- To help all students matriculating in career and technical curriculum be successful.
- To improve completion rates with MS-CPAS cut score of 60% or greater.
- To have students scoring proficient and advanced on the Common Core State Standards assessments (English Language Arts-English II and Mathematics-Algebra I) for Carl D. Perkins and Mississippi accountability standards.
- To assist students in the lower 25% attainment quadrant in improving SAPT test scores.

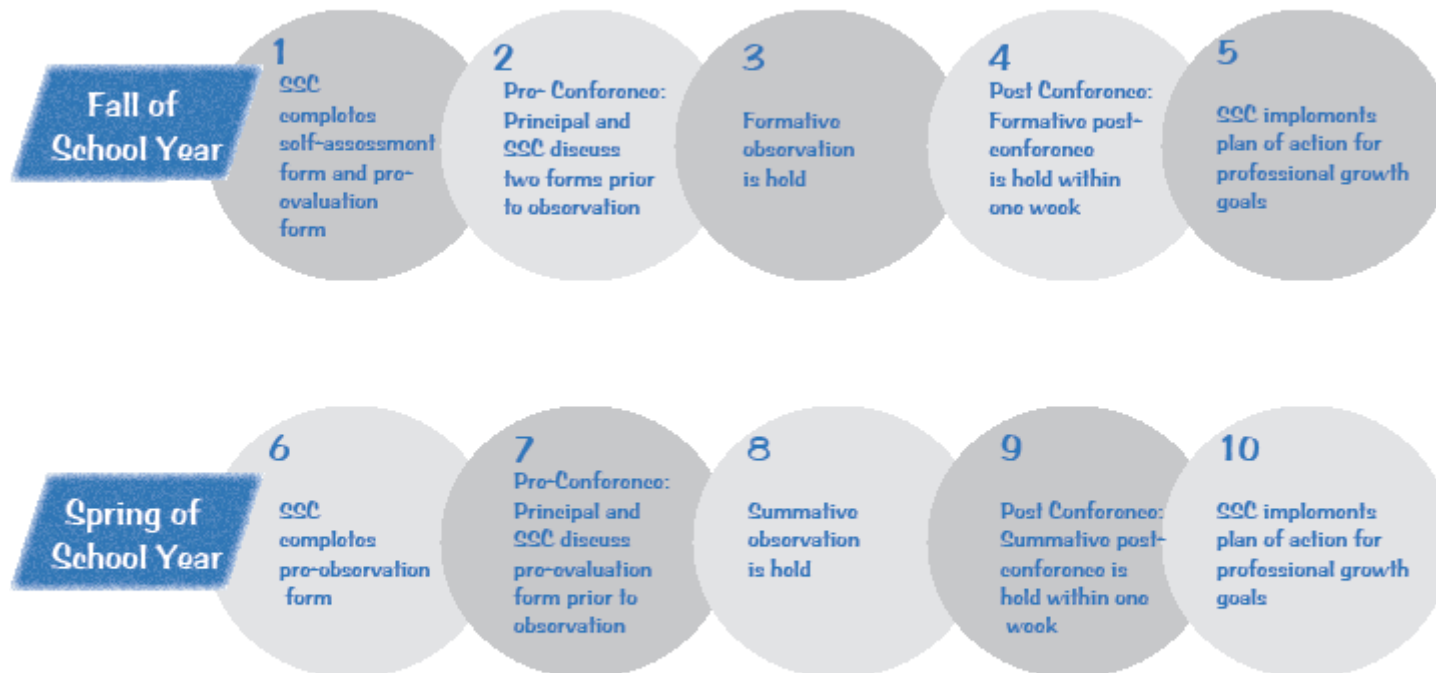
M-SSAR Process

Formative (fall) observation		Date
Step 1	SSC completes a pre-observation form self-evaluation	
Step 2	Principal and SSC meet to discuss self-assessment form and pre-observation form (details of pending observation)	
Step 3	Formative observation is held	
Step 4	Formative post conference is held within one week of the formative observation	
Step 5	SSC implements action plan for his/her professional growth goals	

