Professional Growth System (PGS) Literacy Look-Fors & Coaching Stems

Office of Elementary Education and Reading and
Office of Teaching and Leading

MISSISSIPPI
DEPARTMENT OF
EDUCATION

INTRODUCTION

Mississippi Department of Education's Office of Elementary Education and Reading, Division of Literacy, and Office of Teaching and Leading collaborated to develop the following resource for individuals charged with observing and coaching literacy educators. This tool is designed to offer guidance on how Professional Growth System (PGS) indicators for Level 3-Effective practice may be reflected in literacy instruction and provide resources to assist with coaching and feedback.

Foundational Resources:
- Mississippi Instructional Materials Matter (HQIM)
- Mississippi Exemplar Lessons
- Access for All Guide
- 19 High-leverage Practices (HLP)

DOMAIN 1: LESSON DESIGN

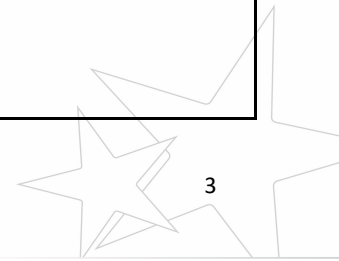| Standard 1: Lessons are aligned to standards and represent a coherent sequence of learning.	
PGS Indicators of Highly Effective Practice	**Literacy Look-Fors and/or Coaching Stems**
Are fully aligned to current MCCRS or Framework	Lesson Planning and Preparation documentation of: • Instructional routines that support age- and developmentally appropriate practices to teach the Five Components of Reading through RF, RI, RL, SL, L, and W standards with applicable evidence of best practices of instructional routines for teaching reading for 1st-5th grades or Kindergarten • Practices and material alignment with the Science of Reading through high quality instruction with grade level, complex text • Annotated plans when using High Quality Instructional Materials (HQIM) that include preparation for whole and small group instruction based on current MCCRS *and* student needs

|	Lesson Planning and Preparation documentation of:
Are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning	Lesson Planning and Preparation documentation of: ● Evidence of consistent practice in building and activating background knowledge (Ex. Daily routine includes purposeful portions of the lesson requiring students to access prior knowledge as well as deliberate opportunities for the teacher to build background knowledge through visuals, stories, the arts, shared experiences, etc.) ● Teaching through structured literacy with an identified scope and sequence that is sequential (follows a purposeful learning sequence), explicit (direct and deliberate), and cumulative (continual spiraling review where new knowledge is built on prior knowledge)

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

PGS Indicators of Highly Effective Practice	Literacy Look-Fors and/or Coaching Stems
Appropriate scaffolding that effectively builds student understanding	Lesson Planning and Preparation documentation/evidence of: ● Scaffolding questions to help students explain their thinking utilizing high-quality instructional materials. Questions may be scaffolded by beginning with yes or no questions (Ex. Is this text fictional?), increase difficulty by next using an either/or question (Ex. Is this text realistic fiction or historical fiction?), and finally into the highest level of difficulty- open ended question (Ex. What makes the text historical fiction?) ● A clearly defined gradual release (Ex. "I do, we do, you do") including multi-sensory instruction, application tasks, and consideration of prerequisite knowledge, conceptual understanding, and evidence of knowledge using HQIM ● Scaffolding tools and strategies included in HQIMs are utilized
Ample evidence that the teacher knows each student's level and tracks each student's progress toward mastery	Lesson Planning and Preparation documentation/evidence of: ● Student grouping based on lesson targets not mastered as designed in Tier 1 instruction) ● Independent work assigned while the teacher pulls small groups for remediation or enrichment provides opportunities for application of skills targeting in Tier 1 instruction