Summative (spring) observation		Date
Step 1	SSC completes a pre-observation form self-evaluation	
Step 2	Director and SSC meet to discuss pre-observation form (details of pending observation)	
Step 3	Summative observation is held	
Step 4	Summative post conference is held within one week of the summative observation	
Step 5	SSC implements action plan for his/her professional growth goals	

M-SSAR – Formal Observation Cycle Flow Chart

M-SSAR Program



M-SSAR Standards

The M-SSAR standards are designed to provide a shared and focused understanding of the priorities, values, and expectations of Mississippi Student Services Coordinators relative to the goals and objectives of Carl D. Perkins and their prescribed program of work. The performance standards provide a structure to assess SSC performance and aligned with other tools to be used in self-evaluation including the Technical Assistance Grid and the Performance Assessment Tool, with the goal of highlighting and rewarding strengths and identifying and addressing challenges.

The Student Services Coordinator performance standards are divided into five domains. Each domain includes standards directly related to that domain.

Domain I: Planning (Evidence Review)

1. Plans, coordinates recruitment and appropriate placement activities to promote retention and completion in CTE programs.
2. Service planning includes and meets the diversity of student's backgrounds and all categories as defined by Perkins' special populations (student's prior knowledge, experience and/or cultural background based on data collected).
3. Selects instructional goal that incorporate high levels of basic skills development in academic and program areas to help students be proficient and successful.

Domain II: Assessment (Evidence review associated with formal and informal observation)

4. Collects and organizes data from assessments to provide feedback, appropriate instructional support, tracking and progress monitoring to students.
5. Utilizes and incorporates assessment data and information into instructional planning.
6. Coordinates and identifies Perkins' special populations and connects them to appropriate resources.

Domain III: Instruction (Observation and Evidence Review)

7. Actively engages students in the learning process.
8. Demonstrates proficiency in the delivery of services in a multi-tasking environment.

9. Coordinates multiple perspectives to the delivery of services.
10. Communicates clearly and effectively.

Domain IV: Learning Environment (Observation)

11. Manages classroom space and resources effectively for student learning.
12. Manages, promotes and administers equity and equal access by creating a climate of safety, respect and support.
13. Maximizes time available for instructional support and reinforcement.
14. Establishes and maintains a culture of learning to high expectations.
15. Manages student behavior to provide productive learning opportunities for all students.

Domain V: Professional Responsibilities (Evidence Review)

16. Engages in continuous professional growth opportunities and applies new information to meet the needs of students.
17. Engages in continuous professional growth opportunities and applies new information to meet the needs of students.
18. Establishes and maintains effective communication with parents/guardians and community stakeholders.
19. Collaborates with colleagues and is an active member of a professional learning community in the school.
20. Promotes career and college readiness.

Performance Levels

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

- **Distinguished:** Level 4 is the most effective level of performance. Rating at this level indicates that the performance is exemplary and consistently exceeds expectations. Student Services Coordinators who receive this rating should receive professional development linked to specific areas to ensure they have the support they need to continue to grow and develop their skills.
- **Effective:** Level 3 is the expectation for all SSCs. Rating at this level indicates that the SSC's performance consistently meets expectations. SSCs who receive this rating should receive professional development and support designed to address the identified area(s) for growth.
- **Emerging:** Level 2 indicates either a beginning teacher or a teacher who needs focused professional development. Rating at this level indicates the teacher is sometimes meeting expectations but is not doing so consistently. SSCs who receive this rating should receive professional development and support designed to address the identified area(s) for growth.
- **Unsatisfactory:** Level 1 is the least effective level of teacher performance. Rating at this level indicates the SSC's performance is not acceptable. SSCs who receive these rating rarely meet expectations. SSCs who receive this rating should receive immediate and comprehensive professional development and support designed to address the identified area(s) for growth.

Mississippi Student Services Appraisal Rubric (M-SSAR)

Student Services Coordinator _____
 Evaluator _____

Date _____
 Position _____

- 4 = Distinguished-meets Effective Level 3 and extends impact of the standard
- 3 = Effective-addresses the standard fully
- 2 = Emerging-sometimes addresses the standard but not at an Effective Level 3; fulfills basic job requirements
- 1 = Unsatisfactory-rarely or never addresses the standard

	Source of Information, Strategies, and Examples (Evidence)	Rating
Domain I: Planning (assessed via artifact review, pre-observation and post-observation conferences)		
Standard 1: Plans, coordinates recruitment and appropriate placement activities to promote retention and completion in CTE programs	<p>The SSC plans and executes independently or in collaboration with the center goals appropriate recruitment and advisement activities</p> <p>Examples of documentation include but are not limited to:</p> <ul style="list-style-type: none"> • Documents that advertise or market the activity • Documents that identify attendees • Evidence of scheduling recruiting classroom visits in the SSC planner or calendar. <p>*Appropriate documentation is defined as current and valid documents that are signed, dated, or date stamped, has letterhead or school captioning, reflect attendee participation, Power Point presentations, and videography.</p>	
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		
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)	<p>The SSC obtains information and assesses student needs through several venues.</p> <p>Examples of documentation include but are not limited to:</p> <ul style="list-style-type: none"> • Skill assessments • Surveys • District Reports • Individual Education Plans. • Contact information • Individual Career and Academic Plan (iCAP) • Classroom and shop observation documents 	
2.1 Appropriately uses multiple and varied data sources (formal and informal) to determine prior experiences, proficiencies and achievement levels of all students.		
2.2 Collaborates with school personnel and utilizes resources to design and implement learning experiences.		
2.3 Coordinates with academic and CTE instructors to best address data obtained to develop appropriate remediation.		
Standard 3: Selects instructional goals that incorporate high levels of basic skills in academic and program areas to help students be successful.	<p>Examples of documentation include but are not limited to:</p> <ul style="list-style-type: none"> • 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 	
3.1 Utilizes data to implement goals and objectives to accommodate students identified by Perkins special populations.		

3.2 Implements instructional support using Common Core State Standard strategies, small group, classroom and individual instruction.		
3.3 Demonstrates activities to include, social-interactive activities, educational games, textbooks, computer based software and Internet sources.		
	Domain Total	
	Domain Average (divide by 10 indicators)	

	Source of Information, Strategies, and Examples (Evidence)	Rating
Domain II: Assessment (assessed via evidence review, pre-observation and post-observation conferences)		
Standard 4: Collects and organizes data from assessments to provide feedback, appropriate instructional support, tracking and progress monitoring to students.	Examples of documentation include but are not limited to: <ul style="list-style-type: none"> • District Reports • Instructional plan • Test and Survey data • Contact Information • IEP Information • Student information 	
4.1 Works independently and collaboratively with appropriate personnel to use assessment results to adjust to student needs.		
4.2 Maintains accurate and complete data records that demonstrate student progress.		
4.3 Provides clear and actionable feedback to students and CTE instructors to enable student improvement.		
Standard 5: Utilizes and incorporates assessment data and information into instructional planning.	Examples of documentation include but are not limited to: <ul style="list-style-type: none"> • District Reports • Instructional plan • Test and Survey data • Contact Information • IEP Information • Student information • Internet and/or computer-based resources • Individual Career and Academic Plan (iCAP) 	
5.1 Develops instructional activities and goals aligned with student assessment data in meeting student's remedial needs.		

5.2 Survey instruments are used to assist and provide opportunities for career and college planning.		
Standard 6: Coordinates and identifies Perkins special populations and connects them to appropriate resources.	<p>Examples of documentation include but are not limited to:</p> <ul style="list-style-type: none"> • District Reports • Survey data • Contact Information • Student information • Computer-based instruction • Instructional plan • Assistive Devices • Resource Guides • Calendar or Day Timer 	
6.1 Students are identified for special populations classification based on Perkins definitions.		
6.2 Student Services Coordinators, the CTE Instructors and academic teachers collaborate and share resources.		
	Domain Total	
	Domain Average (divide by 7 indicators)	