	- During the lesson teachers use a variety of [formative, deliberate methods](#) included in high quality instructional materials to assess what students are learning (Ex. independent practice, "I do" sections, "My Turns", etc.) - Use of formal and informal assessment results to design the small group lessons. (e.g. Students A, B, C, & D demonstrated a deficit in medial sounds in the independent practice portion of the phonemic awareness lesson. Small group instruction plans include remediation of medial sounds.) - [Instructional Adaptations](#) (pages 25-31 and 34-35) included in small group plans
Differentiation based on students' abilities and learning styles	Lesson Planning and Preparation documentation/evidence of: - [Flexible grouping](#) for small group instruction for Tier I [remediation or enrichment](#). Tier 2 and 3 interventions should be completed during a designated intervention block outside of Tier I core instruction - [Differentiation](#) that includes [Multi-sensory strategies](#), effective instructional tasks, scaffolds, etc. of to support student achievement of ALL students (general education and special education students)
Relevant connections to students' prior experiences or learning	Lesson Planning and Preparation documentation/evidence of: - [HQIM](#) using strategies that elicit students' prior knowledge through visual examples, discussion, and questioning (See: [K-W-L charts](#), topic-based videos, [picture galleries](#), paired text, [virtual field trips](#)) - Evidence of the [importance of goals and objectives](#) as well as the [relevance, value, and authenticit](#)y of learning experiences - Teacher references [previously taught knowledge and skills](#), class discussions, pictures, videos, related text, and previously created anchor charts to make skill and content connections (Ex. "In the last unit, we discussed how Pete was confident in his school shoes. This was a character trait (reference the previous character trait anchor chart) similar to the giraffe in our new story.")
Student-centered learning whenever appropriate	Lesson Planning and Preparation documentation/evidence of: - Opportunities for [students to engage](#) in dialogue, [differentiated project-based inquiry](#), and multiple opportunities to practice grade level skills (Ex. Incorporating decodable text in whole group and small group tasks to apply targeted phonics skills) and develop content knowledge (Ex. Integrating research questions as a collaborative opportunity to identify additional information on current learning topic) - [Offers students choices](#) in how mastery of objectives is determined, in the context for achieving the objective, in the tools or supports available, and so forth to promote autonomy in learning
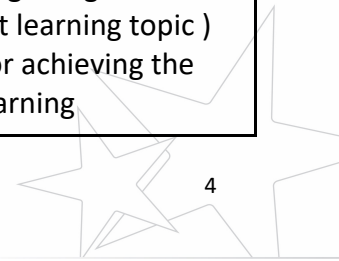
- Utilization of a variety of resources (Ex. digital learning tools,(page 28-34), interactive boards, letter tiles, manipulatives (Ex. buttons/counters for sound segmentation), individual response boards)

DOMAIN 2: STUDENT UNDERSTANDING

Standard 3: Assists students in taking responsibility for learning and monitors student learning.	
PGS Indicators of Highly Effective Practice	**Literacy Look-Fors and/or Coaching Stems**
Educators who show highly effective practice in this standard: Communicate the lesson goals and the content in a way that is accessible for every student at his/her level	• The teacher clearly establishing a purpose for reading, posting lesson objectives from the HQIM for student reference throughout the lesson, including written and spoken standards in student-friendly terms, and thoroughly explaining lesson outcomes and expectations for whole group instruction, small group instruction, and literacy centers • Students working together in small groups as the teacher is facilitating learning by monitoring and providing feedback (ex. Socratic Seminars) • The teacher differentiating lessons to reach all students in general education and special education
Use formative assessments to effectively monitor student progress	• The teacher planning for and utilizing daily checks for understanding (exit tickets, thumbs up/down for yes/no or agree/disagree, student response boards, voting systems (red/green), Plickers, technology responses, weekly checklists/rubrics) to assess progress towards learning goals • Keep records of formative assessments to guide enrichment and remediation

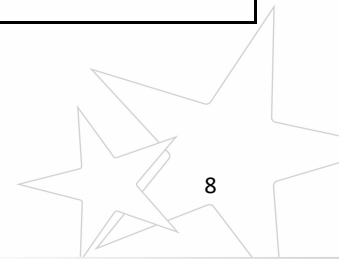|	
Provide effective opportunities for students to self-assess and correct their own errors	• The teacher modeling self-assessment using the kinds of skills that students will use to succeed at the task at hand • Center tasks providing self-checking opportunities (ex. Students match pictures of rhyming words. The students check their answers by flipping the pictures over to see if they have the same number on the back of the pictures. Students then write the rhyming words on their paper beside the number written on the back of their pictures.) • Assignments and assessments that embed opportunities for students to correct errors and reflect on misunderstandings
Provide students with clear, specific, actionable, and timely feedback	• Feedback can be provided in many forms (written, oral) and takes into consideration how the mode of communication might shape students' experience of the feedback (HLP 18) • Posted student work includes writing tasks with evidence of actionable next steps provided by teacher to students (ex. Include transition words and phrases in paragraphs 2 and 3 to connect text evidence with explanations) • Monitoring of IEP and IRP goals and current data and conducting "data talks" with students (ex. The student scored a scale score of 120 with an expected benchmark of 320. The student's next goal is 200.)
Create opportunities for students to apply teacher and peer feedback to improve performance and accelerate learning	• The literacy block including opportunities for student collaboration through dialogue, collaboration (Think-Pair-Share), student discussions, respond-reflect-review, and project-based inquiry • Literacy tasks included in lesson plans, allow for peer review and timely actionable teacher feedback that support the achievement of specific student goals • Independent learning time for application, reflection and corrections is planned for and included in literacy instruction
Standard 4: Provides multiple ways for students to make meaning of content	
PGS Indicators of Highly Effective Practice	**Literacy Look-Fors and/or Coaching Stems**