	Source of Information, Strategies, and Examples (Evidence and Observation)	Rating
Domain III: Instruction (assessed via classroom observation and student survey)		
Standard 7: Actively engages students in the learning process.		
7.1 Uses a variety of instructional strategies and resources appropriate to student's skill level.		
7.2 Engages the student in a wide range of learning skills and technology applications to address deficits, improve skills, comprehension and vocabulary.		
Standard 8: Demonstrates proficiency in the delivery of services in a multi-tasking environment	Examples of documentation include but are not limited to: <ul style="list-style-type: none"> • Observation and procedures • Physical classroom management 	
8.1 Manages laboratory/classroom resources to effectively impact students' needs in a multi-modal environment.		
8.2 Demonstrates the ability to operate in a differentiated instructional environment.		
Standard 9: Coordinates multiple perspectives to the delivery of services.	Examples of documentation include but are not limited to: <ul style="list-style-type: none"> • Student Information • Community Resource Information • Student Survey • Student Organizations • Instructional resource • CCSS implementation 	
9.1 Clearly connects instruction to students' prior knowledge, their daily lives, and to aspects of their community and life experiences.		

9.2 Uses relevant and timely examples in instruction and activities related to the student's diversity.		
9.3 Uses literacy strategies and activities that help students access complex text and analyze, synthesize, and evaluate content related to CTE instructions.		
Standard 10 Communicates clearly and effectively.	Examples of documentation include but are not limited to: <ul style="list-style-type: none"> • Samples of written communication • Observation 	
10.1 Communicates written and oral content, expectations, explanations, directions and procedures clearly and concisely and adapts communication style in response to student behavior.		
10.2 Speaks clearly and at an appropriate pace.		
10.3 Makes eye contact; uses nonverbal communication to reinforce appropriate student behavior and adapts nonverbal behavior to meet student's needs.		
10.4 Uses developmentally appropriate language and explanations and adapts communication style as needed.		
		Domain Total
		Domain Average (divide by 13 indicators)

	Source of Information, Strategies, and Examples (Evidence)	Rating
Domain IV: Learning Environment (assessed via classroom observation and student survey)		
Standard 11: Manages classroom space and resources effectively	<p>Examples of documentation include but are not limited to:</p> <ul style="list-style-type: none"> • Observation of physical environment • Written classroom management procedures • Instructional plan • Contact Information • Requisition list • IT Help Desk tickets 	
11.1 Organizes and uses available physical space, materials, and resources to facilitate movement and communication.		
11.2 Provides space appropriate to individual student needs and planned activities.		
11.3 Collaborates with instructional staff to utilize resources effectively.		
Standard 12: Manages, promotes, and administers equity and equal access by creating a climate of safety, respect, and support.	<p>Examples of documentation include but are not limited to:</p> <ul style="list-style-type: none"> • Observation • Classroom management • Disclaimer statements for posters, etc. • Posters and student recognition 	
12.1 Demonstrates respect for students and builds relationships.		
12.2 Facilitates student collaboration to recognize diversity and achievement of groups and individuals.		
12.3 Ensures the classroom is a safe place for students to voice their thoughts and		

opinions.		
Standard 13: Maximizes time available for instructional support and reinforcement.	Examples of documentation include but are not limited to: <ul style="list-style-type: none"> • Observation • Instructional Plan • Daily schedule • Supply and requisition list 	
13.1 Begins services on time, follows rules and established classroom management procedures.		
Standard 14: Establishes and maintains a culture of learning to high expectations.	Examples of documentation include but are not limited to: <ul style="list-style-type: none"> • Observation • Classroom Management procedures • Supply requisition and materials list 	
14.1 Maintains clear goals and expectations for students receiving services.		
14.2 Classroom displays positive environment and relevance to career goals of students.		
Standard 15: Manages student behavior to provide productive learning opportunities for all students.	Examples of documentation include but are not limited to: <ul style="list-style-type: none"> • Observation • Classroom management • Appropriate referral for additional services 	
15.1 Establishes, communicates, and reinforces rules and expectations.		
15.2 Monitors student behavior, anticipates potential problems, and prevents inappropriate behaviors.		
	Domain Total	
	Domain Average (divide by 11 indicators)	

	Source of Information, Strategies, and Examples (Evidence)	Rating
Domain V: Professional Responsibilities (assessed via evidence review and classroom observations)		
Standard 16: Engages in continuous professional growth opportunities and applies new information to meet the needs of students.	<p>Examples of documentation include but are not limited to:</p> <ul style="list-style-type: none"> • Certificates of completion • CEU's and endorsement • Professional binder • Staff Development • Mentoring/Team teaching with staff members 	
16.1 Proactively seeks out and participates in professional development.		
16.2 Applies literacy strategies and integrates new material into instructional best practices or classroom procedures.		
Standard 17: Engages in continual professional growth opportunities and applies new information to meet the needs of students.	<p>Examples of documentation include but are not limited to:</p> <ul style="list-style-type: none"> • Mississippi Code of ethics • Staff handbooks 	
17.1 Understands and conducts practices in conjunction with the Mississippi Code of Ethics.		
17.2 Provides leadership and collaborative endeavors with colleagues to ensure compliance with school and district regulations and timelines.		

Standard 18: Establishes and maintains effective communication with parents/guardians and community stakeholders.	Examples of documentation include but are not limited to: <ul style="list-style-type: none"> • Progress Reports • Parent Contact Information • Media • Community participation 	
18.1 Provides clear, understandable information to parents/guardians about student progress and activities on a regular basis.		
18.2 Works with parents/guardians and their students to establish expectations and support.		
18.3 Engages parents/guardians in CTE program activities.		
Standard 19: Collaborates with colleagues and is an active member of a professional learning community in the school.	Examples of documentation include but are not limited to: <ul style="list-style-type: none"> • Professional Learning Community • Contact Information • Online Communication Tools • Program Evaluation 	
19.1 Assumes leadership or supporting role within the professional learning community in meeting the needs of peers.		
19.3 Supports colleagues in improving student performance and teaching practices.		
Standard 20: Promotes career and college readiness	Examples of documentation include but are not limited to: <ul style="list-style-type: none"> • Community college contact information • Career Information activities • Business and Industry involvement • Advisory Committee • Uses information from Choices and Individual Career and Academic Plan (iCAP) 	
20.1 Attends trainings and accesses resources in career and college readiness		

20.2 Works with local business and industry.		
		Domain Total
		Domain Average (divide by 12 indicators)
	Overall average score for all 5 domains (Total of each Domain divided by 5)	

Signatures:

Student Services Coordinator _____ Date _____

Evaluator _____ Date _____

Obtaining a Student Services Coordinator's Performance Scores and Final Process

Creating a Domain Score

The domain score is obtained by averaging the ratings given for each standard under each domain and dividing by the total number of standards in a domain. The score for each indicator is based on the scoring rubric.

Example: In Domain I there are three standards, a total score based on the rubric and the indicators is assessed for each standard. That total score is then divided by three to obtain the Domain score.

Example: Standard 1 = score of 3, Standard 2 = score of 3, Standard 3 = score of 3 TOTAL 9
9 is divided by 3 = 3.0.

Overall Performance Score

This score is determined by taking the total score from each domain score obtained (as described above) and dividing by the number of domain (in this case, five).

Total number of the average score in each domain/total number of domains

Example: Each Domain will have a score after following the process above divided by five.

Final Summative Evaluation Conference

The Educator Licensing Management System (ELMS) will be used to capture, calculate, house, and display Student Services Coordinator performance data. When a final summative performance level (Unsatisfactory, Emerging, Effective, Distinguished) is determined, the SSC will receive a copy of the summative score report in a conference with the administrator.

Appendix

Glossary

Domain: A domain is a broad category of skills, knowledge, dispositions, and related elements in an educator performance framework. Domains are umbrella descriptions defined by standards and indicators.

Evidence: Materials submitted by the Student Services Coordinator that are linked to the domains and standards of M-SSAR and support student support services and the program of work. Examples may include professional development activities, student work, interventions, behavior logs, etc. (See pages 32-34 in Appendix.)