Moves **almost all** students to deeper understanding of content through various techniques including: A variety of explanations and multiple representations of concepts	• Teachers use explicit instructional strategies (see page 7, Table 4.3) including gradual release with specific examples • Instruction (ex. content, skills, academic language, procedures, routines) utilizing multiple modes of explanation such as teacher modeling, videos, songs, pictures, and complex text which are components of Mississippi's approved High Quality Instructional Curricula • The teacher provides multisensory instruction (ex. manipulatives, motions for letter sounds and vocabulary, sky writing, hands-on activities)
Extended productive discussion	• Planned student collaboration opportunities (ex. "Look at paragraph 2. With a partner, discuss the figurative language that is used and how it impacts what we know about the main character.") • Teachers and students provide positive corrective feedback to encourage continued discussions (ex. I agree with John when he stated the author's purpose is to persuade the audience in favor of recycling. I would like to add that the author also wanted to inform us of the benefits of recycling.) • Discussion strategies such as Turn and Talk and Think Pair Share included in HQIM are preplanned and implemented in whole and small group instruction
Effective questioning to support students' attainment of the learning goals	• Provide visuals (ex. still image, short video clip, or virtual field trip) to prompt questions by activating background knowledge. Allow students to make connections, ask peers questions, or share previous experiences. • Effective questioning strategies are used to measure what students know, stimulate peer discussion, and encourage students to explore and refine their understanding of key concepts (HLP 3), while using a mix of spontaneous and pre-prepared questions that are connected to the focus text, scaffolded and required Higher Order Thinking skills (DOK 3 and 4) • Students developing and asking questions regarding content, skills, and/or procedures to clarify meaning, resolve misunderstanding, and monitor comprehension

Making connections to other content across disciplines	• Incorporation of science and social studies standards into reading and language lessons (ex. topic based learning) • HQIM Units are prepared, rehearsed, and implemented, and connected to text through visual supports (ex. anchor charts, text sets (text on same/similar topics), classroom library) • Literacy centers incorporate topic-based learning and making cross-curricular connections. Small group instruction in 1st-5th grade is connected to Tier 1 instruction and topics of the HQIM Units
Independently connecting lesson content to real-world application	• Students have opportunities to make text to self, text to text, and text to world connections • Project-based learning or cumulative tasks often included in HQIM (Ex. At the conclusion of a unit study on community helpers, students research a community helper, write a letter to the community helper to thank them for the specific ways they help the community, and present their findings to the class in a media format.) • Writing tasks include text dependent or text adjacent writing prompts connected to HQIM

DOMAIN III: CULTURE AND LEARNING ENVIRONMENT

Standard 5: Manages a learning- focused classroom community	
PGS Indicators of Highly Effective Practice	**Literacy Look-Fors and/or Coaching Stems**
Teacher creates effective routines and expectations for students to safely voice opinions and ask and answer questions	• Teachers provide explicit instruction for classroom processes, procedures, discussions, and instructional routines and post and reference visual reminders for the routines and procedures • Students utilize sentence stems to agree/disagree with peer responses, support response with evidence, and extend student discussions • Teachers utilize key information, standards, strategies, and teaching resources to implement a safe Social Emotional Learning environment

Proactively monitors student behavior and redirects when necessary to maximize instructional time	- Teacher acknowledges their role in modeling and teaching prosocial behavior and skills - Teacher establishes positive expectations and routines - Daily schedules follow the schedules found in the HQIM - Teacher is positioned in the classroom to allow access to monitor all students and classroom setup that is conducive to maximize learning
Provides effective collaborative learning opportunities whenever appropriate	- Lessons are prepared to include the project-based task/end of module task indicating purposeful opportunities for class/partner discussions and group projects that foster collaboration, provide clear directions that enable groups to work independently, and hold students accountable for collective and individual learning. (HLP 9) - Teacher models expectations for collaborative learning
Ensures all or almost all students are active participants in their learning	- Teacher uses random student selection to call on students to answer questions and model processes - Teacher provides multiple opportunities for student participation throughout the day while offering positive descriptive feedback - If corrective feedback has been given, teacher revisits students who answered questions incorrectly to provide opportunities for students to use and apply correct answers

Standard 6: Manages classroom space, time and resources (including technology when appropriate) effectively for students

PGS Indicators of Highly Effective Practice	Literacy Look-Fors and/or Coaching Stems
Effectively maximizes use of physical space and resources (including technology whenever appropriate) in support of student learning	- Classroom setup is literacy rich, organized so that all students can see every aspect of instruction, conducive to whole group and small group instruction, and considerate of student interest and topics found in the HQIM (Ex. Because the beginning-of-year student interest survey listed outer space as one of the class's favorite topics for reading, the class library is curated with related materials with a range of reading levels on the topic. The first unit's topic is Communities, so the classroom is supplied with community helper titles, maps, and descriptions of buildings found in a community.) - Learning spaces and materials are physically accessible to all and, when appropriate, provide a seamless interface with common assistive technologies

	- Technology is incorporated into literacy instruction (ex. technology literacy center for reading activities and typing activities, videos to build background knowledge, smartboards to project guided practice opportunities) - Teacher is positioned to observe all students and uses proximity to maintain student engagement and positive behavior
Maximizes time such that students always have something meaningful to do	- The literacy block is defined with amounts of time indicated following the instructional schedule found in the HQIM - Teacher preparation allows for adherence to suggested times for each portion of the literacy block (ex. listening comprehension: 10 minutes), includes instructional materials available for students before instruction begins, and considers work for early finishers - Daily schedule/agenda is posted and followed with uninterrupted time for literacy instruction - Data tracking (universal screening, reading diagnostic assessments (to identify individual student deficits and progress monitoring) is reflected in intervention plans and organized in either student data folders/binders and/or interactive student data displays that follow FERPA guidelines
Creates an environment where students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher	- Daily schedules are posted for visual reference and followed (Ex. Into Reading Schedule, myView Schedule, Wit and Wisdom Schedule, Wonders Schedule, Expeditionary Learning, and CKLA - School-Wide expectations and classroom rules are visibly posted in the classroom; teacher explicitly teaches expectations and rules in classroom - Transitions between activities are routine, practiced and can be communicated by students
Standard 7: Creates and maintains a classroom of respect for all students	
PGS Indicators of Highly Effective Practice	**Literacy Look-Fors and/or Coaching Stems**

Communicates respectfully to all students	• Teacher models respectful communication for students • Teacher redirects behaviors and misconceptions with positive tone and volume • Teacher reinforces positive behaviors
Effectively fosters respectful relationships among all students	• Classroom expectations and routines indicate equal opportunities for all students to participate in projects, assignments, and discussions • Classroom rules have embedded expectations for students demonstrating respect for adults and peers • Creates a classroom environment where all students feel welcomed and relationships are characterized by trust, care, joy, and appreciation of students' cultures and communities.
Demonstrate a strong positive relationship with all students	• Opportunities allow all students to respond in class discussions and participate in literacy centers, project-based inquiry tasks, and student collaboration • Positive classroom environments nurture student learning • Incorporates relationship building practices in classroom

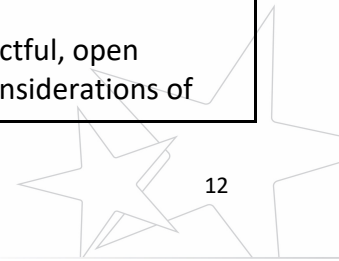## DOMAIN IV: PROFESSIONAL RESPONSIBILITIES

Standard 8: Engages in Professional Learning	
PGS Indicators of Highly Effective Practice	**Literacy Look-Fors and/or Coaching Stems**
Proactively seeks out and participates in professional learning activities	• Teachers study their own teaching and that of their colleagues in order to improve their practice. • Teachers participate in professional development to build knowledge in literacy • Teachers seek out coaching support for best practices in literacy • Teachers work collaboratively with grade level or content area teams to build capacity in literacy and their specific HQIM

Fully integrates knowledge gained in professional learning communities, collaboration with peers and leadership, and focused professional development	• Evidence of strategies and ideas learned during professional development and professional learning communities are included in daily instructional routines and procedures • Instructional practices are grounded in the science of reading
Strengthens teaching practice based on observer feedback and other types of performance data	• Teacher receives instructional feedback and adjusts practice accordingly • Teacher utilizes available data to self-reflect on student achievement (Ex. Grade 1 teachers meet after each monthly progress monitor to reflect on student growth and determine if skills or group members need to be adjusted based on diagnostic data: Ex. A teacher analyzes student writing samples and identifies that students are not including transition words in their writing. She reflects on the amount of instruction and practice provided for this skill.)
Shares new information and lessons learned with colleagues	• Teacher attends and participates in professional development and shares new information with colleagues • Evidence of strategies and ideas learned during professional development and professional learning communities are included in daily instructional routines and procedures

Standard 9: Establishes and maintains effective communication with families and guardians	
PGS Indicators of Highly Effective Practice	**Literacy Look-Fors and/or Coaching Stems**
Partners with families and guardians to coordinate learning between home and school	• Parents are provided with Read-at-Home plans that are prescribed based on Individual Reading Plans and/or differentiated instruction • Evidence of ongoing, systematic communication with families that conveys a respectful, open attitude and creates a space for a two-way conversation. Teacher is attentive to considerations of

	language and culture, respectful and valuing of families, and oriented to working with families to support children
Establishes mutual expectations for student learning with families and guardians	• Testing calendars are shared with parents and guardians • Teacher shares screener data within ten days of the assessment (and reading diagnostic data when appropriate) with parents and discusses goals and growth • Evidence of parent communication and collaboration regarding progress toward reading goals, performance on universal screening and next steps is available