Feedback: Feedback is insight from the evaluator on an SSC's performance that is grounded in the five domains and the twenty standards of M-SSAR. The components of feedback are areas of strength, areas for growth, and the next steps identified for a teacher to make improvements.

Formal classroom observation: A formal classroom observation is a period of time during which a trained evaluator visits a classroom and uses a rubric to measure observable processes, including specific teaching practices, aspects of instruction, and interactions between SSCs and students. Classroom observations can measure broad, overarching aspects of teaching; subject-specific aspects related to remediation; or context-specific aspects of practice such as literacy embedment and team teaching with CTE instructors. Formal classroom observations will be conducted twice a year: formative in the fall and summative in the spring.

Formative assessment: Formative assessments are administered primarily to provide performance feedback to improve performance. This relatively low-stakes assessment is a process that provides feedback on an ongoing basis for adjusting student support practices in the classroom. Formative assessments may or may not include the same measures as summative assessments.

Formative observation: Formative observation is ongoing throughout the year. It includes the formal (fall) observation and all other informal observations.

Indicator: An indicator is 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 observation: Informal observations are unannounced, used primarily for formative purposes, and narrowly targeted to specific processes. Walk-through visits are a type of informal classroom observation. This type of observation can occur in any setting such as staff meetings, professional learning communities, supervision responsibilities, etc.

Lesson plan: A lesson plan related to the SSC position is a specific plan for each special populations student being served. Documentation can be observed in the daily calendar and detailed sign-in sheets.

Measures: Measures are types of instruments or tools used to assess the performance and outcomes of educator practice (e.g., student growth scores, observations, student surveys, analysis of classroom artifacts, and student learning objectives).

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

Post-observation conference: A post-observation conference is a meeting between an SSC and an observer that takes place after a formal classroom observation. The purpose of the conference is to allow the observer to ask clarifying questions about what was observed during the lesson and any outcomes after the lesson (e.g., assessment results and samples of student work). The SSC should also receive feedback and next steps during this conference.

Pre-observation conference: A pre-observation conference is a meeting between the SSC and an evaluator 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 SSC to ask clarifying questions about the formal observation process.

Professional growth plan: A professional growth plan is a plan developed and implemented to identify and address areas for improvement in an SSC's performance. A written plan for improvement includes resources and assistance, which can include a site visit from the state program supervisor and the documentation of an acceptable level of performance.

Rubric: A rubric is a method for defining and categorizing performance by highlighting important aspects of performance and defining observable and measurable levels of performance along a continuum. In personnel performance assessment, rubrics can be used to communicate performance expectations that support self-reflection on practice and facilitate self-reflection between an evaluator and the person being evaluated.

Self-assessment: Self-assessments include surveys, instructional logs, or interviews in which educators report on their work in their computer lab/classroom, the extent to which they are meeting standards, their participation in job-embedded professional development activities, and (sometimes) the impact of their practice. Self-assessments may consist of checklists, rating scales, and rubrics to include the Technical Assistance Grid and/or the Performance Assessment.

Standards: Standards are definitions of the specific student support activities and responsibilities in each domain

Summative assessment: A summative assessment is an often high-stakes assessment administered primarily at the end of a specific period of time (e.g., a school year) to provide a judgment on an educator's performance.

Summative observation: The summative observation is the second (spring) formal observation. This observation, in combination with all other formative observations, provides data to determine a teacher's summative rating.

Walk-through observation: A walk-through observation is an example of an informal classroom observation conducted by a trained evaluator that is unannounced and lasts 15-20 minutes. Its purpose is to provide a quick check of teacher performance so that the evaluator can give feedback. These visits are performed throughout the school year.

***Suggested* Examples of Evidence**

Illustrative Evidence

The following are examples of evidence that can be used to support programmatic documentation. They can include but are not limited to the following:

- Documentation that advertises and markets
 - PowerPoint presentations
 - Flyers
 - Brochures
 - Videos
 - Prezi's
- Documents that Identify students
 - Sign in sheets
 - Permission Forms
 - District Reports
- Activity schedule
 - Calendar
 - SSC Planner
 - Day-Timer
- Skills Assessments
 - Test data from district sources such as MAP, TABE, Pre/Post CPAS testing, Keytrain, WIN, Plato, USAtest Prep
- Surveys
 - Learning Styles Surveys (online or paper and pencil), CHOICES Planner
- District Reports
 - Records of students' grades, progress reports, state testing data
- Individual Education Plan (IEP) – (required pages–fact sheet, accommodations and modifications, and signature page.
- Contact Information
 - Survey forms, emails, phone logs, memorandum, and other signed and dated communication
- Student Referrals
 - A communication such as a formal form and/or email that teacher uses to make a student referral
- Administrative logs for online teaching tools
 - The administrative summary page online tools that summarize students' activities, the number of students participating in the site, benchmark data, and completion data.
- Instructional Plan
 - Sign in Sheet
 - Daily planner
 - Calendar
 - Student file
- Student Information
 - Student Survey and interview forms, district reports, etc.

- Internet and computer-based resources
 - Relevant web sites that address academic and career development, use of CHOICES Planner, CONTREN Series, etc.
- Assistive Devices
 - Devices purchased for students with disabilities to accommodate learning such as
 - large keyboards
 - computer screens
 - reading pens
 - ear phones
 - large-print media
- Common Core State Standards implementation
 - Evidence of literacy embedment in the content area
 - Participation and completion of the Academics, Skills and Knowledge in Career Technical Education literacy institutes.
- Samples of Written Communication
 - Emails
 - Memorandum
 - Flyers and brochures
 - Reports
- Community Participation
 - Guest Speakers
 - Business and Industry and Professional leader participation in school events
 - Open House
 - Career and Job Fairs
- Professional Learning Community
 - Participation in professional development that provides connection to other professionals locally
 - ASK-CTE
 - Larger community in association with national professional organization such as ACTE.
- Program Evaluation
 - Provides opportunity for student to evaluate the SSC program relative to their response to the Student Survey.
 - Self-assessment using the Technical Assistance Grid or the Performance Assessment.

**Mississippi Student Services Appraisal Rubric-M-SSAR
Pre-Observation Form**

Student Services Coordinator: _____ School: _____
Evaluator: _____ School District: _____

Observation: _____ Formative (fall) _____ Summative (spring)

The Student Services Coordinator should complete this form and bring to the pre-observation conference.

1. What are the goals for this activity?

2. How has data informed your decisions about the activity? Be specific.

3. How will you actively engage stakeholders in the learning process?

4. How will you incorporate your professional development into the activity?

Student Services Coordinator comments (optional):

Evaluator comments (optional):

Student Services Coordinator signature: _____ Date: _____

Evaluator's signature: _____ Date: _____

6. What do the results of the evidence review reveal about the counselor and his/her impact on student? Was the counselor successful?

7. Areas of strength:

8. Areas of growth:

9. Professional Growth Goals:

1.

2.

Student Services Coordinator comments (optional):

Evaluator comments (optional):

Student Services Coordinator signature: _____ Date: _____

Evaluator's signature: _____ Date: _____

Mississippi Student Services Appraisal Rubric
Walk-through Observation Record

Student Services Coordinator: _____ **Evaluator:** _____

School District: _____ **School:** _____

Informal Observation Number: _____ **Date:** ____/____/____

__1 __2 __3 __4 __5

Domain III: Instruction	Observations/ Evidence/Comments
7. Actively engages students in the learning process.	
8 Demonstrates proficiency in the delivery of services in a multitasking environment	
9. Coordinates multiple perspectives to the delivery of services.	
10. Communicates clearly and effectively	

Domain IV: Learning Environment	Observations/Evidence/Comments
11. Manages classroom space and resources effectively for student learning	
12. Manages, promotes and administers equity and equal access by creating a climate of safety, respect and support.	
13. Maximizes time available for instructional support and reinforcement.	
14. Establishes and maintains a culture of learning to high expectations	
15. Manages student behavior to provide productive learning opportunities for all students	

Areas of strength:

Areas for growth:

Next steps:

