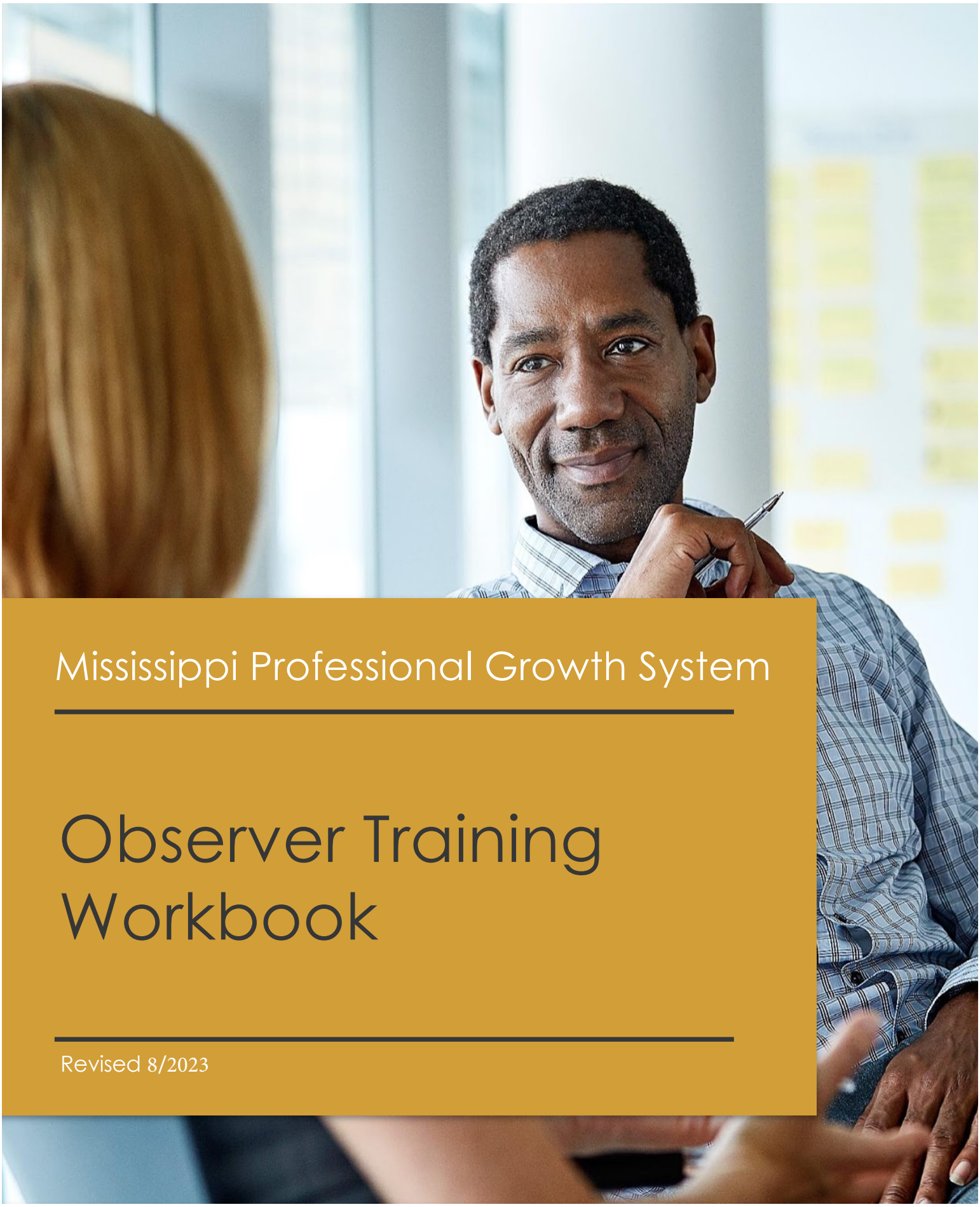

Mississippi Professional Growth System

Observer Training Workbook

Revised 8/2023

MISSISSIPPI DEPARTMENT OF EDUCATION

Insight EDUCATION GROUP

What's Inside

In this workbook you'll find all the information needed to successfully implement the Professional Growth System (PGS). The workbook is divided into four parts:

1. The Professional Growth System Process
2. The Professional Growth Rubrics
3. Training Documents
4. Additional Resources

It is our goal for participants to have a thorough understanding of the PGS process. While this training is meant as an introduction to the system itself, it must be noted that the majority of our time will be focused on the following objectives:

- Understand the objectives and procedures of the PGS
- Collect and categorize effective evidence to support educator growth rubrics
- Develop and practice coaching and conferencing skills to meaningfully support educators

It is essential for educators, administrators, peers, and/or third-party observers to understand the PGS and how it fits within Mississippi's efforts to advance student learning through effective teaching and leading.

We encourage you to use this Mississippi Professional Growth System Observer Training Workbook in order to enhance both your training experience and observation practice moving forward.

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Explanation of PGS

Teacher

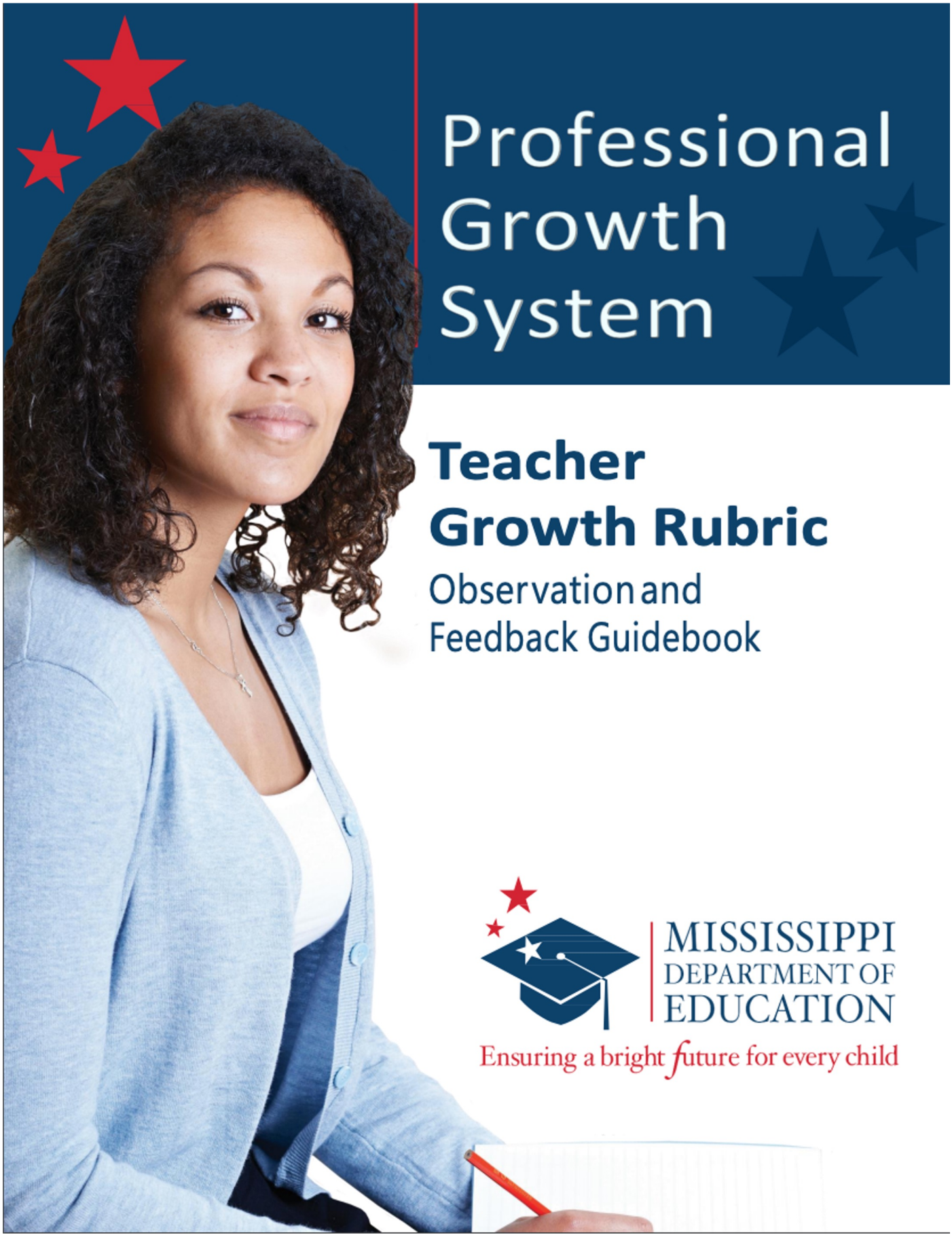
PURPOSE

The Mississippi Teacher Professional Growth System will:

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

OVERVIEW

The following section includes the Teacher Growth Rubric Observation and Feedback Guidebook as the processes and procedures outlined therein are reflected across all PGS rubrics and form the focus of the PGS Combined System Training.



Professional Growth System

Teacher Growth Rubric

Observation and Feedback Guidebook

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

ACKNOWLEDGEMENTS

The Mississippi Department of Education (MDE) thanks the following individuals and organizations for their contributions to the development and implementation of the Professional Growth System.

- Southern Regional Education Board (SREB) - Educator Effectiveness
- The Educator and Leader Effectiveness Steering Committee
- Jess Wood, EdCounsel
- Dr. Pete Goldschmidt
- Cindy Tocci, Educational Observations, LLC
- Center for Educational Research and Evaluation (CERE), The University of Mississippi
- Southeast Comprehensive Center (SECC) at American Institutes for Research

The MDE also thanks the educators who participated in focus groups and feedback sessions.

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Notes:

Introduction

How the Professional Growth System Connects to Our Broader Goals

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

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

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

Goals:

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and Is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
6. Every School and District Is Rated "C" or Higher Teacher Growth Rubric

Teacher Growth Rubric

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

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

Professional Growth System Goals

The following are the goals of the Professional Growth System:

- Provide a shared vision for high-quality teaching and learning and guide educators in improving their practice
- Encourage regular, evidence-based observation and feedback for all teachers
- Support teachers and school leaders in identifying priorities for strengthening practice
- Serve as a guide for teachers as they reflect upon their own practices

Teacher and Principal/Observer Responsibilities

Teacher Responsibilities:

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

Principal/Observer Responsibilities:

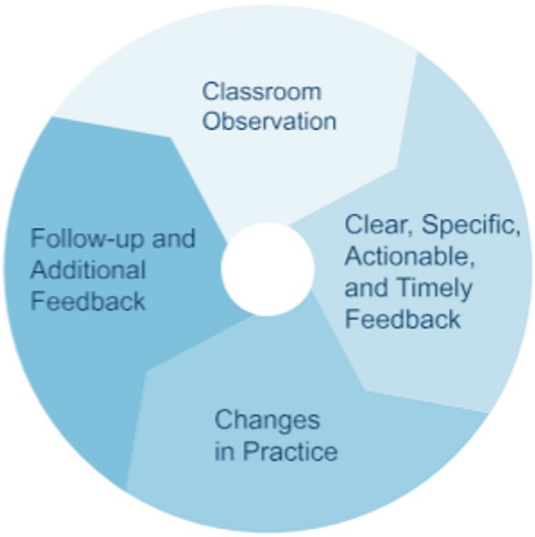
- Complete the MDE's observer training to understand and implement the Teacher Growth Rubric with fidelity and consistency
- Know and understand the Teacher Growth Rubric domains, standards, and indicators
- Supervise the observation process and ensure that all steps are conducted according to the process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

Observers

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

The Observation and Feedback Cycle

The purpose of the PGS is to support all educators in strengthening practice. This purpose is achieved through the cycle of classroom observations, feedback, adjustments in practice, and follow-up to support the growth of teachers. The Observation and Feedback Cycle will ensure that teachers receive regular observations to provide accurate and meaningful feedback. Each observation should be followed by clear, specific, actionable, and timely feedback to improve practice. Observers should follow up to ensure feedback is effectively implemented and to provide additional assistance if necessary. This cycle provides teachers with continuous feedback.



The Observation and Feedback Process

COLLECT — The observer looks for relevant evidence in a lesson.

SORT — The observer organizes evidence by rubric standards.

INTERPRET — The observer determines records performance levels by aligning from evidence to rubric indicators.

PROVIDE FEEDBACK — 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 teaching. This process represents best practice and is not intended to be burdensome but provide observers with a clear process to make identifying high-quality feedback easier. As observers gain experience and expertise with the Teacher Growth Rubric, collecting and sorting evidence can be done simultaneously.

COLLECT: An observer looks for and records relevant evidence from a lesson.

SORT: The observer organizes the evidence by standards.

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

PROVIDE FEEDBACK: The observer uses evidence in discussion with the teacher on how to improve practice.

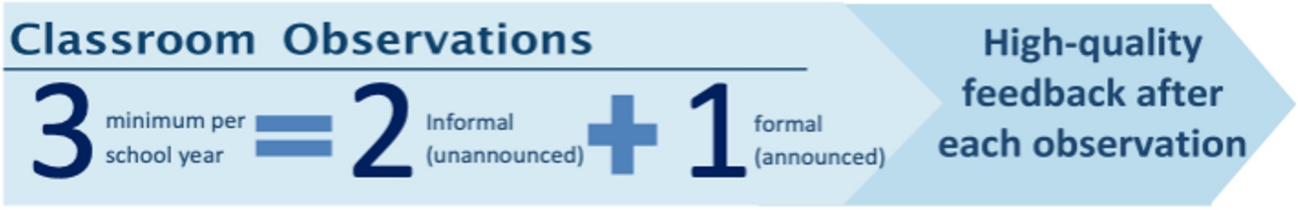
Classroom Observations and Feedback Conversations

Classroom Observations

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

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

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



Informal/Walk-through Observations

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

Formal Observations

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

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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.

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

Pre-observation Conferences

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

Feedback Conversations

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

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

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

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

Summative Observation Ratings

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

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

Summative Observation Rating Calculation Example

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

Summative Observation Conferences

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

Teacher Growth Rubric Design

DOMAIN

Domain I: Lesson Design

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

STANDARD

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

Lessons:

INDICATORS

4

Include student learning outcomes and instructional activities that

- are fully aligned to current Mississippi College and Career Ready Standards or Framework
- are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning
- reflect collaboration with other school staff within and across disciplines to enrich learning

3

Include student learning outcomes and instructional activities that

- are fully aligned to current Mississippi College and Career Ready Standards or Framework
- are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning

2

Include student learning outcomes and instructional activities that

- are partially aligned to current Mississippi College and Career Ready Standards or Framework
- are part of an ineffective sequence of learning with few connections made to previous and future learning

1

Include student learning outcomes and instructional activities that

- are not aligned to current Mississippi College and Career Ready Standards or Framework
- are not part of a coherent sequence of learning with meaningful connections made to previous and future learning

Teacher Growth Rubric Domains and Standards

The Teacher Growth Rubric has four domains and nine standards.

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

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

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

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

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

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

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

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

Teacher Performance Levels

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

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

Notes:

Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Observe

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

Best Practices for Observation

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

Collecting evidence during an observation

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

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

Common mistakes/pitfalls to avoid

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

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

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

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

Tips for collecting evidence

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

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

How do I capture as much evidence as possible?

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

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

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

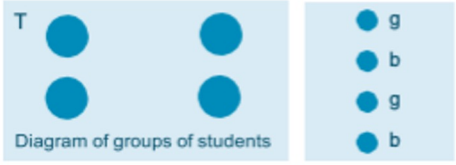

Diagram of groups of students

- 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. You may capture several instances verbatim, but you can also capture how many times it occurs if you can't capture everything Jane said.

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

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

Sample Codes for Observation Scripting

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

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

Classroom Observation Evidence Collection Samples: Strong versus Weak

Strong example class observation evidence collection:

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.

Notes:

Summative Observation Rating Form

Professional Growth System

Teacher Growth Rubric

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

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

If used. this form should serve as district or school level documentation. It should not be submitted to the MDE.

Teacher Professional Growth Cycle

Mississippi Teacher Professional Growth Cycle

1. Review Teacher Growth Rubric with Teacher
2. Develop Teacher Growth Goals with School Leader Based Upon the Previous Year's Feedback
3. Collect Evidence Aligned to the Teacher Growth Rubric (e.g., Lesson Plans, Classroom Vision, Call Logs, PLC Minutes, and Student Data)
4. Align Collected Evidence to the Teacher Growth Rubric
5. Plan/Schedule Classroom Observations Based on Evidence Collected & Teacher Growth Goals
6. Sort Evidence & Score Standards Based on Additional Evidence Collected During the Classroom Visit
7. Determine One to Three Pieces of High-Leverage Feedback
8. Plan Powerful Feedback Conversation
9. Deliver Feedback Conversation
10. Record Teacher Growth Score

The process should happen at least three times during a school year. At the conclusion of both opportunities for growth the district should provide a summative score of the teacher's effectiveness.

MISSISSIPPI DEPARTMENT OF EDUCATION

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section 2

Professional Growth System Rubrics

Teacher Growth Rubric

Teacher Growth Rubric

Domain I: Lesson Design

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

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

Lessons:

4	Include student learning outcomes and instructional activities that • are fully aligned to current Mississippi College and Career Ready Standards or Framework • are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning • reflect collaboration with other school staff within and across disciplines to enrich learning
3	Include student learning outcomes and instructional activities that • are fully aligned to current Mississippi College and Career Ready Standards or Framework • are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning
2	Include student learning outcomes and instructional activities that • are partially aligned to current Mississippi College and Career Ready Standards or Framework • are part of an ineffective sequence of learning with few connections made to previous and future learning
1	Include student learning outcomes and instructional activities that • are not aligned to current Mississippi College and Career Ready Standards or Framework • are not part of a coherent sequence of learning with meaningful connections made to previous and future learning

2. LESSONS HAVE HIGH LEVELS OF LEARNING FOR ALL STUDENTS

Lessons:

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

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

Domain II: Student Understanding

Evidence includes classroom observations.

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

Teacher:

4	• Communicates the lesson goals and the content in a way that is accessible for every student at his/her level • Uses formative assessments to effectively monitor student progress • Provides ample and effective opportunities for students to self-assess and correct their own errors • Provides students with clear, specific, actionable, and timely feedback • Creates opportunities for students to apply teacher and peer feedback to improve performance and accelerate learning • Provides opportunities for students to demonstrate connections between what they are learning and how it advances their personal and professional goals/interests
3	• Communicates the lesson goals and the content in a way that is accessible for every student at his/her level • Uses formative assessments to effectively monitor student progress • Provides effective opportunities for students to self-assess and correct their own errors • Provides students with clear, specific, actionable, and timely feedback • Creates opportunities for students to apply teacher and peer feedback to improve performance and accelerate learning
2	• Communicates the lesson goals and the content in a way that is accessible for most students • Uses formative assessments to adequately monitor student progress • Provides adequate opportunities for students to self-assess and correct their own errors • Provides students with adequate feedback
1	• Communicates the lesson goals and the content in a way that is not accessible to most students • Inadequately monitors student progress • Provides inadequate opportunities for students to self-assess and correct their own errors • Provides students with little or no feedback

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

Teacher:

4	Moves all students to deeper understanding of content through various techniques including • a variety of explanations and multiple representations of concepts • extended productive discussion • effective questioning to support students' attainment of the learning goals • making connections to other content across disciplines • independently connecting lesson content to real-world application
3	Moves almost all students to deeper understanding of content through various techniques including • a variety of explanations and multiple representations of concepts • extended productive discussion • effective questioning to support students' attainment of the learning goals • making connections to other content across disciplines • independently connecting lesson content to real-world application
2	Moves most students to deeper understanding of content through various techniques including • a variety of explanations and multiple representations of concepts • extended productive discussion • effective questioning to support students' attainment of the learning goals • making connections to other content across disciplines • independently connecting lesson content to real-world application
1	Does not move or moves few students to deeper understanding of content through various techniques including • a variety of explanations and multiple representations of concepts • extended productive discussion • effective questioning to support students' attainment of the learning goals • making connections to other content across disciplines • independently connecting lesson content to real-world application

Domain III: Culture and Learning Environment

Evidence includes classroom observations.

5. MANAGES A LEARNING-FOCUSED CLASSROOM COMMUNITY

Teacher:

4

- Creates effective routines and expectations for students to safely voice opinions and ask and answer questions
- Proactively monitors student behavior and redirects when necessary to maximize instructional time
- Provides effective collaborative learning opportunities whenever appropriate
- Ensures students take ownership of their work and are active participants in their learning
- Provides opportunities for students to take on academic leadership roles that promote learning

3

- Creates effective routines and expectations for students to safely voice opinions and ask and answer questions
- Proactively monitors student behavior and redirects when necessary to maximize instructional time
- Provides effective collaborative learning opportunities whenever appropriate
- Ensures all or almost all students are active participants in their learning

2

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

1

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

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

Teacher:

4

- Effectively maximizes use of physical space and resources (including technology whenever appropriate) in support of student learning
- Maximizes time such that students always have something meaningful to do
- Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner with minimal direction or narration from the teacher
- Provides opportunities for students to share responsibility for leading classroom routines and/or procedures

3

- Effectively maximizes use of physical space and resources (including technology whenever appropriate) in support of student learning
- Maximizes time such that students always have something meaningful to do
- Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher

2

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

1

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

Domain III: Culture and Learning Environment

Evidence includes classroom observations.

7. CREATES AND MAINTAINS A CLASSROOM OF RESPECT FOR ALL STUDENTS	
Teacher:	
4	• Communicates respectfully to all students • Effectively fosters respectful relationships among all students • Demonstrates a strong positive relationship with all students • Fosters a classroom culture where students give unsolicited praise or encouragement to their peers
3	• Communicates respectfully to all students • Effectively fosters respectful relationships among all students • Demonstrates a strong positive relationship with all students
2	• Communicates respectfully to students with rare exceptions • Fosters respectful relationships among some students but not others • Demonstrates a strong positive relationship with some students but not others
1	• Often communicates disrespectfully with students • Does not foster respectful relationships among students • Does not demonstrate a strong positive relationship with students

Domain IV: Professional Responsibilities

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

8. ENGAGES IN PROFESSIONAL LEARNING	
Teacher:	
4	• Proactively seeks out and participates in professional learning activities • Fully integrates knowledge gained in professional learning communities, collaboration with peers and leadership, and focused professional development • Strengthens teaching practice based on observer feedback and other types of performance data • Shares new information and lessons learned with colleagues • Serves as a critical friend for colleagues, both providing and seeking meaningful feedback on instruction
3	• Proactively seeks out and participates in professional learning activities • Fully integrates knowledge gained in professional learning communities, collaboration with peers and leadership, and focused professional development • Strengthens teaching practice based on observer feedback and other types of performance data • Shares new information and lessons learned with colleagues
2	• Participates in required professional learning activities • Applies knowledge gained from professional learning but does not fully integrate the new information • Applies some observer feedback to improve teaching practice
1	• Participates in required professional learning activities • Does not apply knowledge gained from professional learning • Applies little or no observer feedback to improve teaching practice

Domain IV: Professional Responsibilities

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

9. ESTABLISHES AND MAINTAINS EFFECTIVE COMMUNICATION WITH FAMILIES/GUARDIANS	
Teacher:	
4	• Partners with families/guardians to coordinate learning between home and school • Establishes mutual expectations for student learning with families/guardians • Includes students and/or families/guardians in the planning of positive reinforcements for progress
3	• Partners with families/guardians to coordinate learning between home and school • Establishes mutual expectations for student learning with families/guardians
2	• Communicates with families/guardians reactively concerning student academic progress and development, and outreach is mostly for intervention or corrective reasons
1	• Rarely or never communicates with families/guardians

Some of the language in this rubric was adapted from the TNTP Core Teaching Rubric.

Administrator Growth Rubric

Administrator

PURPOSE

The Mississippi Administrator Professional Growth System will:

- Enhance the impact that administrators have on students and other stakeholders.
- Highlight the administrator's areas of strength and identify areas of growth.
- Serve as a guide for administrators as they reflect on their own practices.
- Provide shared understanding regarding priorities, goals, and expectations of quality practice.

Domain I: Shared Vision, School Culture and Family Engagement

1. IMPLEMENTS A SHARED VISION.

4
- Fully develops and implements a schoolwide vision that is adopted and embraced by the school and community.
- Builds the capacity of the staff to ensure all instructional strategies and decisions support the vision.
- Documents processes that ensure all decision are aligned to and support the vision.

3
- Implements a schoolwide vision that is adopted and embraced by some of the members of the school and community.
- Works with the leadership team to implement effective instructional strategies to achieve the vision.
- Makes decision aligned to and in support of the vision.

2
- Communicates vision to the school and community but implementation is not clearly evident.
- Adequately implements instructional strategies that align to the vision.
- Demonstrates some consideration of vision in decision-making.

1
- Does not effectively or ineffectively communicates and implements the vision.
- Makes little or no connection between instructional strategies and the vision.
- Make decisions without consideration of the vision.

2. MAINTAINS A SUPPORTIVE, SECURE AND RESPECTFUL LEARNING ENVIRONMENT

4
- Builds the capacity of the staff to support and enhance students' social, intellectual and emotional development.
- Ensures each student is respected and valued through systems that foster strong connections among student and adults.
- Continually assesses systems and procedures to ensure the school environment is safe and secure.

3
- Works with the staff to support students' social, intellectual and emotional development.
- Respects and values each student in the school and fosters strong connections among students and adults.
- Implements processes that ensure the school environment is safe and secure.

2
- Provides some support for support students' social, intellectual and emotional development.
- Respects and values students but provides limited support to ensure meaningful connections between students and adults.
- Manages a school environment that is safe and secure.

1
- Provides minimal or inadequate support for students' social, intellectual and emotional development.
- Provides no clear support to ensure that each student is respected and valued.
- Fails to ensure that the school environment is safe and secure.

3. ENGAGES IN COURAGEOUS CONVERSATIONS ABOUT DIVERSITY.

4

- Publicly models beliefs in the potential of every student to achieve at high level; build expectations for students, staff and parents/guardians that success is possible for all students; challenges low expectations.
- Builds the school's collective capacity to engage in courageous conversations about diversity and culture, as well as how they may impact student learning.

3

- Builds expectations for students, staff and parents/guardians that success is possible for all students; challenges low expectations.
- Initiates courageous conversations about diversity and culture, as well as how they may impact student learning.

2

- Sets expectation for students, staff and parents/guardians that success is possible for all students but may not consistently communicate expectation.
- Reactively responds to courageous conversations about diversity and culture, as well as how they may impact student learning, but rarely initiates conversations demonstrates limited awareness of the impact of diversity on student learning.

1

- Rarely demonstrates confidence in the potential of every student to achieve at high levels; does not create an environment that supports all students.
- Avoids courageous conversations about diversity and culture; demonstrates limited or no awareness of the impact of diversity on student learning.

4. WELCOMES FAMILIES AND COMMUNITY MEMBERS INTO THE SCHOOL

4

- Creates a schoolwide culture in which all families/guardians and community members are welcomed into the school and builds the capacity of the staff to do so, as well.
- Shares the school's vision for high student achievement with all visitors and builds the capacity of the staff to do so, as well.

3

- Builds the capacity of the staff to welcome all families/guardians and community members into the school.
- Shares the school's vision for the high school's vision for high student achievement with all visitors.

2

- Welcomes all families/guardians and community members into the school but does not build the capacity of staff to do so.
- Occasionally shares the school's vision for high student achievement with visitors.

1

- Rarely or inconsistently welcomes families/guardians or community member into the school.
- Rarely shared the school's vision for high school achievement with visitors.

Domain II: Teaching and Learning

5. SUPPORTS THE DEVELOPMENT AND IMPLEMENTATION OF MISSISSIPPI STANDARDS-BASED LESSON PLANS AND UNIT PLANS.

4
- Builds the capacity of staff to effectively develop and implement lesson and unit plans aligned to Mississippi state standards, curricula and assessments.
- Implements ongoing systems to review and improve lesson and unit plans based on student outcomes.

3
- Leads staff in the development and implementation of lesson and unit plans aligned to Mississippi state standards, curricula and assessments.
- Oversees revisions to lesson and unit plans based on student outcomes.

2
- Provides limited support to staff in the development and implementation of lesson and unit plans aligned to Mississippi state standards, curricula and assessments.
- Rarely ensures lesson or unit plans are revised based on student outcomes.

1
- Provides no support to staff in the development and implementation of lesson and unit plans aligned to Mississippi state standards, curricula and assessments.
- Rarely ensures lesson or unit plans are revised on student outcomes.

6. IMPLEMENTS EFFECTIVE INSTRUCTIONAL STRATEGIES TO MEET STUDENT LEARNING NEEDS.

4
- Builds the capacity of staff to effectively implement a variety of rigorous instructional strategies and pedagogical methods that meet students' needs and drive students' learning.
- Builds the capacity of staff to effectively adapt instructional practices to ensure that all students master content.

3
- Supports staff in implementing a variety of rigorous instructional strategies and pedagogical methods that meet students' needs and drive students' learning.
- Supports staff in effectively adapting instructional practices to ensure that all students master content.

2
- Provides no support to staff in the development and implementation of lesson and unit plans, aligned to Mississippi state standards, curricula and assessments.
- Rarely ensures lesson and unit plans are revised based on student outcomes.

1
- Rarely ensures instructional strategies meet students' needs and drive students' learning.

7. TRACKS STUDENT-LEVEL DATA TO DRIVE CONTINIOUS IMPROVEMENT.

4
- Creates systems for the consistent monitoring and collection of data to inform continuous improvement.
- Uses multiple sources of both quantitative and qualitative data to evaluate instruction, identify student outcome trends, prioritize needs and inform continuous improvement.
- Facilitates, supports and builds staff capacity to monitor progress toward student learning goals.

3
- Consistently monitors and collects data to inform continuous improvement.
- Uses multiple sources of data to evaluate instruction, identify student outcomes trends, prioritize needs and inform continuous improvement.
- Facilitates and supports staff in monitoring progress toward student learning goals.

2
- Provides limited monitoring and collection of data to inform continuous improvement.
- Uses limited forms of data to evaluate instruction, identify student outcome trends, prioritize needs and inform continuous improvement.
- Provides limited support to staff in monitoring progress toward student learning goals.

1
- Does not ensure consistent monitoring and collection of data to inform continuous improvement.
- Rarely uses data to evaluate instruction, identify student outcome trends, prioritize needs and inform continuous improvement.
- Does not support staff in monitoring progress toward student learning goals.

8. USES DISAGGREGATED DATA TO INFORM ACADEMIC INTERVENTION

4
- Builds the capacity of staff to analyze disaggregated student-specific data to determine appropriate differentiation and academic intervention.
- Builds the capacity of staff to use data to make updates to the intervention plans for students or sub-groups not making progress.

3
- Leads staff in analyzing disaggregated student-specific data to determine appropriate differentiation and academic intervention.
- Leads staff in using data to make updates to the intervention plans for students or sub-groups not making progress.

2
- Provides limited support to staff in analyzing disaggregated student-specific data to determine appropriate differentiation and academic intervention.
- Provides limited support to staff in using data to make updates to the intervention plans for students or sub-groups not making progress.

1
- Provides no support to staff in analyzing disaggregated student-specific data to determine appropriate differentiation and academic intervention.
- Rarely or never supports staff in using data to make updates to the intervention plans for students or sub-groups not making progress.

Domain III: Staff Development

9. PROVIDES ACTIONABLE FEEDBACK

4
- Provides ongoing, timely and individualized actionable feedback to staff based on evidence collected from observations; build the capacity of staff to use feedback as a tool for professional learning and growth.
- Develops and implements a strong system to ensure feedback is incorporated into teacher practice.
- Develops interrater reliability with the leadership team by co-observing and utilizing results to improve the quality of feedback.

3
- Provides ongoing, timely and individualized actionable feedback to staff based on evidence collected from observations.
- Implements a sufficient system to ensure feedback is incorporated into teacher practice.
- Conducts co-observations with leadership team and utilizes results to improve the quality of feedback.

2
- Provides feedback to staff based on evidence collected from observations, but feedback may be vague or not actionable.
- Limited system in place to ensure feedback is incorporated into teacher practice.
- Inconsistently conducts co-observations with leadership team that has limited feedback on the quality of feedback.

1
- Provides limited, confusing feedback to teachers based on limited data.
- No system in place to ensure feedback is incorporated into teacher practice.
- No co-observations system in place; no value placed on reliability of classroom observations.

10. COACHES AND IMPLEMENTS LEARNING STUCTURES

4
- Develops, implements and facilitates effective professional learning opportunities and coaching.
- Tailors professional learning to individual staff member's growth needs.

3
- Facilitates or provides effective professional learning opportunities and coaching.
- Provides some differentiated professional learning to meet individual staff member's growth needs.

2
- Facilitates or provides limited professional learning opportunities.
- Provides undifferentiated professional learning to staff members.

1
- Does not facilitates or provide regular or appropriate professional learning opportunities for staff.
- Does not provide professional learning to staff members.

11. PROVIDES LEADERSHIP OPPORTUNITIES

4
- Identifies effective teachers and actively and consistently provides them with meaningful leadership opportunities.
- Mentors and supports the development of teacher leaders and leadership team members.
- Communicates a clear leadership trajectory to those teachers with the most leadership potential.

3
- Identifies effective teachers and provides them with meaningful leadership opportunities.
- Supports the development of teacher leaders and leadership team members.
- Supports leadership advancement for teachers with the most leadership potential but does not communicate a clear trajectory.

2
- Provides leadership opportunities to teachers who express interest.
- Inconsistently supports the development of teacher leaders and leadership team members.
- Provides leadership advancement information to those who request it.

1
- Rarely provides leadership opportunities to teachers.
- Does not support the development of teacher leaders and leadership team members.
- Does not communicate a leadership trajectory for any teachers.

12. DEVELOPS A HIGHLY EFFECTIVE LEADERSHIP TEAM

4
- Establishes an effective leadership team (potentially including multiple teams with unique purposes) and builds team's capacity to focus on student learning.
- Builds the capacity of the team to oversee complex projects, lead teacher teams and conduct teacher observations.

3
- Establishes an effective leadership team (potentially including multiple teams with unique purposes) with a focus on student learning.
- Provides support for leadership team to lead teacher teams and conduct teacher observations.

2
- Establishes a leadership team with a limited focus on student learning.
- Provides limited support to the leadership team.

1
- Establishes an ineffective leadership team with little or no focus on student learning.
- Rarely or never provides support to the leadership team.

Domain IV: Strategic Planning and Systems

13. DEVELOPS AND IMPLEMENTS A STRATEGIC PLAN

4
- Engages staff and school-level stakeholders in developing and implementing a detailed strategic plan that describes milestones.
- Includes staff capacity building to implement strategies for rigorous classroom content and effective instructional practices to support students in achieving the learning targets.

3
- Develops and implements a strategic plan that describes milestones.
- Includes effective strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets.

2
- Drafts a strategic plan that identifies milestones, but implementation is inconsistent.
- Includes some strategies for effective instruction to support students in working toward learning targets.

1
- No strategic plan developed; rarely formalizes strategies or plans to reach school priorities or goals.
- Includes minimal or no strategies for effective instruction to support students in working toward learning goals.

14. MONITORS PROGRESS TOWARD GOALS

4
- Develops and effectively implements a clear plan to conduct on-going, documented monitoring of the progress toward achieving goals identified as part of the strategic process.
- Utilizes progress monitoring results to continually improve activities.

3
- Develops and effectively implements a plan to monitor progress toward achieving goals identified as part of the strategic process, but no documented process is in place to ensure monitoring is ongoing.
- Utilizes progress monitoring results to improve activities, but no clear process is in place to ensure continuous improvement occurs.

2
- Some evidence of monitoring progress toward gals is present, but monitoring is inconsistent.
- Limited/inconsistent utilization of progress monitoring results to improve activities.

1
- Minimal or no monitoring of progress toward achieving goals identified as part of the strategic planning process.
- Minimal or no evidence that progress monitoring results are utilized to improve activities.

15. EFFECTIVELY MANAGES PROFESSIONAL TIME

4 • Strategically plans daily schedule to address instructional leadership priorities supporting the on-going development of teacher quality, effective staff collaboration, data analysis and other schoolwide priorities.

3 • Maintains a daily schedule to address instructional leadership priorities supporting the on-going development of teacher quality, effective staff collaboration, data analysis and other schoolwide priorities.

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

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

16. ALIGNS AND MANAGES SCHOOL'S RESOURCES

4 • Maximizes school and district resources; actively seeks external resources that align with strategic priorities.

3 • Allocates resources in alignment with school priorities; seeks external resources that align with strategic priorities.

2 • Allocated resources based on priorities; leverages external resources when available.

1 • Allocated resources to initiatives that do not align with the school goals; does not seek external resources.

Domain V: Personal Leadership and Growth

17. DEMONSTRATES SELF-AWARENESS, REFLECTION AND ON-GOING LEARNING

4
- Consistently seeks feedback on their own practice, self-reflects and adapts their leadership practice; build the capacity of staff to do so, as well.
- Engages in multiple learning opportunities aligned with staff needs.
- Accepts personal responsibility for mistakes and uses them, as learning opportunities; build the capacity of staff to do so.

3
- Proactively seeks feedback, self-reflects and adapts their leadership practice.
- Engages in learning opportunities aligned with staff needs.
- Accepts personal responsibility for mistakes and uses them, as learning opportunities.

2
- Demonstrates a non-defensive attitude in receiving feedback from staff members and makes minor adjustments to worn leadership practice.
- Seeks some learning opportunities aligned with student needs.
- Accepts some responsibility for mistakes but are not used for learning opportunities.

1
- Unwilling to accept feedback and adjust leadership practice.
- Rarely or never seeks learning opportunities aligned with student needs.
- Fails to accept responsibility for mistakes.

18. DEMONSTRATES RESILIENCY IN THE FACE OF CHALLENGE

4
- Models and builds the capacity of staff to maintain the focus on conversations and initiatives on improving student achievement and finding solutions despite adversity.
- Actively identifies solutions and remains focused when faced with setbacks.
- Capitalizes on challenges as opportunities to grow and develop themselves and their staff; communicates the opportunity clearly.

3
- Encourages staff to focus on conversations and initiatives on improving student achievement and finding solutions despite adversity.
- Identifies solutions when faced with setbacks.
- Supports staff growth and development in the face of challenges.

2
- Demonstrates personal belief in the potential for improving student achievement but may struggle when faced with adversity; does not encourage staff to focus on student achievement despite adversity.
- Attempts to remain solutions oriented.
- Provides some support to staff to grow in the face of challenges.

1
- Easily loses focus on improving student achievement.
- Rarely remains solution oriented.
- Reacts with visible frustration to challenges and setbacks; fails to respond to challenges as they arise.

19. COMMUNICATES WITH STAKEHOLDERS

4
- Implements effective two-way communication structures with district leadership and all stakeholders.
- Engages stakeholders in focused conversations about school goals and values.
- Builds the capacity of staff to effectively lead and participate in conversations about professional practice/student learning and to tailor messages to the intended audience.

3
- Engages in two-way communication with all stakeholders.
- Communicates with stakeholders about school goals and values.
- Supports staff to effectively leading and participating in conversations about professional practice/student learning and to tailoring messages to the intended audience.

2
- Inconsistently engages in two-way communication with stakeholders, or communication is one-way.
- Inconsistently communicates with stakeholders about school goals and values.
- Supports staff in engaging conversations about professional practice and student learning.

1
- Rarely or never engages stakeholders in meaningful conversations about the school.
- Rarely or never communicates with stakeholders about school goals and values.
- Rarely or never supports staff in engaging conversations about professional practice and student learning.

Counselor Growth Rubric

Counselor

PURPOSE

The Mississippi Counselor Performance Growth System will:

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

Counselor Growth Rubric

Domain I: Comprehensive School Counseling Program Planning

1. Partners with multiple stakeholders to plan the implementation of a comprehensive school counseling program that is developmentally, preventative, responsive, and aligns with the school's goals and mission.	
Evidence: • Annual Administrative Conference • Advisory Council Meeting documents (agenda, minutes, handouts, and sign-in/sign-out sheet) • Stakeholder Presentations • Supplemental data from stakeholders (surveys, evaluations, assessments, etc) • Detailed Calendar (weekly, monthly, annually) • Action Plan(s) and Results Report (s) (Closing the Gap, Classroom and Group Mindsets and Behaviors, Annual Student Outcome Goal Plan, etc.)	
4	• **Fully** implements **all** components of a comprehensive school counseling program and **frequently** reflects on future program needs • **Consistently** partners with multiple stakeholders to ensure the comprehensive program is based on needs • **Consistently** establishes goals, plans, and strategies that align with the school's goals and mission
3	• Implements **most** of the components of a comprehensive school counseling program, reflects on future program needs • **Frequently** partners with stakeholders to ensure the comprehensive program is based on needs • **Frequently** establishes goals, plans, and strategies that align with the school's goals and mission
2	• Plans the implementation of a **few** components of a comprehensive school counseling program • **Sometimes** partners with stakeholders to ensure the comprehensive program is based on needs • **Establishes few** goals, plans, and strategies that align with the school's goals and mission
1	• **Does not** plan the implementation of the components of a comprehensive school counseling program • **Does not** partner with stakeholders to ensure the comprehensive program is based on needs • **Does not** establish goals, plans, and strategies that align with the school's goals and mission

2. Plans and organizes a data-driven comprehensive school counseling program that positively impacts students' academic achievement, college/career, and social/emotional outcomes and the overall school/learning environment.

Evidence:

- Data (attendance, discipline, achievement, Needs Assessment, school performance reports, etc.)
- Action Plan(s) and Results Report (s) (Closing the Gap, Classroom and Group Mindsets and Behaviors, Annual Student Outcome Goal Plan, etc.)
- Supplemental data from stakeholders (surveys, evaluations, assessments, etc.)
- Annual Student Outcome Goals
- Participation, Mindsets & Behaviors, and Outcome data

4	• **Consistently** collects and analyzes data from multiple sources to plan and implement comprehensive school counseling programs to meet the needs of all students • **Consistently** uses data to identify and develop student outcome goals and collaborate with stakeholders to design culturally appropriate and equity-based action plans to service delivery within the comprehensive school counseling program • **Consistently** plans a school counseling program in the three domains of academic, college/career, and social/emotional development to promote and enhance student achievement
3	• **Frequently** collects and analyzes data from multiple sources to plan and implement comprehensive school counseling programs to meet the needs of **all** students • **Frequently** uses data to identify and develop student outcome goals and design culturally appropriate and equity-based action plans to service delivery within the comprehensive school counseling program • **Frequently** plans a school counseling program in the three domains of academic, college/career, and social/emotional development to promote and enhance student achievement
2	• **Rarely** uses data to plan and implement a comprehensive school counseling program that meets the needs of **few** students • **Rarely** uses data to identify and develop student outcome goals and design culturally appropriate and equity-based action plans to service delivery within the comprehensive school counseling program • **Rarely** plans a school counseling program in the three domains of academic, college/career, and social/emotional development to promote and enhance student achievement
1	• **Does not** use data to plan and implement a comprehensive school counseling program that to meet the needs of the students • **Does not** use data to identify and develop student outcome goals and design culturally appropriate and equity-based action plans to service delivery within the comprehensive school counseling program • **Does not** plan a school counseling program in the three domains of academic, college/career, and social/emotional development to promote and enhance student achievement

Domain II: Delivery of Direct and Indirect Services

3. Provides evidence-based direct and indirect school counseling services in support of student success in individual students' academic achievement, college/career, and social/emotional.

Evidence:

- Direct Observation
- Student Sign-In Sheets/Logs
- Detailed Calendar (weekly, monthly, annually)
- Direct services (classroom instruction, counseling (individual or group) appraisal and advisement)
- Indirect services (consultation, collaboration, referrals)

4	• **Clearly and effectively** provides instruction aligned to the American School Counselor Association (ASCA) Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group, and individual setting to support students and **provides** a school counseling curriculum focused through the lens of the ASCA Mindsets & Behaviors • **Clearly and effectively** provides individual counseling, small group counseling, and large group counseling to support students' academic achievement, college/career readiness, and social/emotional development for every student • **Clearly and effectively** provides appraisal and advisement in a small group, large group, and individual setting to support student academic achievement, college/career readiness, and social/emotional development for every student
3	• **Effectively** provides instruction aligned to the ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group, and individual setting to support students • **Effectively** provides individual counseling, small group counseling, and large group counseling to support students' academic achievement, college/career readiness, and social/emotional development for every student • **Effectively** provides appraisal and advisement in a small group, large group, and individual setting to support student academic achievement, college/career readiness, and social/emotional development for every student
2	• **Rarely** provides instruction aligned to the ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group, and individual setting to support students • **Rarely** provides individual counseling, small group counseling, and large group counseling to support students' academic achievement, college/career readiness, and social/emotional development for every student • **Rarely** provides appraisal and advisement in a small group, large group, and individual setting to support student academic achievement, college/career readiness, and social/emotional development for every student
1	• **Does not** provide instruction aligned to the ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group, and individual setting to support students • **Does not** provide individual counseling, small group counseling, and large group counseling to support students' academic achievement, college/career readiness, and social/emotional development for every student • **Does not** provide appraisal and advisement in a small group, large group, and individual setting to support student academic achievement, college/career readiness, and social/emotional development for every student

4. Collaborates and consults with stakeholders in order to provide referrals on behalf of students academic achievement, college/career, and social/emotional development.

Evidence:

- Direct Observation
- Referral Source
- Parent/guardian, school, and community communication (emails, call logs, school letters, etc.)
- Detailed Calendar (weekly, monthly, annually)
- Action Plan(s) and Result Report(s) reports listing specific indirect services (Parent-Teacher Conferences, Parent Nights, etc.)
-
- Collaborate and consult with stakeholders

4	• Provides relevant information **continually** and **initiates** collaboration with stakeholders for student success • Effectively coordinates **and influences** the types of services provided by school and community partners to support and promote the success of all students • **Effectively** provides referrals to all students in need of additional resources and follows up **regularly**
3	• Provides relevant information **appropriately and frequently** collaborates with stakeholders for student success • **Effectively** coordinates the types of services provided by school and community partners to support and promote the success of **all** students • **Effectively** provides referrals to most students in need of additional resources and follows up **intermittently**
2	• Provides **limited** information and **occasionally collaborates** with stakeholders for student success • **Adequately** coordinates the types of services provided by school and community partners to support and promote the success of **most** students • **Sometimes** provides referrals to students in need of additional resources
1	• **Does not** provide information or collaborate with stakeholders to impact student success • • **Does not** coordinate the types of services provided by school and community partners to support and promote the success of **few** students • **Does not** provide referrals to students in need of additional resources

5. Adjusts the comprehensive school counseling program and service delivery by analyzing student achievement, behavior, and school climate data and feedback from stakeholders in order to continually improve student outcomes.

Evidence:

- School Counselor Program Assessment/ Self-Reflection Tool
- Pre-/Post tests and surveys
- School Improvement Data
- Classroom and Group Mindsets & Behaviors Action Plans/ Result Reports
- Data (attendance, discipline, achievement, Needs Assessments, school performance reports, etc.)
- Supplemental data from stakeholders (surveys, evaluations, assessments, etc.)

4	• Effectively **and proactively** utilizes multiple data sources for program monitoring, assessing effectiveness, and collaboration to make improvements • **Effectively** utilizes participation, mindsets and behaviors, and outcome data to identify student achievement gaps, and **effectively** develops **proactive** action plans to enhance or improve student success • **Effective** impact on students' academics, discipline, and/or attendance **evidenced by data**
3	• **Effectively** uses multiple data sources for program monitoring, assessing effectiveness, and collaboration to make improvements • **Effectively** utilizes participation, mindsets and behaviors, and outcome data to identify student achievement gaps, and develops **appropriate** action plans to enhance or improve student success • **Effective** impact on students' academics, discipline, and/or attendance
2	• **Adequately** uses data for program monitoring, assessing effectiveness, and collaborating to make improvements • **Adequately** utilizes participation, mindsets and behaviors, and outcome data to identify student achievement gaps, and develops some appropriate action plans to enhance or improve student success • **Limited** impact on student academics, discipline, and /or attendance
1	• **Does not** use data for program monitoring, assessing effectiveness, and collaborating to make improvements • **Does not** utilize participation, mindsets and behaviors, and outcome data to identify student achievement gaps, and develops some appropriate action plans to enhance or improve student success • **Does not** have an impact on student academics, discipline, and /or attendance

Domain III: Culture and Learning Environment

6. Establishes a culture for learning in collaboration with others, promotes preventive and responsive services that enhance learning and fosters social/emotional well-being.

Evidence:

- Detailed Calendar (weekly, monthly, annually)
- Advisory Council Meeting Documents (agenda, minutes, handouts, and sign-in/ sign-out sheet)
- Annual Administrative Conference
- Data (i.e., attendance, discipline, achievement, needs assessment, etc.)
- Early Warning System, Multi-Tiered System of Supports, and/or Positive Behavior Intervention System learning opportunities for stakeholders (i.e. faculty meeting agenda, meeting minutes, professional learning communities, school letters, sign-in, etc)

4	• **Effectively collaborates with stakeholders to foster** a school climate that values equity, diversity, inclusion, and high standards for academic achievement, social/emotional, and college/career development • **Actively engages stakeholders in the implementation of** a multi-tiered system of supports within the context of the school counseling program to provide instruction and interventions to meet student needs • **Consistently and effectively** removes barriers and closes achievement, opportunity, and/or information gaps; **creates a variety of educational opportunities accessible to all**
3	• **Effectively promotes** a school climate that values equity, diversity, inclusion, and high standards for academic **achievement**, social/emotional, and college/career development • **Effectively** facilitates stakeholder understanding of a multi-tiered system of supports within the context of the school counseling program to provide instruction and interventions to meet student needs • **Effectively** removes barriers and closes achievement, opportunity, and/or information gaps
2	• **Minimally** recognizes the importance of a school climate that values equity, diversity, inclusion, and high standards for academic achievement, social/emotional, and college/career development • **Adequately** facilitates stakeholder understanding of a multi-tiered system of supports within the context of the school counseling program to provide instruction and interventions **matched** to student needs • **Limited** demonstration of effectiveness in removing barriers and closing achievement, opportunity, and/or information gaps
1	• **Does not** recognize the importance of school climate, equity, diversity, inclusion, and high standards for academic achievement, social/emotional, and college/career development • **Inadequately** facilitates stakeholder understanding of a multi-tiered system of supports within the context of the school counseling program to provide instruction and interventions to meet student needs • **Does not** demonstrate effectiveness in removing barriers and closing achievement, opportunity, and/or information gaps

7. Leads and advocates for systemic change to create an equitable, inclusive, safe, and respectful learning environment for all students.

Evidence:

- Advisory Council Meeting Documents (agenda, minutes, handouts, and sign-in/sign-out sheet)
- Annual Administrative Conference
- Action Plan(s) and Result(s) Report (i.e. Closing the Gap, Classroom and Group Mindsets and Behaviors, Annual Student Outcome Goal Plan, etc.)
- Stakeholders Survey and/or Needs Assessment
- Documentation of Multilingual Communication

4	• Effectively leads **and advocates for** systematic change by **consistently** facilitating learning opportunities with key stakeholders • **Consistently and** effectively identifies systematic factors impacting student success through the use of data and **successfully** advocates for creating an equitable and inclusive learning environment • Effectively **and proactively** advocates for a safe and respectful learning environment for **all** students
3	• **Effectively** leads systematic change by **frequently** facilitating learning opportunities with key stakeholders • **Effectively** identifies systemic factors impacting student success through the use of data and advocates for creating an equitable and inclusive learning environment • **Effectively** advocates for a safe and respectful learning environment for **all** students
2	• **Minimally** leads for systematic change through **limited** facilitation of learning opportunities with key stakeholders • **Minimally** identifies systemic factors impacting student success through the use of data and **adequately** advocates for creating an equitable and inclusive learning environment • **Adequately** advocates for a safe and respectful learning environment for **most** students
1	• **Does not** advocate for systemic change by facilitating learning opportunities with key stakeholders • **Does not** identify systemic factors impacting student success through the use of data or **inadequately** advocates for creating an equitable and inclusive learning environment • **Inadequately** advocates for a safe and respectful learning environment for students

8. Adheres to the American School Counselor Association's ethical standards of the profession, engages in ongoing professional learning, and refines their work through self-reflection.

Evidence:

- School counseling ethics training completed each school year (agenda, certificate, records of completion, webinar, etc.)
- Professional Development documents (requests, agendas, handouts, etc.)
- Professional Organization Memberships (certificate or membership card)
- Self-Reflection Tool
- Annual Administrative Conference

4	• **Champions** American School Counselor Association and other relevant ethical standards for school counselors as well as all relevant federal, state, and local legal requirements • **Proactively seeks out** and facilitates professional learning opportunities to meet goals, enhance skills, stay current on professional issues, and contributes to the advancement of the counseling profession • **Effectively** engages in self-reflection of practice by **consistently** reviewing data to set and monitor goals for improvement
3	• **Appropriately** applies American School Counselor Association and other relevant ethical standards for school counselors as well as all relevant federal, state, and local requirements • Participates in **and facilitates** professional learning opportunities to meet goals, enhance skills, stay current on professional issues, and contributes to the advancement of the counseling profession • **Effectively** engages in self-reflection of practice by **frequently** reviewing data to set **and monitor** goals for improvement
2	• **Adequately** adheres to American School Counselor Association and other relevant ethical standards for school counselors as well as all relevant federal, state, and local legal requirements • Participates in professional learning opportunities • **Adequately** engages in self-reflection of practice by reviewing data to set goals for improvement
1	• **Inadequately** adheres to American School Counselor Association and other relevant ethical standards for school counselors as well as all relevant federal, state, and local legal requirements • **Does not** participate in professional learning opportunities • **Inadequately** engages in self-reflection of practice **by ineffectively or not** reviewing data to set goals for improvement

Domain IV: Professional Responsibilities

9. Demonstrates the scope of school counseling practice in the educational setting and participates in responsibilities as a leader, collaborator, advocate, and agent for systemic change.

Evidence:

- Programs, brochures, or agendas for professional development sessions for training related to theories of practice as defined in the Counselor Growth Rubric Guidebook
- Evidence of professional advocacy activities at district, state, or national level (photographs or recordings of interactions with legislators, minutes from meetings, etc.)
- Leadership roles in school, district, or community committees focused on student success
- Credentials and Qualifications (degree, state licenses, National Board Certified Counselor)

4	• **Consistently** demonstrates competency in the scope of practice for school counseling (defined as the overall delivery of the comprehensive school counseling program and demonstrated theory of practice--i.e. developmental, counseling, and education) • **Consistently** demonstrates leadership, collaboration, and advocacy for the promotion of student learning and achievement, the school counseling program, and the profession • **Consistently** acts as a system change agent in creating an environment advocating and supporting student success with **evidence of data to support the systemic change**
3	• **Frequently** demonstrates competency in the scope of practice for school counseling (defined as the overall delivery of the comprehensive school counseling program and demonstrated theory of practice--i.e. developmental, counseling, and education) • **Frequently** demonstrates leadership, collaboration, and advocacy for the promotion of student learning and achievement, the school counseling program, and the profession • **Frequently** acts as a system change agent in creating an environment advocating and supporting student success
2	• **Rarely** demonstrates competency in the scope of practice for school counseling (defined as the overall delivery of the comprehensive school counseling program and demonstrated theory of practice--i.e. developmental, counseling, and education) • **Rarely** demonstrates leadership, collaboration, and advocacy for the promotion of student learning and achievement, the school counseling program, and the profession • **Rarely** acts as a system change agent in creating an environment advocating and supporting student success
1	• **Does not** demonstrate competency in the scope of practice for school counseling (defined as the overall delivery of the comprehensive school counseling program and demonstrated theory of practice--i.e. developmental, counseling, and education) • **Does not** demonstrate leadership, collaboration, and advocacy for the promotion of student learning and achievement, the school counseling program, and the profession • **Does not** act as a system change agent in creating an environment advocating and supporting student success

Librarian Growth Rubric

Librarian

PURPOSE

The Mississippi Librarian Performance Growth System process will:

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

LIBRARIAN GROWTH RUBRIC

Domain I: Instructional Planning

1. Consults with teachers, administrators, and school library advocacy committee to create Student Learning Outcome and School Library Program SMART Goals which plan for and provide necessary resources, technology, and instructional services aligned with the *Mississippi Learning Standards for Libraries* and supports the *Mississippi College- and Career-Readiness Standards*.

Evidence: *Student Learning Outcome and School Library Program SMART Goals; Library Advocacy Meeting*

4	**Consistently** consults with the school library advocacy committee to develop yearly SMART Goals and **consistently** provides **high-quality** instructional support materials that align with the school's instructional program
3	**Frequently** consults with the school library advocacy committee to develop yearly SMART Goals and **frequently** provides **high-quality** instructional support materials that align with the school's instructional program
2	**Sometimes** consults with the school library advocacy committee to develop yearly SMART Goals and **sometimes** provides **high-quality** instructional support materials that align with the school's instructional program
1	**Rarely** consults with the school library advocacy committee to develop yearly SMART Goals and **does not** provide **high-quality** instructional support materials that align with the school's instructional program

2. Plans instruction and provides print and digital resources that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs by working with teachers, administrators, and the school library advocacy committee.

Evidence: *Student and Teacher Surveys or Needs Assessments; Documentation of Provision (EL, SPED, 504)*

4	**Effectively** plans instruction and provides resources that **consistently** meets the diversity of **all** students
3	**Adequately** plans instruction and provides resources that **frequently** meets the diversity of **most** students
2	**Inadequately** plans instruction and provides resources that **sometimes** meets the diversity of **few** students
1	**Rarely** plans instruction and provides resources that meets the diversity of **any** students

Domain II: Instructional Collaboration and Library Services

3. Encourages reading of various forms of literature by developing and maintaining a balanced, comprehensive, diverse, and up-to-date collection of print and digital resources that support the school's instructional program while maintaining an awareness of students' reading interests and providing guidance in the selection grade-appropriate materials.

Evidence: *Library Holdings Report; Library Budget and Expenditures; Observations*

4	**Consistently** maintains awareness of **all** students' reading interests and provides **effective** guidance on appropriate reading selection to encourage **all** students to read
3	**Frequently** maintains awareness of **most** students' reading interests and provides **adequate** guidance on appropriate reading selection to encourage **most** students to read
2	**Sometimes** maintains awareness of **few** students' reading interests and provides **inadequate** guidance on appropriate reading selection to encourage **few** students to read
1	**Rarely** maintains awareness of **any** students' reading interests and provides **almost no** guidance on appropriate reading selection to encourage **any** students to read

4. Collaboratively plans and teaches engaging inquiry-based informational and digital literacy lessons that incorporate multiple literacies and foster critical thinking as an integral part of the *Mississippi Learning Standards for Libraries* and the *Mississippi College- and Career-Readiness Standards*.

Evidence: *Library schedule which includes either collaborative lesson plans or grade-appropriate library lessons*

4	**Consistently** collaborates and **effectively** teaches information and digital literacy as an integral part of the curriculum
3	**Frequently** collaborates and **adequately** teaches information and digital literacy as an integral part of the curriculum
2	**Infrequently** collaborates and **inadequately** teaches information and digital literacy as an integral part of the curriculum
1	**Rarely** collaborates and **ineffectively** teaches information and digital literacy as an integral part of the curriculum

5. Provides training and assistance to students and teachers in the use of print and digital library resources, equipment, copyright and fair use, and emerging technologies to support teaching and learning.	
Evidence: *Librarian training or assisting students and/or teachers (e.g., pathfinders, PD agenda, observation)*	
4	Provides **appropriate** training and assistance to **all** students and teachers in the use of resources, technology, and equipment
3	Provides **adequate** training and assistance to **most** students and teachers in the use of resources, technology, and equipment
2	Provides **limited** training and assistance to **most** students and teachers in the use of resources, technology, and equipment
1	Provides **almost no** training and assistance to **any** students and teachers in the use of resources, technology, and equipment

Domain III: Library Culture and Learning Environment

6. Organizes the library resources and ensures equitable physical access to facilities while demonstrating high expectations and maintaining an environment that is inviting, safe, flexible, and conducive to teaching and learning.	
Evidence: *Meeting the requirements set forth in Section 6.7 in the current MS School Library Guide*	
4	**Effectively** organizes the library facilities for **easy** access and does demonstrate high expectations for **all** students and teachers
3	**Appropriately** organizes the library facilities for **easy** access and does demonstrate high expectations for **most** students and teachers
2	**Inadequately** organizes the library facilities for **limited** access and does demonstrate high expectations for **most** students and teachers
1	**Rarely/does not** organize the library facilities for **any** access and **does not** demonstrate high expectations for **any** students and teachers

7. Resources are selected according to the principles of the *School Library Bill of Rights* and *Intellectual Freedom* and provides access to information in consideration to students' needs, abilities, and diversity.	
Evidence: *Implementation of the Library Bill of Rights which grants open access to a balanced collection*	
4	**Consistently** promotes the *School Library Bill of Rights* and *Intellectual Freedom* and **consistently** grants open access to the school library collection
3	**Frequently** promotes the *School Library Bill of Rights* and *Intellectual Freedom* and **frequently** grants open access to the school library collection
2	**Sometimes** promotes the *School Library Bill of Rights* and *Intellectual Freedom* and **sometimes** grants open access to the school library collection
1	**Rarely/does not** promote the *School Library Bill of Rights* and *Intellectual Freedom* and **rarely/does not** grant open access to the school library collection

Domain IV: Professional Responsibilities

8. Maintains effective, positive communication with the students and staff regarding library programs, resources, and services while advocating for the school library program in the school community.	
Evidence: *Communication with teachers and students (e.g., newsletters, social media, website)*	
4	**Consistently** communicates to **all** students and teachers and **consistently** advocates for the school library program
3	**Frequently** communicates to **most** students and teachers and **frequently** advocates for the school library program
2	**Sometimes** communicates to **few** students and teachers and **sometimes** advocates for the school library program
1	**Does not** communicate to **any** students and teachers about and **does not** advocate for the school library program

9. Participates in appropriate professional learning opportunities and/or belongs to professional library organizations to increase knowledge and skills in providing effective support for the school library and instructional programs.	
Evidence: *Professional Development Plan*	
4	**Consistently** engages in professional learning and applies knowledge and skills to benefit **all** students and teachers
3	**Frequently** engages in professional learning and applies knowledge and skills to benefit **most** students and teachers
2	**Sometimes** engages in professional learning and applies knowledge and skills to benefit **most** students and teachers
1	**Rarely** engages in professional learning and **does not** apply knowledge and skills to benefit **any** students and teachers

Speech - Language Pathologist Growth Rubric

Speech - Language Pathologist

PURPOSE

The Mississippi Speech-Language Pathologist Performance Growth System will:

- Give administrators a way to measure the professional growth of Speech-Language Pathologists (SLP) (License Type 215) and Speech Associates (SA) (License Type 216).
- Determine if the SLP or SA is meeting professional standards in light of their specific roles and responsibilities.
- Guide professional development and ensure continuous professional growth.

SPEECH-LANGUAGE GROWTH RUBRIC

Domain I: Lesson Design

Standard 1: Lessons are aligned to the Mississippi College- and Career-Readiness Standards and/or the Mississippi Alternate Academic Achievement Standards (as appropriate) and represent a coherent sequence of learning

Evidence: *Examples of objectives taught, and materials used for articulation, language, voice and/or fluency therapy • Individualized Education Program (IEP) • Therapy plans, logs or notes*

4	Therapy includes student learning outcomes and instructional activities that: • are fully aligned to the Mississippi College- and Career-Readiness Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) and students' long-/short-term learning goals • demonstrate **proactive and consistent collaboration** with the educational team (such as general education teachers, special education teachers, related service providers, etc.) to create curriculum-based therapy plans
3	Therapy includes student learning outcomes and instructional activities that: • are **aligned** to the Mississippi College- and Career-Readiness Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) **and** students' long-/short-term learning goals • demonstrate **consistent collaboration** with the educational team (such as general education teachers, special education teachers, related service providers, etc.) to create curriculum-based therapy plans
2	Therapy includes student learning outcomes and instructional activities that: • are **partially aligned** to the Mississippi College- and Career-Readiness Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) **or** students' long-/short-term learning goals • Demonstrate **inconsistent collaboration** with the educational team (such as general education teachers, special education teachers, related service providers, etc.) to create curriculum-based therapy plans
1	Therapy includes student learning outcomes and instructional activities that: • are **not aligned** to the Mississippi College- and Career-Readiness Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) **or** students' long-/short-term learning goals • **do not demonstrate collaboration** with the educational team (such as general education teachers, special education teachers, related service providers, etc.) to create curriculum-based therapy plans

Standard 2: Lessons have high levels of learning for all students as indicated through general and specialized curriculum to inform instructional decisions for students with disabilities	
Evidence: *Individualized Education Program (IEP), therapy plans, logs, or notes • Therapy data or student progress reports • Therapy materials or activities*	
4	Therapy includes: • effective scaffolding, coaching, and modeling through visual, verbal, and tactile supports **that are gradually removed when no longer needed** • student activities and tasks that are fully aligned to Individualized Education Program (IEP) goals and are **both** rigorous **and** relevant • activities that are **consistently** based on measurable and achievable Individualized Education Program (IEP) goals
3	Therapy includes: • **effective** scaffolding, coaching, and modeling through visual, verbal, and tactile supports • student activities and tasks that are **fully aligned** to IEP goals and are rigorous or relevant • activities based on measurable and achievable IEP goals
2	Therapy includes: • **appropriate** scaffolding, coaching, and modeling through visual, verbal, and tactile supports • **few** student activities and tasks that are aligned to IEP goals and are **rarely** rigorous **or** relevant • activities that are **inconsistently** based on measurable and achievable IEP goals
1	Therapy includes: • **inadequate** scaffolding, coaching, and modeling through visual, verbal, and tactile supports • student activities and tasks that are **misaligned** to the IEP goals and **are not** rigorous **or** relevant • activities that are **rarely** based on measurable and achievable IEP goals

Domain II: Student Understanding

Standard 3: Uses multiple engaging therapy strategies resulting in student achievement of students' long- and short-term goal progress and/or mastery.

Evidence: *Individualized Education Program (IEP) • Therapy plans, logs or notes • Evidence of progress on students' long-/short-term goals • Observations made by teachers, the SLP, and/or administrator of students' application of speech/language therapy in various classroom activities • Therapy data or student progress reports*

4	• Effectively collects and interprets quantitative data to measure progress and to modify therapy as necessary • Develops strategies for students' successful mastery of students' long-/short-term goals • **Consistently** plans therapy strategies using evidence-based practice and theory related to the population served • **Consistently collaborates** with others so that students use learned skills outside of therapy and in the absence of ongoing instruction
3	• **Effectively** collects and interprets quantitative data to measure progress and **to modify therapy as necessary** • **Develops** strategies for student mastery of students' long-/short-term goals • Plans therapy strategies using evidence-based practice and theory related to the population served • **Collaborates** with others so that students use learned skills outside of therapy and in the absence of ongoing instruction
2	• **Adequately** collects and interprets quantitative data to measure progress • **Inconsistently** develops strategies for mastery of students' long-/short-term goals • **Inconsistently** plans therapy strategies using evidence-based practice and theory related to the population served • **Inconsistently collaborates** with others so that students use learned skills outside of therapy and in the absence of ongoing instruction
1	• **Inadequately** collects and interprets quantitative data to measure progress • **Rarely** develops strategies for mastery of students' long-/short-term goals • **Rarely or does not** plan therapy strategies using evidence-based practice and theory related to the population served • **Rarely** or **does not collaborate** with others so that students use learned skills outside of therapy and in the absence of ongoing instruction

Standard 4: Uses a variety of evidence-based service delivery models and therapy activities aligned with each student's individual needs	
Evidence: *Individualized Education Program (IEP), therapy plans, logs, schedules or notes • Student engagement during therapy sessions • Examples of curriculum-based materials used for therapy • Therapy data or student progress reports*	
4	• Prepares for therapy sessions by organizing, selecting, or adapting materials, equipment and/or devices to meet **all** students' needs • Uses evidence-based service delivery models that meet the needs of **every** individual student • Implements differentiated teaching strategies to enhance **all** students' participation and learning
3	• Prepares for therapy sessions by organizing, selecting or adapting materials, equipment or devices to meet **almost all** students' needs • Uses evidence-based service delivery models that meet the needs of **every** individual student • Implements differentiated teaching strategies to enhance **almost all** students' participation and learning
2	• Prepares for therapy sessions by organizing, selecting or adapting materials, equipment or devices to meet **most** students' needs • Uses evidence-based service delivery models that meet the needs of **every** individual student • Implements differentiated teaching strategies to enhance **most** students' participation and learning
1	• Preparation for therapy sessions **meets few** students' needs • Services delivery model **meets few** individual students' needs • Evidence-based practice and theory **are not** related to populations served • Differentiated teaching strategies implemented **do not enhance** student participation or learning

Domain III: Culture and Learning Environment

Standard 5: Participates in the team process of identifying students who may need comprehensive assessments to determine a continuum of therapy strategies and/or eligibility for special education or related services

Evidence: *Emails/call logs/notes to providers when making referrals • Reports which include assessment analysis and interpretation • SLP can verbally support the reason for test selection • Review of Multidisciplinary Evaluation Team process and documentation (referral to eligibility)*

4

- Effectively administers, scores, interprets, and reports results of assessment protocols accurately
- Effectively employs the most current assessment instruments that are culturally and linguistically appropriate for both informal and formal assessments
- Consistently supplements standardized measures with classroom observations, curriculum-based activities, dynamic assessment procedures, comprehensive case history information, and/or other educationally relevant measures that are aligned with academic standards of the setting
- Consistently makes appropriate recommendations based on assessment results and involves teachers, families/guardians, **and students** in long-/short-term goal setting based on assessments
- Consistently demonstrates effective written and oral communication skills in **all** correspondence and/or interactions
- **215-Licensed SLPs Only:** Effectively **and consistently** refers for other services when necessary (audiology, medical psychology, social and vocational services)

3

- **Effectively** administers, scores, interprets, and reports results of assessment protocols accurately and reports in a timely manner
- **Effectively** employs the most current assessment instruments that are culturally and linguistically appropriate for both informal and formal assessments
- **Consistently** supplements standardized measures with classroom observations, curriculum-based activities, dynamic assessment procedures, comprehensive case history information, and/or other educationally relevant measures that are aligned with academic standards of the setting
- **Consistently** makes appropriate recommendations based on assessment results and involves teachers and families/guardians in long-/short-term goal setting based on assessments
- **Consistently** demonstrates effective written and oral communication skills in **almost all** correspondence and/or interactions
- **215-Licensed SLPs Only: Effectively** refers for other services when necessary (audiology, medical psychology, social and vocational services)

2

- **Adequately** administers, scores, interprets, and reports results of assessment protocols
- **Adequately** employs the most current assessment instruments that are culturally and linguistically appropriate for informal and formal assessments
- **Inconsistently** supplements standardized measures with classroom observations, curriculum-based activities, dynamic assessment procedures, comprehensive case history information, and/or other educationally relevant measures that are aligned with academic standards of the setting

• **Inconsistently** makes appropriate recommendations based on assessment results and involves teachers and families/guardians in long-/short-term goal setting based on assessments

• **Inconsistently** demonstrates effective written and oral communication skills in **most** correspondence and/or interactions

• **215-Licensed SLPs Only: Adequately** makes appropriate recommendations and referrals for other services (audiology, medical psychology, social and vocational services)

1

• **Inadequately or inaccurately** administers, scores, interprets, and reports results of assessment protocols

• **Inadequately or does not** employ the most current assessment instruments that are culturally and linguistically appropriate for both informal and formal assessments

• **Rarely or does not** supplement standardized measures with classroom observations, curriculum based activities, dynamic assessment procedures, comprehensive case history information, and/or other educationally relevant measures that are aligned with academic standards of the setting

• **Rarely or does not make** appropriate recommendations based on assessment results and involves teachers and families/guardians in long-/short-term goal setting based on assessments

• **Rarely or does not** demonstrate effective written and oral communication skills

• **215-Licensed SLPs Only: Inadequately or inaccurately** makes appropriate recommendations and referrals for other services (audiology, medical psychology, social and vocational services)

Standard 6: Manages therapy time and resources (including technology, when appropriate) that result in a positive and productive learning environment for students

Evidence: *Therapy plans, logs, or notes • Therapy schedule • Past PGS observation feedback and evidence of implementation • Physical environment supports the teaching/learning process*

4

• Effectively organizes and uses available physical space, materials, and resources

• Establishes and states procedural expectations and consistently maximizes available time to promote students' progress by always beginning therapy on time and using appropriate pacing throughout

• **Works with administrators and teachers** to consistently design a schedule that allows completion of all work activities including therapy time and record keeping in an efficient and effective manner

3

• **Effectively** organizes and uses available physical space, materials, and resources

• Establishes and states procedural expectations and **consistently** maximizes available time to promote students' progress by **always** beginning therapy on time and using appropriate pacing throughout

• **Consistently** designs a schedule that allows completion of all work activities including therapy time and record keeping in an efficient and effective manner

2	• **Adequately** organizes and uses available physical space, materials, and resources • Establishes and states procedural expectations but **inconsistently** maximizes available time to promote students' progress with **occasional delays** in therapy time and/or appropriate pacing **only some of the time** • **Inconsistently** designs a schedule that allows completion of all work activities including therapy time and record keeping in an efficient and effective manner
1	• **Inadequately** organizes and uses available physical space, materials, and resources • **Rarely or does not** establish and state procedural expectations and **rarely** maximizes available time to promote students' progress with **frequent delays** in therapy time and/or **inappropriate** pacing • **Rarely or does not** design a schedule that allows completion of all work activities including therapy time and record keeping in an efficient and effective manner

Standard 7: Promotes positive interpersonal relationships with students through open communication, honesty, and respect

Evidence: *Administrator direct observation • Past PGS observation feedback and evidence of implementation • Professional learning focused on age-appropriate, culturally and linguistically responsive teaching • Physical environment supports the teaching/learning process*

4	• Communicates respectfully with all students • Provides **ample and** effective opportunities for peer learning and/or flexible grouping and **proactively** facilitates respectful relationships among students • Demonstrates a strong positive relationship with **all** students and uses effective techniques to deescalate student behavior whenever appropriate • **Promotes and models** age-appropriate, culturally, and linguistically responsive teaching practices to foster student engagement **across learning environments**
3	• Communicates respectfully with **all** students • Provides **effective** opportunities for peer learning and/or flexible grouping **and** facilitates respectful relationships among students • Demonstrates a strong positive relationship with **all** students and uses effective techniques to deescalate student behavior whenever appropriate • **Effectively** employs age-appropriate, culturally, and linguistically responsive teaching practices to foster student engagement
2	• Communicates respectfully with students **with rare exceptions** • Provides **adequate** opportunities for peer learning and/or flexible grouping **or** facilitates respectful relationships among students • Demonstrates a positive relationship with **most** students and uses effective techniques to descalate student behavior • Adequately employs age-appropriate, culturally, and linguistically responsive teaching practices to foster student engagement

1	• **Often communicates disrespectfully** with students • **Rarely or never provides** opportunities for peer learning and/or flexible grouping **or does not** facilitate respectful relationships among students • **Does not** demonstrate a strong positive relationship with students and/or **does not** use techniques to de-escalate students' behavior • **Inadequately or does not** employ age-appropriate, culturally, or linguistically responsive teaching practices to foster student engagement

Domain IV: Professional Responsibilities

Standard 8: Engages in professional learning and complies with the American Speech-Language-Hearing Association (ASHA) certification maintenance and state certification and licensing requirements

Evidence: *Administrator direct observation • Professional learning certificates • Professional growth documentation • MDE and ASHA certifications*

4	• Proactively seeks out, participates in, integrates, **and shares** professional learning to improve practice based on observer feedback and self-reflection • Complies with both the approved Code of Ethics of the American Speech-Language-Hearing Association and the Mississippi Educator Code of Ethics • **Promotes** and adheres to standards of professional practice regarding IEP compliance, including IEP meeting organization, individual goal development, and paperwork completion • Maintains confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements • **Promotes understanding** of Federal, State, and local policies/mandates regarding identifying and educating students with disabilities **among students, families, and professionals**
3	• Proactively seeks out, participates in, and integrates professional learning to improve practice based on observer feedback and self-reflection • Complies with both the approved Code of Ethics of the American Speech-Language-Hearing Association and the Mississippi Educator Code of Ethics • Adheres to standards of professional practice regarding IEP compliance, including IEP meeting organization, individual goal development, and paperwork completion • Maintains confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements

	• Demonstrates **understanding** of Federal, State, and local policies/mandates regarding identifying and educating students with disabilities
2	• Participates in and integrates **some** professional learning to improve practice based on observer feedback **and/or** self-reflection • **Complies** with both the approved Code of Ethics of the American Speech-Language-Hearing Association and the Mississippi Educator Code of Ethics • **Adheres** to standards of professional practice regarding IEP compliance, including IEP meeting organization, individual goal development, and paperwork completion **with oversight** • Maintains confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements • Demonstrates **limited understanding** of Federal, State, and local policies/mandates regarding identifying and educating students with disabilities
1	• Rarely or does not participate in or integrates professional learning to improve practice based on observer feedback or self-reflection • **Does not comply** with the approved Code of Ethics of the American Speech-Language-Hearing Association or the Mississippi Educator Code of Ethics • **Occasionally does not adhere** to standards of professional practice regarding IEP compliance including IEP meeting organization, individual goal development, and paperwork completion • **Violates** confidentiality of information • **Does not** demonstrate understanding of Federal, State, and local policies/mandates

Standard 9: Collaborates with stakeholders to ensure a comprehensive approach to address student needs, including special education and general education colleagues, school staff, and families/guardians.

Evidence: *PLC involvement with general education teachers • Past PGS observation feedback and evidence of implementation • Sample(s) of educational handouts (i.e., carryover at home, techniques used in the classroom to support student's needs) to education professionals and parents • Documentation of providing guidance and leadership to school staff and parents*

4	• **Proactively initiates** collaboration with administrators, general educators, related service providers, paraprofessionals, families, and community agencies using a variety of methods • Partners with families or guardians **proactively** to coordinate learning between home and school • Organizes and facilitates effective meetings with professionals and families to establish mutual expectations for students' instructional and/or behavioral outcomes • **Initiates collaboration and provides training and support** to classroom teachers and administrators regarding language development and foundational literacy skills (i.e., phonological awareness, phonics, vocabulary, etc.) • **Includes students in meetings (as appropriate) to develop IEP goals, including behavior goals, and encourages families/student to self-advocate**

3	• **Collaborates** with administrators, general educators, related service providers, paraprofessionals, families, and community agencies using a variety of methods • Provides information, counseling, and support to individuals, families, education teams, and others regarding student's communication disorder • Organizes and facilitates **effective** meetings with professionals and families to establish mutual expectations for students' instructional and/or behavioral outcomes • Collaborates with colleagues to ensure students have access, support, and time to use classroom and school resources including technology • Collaborates with classroom teachers regarding language development and foundational literacy skills (i.e., phonological awareness, phonics, vocabulary, etc.)
2	• **Rarely collaborates** with administrators, general educators, related service providers, paraprofessionals, families, and community agencies using a variety of methods • Provides information **per request** of families, education teams, and others regarding student's communication disorder • Organizes and facilitates meetings with professionals and families to establish mutual expectations for students' instructional and/or behavioral outcomes • **Rarely** collaborates with colleagues to ensure students have access, support, and time to use classroom and school resources including technology • **Reactively** provides information to classroom teachers regarding language development and foundational literacy skills (i.e., phonological awareness, phonics, vocabulary, etc.)
1	• **Minimally or does not** collaborate with administrators, general educators, related service providers, and paraprofessionals as required • **Rarely or never** communicates with families/guardians • **Rarely or never** collaborates with classroom teachers regarding language development or literacy skills

RESOURCES

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

Student Services

Student Services

PURPOSE

The Mississippi Student Services Coordinator Performance Growth System will:

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

Student Services Growth Rubric

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 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)

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

Student Services Coordinator Growth Rubric

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

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

Student Services Growth Rubric

Student Services Coordinator Growth Rubric

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

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

Student Services Growth Rubric

Student Services Coordinator Growth Rubric

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

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

Student Services Growth Rubric

Student Services Coordinator Growth Rubric

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

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 Growth Rubric

Student Services Coordinator Growth Rubric

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

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

Special Education Growth Rubric

Special Education

PURPOSE

The Mississippi Special Education Teacher Performance Growth System will:

- Enhance the impact that special education teachers have on the students and other stakeholders.
- Highlight special education teachers areas of strength and identify areas of growth.
- Serve as a guide for special education teachers, as they reflect on their own practices.
- Provide shared understanding regarding priorities, goals, and expectations of quality practice.

SPECIAL EDUCATION TEACHER GROWTH RUBRIC

DOMAIN I: LESSON DESIGN

Standard 1: Lessons are aligned to the Mississippi College, Career Ready Standards, and/or the Mississippi Alternate Academic Achievement Standards (as appropriate) and represent a coherent sequence of learning

Indicators	
4	Lessons include student learning outcomes and instructional activities that: • are **fully aligned** to the Mississippi College, Career Ready Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) and students' long-/short-term learning goals • are part of a coherent sequence of learning **with ample evidence of** identifying **prerequisites**, adapting curriculum based on student needs, and making connections explicit • reflect collaboration with general education teachers, support staff, **and families**
3	Lessons include student learning outcomes and instructional activities that: • are **fully aligned** to the Mississippi College, Career Ready Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) **and** students' long-/short-term learning goals • are part of a **coherent sequence** of learning **with ample evidence of** identifying prerequisites, adapting curriculum based on student needs, and making connections explicit • reflect collaboration with general education teachers and support staff
2	Lessons include student learning outcomes and instructional activities that: • are **partially aligned** to the Mississippi College, Career Ready Standards, and the Mississippi Alternate Academic Achievement Standards (as appropriate) **or** students' long-/short-term learning goals • are part of an **ineffective sequence** of learning **with limited evidence of** identifying prerequisites, adapting curriculum based on student needs, and making connections explicit
1	Lessons include student learning outcomes and instructional activities that: • are **not aligned** to the Mississippi College, Career Ready Standards, and the Mississippi Alternate Academic Achievement Standards (as appropriate) **or** students' long-/short-term learning goals • are **not part of a coherent sequence** of learning **with limited or no evidence of** identifying **prerequisites**, adapting curriculum based on student needs, and making connections explicit

DOMAIN I: LESSON DESIGN

Standard 2: Lessons have high levels of learning for all students as indicated through general and specialized curriculum to inform instructional decisions for students with disabilities

Indicators

4

Lessons provide assignments and activities that contain the following components:

- **effective scaffolding**, coaching, and modeling through visual, verbal, and written supports that are gradually removed when no longer needed
- use of **multiple data sources** to diagnose student strengths and needs in **collaboration with general and special education colleagues**
- clear **targeted goals** for students in lessons/instruction/services and practice opportunities that align with individual student strengths and needs
- **differentiation** that empowers students to make **decisions based on IEP goals**
- **relevant connections** to students' prior knowledge
- opportunities for students to choose challenging tasks and instructional materials

3

Lessons provide assignments and activities that contain the following components:

- appropriate scaffolding, coaching, and modeling through visual, verbal, and written supports as students learn skills or concepts
- use of **multiple** data sources to diagnose student strengths and needs in collaboration with general **and** special education colleagues
- **clear targeted** goals for students in lessons/instruction/services and practice opportunities that align with individual student strengths and needs
- differentiation based on students' IEP goals and benchmarks
- relevant connections to students' prior knowledge

2

Lessons provide assignments and activities that contain the following components:

- **appropriate** scaffolding, coaching, and modeling through visual, verbal, and written supports as students learn skills or concepts
- use of data to diagnose student strengths and needs in collaboration with general or special education colleagues
- **unclear connections** to targeted goals for students in lessons/instruction/services and/or practice opportunities that **misalign** with individual student strengths and needs
- **some** differentiation based on students' IEP goals and benchmarks
- adequate connections to students' prior knowledge

1

Lessons provide assignments and activities that contain the following components:

- **inadequate** scaffolding, coaching, and modeling through visual, verbal, and written supports as students learn skills or concepts
- **little or no** use of data to diagnose student strengths and needs in collaboration with general **or** special education colleagues
- **unclear connections** to targeted goals for students in lessons/instruction/services and practice opportunities that align with individual student strengths and needs
- **rare connections** to targeted goals for students in lessons/instruction/services and/or **limited** practice opportunities
- **little or no** differentiation based on students' IEP goals and benchmarks
- limited connections to students' prior knowledge

DOMAIN II: STUDENT UNDERSTANDING

Standard 3: Assists students in self-regulation and monitors generalization of learning

Indicators	
4	• **Regularly** opens the lesson with a clear introduction and review, model of skills and cognitive strategies, and/or provides clear explanation of concepts, depending on where the teacher is in a learning progression • Uses a **variety of assessments** to effectively monitor student learning and progress • Provides **ample** and effective opportunities for students to monitor their own learning through explicit modeling of strategies to solve problems, regulate attention, organize materials, and/or regulate thoughts • Provides students with timely, positive, and goal-directed feedback in the student's mode of communication (verbal, nonverbal, or written) • Creates opportunities for students to apply teacher and peer feedback to improve performance, enhance learning, and/or reach behavior goals • Collaborates with others so that students use learned skills in situations other than the original learning environment and in the absence of ongoing instruction
3	• **Opens** the lesson with a clear introduction and review, model of skills and cognitive strategies, and/or provides clear explanation of concepts, depending on where the teacher is in a learning progression • Uses formative assessments to **effectively** monitor student learning and progress • Provides **effective** opportunities for students to monitor their own learning through explicit modeling of strategies to solve problems, regulate attention, organize materials, and/or regulate thoughts • Provides students with **timely, positive, and goal-directed feedback** in the student's mode of communication (verbal, nonverbal, or written) • Creates opportunities for students to apply teacher and peer feedback to improve performance, enhance learning, and/or reach behavior goals
2	• **Inconsistently** opens the lesson with an introduction and review, model of skills and cognitive strategies, and/or provides explanation of concepts that is sometimes unclear, depending upon where the teacher is in a learning progression • Uses formative assessments to **adequately** monitor student learning and progress Provides **adequate** opportunities for students to monitor their own learning through explicit modeling of strategies to solve problems, regulate attention, organize materials, and/or regulate thoughts Provides students **with limited or non-specific feedback** in the student's mode of communication (verbal, nonverbal, or written)
1	• **Often does not** deliver lessons that are coherent, containing a clear opening, review, model, and sufficient practice opportunity • **Inadequately** monitors student learning and progress • Provides **inadequate** opportunities for students to monitor their own learning through explicit modeling of strategies to solve problems, regulate attention, organize materials, and/or regulate thoughts • Provides students with **little feedback** or it is **not** in the student's mode of communication (verbal, nonverbal, or written)

DOMAIN II: STUDENT UNDERSTANDING

Standard 4: Provides multiple ways for students to make meaning of content by using explicit instructional strategies

Indicators

4

The teacher moves **all** students to a deeper understanding of content through:

- a variety of teacher-led, peer-assisted, self-regulated, and/or technology-supported strategies
- flexible grouping to promote extended academic interactions and collaborative work
- prompts, partial clues, reminders of the strategy or rule, and/or examples of the concept as needed to support students' attainment of the learning goal
- multiple means of representation, expression, and engagement using principles of Universal Design for Learning
- providing opportunities for students to demonstrate connections between what they are learning and how it connects to their personal and professional goals/interests

3

The teacher moves **almost all** students to a deeper understanding of content through:

- a variety of teacher-led, peer-assisted, self-regulated, and/or technology-supported strategies
- flexible grouping to promote extended academic interactions and collaborative work
- prompts, partial clues, reminders of the strategy or rule, and/or examples of the concept as needed to support students' attainment of the learning goal
- multiple means of representation, expression, and engagement using principles of Universal Design for Learning
- providing opportunities for students to demonstrate connections between what they are learning and how it connects to their personal and professional goals/interests

2

The teacher moves **most** students to a deeper understanding of content through:

- a variety of teacher-led, peer-assisted, self-regulated, and/or technology-supported strategies
- flexible grouping to promote extended academic interactions and collaborative work
- prompts, partial clues, reminders of the strategy or rule, and/or examples of the concept as needed to support students' attainment of the learning goal
- multiple means of representation, expression, and engagement using principles of Universal Design for Learning
- providing opportunities for students to demonstrate connections between what they are learning and how it connects to their personal and professional goals/interests

1

The teacher **moves few or does not move** students to a deeper understanding of content through:

- a variety of teacher-led, peer-assisted, self-regulated, and/or technology-supported strategies
- flexible grouping to promote extended academic interactions and collaborative work
- prompts, partial clues, reminders of the strategy or rule, and/or examples of the concept as needed to support students' attainment of the learning goal
- multiple means of representation, expression, and engagement using principles of Universal Design for Learning
- providing opportunities for students to demonstrate connections between what they are learning and how it connects to their personal and professional goals/interests

DOMAIN III: CULTURE AND ENVIRONMENT

Standard 5: Manages a learning-focused classroom community and productive learning environments for students with disabilities

Indicators	
4	• Creates **effective** routines in the learning environment specific to the nature of the specialized classroom, individual need, and support services with specific expectations and opportunities for students to practice • Consistently and intentionally plans to prevent misbehavior through **positive** behavioral interventions and supports • **Defines methods** for ensuring individual behavioral and academic success in one-to-one, small-group, and large-group settings • Designs learning environments (e.g., physical, climate, time allowance) that result in **student ownership** of individual and group activities • Teaches social skills intentionally, including using explicit instruction strategies **and specific replacement behaviors**, to support student learning of skills required for students to work with others in the classroom while working toward student independence
3	• Creates **effective** routines in the learning environment specific to the nature of the specialized classroom, individual need, and support services with specific expectations and opportunities for students to practice • Consistently and intentionally plans to prevent misbehavior through **positive** behavioral interventions and supports • **Defines methods** for ensuring individual behavioral and academic success in one-to-one, small-group, and large-group settings • Designs learning environments (e.g., physical, climate, time allowance) that result in **all** students' engagement in individual and group activities • **Teaches social skills intentionally**, including using explicit instruction strategies, to support student learning of skills required for students to work with others in the classroom while working toward student independence
2	• Has developed **some** classroom routines, but routine procedures are **not smoothly executed** and do not appear to be developed based upon students' needs • **Inconsistently plans** to prevent misbehavior through positive behavioral interventions and supports • Is unable to clearly communicate intention and purpose for **some** rules, routines, procedures, or grouping schemes • Designs learning environments (e.g., physical, climate, time allowance) that result in **most** students' engagement • **Rarely** plans for and teaches social skills explicitly **but sometimes attempts** to teach social skills relevant to a particular situation or "teachable moment"
1	• **Does not** effectively utilize classroom routines and procedures • **Rarely or does not** plan to prevent misbehavior through positive behavioral interventions and supports • Is unable to clearly communicate intention and purpose for **most** rules, routines, procedures, or grouping schemes • Learning environments (e.g., physical, climate, time allowance) are **not intentionally planned** and result in **some or few** students' engagement • **Does not** plan for and teach social skills explicitly **or punishes misbehavior** but does not teach appropriate behavior/skills to replace misbehavior

DOMAIN III: CULTURE AND ENVIRONMENT

Standard 6: The teacher manages classroom space, time, and resources (including technology, when appropriate) effectively for student learning

Indicators	
4	• **Effectively** adapts the physical environment and maximizes resources (including assistive technology and visual content displays as appropriate) to support student learning • Maximizes time such students **always** have something meaningful to do • Creates an environment where students **consistently** execute transitions, routines, and procedures in an orderly and efficient manner **with minimal to no direction or narration from the teacher** • **Engages students in setting classroom routines and procedures**
3	• **Effectively** adapts the physical environment and maximizes resources (including assistive technology and visual content displays as appropriate) to support student learning • Maximizes time such that students **always** have something meaningful to do • Creates an environment where students **consistently** execute transitions, routines, and procedures in an orderly and efficient manner with direction and narration from the teacher
2	• **Adequately** adapts the physical environment and maximizes resources (including assistive technology and visual content displays as appropriate) to support student learning Allows **brief periods of time** when students do not have something meaningful to do Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner **only some of the time** with direction and narration from the teacher
1	• **Inadequately** adapts the physical environment and maximizes resources (including assistive technology and visual content displays as appropriate) to support student learning • Allows significant periods of time when students **do not** have something meaningful to do • Creates an environment where students **do not** execute transitions, routines, and procedures in an orderly and efficient manner

Standard 7: Organizes resources and ensures equitable physical access to facilities while demonstrating high expectations and maintaining an environment that is inviting, safe, flexible, and conducive to teaching and learning.

Indicators	
4	• Communicates respectfully to **all** students • Provides **ample and** effective opportunities for peer learning and/or flexible grouping • Demonstrates a strong positive relationship with **all** students and uses effective techniques to deescalate student behavior whenever appropriate • **Promote and model** age-appropriate and culturally responsive teaching practices to foster student engagement across learning environments
3	• Communicates respectfully to **all** students • Provides **effective** opportunities for peer learning and/or flexible grouping • Demonstrates a strong positive relationship with **all** students **and** uses **effective** techniques to de-escalate student behavior whenever appropriate • **Effectively** employs age-appropriate and culturally responsive teaching practices to foster student engagement across learning environments
2	• Communicates respectfully to students **with rare exceptions** • Provides **adequate** opportunities for peer learning and/or flexible grouping • Demonstrates a strong positive relationship with **some** students **and/or** uses **ineffective** techniques to de-escalate students' behavior **Adequately** employs age-appropriate and culturally responsive teaching practices to foster student engagement across learning environments
1	• **Often communicates disrespectfully** with students • **Rarely or never** uses peer support and flexible grouping strategies • **Does not** demonstrate a strong positive relationship with students and/or **does not** use techniques to de-escalate students' behavior • **Inadequately or does not** employ age-appropriate and culturally responsive teaching practices to foster student engagement across learning environments

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES

Standard 8: Engages in professional learning and complies with reporting requirements

Indicators	
4	• Proactively seeks out, participates in, **and shares** professional learning to improve practice based on observer feedback • **Fully integrates** into professional practice the knowledge gained in professional learning communities, collaboration with peers and leadership, and focused professional development • **Promotes** and adheres to standards of professional practice regarding IEP compliance, including IEP meeting organization, individual goal development, and paperwork completion • Maintains confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements • **Promotes understanding** of Federal, State, and local policies/mandates regarding identifying and educating students with disabilities **among students, families, and professionals**
3	• **Proactively seeks out** and participates in professional learning to improve practice **based on** observer feedback • Fully integrates into professional practice the knowledge gained in professional learning communities, collaboration with peers and leadership, and focused professional development • Adheres to standards of professional practice regarding IEP compliance, including IEP meeting organization, individual goal development, and paperwork completion • Maintains confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements • **Demonstrates understanding** of Federal, State, and local policies/mandates regarding identifying and educating students with disabilities
2	• Participates in required professional learning and applies **some** observer feedback to improve practice • **Applies** knowledge gained from professional learning but **does not fully integrate** the new information • **Adheres** to standards of professional practice regarding IEP compliance, including IEP meeting organization, individual goal development, and paperwork completion **with oversight** • **Maintains** confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements • **Demonstrates limited understanding** of Federal, State, and local policies/mandates regarding identifying and educating students with disabilities
1	• Participates in required professional learning, but applies **little or no** observer feedback to improve practice • **Does not** apply knowledge gained from professional learning • **Occasionally does not adhere** to standards of professional practice regarding IEP compliance including IEP meeting organization, individual goal development, and paperwork completion • **Violates** confidentiality of information • **Does not** demonstrate understanding of Federal, State, and local policies/mandates

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES

Standard 9: Collaborates with families/guardians and professionals

Indicators	
4	• **Proactively initiates** and collaborates with administrators, general educators, related service providers, paraprofessionals, families, and community agencies using a variety of methods • **Partners** with families or guardians to **coordinate** learning between home and school • Organizes and facilitates **effective** meetings with professionals and families to establish mutual expectations for students' instructional and/or behavioral outcomes • **Includes students in meetings (as appropriate) to develop IEP goals, including behavior goals, and encourages families/student to self-advocate**
3	• Collaborates with administrators, general educators, related service providers, paraprofessionals, and families **using a variety of methods** • **Partners** with families or guardians **to coordinate learning** between home and school • Organizes and facilitates **effective** meetings with professionals and families to **establish mutual expectations** for students' instructional and/or behavioral outcomes
2	• **Collaborates** with administrators, general educators, related service providers, paraprofessionals, and families **only when required** • **Communicates** with families/guardians **reactively** concerning student academic progress and development, and outreach is **mostly for intervention or corrective reasons** • **Organizes and facilitates required meetings with professionals and families**
1	• **Minimally or does not** collaborate with administrators, general educators, related service providers, and paraprofessionals as required • **Rarely or never** communicates with families/guardians

section 3

Training Documents

Training Logistics

Expectations

- Engage in discussion
- Honor time limits
- Be open to new ideas
- Share your experience
- Demonstrate electronic courtesy
- Respect our space

Daily Objectives

Participants will…

- Understand the objectives and procedures of the Professional Growth System.
- Collect and categorize effective evidence to support the educator growth rubrics.
- Develop and practice coaching and conferencing skills to meaningfully support educators.

Daily Agenda

1. Welcome
2. PGS Overview
3. Educator Growth Rubrics (Break)
4. Effective Evidence Collection:
   Educator Case Study Part I
5. Meaningful Coaching and Conferencing:
   Educator Case Study Part II
6. Wrap-up

Why • How • What

WHY: Impacting Teacher Practices
What kind of results do we expect from the feedback we provide to teachers?

HOW: How do we ensure lasting change?
How do we make it "stick"?

WHAT: Student Impact
How will this work impact students?

Looks Like / Sounds Like

Administrator Growth Rubric

Administrator	Student
Evidence	Insights

Counselor Growth Rubric

Counselor	Student
Evidence	Insights

Librarian Growth Rubric

Librarian	Student
Evidence	Insights

Speech-Language Pathologist Growth Rubric

SLP	Student
Evidence	Inisghts

Special Education Teacher Growth Rubric

Special Education Teacher	Student
Evidence	Insights

Notes from Looks Like Sounds Like

Evidence Collection Tips

What is the **teacher doing** and **saying**?	What are the **students doing** and **saying**?	What is the **impact** on student learning?	What is the **context**?

Unbiased Evidence: Just the Facts

Verbatim scripting of teacher or student comments:

- "Would one person from each table come to collect the materials?"
- "We have five more minutes to finish. Let's look over our work before we hand it in."

Non-evaluative statements of observed teacher or student behavior:

- The teacher stood by the door, greeting students as they entered.
- Students were seated at tables in groups of four, working independently.

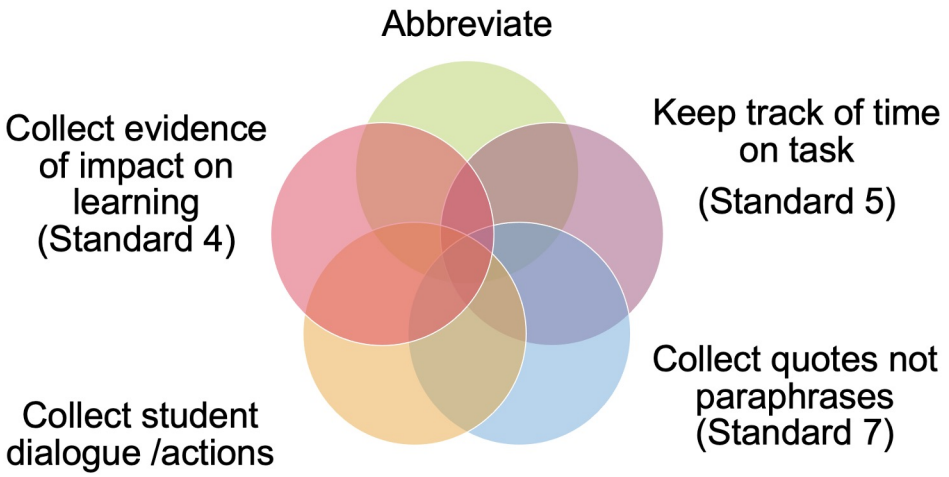
Numeric information about time, student participation, resource use, etc.

- Three students offered 80% of the comments during the discussion.
- Fifteen minutes were spent in circle time.

An observed aspect of the environment

- The assignment was on the board for students to work while attendance was being taken.
- There were three centers designed for independent work.

Collecting Strong Evidence



Bias Errors

A bias rating error is any attitude or tendency to respond in a certain way, or an inconsistency on the part of the evaluator which impedes objectivity and accuracy in the evaluation process. There are a number of biases that may affect judgements both positively and/or negatively. None of these influences, if should be noted, are directly related to teaching effectiveness, but they can subconsciously affect your judgement as an observer if you do not engage in objective evidence collection.

First Impression Error

The tendency of a rater to make an initially favorable or unfavorable judgment about a person and ignore or distort subsequent information so as to support the initial judgement For example: Mrs. A's desk is really neat and well-organized, so the rater assumes a well-managed classroom. Mr. B's shirt is always untucked, so the rater looks for other examples of sloppy performance.

Halo/Horns Error

The tendency of a rater to make generalizations from one aspect of a person's performance to all aspects of a person's job performance. For example, Mr. Z always volunteers for extracurricular tasks, so the rater sees only the positive performance examples in his classroom. Ms. H loses instructional time repeating directions, so the rater looks for other gap areas in her classroom.

Compare/Contrast Error

The tendency of a rater to evaluate a person relative to other individuals rather than how well the person fulfills the requirements of the job. For example: Mrs. T uses the same routines in her classroom as Mrs. V who is a master teacher. The rater generalizes from this similarity and looks for additional positive examples during her observation. Mr. G is the only teacher who did not participant in the voluntary staff development session. The rater's negative judgement about his absence influences the observation of the classroom.

Similar/Dissimilar to Me Errors

The tendency of a rater to evaluate more favorably those people whom they perceive as similar to themselves. For Example: Mrs. J has created a classroom that is just like the rater's last classroom. Therefore, the rater is more likely to look for positive examples during an observation. Mr. D frequently reads the same books as the rater. This leads the rater to view Mr. D's performance more positively. Mrs. A has a similar accent to the rater. This leads the rater to view Mrs. A in a positive light.

Central Bias Error and/or Negative-Positive Errors

The tendency of a rater to score people either at the extreme ends of a scale (too harshly or leniently) or close to the midpoint of a scale when their performance justifies a substantially higher or lower rating. For example: The rater never gives more than a 2 on anything or always gives 3s on everything.

I Know You Error

The tendency of a rater to allow previous history or present relationship to influence the score. For Example: Mr. L has a long-standing friendship with the rater, as they formerly co-taught a humanities course. As a result, the rater is likely to look for positive performance examples. Mrs. P is argumentative during staff meetings, so the rater is likely to looks for negative examples in her classroom.

Emotional State Error

The tendency of a rater to allow their present emotional state to influence the score. For Example: The rater had an argument with their teenage daughter before leaving for work and resulting mood causes a negative lens on their observations. The rater got engaged over the weekend and their good mood influenced their observations positively.

Tips for Avoiding Bias

All performance ratings should be established against fixed standards, not compared to previous performances, the ratings of others, initial impression or any factors other than the observable evidence and the specific rubric.

Some tips to guide non-biased observation include:

- Practice collecting unbiased, or "just the facts" evidence through:
  - Verbatim scripting of teacher or student comments
  - Non-evaluative statements of observed teacher or student behavior
  - Numeric information about time, student participation, resource use, etc.
  - Observed aspects of the environment

- Consider whether the person has done anything unusually good or bad in the last few months and whether this might be influencing your perspective regarding their job performance.

- Ask yourself whether you feel the person has a particularly pleasant or unpleasant personality and whether this might be influencing your perspective regarding their job performance.

- Remember that it is unlikely that any staff either "exceeds expectations" or "needs improvement" in every standard.

- Study your ratings to determine whether you might be giving higher ratings to individuals more similar to yourself. Be particularly alert for this problem when rating a staff member who is a good friend or with whom you socialize.

- Study your ratings to determine whether you might be giving lower ratings to staff members who are very dissimilar to you or whom you dislike.

Observation Evidence Sorting Form Option A

Professional Growth System

Teacher Growth Rubric

Teacher	School/District
Grade/Subject	**Period/Block**
Date (Month/Day/Year)	**Observer**
Informal Observation	**Formal Observation**
1 2 3 4 5	1 2 3

Domain I: Lesson Design

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

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

Lessons:

4	Include student learning outcomes and instructional activities that • are fully aligned to current Mississippi College- and Career- Ready Standards or Framework • are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning • reflect collaboration with other school staff within and across disciplines to enrich learning
3	Include student learning outcomes and instructional activities that • are fully aligned to current Mississippi College- and Career- Ready Standards or Framework • are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning
2	Include student learning outcomes and instructional activities that • are partially aligned to current Mississippi College- and Career-Ready Standards or Framework • are part of an ineffective sequence of learning with few connections made to previous and future learning
1	Include student learning outcomes and instructional activities that • are not aligned to current Mississippi College- and Career-Ready Standards or Framework • are not part of a coherent sequence of learning with meaningful connections made to previous and future learning

Evidence:

Domain I: Lesson Design

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

2. LESSONS HAVE HIGH LEVELS OF LEARNING FOR ALL STUDENTS	
Lessons:	
4	Provide assignments and activities that contain the following components: • appropriate scaffolding that effectively builds student understanding • ample evidence that the teacher knows each student's level and tracks each student's progress toward mastery • differentiation based on students' abilities and learning styles • student-centered learning whenever appropriate • relevant connections to students' prior experiences[1] or learning • opportunities for students to choose challenging tasks and instructional materials
3	Provide assignments and activities that contain the following components: • appropriate scaffolding that effectively builds student understanding • ample evidence that the teacher knows each student's level and tracks each student's progress toward mastery • differentiation based on students' abilities and learning styles • student-centered learning whenever appropriate • relevant connections to students' prior experiences[1] or learning
2	Provide assignments and activities that contain the following components: • minimal scaffolding that builds student understanding • limited evidence that the teacher knows each student's level and/or tracks each student's progress toward mastery • some differentiation based on students' abilities and learning styles • limited student-centered learning • adequate connections to students' prior experiences[1] or learning
1	Provide assignments and activities that contain the following components: • no scaffolding that builds student understanding • little or no evidence that the teacher knows each student's level • little or no differentiation based on students' abilities and learning styles • little or no evidence of student-centered learning • few connections to students' prior experiences[1] or learning

Evidence:

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

Domain II: Student Understanding

Evidence includes classroom observations.

3. ASSISTS STUDENTS IN TAKING RESPONSIBILITY FOR LEARNING AND MONITORS STUDENT LEARNIN	
Teacher:	
4	• Communicates the lesson goals and the content in a way that is accessible for every student at his/her level • Uses formative assessments to effectively monitor student progress • Provides ample and effective opportunities for students to self-assess and correct their own errors • Provides students with clear, specific, actionable, and timely feedback • Creates opportunities for students to apply teacher and peer feedback to improve performance and accelerate learning • Provides opportunities for students to demonstrate connections between what they are learning and how it advances their personal and professional goals/interests
3	• Communicates the lesson goals and the content in a way that is accessible for every student at his/her level • Uses formative assessments to effectively monitor student progress • Provides effective opportunities for students to self-assess and correct their own errors • Provides students with clear, specific, actionable, and timely feedback • Creates opportunities for students to apply teacher and peer feedback to improve performance and accelerate learning
2	• Communicates the lesson goals and the content in a way that is accessible for most students • Uses formative assessments to adequately monitor student progress • Provides adequate opportunities for students to self-assess and correct their own errors • Provides students with adequate feedback
1	• Communicates the lesson goals and the content in a way that is not accessible to most students • Inadequately monitors student progress • Provides inadequate opportunities for students to self-assess and correct their own errors • Provides students with little or no feedback

Evidence:

Domain II: Student Understanding

Evidence includes classroom observations.

4. PROVIDES MULTIPLE WAYS FOR STUDENTS TO MAKE MEANING OF CONTENT	
Teacher:	
4	Moves all students to deeper understanding of content through various techniques including • a variety of explanations and multiple representations of concepts • extended productive discussion • effective questioning to support students' attainment of the learning goals • making connections to other content across disciplines • independently connecting lesson content to real-world application
3	Moves almost all students to deeper understanding of content through various techniques including • a variety of explanations and multiple representations of concepts • extended productive discussion • effective questioning to support students' attainment of the learning goals • making connections to other content across disciplines • independently connecting lesson content to real-world application
2	Moves most students to deeper understanding of content through various techniques including • a variety of explanations and multiple representations of concepts • extended productive discussion • effective questioning to support students' attainment of the learning goals • making connections to other content across disciplines • independently connecting lesson content to real-world application
1	Does not move or moves few students to deeper understanding of content through various techniques including • a variety of explanations and multiple representations of concepts • extended productive discussion • effective questioning to support students' attainment of the learning goals • making connections to other content across disciplines • independently connecting lesson content to real-world application

Evidence:

Domain III: Culture and Learning Environment

Evidence includes classroom observations.

5. MANAGES A LEARNING-FOCUSED CLASSROOM COMMUNITY	
Teacher:	
4	• Creates effective routines and expectations for students to safely voice opinions and ask and answer questions • Proactively monitors student behavior and redirects when necessary to maximize instructional time • Provides effective collaborative learning opportunities whenever appropriate • Ensures students take ownership of their work and are active participants in their learning • Provides opportunities for students to take on academic leadership roles that promote learning
3	• Creates effective routines and expectations for students to safely voice opinions and ask and answer questions • Proactively monitors student behavior and redirects when necessary to maximize instructional time • Provides effective collaborative learning opportunities whenever appropriate • Ensures all or almost all students are active participants in their learning
2	• Creates adequate routines and expectations for students to safely voice opinions and ask and answer questions • Adequately monitors student behavior • Provides adequate collaborative learning opportunities for students • Ensures most students are active participants in their learning
1	• Creates inadequate and/or inconsistent routines and expectations for students to voice opinions and ask and answer questions • Inadequately monitors student behavior • Provides inadequate collaborative learning opportunities for students • Ensures some or few students are active participants in their learning

Evidence:

Domain III: Culture and Learning Environment

Evidence includes classroom observations.

6. MANAGES CLASSROOM SPACE, TIME, AND RESOURCES (INCLUDING TECHNOLOGY WHEN APPROPRIATE) EFFECTIVELY FOR STUDENT LEARNING	
Teacher:	
4	• Effectively maximizes use of physical space and resources (including technology whenever appropriate) in support of student learning • Maximizes time such that students always have something meaningful to do • Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner with minimal direction or narration from the teacher • Provides opportunities for students to share responsibility for leading classroom routines and/or procedures
3	• Effectively maximizes use of physical space and resources (including technology whenever appropriate) in support of student learning • Maximizes time such that students always have something meaningful to do • Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher
2	• Adequately uses physical space or resources (including technology whenever appropriate) in support of student learning • Allows brief periods of time when students do not have something meaningful to do • Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner only some of the time and require substantial direction from the teacher
1	• Inadequately uses physical space or resources (including technology whenever appropriate) in support of student learning • Allows significant periods of time when students do not have something meaningful to do • Creates an environment where students do not execute transitions, routines, and procedures in an orderly and efficient manner

Evidence:

Domain III: Culture and Learning Environment

Evidence includes classroom observations.

7. CREATES AND MAINTAINS A CLASSROOM OF RESPECT FOR ALL STUDENTS	
Teacher:	
4	• Communicates respectfully to all students • Effectively fosters respectful relationships among all students • Demonstrates a strong positive relationship with all students • Fosters a classroom culture where students give unsolicited praise or encouragement to their peers
3	• Communicates respectfully to all students • Effectively fosters respectful relationships among all students • Demonstrates a strong positive relationship with all students
2	• Communicates respectfully to students with rare exceptions • Fosters respectful relationships among some students but not others • Demonstrates a strong positive relationship with some students but not others
1	• Often communicates disrespectfully with students • Does not foster respectful relationships among students • Does not demonstrate a strong positive relationship with students

Evidence:

Domain IV: Professional Responsibilities

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

8. ENGAGES IN PROFESSIONAL LEARNING	
Teacher:	
4	• Proactively seeks out and participates in professional learning activities • Fully integrates knowledge gained in professional learning communities, collaboration with peers and leadership, and focused professional development • Strengthens teaching practice based on observer feedback and other types of performance data • Shares new information and lessons learned with colleagues • Serves as a critical friend for colleagues, both providing and seeking meaningful feedback on instruction
3	• Proactively seeks out and participates in professional learning activities • Fully integrates knowledge gained in professional learning communities, collaboration with peers and leadership, and focused professional development • Strengthens teaching practice based on observer feedback and other types of performance data • Shares new information and lessons learned with colleagues
2	• Participates in required professional learning activities • Applies knowledge gained from professional learning but does not fully integrate the new information • Applies some observer feedback to improve teaching practice
1	• Participates in required professional learning activities • Does not apply knowledge gained from professional learning • Applies little or no observer feedback to improve teaching practice

Evidence:

Domain IV: Professional Responsibilities

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

9. ESTABLISHES AND MAINTAINS EFFECTIVE COMMUNICATION WITH FAMILIES/GUARDIANS	
Teacher:	
4	• Partners with families/guardians to coordinate learning between home and school • Establishes mutual expectations for student learning with families/guardians • Includes students and/or families/guardians in the planning of positive reinforcements for progress
3	• Partners with families/guardians to coordinate learning between home and school • Establishes mutual expectations for student learning with families/guardians
2	• Communicates with families/guardians reactively concerning student academic progress and development, and outreach is mostly for intervention or corrective reasons
1	• Rarely or never communicates with families/guardians

Evidence:

Planning the Pre-Conference

Review teacher's lesson plan for the class you will observe.

What would you want to know more about?

Listen to questions asked and evidence collected…..

Educator Profile: Seventh Grade ELA

Attending to Details in Characterization

Teacher D is a 7th grade teacher with 15 years of experience in education, as a teacher and literacy coach. This year she has been working on building student ownership of their learning, specifically around the use of self-assessment and reflection.

In this lesson, students are introduced to the new unit through a read-aloud activity and given practice opportunities to use a "jotting" strategy while reading.

This lesson is the beginning of a new unit investigating characterization through author studies. Please refer to the **lesson materials** for more contextual details.

Standard		Lesson Contextual Resources*
R.L.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		1. Lesson Plan 2. Marked up Reading of Teacher Read-aloud 3. Investigating Characterization Unit Planning Notes 4. Investigating Characterization Unit Teaching Points 5. Investigating Characterization Anchor Chart 6. Unit Correlation to State Standards 7. Teacher Notebook Samples
Learning Focus		
Today we will closely read and listen through a short story by Matt de la Pena: paying special attention to descriptions and characterizations.		

**All resources were provided by the teacher and are included in their original form.*

1. Lesson Plan

Investigating Characterization
Session 1- Read Aloud, Attending to Details that Illuminate Perspective

In this session…	
Teacher	Students
Today you'll launch the bend with a read-aloud in which you especially show students how to read with attentiveness, alert to the ways that authors insert details at the start of a story that help the reader begin to understand the perspective of the main character(s).	Will spend most of the session participating in the extended read-aloud. Students will talk intermittently with a partner. If there is time after the read-aloud, students will transfer the readerly skill you demonstrated to the short texts they are reading. If there is time after the read-aloud, students will transfer the readerly skill you demonstrated to the short texts they are reading.

Materials	
Teacher	Students
• If needed - storyboard of the story for ELLs or lower readers. • Be ready to discuss favorite authors (even picture books) with some books by leading candidates • Read-aloud of "How to Transform..." prepared for lesson • Teacher notebook to demonstrate setting up a notebook page as you read. • Anchor chart - When Investigating Perspective, Readers Consider: • Lean-in comments to encourage readers' independence and engagement to encourage enthusiasm	• Reading notebook, sitting in partnerships

Lesson	
This is a read-aloud session, but you will not be reading the entire text today. Be sure to review the annotated text to be aware of what is to be read today.	
Introduce the work with a mini keynote, talking about why readers commit to books by an author.	What authors have you liked, even as a kid? -- share some ideas with a partner in this unit, you're going to become experts in the work of some great authors. Question you will likely be asking yourself as you read -- What is it that makes these writers' stories so compelling?
Introduce the specific work of the unit (studying characterization) and the first bend (studying perspective).	In the first bend of the unit, you'll be reading short stories by different authors. Then, you'll choose one of those authors to stay with and read a novel by that same person. You'll study *characterization* - how authors develop characters.
Shift to introducing the story that you'll read aloud, and the work that you'll begin today.	"To understand a character's perspective, readers pay attention to details—especially details that show what a character needs or desires and what barriers get in their way. When you notice details about what a character wants, and what gets in his or her way, you begin to better understand the perspective of a character."
Conducting the Read Aloud	
Introduce the read-aloud text, and an inquiry lens that leads readers to investigate the perspective of main characters.	We're going to read "How to Transform an Everyday, Ordinary Hoop Court into a Place of Higher Learning and You at the Podium" by Matt de la Pena.

	Read with these questions in mind -- show the beginning of an anchor chart for the bend (page 10). Let's see what we find out about the main character in this story. You may want to jot as you listen, so you can capture any details or phrases that stand out. Or listen closely and then jot. Either way, make sure you jotting about the characters in the story.
... follow the read-aloud annotated text, with the pauses and turn and talks noted in the lesson (and the annotated text) on pages 10-16.	
Recap the thinking work students did, howthey attended to details that illuminate a character's perspective.	"You did some significant thinking there. You didn't wait for the author to say, 'So this shows that the narrator is Mexican, and his perspective is that being Mexican can bring trouble with the police in this place.' Because the author is never going to be that explicit. Instead, in great stories, authors give you these subtle details that let you gain insight into the character's perspective, if you're alert.
Link	
Charge students to read their own stories with heightened awareness, to pay attentionto details that help them better understand their main characters' perspectives.	Matt de la Pena layers details to help you better understand the perspective of the character andhe paces these details out, giving the reader just a bit, then a bit more, letting you hear what thenarrator is thinking so you see the world through his eyes. Other authors you are reading do it differently. They might give you a character's backstory or they might use dialogue to give details. It will be interesting to compare what you learn about your character but also how you learn-how these authors layer detail. You'll have a little bit of time to read a story you and your partner chose and finish it tonight. Collect important details about these stories -- you can write on them. Use the anchor chart to guide your thinking (page 17).
Workshop Time- Independent Reading	
Teacher	Student
• Circulate to stimulate enthusiasm • Observe partnerships for who is working well together, who may need support, or who may need changed. • Use the "Lean-In Comments to Encourage Readers' Independence and Engagement" for suggested comments toreaders.	• "Launching the unit with independence on the front burner" • Reading short stories in partnerships, using the anchor chart to focus their thinking in their WAR.
Share	
Rally students to set ambitious reading goals for where they want to be by tomorrow's workshop. • Share one insight with your partner that you had in your story • Think about the work you want to do tonight - thinking work and the amount of reading. Students should finish at least one story by workshop tomorrow.	
Homework	
Get a lot of reading done. Finish the story you started today, or if it is particularly long, make steady progress in it. As you read, do the work we did in class -- notice what your characters want, what gets in their way, and any experiences that shape their perspective. or write on the story while you read.	

3. Investigating Characterization Unit Planning Notes

Note: *This teacher uses Reading Workshop, in which the parts or sections of a unit of study are referred to as "bends."*

To consider/organize before starting the unit…

- Students should be in partnerships - these can be self-selected, but they will work with partners throughout the unit. Ideally, these are partnerships that are on similar reading levels to allow them to read the same texts.
- Students should be reading 3-5 short stories in bend 1, depending on the student. Make sure to have multiple copies of these stories readily accessible.
- For every short story author in bend 1, be sure there is a novel by that same author available for bend 2.
- Students will start novels in bend 2, so be sure to have novels to share with students for their selection by session 6.

In bend 1…

- "You'll be pushing students to consider perspective in deeper ways, exploring how their own perspectives as readers, as well as the perspectives of characters, are shaped by choices the author made" (2).
- Students should read 3-5 short stories each.
- Read the anchor text aloud - students do not need a copy. They should be using their active listening skills and note-taking to engage in the text.
- Anchor text is Matt de la Pena's, "How to Transform an Everyday, Ordinary Hoop Court into a Place of Higher Learning and You at the Podium". It is a longer story and should be read in parts over the three bends. It is not to be read in one sitting at the beginning of the unit.
- With Session 6, have students rank order their novel choices (1-3) for book clubs. Do your best to pair the right book to each student based on reading level, interest, social dynamics of the group, etc.
- Students get their novels for bend 2 in Session 7.

In bend 2…

- "You'll invite students to explore the particular style of the author they are reading--in particular how this author tends to develop characters" (60).
- Students need a copy of their novel to take with them to read outside of class. The expectation should be clear that they are to read outside of class, quickly. Students should establish a reading calendar for themselves with their book clubs. They should read the book in 4-5 days, hopefully giving them time to read a second novel by their same author.

In bend 3…

- "You'll move them toward the sophisticated, intellectual work of analyzing not just how the authors shape characters, but how the authors shape *readers' relationships* with characters" (114).

For the end of the unit…

- Engage students in a celebration and reflection of their work. Suggestion is to set up clubs to create digital author talks to introduce their author and his or her work to their classmates. One goal of this should be to attract readers with what's most compelling about these authors. Plan this out ahead of time to know specifically what students will do at the end of the unit to celebrate their work.

4. Investigating Characterization Unit Teaching Points

Middle School Reading Units of Study
Investigating Characterization: Author-Study Book Clubs

Planning Tool: Teaching Points

Bend I A Deep Dive into Perspective

Letter to Teachers—Day Zero

1. Read-Aloud: Attending to Details that Illuminate Perspective
Today, through read-aloud, I want to teach you how to read with attentiveness, alert to the ways that authors insert details into the start of a story that will help you begin to understand the perspective of the main character(s).

2. Attending to Minor Characters and How They See the World
Today I want to remind you that readers not only consider what shapes the main characters' perspectives. They also do this for minor characters. One tip I'll give you is that since you rarely get to hear the inner thinking of minor characters, to understand minor characters you especially look for details that are embedded in dialogue or actions.

3. Figuring Out Point of View—Who Is Telling the Story?
Today I want to teach you that sometimes the reader hears a story through the voice of one character, and then everything is shaped by that character's point of view. Other times the reader gets a wider point of view, seeing scenes that the main character isn't in. One way readers investigate point of view is to look closely at how the story begins.

4. Authors Lead Readers to Epiphanies
Today I want to teach you that often, when at first it seems that a person has changed, what has actually changed is your *perspective* on that person. When reading, as you get new information about a character, that new information often leads your perspective to change.

5. Authors Channel Readers' Sympathy by Controlling Access to Characters' Inner Thinking
Today I want to teach you that one way authors control readers' sympathy for a character is by giving or restraining access to that character's inner thinking. When readers have more access to a character's inner thinking, they tend to sympathize more with that character. Readers, then, can investigate which characters they sympathize more or less with, and why.

6. Distinguishing Simultaneous, Multiple Perspectives
Today I'll teach you that in books, as in life, sometimes characters have very different perspectives. Readers are alert to moments in a story when characters seem to have different perspectives, and they try to better understand these differences. Sometimes, it can be helpful for a reader to role-play the mindset of a character.

7. Reflecting across the Parts of a Reading Life
Today I want to teach you that becoming a more powerful reader is a lot like becoming a more powerful soccer player. As with anything you want to improve in, it's worth taking the time to think about what you're doing well and ways to become even stronger

Bend II Author's Craft: Analyzing How Authors Bring Characters to Life

8. Read-Aloud: Noticing Moments that Give Readers Extra Insight into Characters
Today, through read-aloud, I'll invite you to notice moments in the story that may give you extra insight into characters. You'll begin to understand that even if you are unsure why a moment seems important, if that feeling is strong, it's worth rereading, pausing over, because often these moments are windows into characters.

9. Analyzing Small, Powerful Moments to Get Even More Insight into Characters
Today I want to teach you that often, in life and in books, the smallest moments are the ones in which characters are revealed. It's important to look past the big, dramatic events to the easily overlooked, smaller moments because those moments can lead you to deeper understandings of a character.

10. How Authors Make Characters Significant and Real: Writing Techniques
Today I want to teach you that once you get to know an author well, you come to recognize that author's trademarks—the author's distinctive style of writing. More specifically, you recognize the author's ways of bringing a character to life.

11. Reaching for the Precise Words to Describe an Author's Technique
Today I want to teach you that readers don't just use the first word that comes to them to describe a technique. Just like they reach for the exact words to describe a character, they push themselves to use more specific language to describe what an author is doing.

12. Read-Aloud: Investigating the Author's Goals, as Well as Techniques
Today, through read-aloud, I'll teach you that thinking about *why* an author makes choices is another part of understanding the author's writing style. I'll guide you to identify the author's possible goals in trying to create strong characters, as well as to continue thinking about the author's techniques and connecting them to his or her goals.

13. Rereading and Revising Initial Thoughts about an Author's Techniques and Goals
Today I want to teach you that when you think about an author's techniques and goals, it helps to reread, and it really helps to be ready to revise your own first thinking, too.

14. "Speed Dating" to Teach Others What You're Learning
Today I want to remind you that the end goal of this unit is to create a digital text to teach others about your author's style and books. Today you'll want to learn a little more about the author's process and perspective, as well as doing your own thinking about that author. Book clubs will try "speed dating" with other clubs so you'll have multiple chances to talk through your thinking about authors and teach others about what you're learning.

Bend III Investigating Authorial Control

15. Read-Aloud: Authors Set Readers Up to Develop Intense, Evolving Relationships with Characters
Today, through read-aloud, I'll teach you that authors set readers up to develop intense relationships with characters—relationships that evolve over time, just as real-world relationships do. You'll also realize that writers not only author the character, but they also author the reader's relationship to the character.

16. Authors Use Time Shifts to Develop a Reader's Relationship with a Character

Today I want to teach you that one way an author shapes a reader's relationship with a character is by shifting time—by including backstory and flash forward and by doing other complicated things with time. When an author does this, the reader is often given especially important windows into the character.

17. Investigating Verb Tense and Its Relationship to Subtle Shifts in Time
Today I want to teach you when you are investigating how authors use time shifts to develop readers' relationships with characters, another way to find these time shifts is to pay closer attention to verb tense. Sometimes you'll notice that when the verb tense shifts, time is shifting, and the author is giving you new clues about the character.

18. Authors Control Readers' Experience of Characters in Part to Develop Themes
Today I want to suggest that if authors deliberately control readers' relationships with characters, a question that readers need to ask is "why would the author do this?" The answer may relate to the lessons the author is trying to impart, to the larger messages the author is hoping to convey.

19. Moving from Themes to Reinvestigating Authorial Techniques
Today I want to remind you that whenever you are analyzing the ways an author develops your relationship with a character, or develops a theme, you can consider not only why but also *how* the author does this—that is, you can think about the authorial techniques the author uses to do this subtle work, often in more than one story.

20 & 21. Rehearsing, Producing, and Sharing Video Book Talks: A Final Celebration
Over the next two days, I want to guide you in developing and presenting your final project for this unit: a video book talk about the author you have studied. I'll help you figure out the content and main ideas of your videos, how your book talks will be organized, and how the production of your videos will go.

5. Unit Correlation to State Standards

State Standards Aligning with Units of Study for Teaching Reading, Grades 6-8: *Investigating Characterization: Author-Study Book Clubs*

Session	Reading Standards	Writing Standards	Speaking and Listening Standards	Language Standards
1	**RL.6.1**, RL.6.2, **RL.6.3**, **RL.6.5**, **RL.6.6**, RL.6.10, **RL.7.1**, RL.7.2, **RL.7.3**, **RL.7.5**, **RL.7.6**, RL.7.10, **RL.8.1**, RL.8.2, **RL.8.3**, **RL.8.6**, RL.8.10	W.6.3, **W.6.9.a**, W.7.3, **W.7.9.a**, W.8.3, **W.8.9.a**	**SL.6.1**, **SL.6.2**, **SL.6.4**, **SL.6.6**, **SL.7.1**, **SL.7.2**, **SL.7.4**, **SL.7.6**, **SL.8.1**, **SL.8.2**, **SL.8.4**, **SL.8.6**	L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6
2	**RL.6.1**, **RL.6.2**, **RL.6.3**, **RL.6.5**, **RL.6.6**, RL.6.10, **RL.7.1**, **RL.7.2**, **RL.7.3**, **RL.7.5**, **RL.7.6**, RL.7.10, **RL.8.1**, **RL.8.2**, **RL.8.3**, **RL.8.6**, RL.8.10	W.6.3, **W.6.9.a**, W.7.3, **W.7.9.a**, W.8.3, **W.8.9.a**	**SL.6.1**, **SL.6.2**, **SL.6.4**, **SL.6.6**, **SL.7.1**, **SL.7.2**, **SL.7.4**, **SL.7.6**, **SL.8.1**, **SL.8.6**, **SL.8.2**, **SL.8.4**	L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6
3	**RL.6.1**, **RL.6.2**, **RL.6.3**, **RL.6.5**, **RL.6.6**, RL.6.10, **RL.7.1**, **RL.7.2**, **RL.7.3**, **RL.7.5**, **RL.7.6**, RL.7.10, **RL.8.1**, **RL.8.2**, **RL.8.3**, **RL.8.6**, RL.8.10	W.6.3, W.6.4, **W.6.9.a**, W.7.3, W.7.4, **W.7.9.a**, W.8.3, W.8.4, **W.8.9.a**	**SL.6.1**, **SL.6.2**, **SL.6.6**, **SL.7.1**, **SL.7.2**, **SL.7.6**, **SL.8.1**, **SL.8.2**, **SL.8.6**	L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6
4	**RL.6.1**, **RL.6.2**, **RL.6.3**, **RL.6.5**, **RL.6.6**, RL.6.10, **RL.7.1**, **RL.7.2**, **RL.7.3**, **RL.7.5**, **RL.7.6**, RL.7.10, **RL.8.1**, **RL.8.2**, **RL.8.3**, **RL.8.6**, RL.8.10	W.6.3, W.6.4, **W.6.9.a**, W.7.3, W.7.4, **W.7.9.a**, W.8.3, W.8.4, **W.8.9.a**	**SL.6.1**, **SL.6.2**, **SL.6.4**, **SL.6.6**, **SL.7.1**, **SL.7.2**, **SL.7.4**, **SL.7.6**, **SL.8.1**, **SL.8.2**, **SL.8.4**, **SL.8.6**	L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6
5	**RL.6.1**, **RL.6.2**, **RL.6.3**, **RL.6.4**, **RL.6.5**, **RL.6.6**, **RL.6.10**, **RL.7.1**, **RL.7.2**, **RL.7.3**, **RL.7.4**, **RL.7.5**, **RL.7.6**, **RL.7.10**, **RL.8.1**, **RL.8.2**, **RL.8.3**, **RL.8.4**, **RL.8.6**, **RL.8.10**	W.6.3, W.6.4, **W.6.9.a**, W.7.3, W.7.4, **W.7.9.a**, W.8.3, W.8.4, **W.8.9.a**	**SL.6.1**, **SL.6.2**, **SL.6.4**, **SL.6.6**, **SL.7.1**, **SL.7.2**, **SL.7.4**, **SL.7.6**, **SL.8.1**, **SL.8.2**, **SL.8.4**, **SL.8.6**	L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6
6	**RL.6.1**, **RL.6.2**, **RL.6.3**, **RL.6.4**, **RL.6.5**, **RL.6.6**, RL.6.10, **RL.7.1**, **RL.7.2**, **RL.7.3**, **RL.7.4**, **RL.7.5**, **RL.7.6**, RL.7.10, **RL.8.1**, **RL.8.2**, **RL.8.3**, **RL.8.4**, **RL.8.6**, RL.8.10	W.6.3, **W.6.4**, **W.6.9.a**, W.7.3, **W.7.4**, **W.7.9.a**, W.8.3, **W.8.4**, **W.8.9.a**	**SL.6.1**, **SL.6.2**, **SL.6.3**, **SL.6.4**, **SL.6.6**, **SL.7.1**, **SL.7.2**, **SL.7.3**, **SL.7.4**, **SL.7.6**, **SL.8.1**, **SL.8.2**, **SL.8.3**, **SL.8.4**, **SL.8.6**	L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6
7	RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.10, RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.10, RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.6, RL.8.10	W.6.3, W.6.4, W.6.9.a, W.7.3, W.7.4, W.7.9.a, W.8.3, W.8.4, W.8.9.a	**SL.6.1**, **SL.6.6**, **SL.7.1**, **SL.7.6**, **SL.8.1**, **SL.8.6**	L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6
8	**RL.6.1**, **RL.6.2**, **RL.6.3**, **RL.6.4**, **RL.6.5**, **RL.6.6**, RL.6.10, **RL.7.1**, **RL.7.2**, **RL.7.3**, **RL.7.4**, **RL.7.5**, **RL.7.6**, RL.7.10, **RL.8.1**, **RL.8.2**, **RL.8.3**, **RL.8.4**, **RL.8.6**, RL.8.10	W.6.3, W.6.4, **W.6.9.a**, W.7.3, W.7.4, **W.7.9.a**, W.8.3, W.8.4, **W.8.9.a**	**SL.6.1**, **SL.6.2**, **SL.6.4**, **SL.6.6**, **SL.7.1**, **SL.7.2**, **SL.7.4**, **SL.7.6**, **SL.8.1**, **SL.8.2**, **SL.8.4**, **SL.8.6**	L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

State Standards Aligning with Units of Study for Teaching Reading, Grades 6-8: *Investigating Characterization: Author-Study Book Clubs*

Session	Reading Standards	Writing Standards	Speaking and Listening Standards	Language Standards
9	**RL.6.1**, **RL.6.2**, **RL.6.3**, RL.6.4, RL.6.6, RL.6.10, **RL.7.1**, **RL.7.2**, **RL.7.3**, RL.7.4, RL.7.6, RL.7.10, **RL.8.1**, **RL.8.2**, **RL.8.3**, RL.8.4, RL.8.6, RL.8.10	W.6.3, **W.6.4**, **W.6.9.a**, W.7.3, **W.7.4**, **W.7.9.a**, W.8.3, **W.8.4**, **W.8.9.a**	**SL.6.1**, **SL.6.2**, **SL.6.4**, **SL.6.5**, **SL.6.6**, **SL.7.1**, **SL.7.2**, **SL.7.4**, **SL.7.5**, **SL.7.6**, **SL.8.1**, **SL.8.2**, **SL.8.4**, **SL.8.5**, **SL.8.6**	L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6
10	**RL.6.1**, **RL.6.2**, **RL.6.3**, RL.6.4, RL.6.6, RL.6.10, **RL.7.1**, **RL.7.2**, **RL.7.3**, RL.7.4, RL.7.6, RL.7.10, **RL.8.1**, **RL.8.2**, **RL.8.3**, RL.8.4, RL.8.6, RL.8.10	W.6.3, **W.6.4**, **W.6.9.a**, W.7.3, **W.7.4**, **W.7.9.a**, W.8.3, **W.8.4**, **W.8.9.a**	**SL.6.1**, **SL.6.2**, **SL.6.4**, **SL.6.5**, **SL.6.6**, **SL.7.1**, **SL.7.2**, **SL.7.4**, **SL.7.5**, **SL.7.6**, **SL.8.1**, **SL.8.2**, **SL.8.4**, **SL.8.5**, **SL.8.6**	L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6
11	**RL.6.1**, **RL.6.2**, **RL.6.3**, RL.6.4, RL.6.6, RL.6.10, **RL.7.1**, **RL.7.2**, **RL.7.3**, RL.7.4, RL.7.6, RL.7.10, **RL.8.1**, **RL.8.2**, **RL.8.3**, RL.8.4, RL.8.6, RL.8.10	W.6.3, W.6.4, **W.6.9.a**, W.7.3, W.7.4, **W.7.9.a**, W.8.3, W.8.4, **W.8.9.a**	**SL.6.1**, **SL.6.2**, **SL.6.4**, **SL.6.6**, **SL.7.1**, **SL.7.2**, **SL.7.4**, **SL.7.6**, **SL.8.1**, **SL.8.2**, **SL.8.4**, **SL.8.6**	L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, **L.6.6**, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, **L.7.6**, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, **L.8.6**
12	**RL.6.1**, **RL.6.2**, **RL.6.3**, RL.6.4, RL.6.6, RL.6.10, **RL.7.1**, **RL.7.2**, **RL.7.3**, RL.7.4, RL.7.6, RL.7.10, **RL.8.1**, **RL.8.2**, **RL.8.3**, RL.8.4, RL.8.6, RL.8.10	W.6.3, W.6.4, **W.6.9.a**, W.7.3, W.7.4, **W.7.9.a**, W.8.3, W.8.4, **W.8.9.a**	**SL.6.1**, **SL.6.2**, **SL.6.3**, **SL.6.4**, **SL.6.6**, **SL.7.1**, **SL.7.2**, **SL.7.3**, **SL.7.4**, **SL.7.6**, **SL.8.1**, **SL.8.2**, **SL.8.3**, **SL.8.4**, **SL.8.6**	L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, **L.6.6**, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, **L.7.6**, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, **L.8.6**
13	**RL.6.1**, **RL.6.2**, **RL.6.3**, RL.6.4, RL.6.6, RL.6.10, **RL.7.1**, **RL.7.2**, **RL.7.3**, RL.7.4, RL.7.6, RL.7.10, **RL.8.1**, **RL.8.2**, **RL.8.3**, RL.8.4, RL.8.6, RL.8.10	W.6.3, W.6.4, **W.6.9.a**, W.7.3, W.7.4, **W.7.9.a**, W.8.3, W.8.4, **W.8.9.a**	**SL.6.1**, **SL.6.2**, **SL.6.4**, **SL.6.6**, **SL.7.1**, **SL.7.2**, **SL.7.4**, **SL.7.6**, **SL.8.1**, **SL.8.2**, **SL.8.4**, **SL.8.6**	L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, **L.6.6**, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, **L.7.6**, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, **L.8.6**
14	**RL.6.1**, **RL.6.2**, **RL.6.3**, RL.6.4, RL.6.6, RL.6.10, **RL.7.1**, **RL.7.2**, **RL.7.3**, RL.7.4, RL.7.6, RL.7.10, **RL.8.1**, **RL.8.2**, **RL.8.3**, RL.8.4, RL.8.6, RL.8.10	W.6.3, **W.6.9.a**, W.7.3, **W.7.9.a**, W.8.3, **W.8.9.a**	**SL.6.1**, **SL.6.2**, **SL.6.4**, **SL.6.5**, **SL.6.6**, **SL.7.1**, **SL.7.2**, **SL.7.4**, **SL.7.5**, **SL.7.6**, **SL.8.1**, **SL.8.2**, **SL.8.4**, **SL.8.5**, **SL.8.6**	L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, **L.6.6**, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, **L.7.6**, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, **L.8.6**
15	**RL.6.1**, **RL.6.2**, **RL.6.3**, RL.6.4, **RL.6.6**, RL.6.10, **RL.7.1**, **RL.7.2**, **RL.7.3**, RL.7.4, **RL.7.6**, RL.7.10, **RL.8.1**, **RL.8.2**, **RL.8.3**, RL.8.4, **RL.8.6**, RL.8.10	W.6.3, W.6.4, **W.6.9.a**, W.7.3, W.7.4, **W.7.9.a**, W.8.3, W.8.4, **W.8.9.a**	**SL.6.1**, **SL.6.2**, **SL.6.6**, **SL.7.1**, **SL.7.2**, **SL.7.6**, **SL.8.1**, **SL.8.2**, **SL.8.6**	L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6
16	**RL.6.1**, **RL.6.2**, **RL.6.3**, RL.6.4, **RL.6.6**, RL.6.10, **RL.7.1**, **RL.7.2**, **RL.7.3**, RL.7.4, **RL.7.6**, RL.7.10, **RL.8.1**, **RL.8.2**, **RL.8.3**, RL.8.4, **RL.8.6**, RL.8.10	W.6.3, W.6.4, **W.6.9.a**, W.7.3, W.7.4, **W.7.9.a**, W.8.3, W.8.4, **W.8.9.a**	**SL.6.1**, **SL.6.2**, **SL.6.4**, **SL.6.5**, **SL.6.6**, **SL.7.1**, **SL.7.2**, **SL.7.4**, **SL.7.5**, **SL.7.6**, **SL.8.1**, **SL.8.2**, **SL.8.4**, **SL.8.5**, **SL.8.6**	L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6

State Standards Aligning with Units of Study for Teaching Reading, Grades 6-8: *Investigating Characterization: Author-Study Book Clubs*

Session	Reading Standards	Writing Standards	Speaking and Listening Standards	Language Standards
17	**RL.6.1**, **RL.6.2**, **RL.6.3**, **RL.6.4**, RL.6.6, RL.6.10, **RL.7.1**, **RL.7.2**, **RL.7.3**, **RL.7.4**, RL.7.6, RL.7.10, **RL.8.1**, **RL.8.2**, **RL.8.3**, **RL.8.4**, RL.8.6, RL.8.10	W.6.3, W.6.4, **W.6.9.a**, W.7.3, W.7.4, **W.7.9.a**, W.8.3, W.8.4, **W.8.9.a**	**SL.6.1**, **SL.6.2**, **SL.6.4**, **SL.6.6**, **SL.7.1**, **SL.7.2**, **SL.7.4**, **SL.7.6**, **SL.8.1**, **SL.8.2**, **SL.8.4**, **SL.8.6**	L.6.1, **L.6.2**, **L.6.3**, L.6.4, L.6.5, **L.6.6**, L.7.1, **L.7.2**, **L.7.3**, L.7.4, L.7.5, **L.7.6**, L.8.1, **L.8.2**, **L.8.3**, L.8.4, L.8.5, **L.8.6**
18	**RL.6.1**, **RL.6.2**, **RL.6.3**, RL.6.4, RL.6.6, RL.6.10, **RL.7.1**, **RL.7.2**, **RL.7.3**, RL.7.4, RL.7.6, RL.7.10, **RL.8.1**, **RL.8.2**, **RL.8.3**, RL.8.4, RL.8.6, RL.8.10	W.6.3, W.6.4, **W.6.9.a**, W.7.3, W.7.4, **W.7.9.a**, W.8.3, W.8.4, **W.8.9.a**	**SL.6.1**, **SL.6.2**, **SL.6.4**, **SL.6.6**, **SL.7.1**, **SL.7.2**, **SL.7.4**, **SL.7.6**, **SL.8.1**, **SL.8.2**, **SL.8.4**, **SL.8.6**	L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6
19	**RL.6.1**, **RL.6.2**, **RL.6.3**, **RL.6.4**, **RL.6.5**, **RL.6.6**, RL.6.10, **RL.7.1**, **RL.7.2**, **RL.7.3**, **RL.7.4**, **RL.7.5**, **RL.7.6**, RL.7.10, **RL.8.1**, **RL.8.2**, **RL.8.3**, **RL.8.4**, **RL.8.5**, **RL.8.6**, RL.8.10	W.6.3, W.6.4, **W.6.9.a**, W.7.3, W.7.4, **W.7.9.a**, W.8.3, W.8.4, **W.8.9.a**	**SL.6.1**, **SL.6.2**, **SL.6.4**, **SL.6.6**, **SL.7.1**, **SL.7.2**, **SL.7.4**, **SL.7.6**, **SL.8.1**, **SL.8.2**, **SL.8.4**, **SL.8.6**	L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, **L.6.6**, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, **L.7.6**, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, **L.8.6**
20 & 21	**RL.6.1**, **RL.6.2**, **RL.6.3**, RL.6.4, RL.6.5, RL.6.6, RL.6.10, **RL.7.1**, **RL.7.2**, **RL.7.3**, RL.7.4, RL.7.5, RL.7.6, RL.7.10, **RL.8.1**, **RL.8.2**, **RL.8.3**, RL.8.4, RL.8.5, RL.8.6, RL.8.10	W.6.3, **W.6.4**, **W.6.6**, **W.6.9.a**, W.7.3, **W.7.4**, **W.7.6**, **W.7.9.a**, W.8.3, **W.8.4**, **W.8.6**, **W.8.9.a**	**SL.6.1**, **SL.6.2**, **SL.6.4**, **SL.6.5**, **SL.6.6**, **SL.7.1**, **SL.7.2**, **SL.7.4**, **SL.7.5**, **SL.7.6**, **SL.8.1**, **SL.8.2**, **SL.8.4**, **SL.8.5**, **SL.8.6**	**L.6.1**, L.6.2, L.6.3, L.6.4, L.6.5, **L.6.6**, **L.7.1**, L.7.2, L.7.3, L.7.4, L.7.5, **L.7.6**, **L.8.1**, L.8.2, L.8.3, L.8.4, L.8.5, **L.8.6**

*Bold indicates major emphasis

Pre-Conference Observation Notes

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Pause & Reflect

How did the questions asked in the pre-conference compare to your list?

Based on the evidence from the lesson materials you reviewed and what you learned in the pre-conference, how would you rate educator practice for Standards 1 & 2?

Are you still missing either of these standards that you could gather in your observation?

Lesson Observation Notes

Lesson Observation Notes

Selected Scripting Form

Professional Growth System

Teacher Growth Rubric

Teacher | School/District

Grade/Subject | Period/Block

Date (Month/Day/Year) | Observer

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

Formal Observation ☐ 1 ☐ 2 ☐ 3

DOMAIN I: LESSON DESIGN

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

DOMAIN II: STUDENT UNDERSTANDING

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

DOMAIN III: CULTURE AND LEARNING ENVIRONMENT

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

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES

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

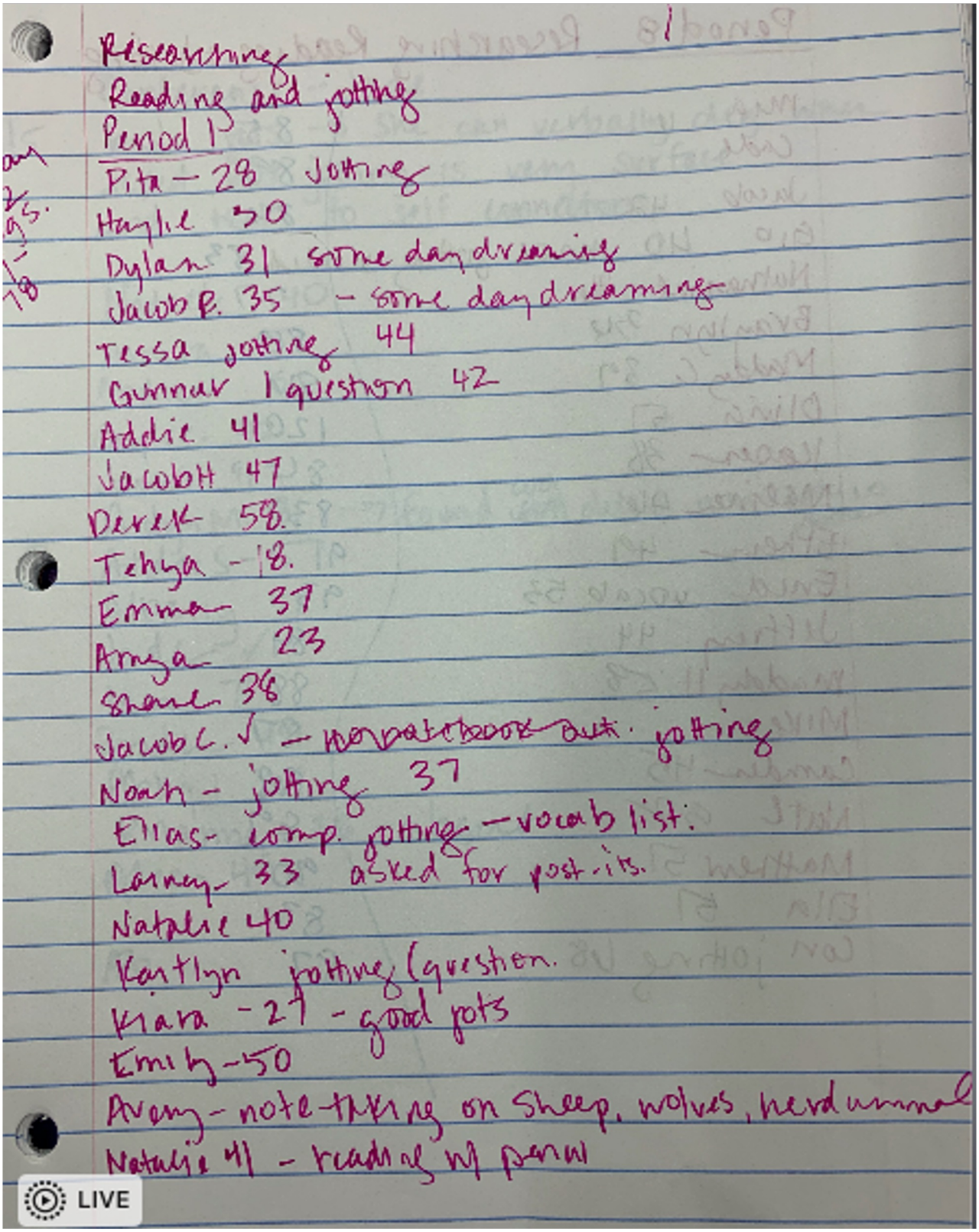
EVIDENCE		
Time	Teacher - ***Teaching***	Student(s) - ***Learning***

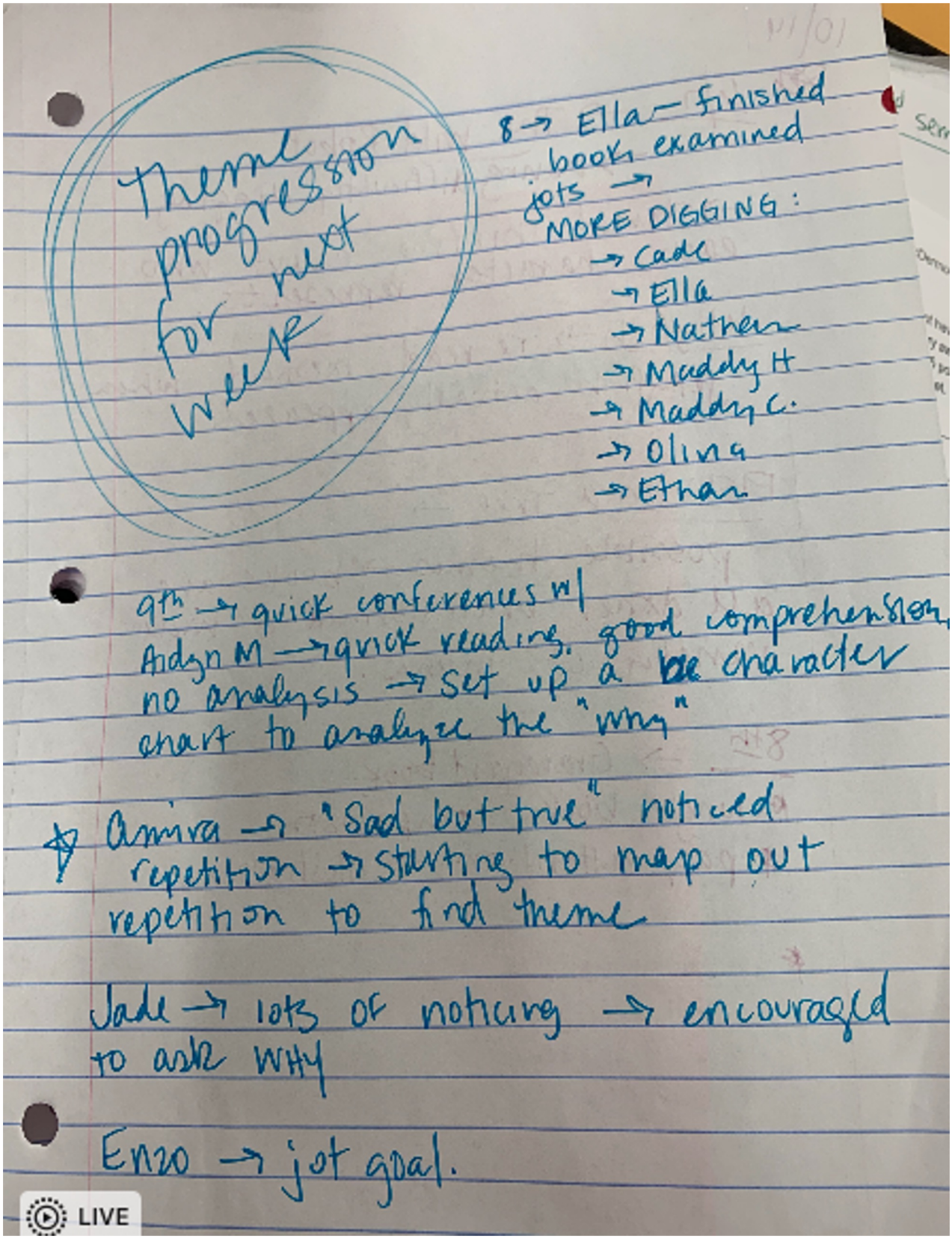
Lesson Observation Notes

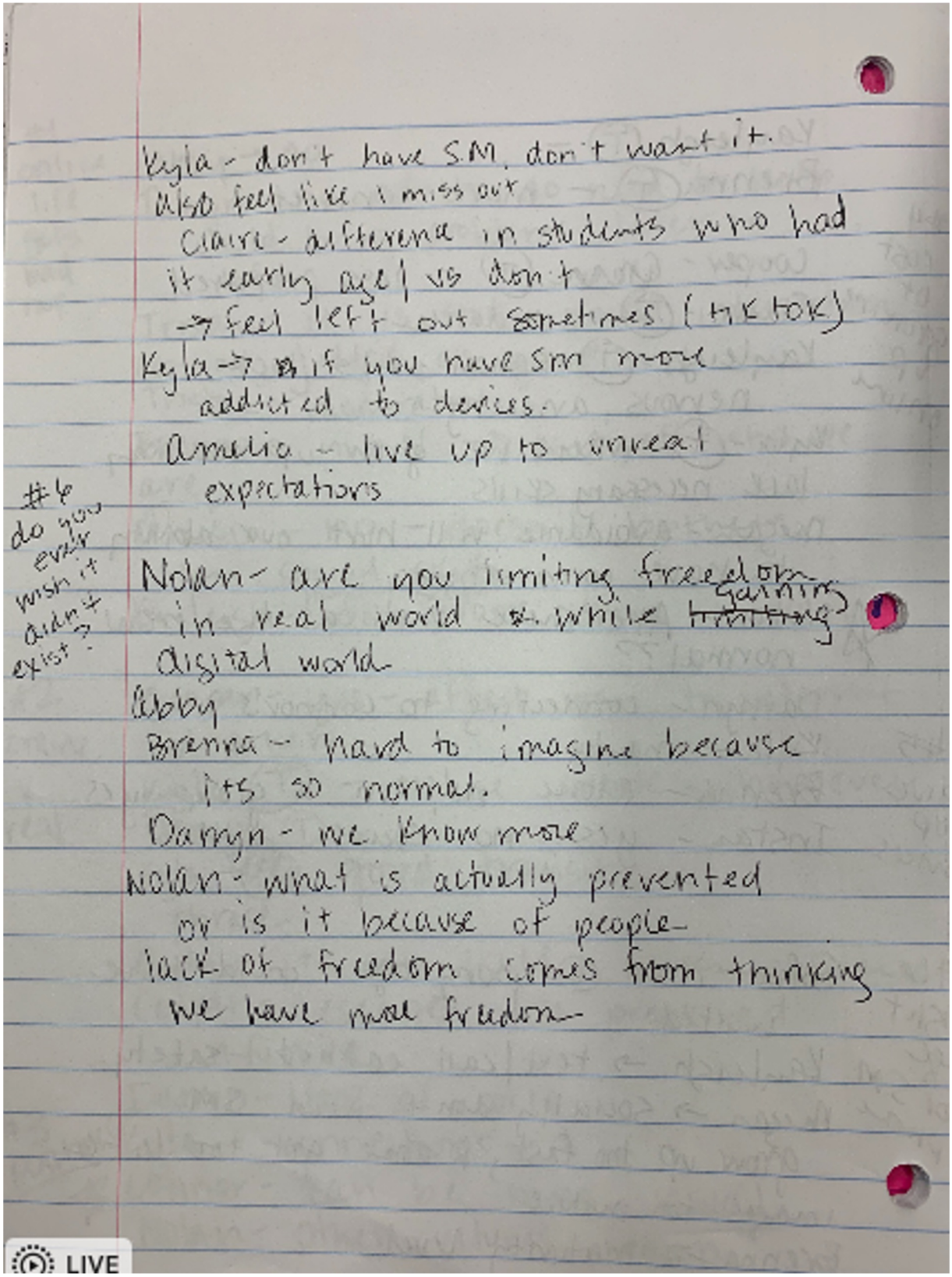
EVIDENCE		
Time	Teacher - ***Teaching***	Student(s) - ***Learning***

6. Teacher's Notebook Samples

** Shared and discussed during post-conference.*



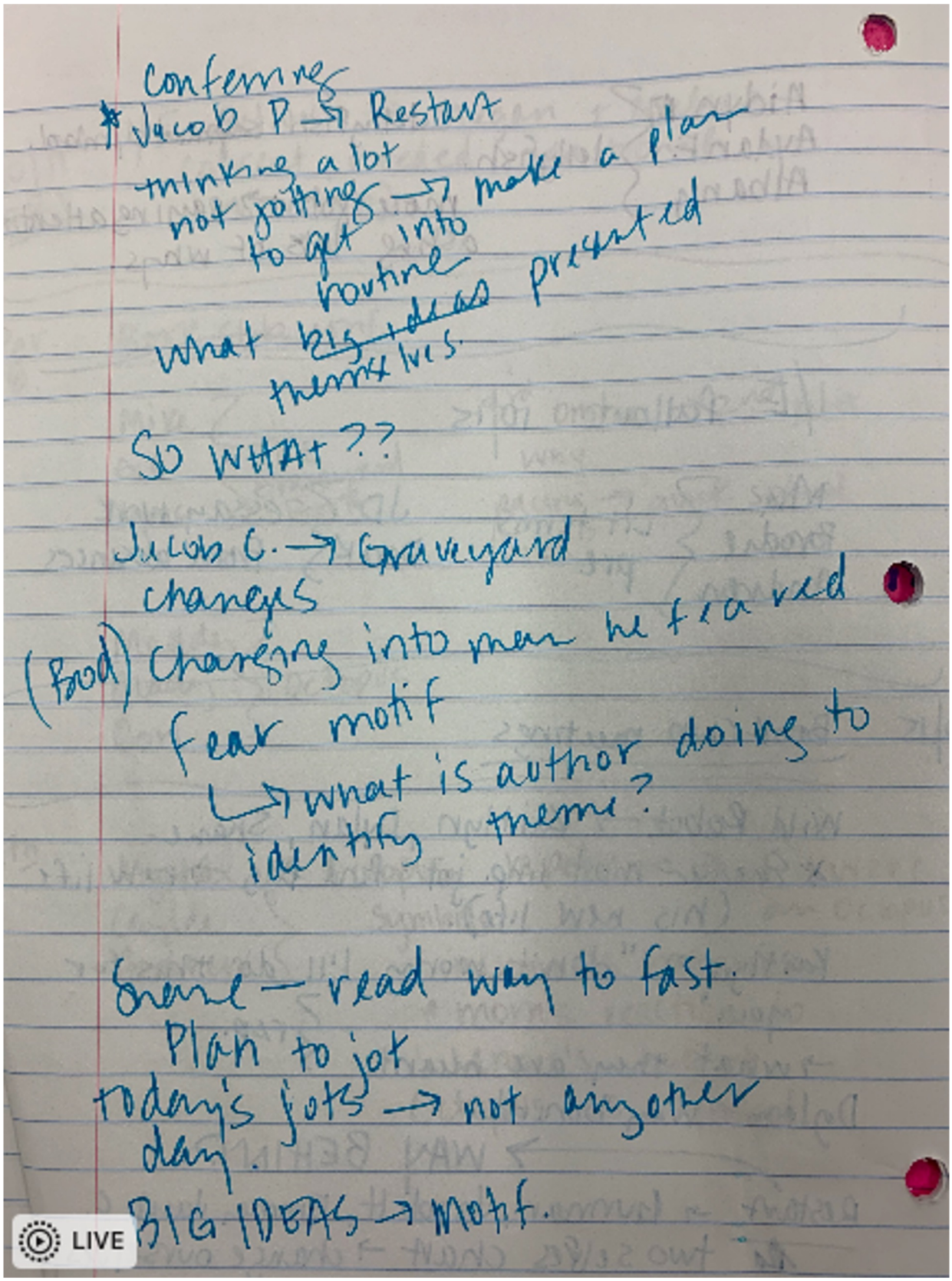

Theme progression for next week
8 → Ella – finished book examined jots →
MORE DIGGING:
→ Cade
→ Ella
→ Nathen
→ Maddy H
→ Maddy C.
→ Olivia
→ Ethan
9th → quick conferences w/ Aidyn M → quick reading, good comprehension, no analysis → set up a character chart to analyze the "why"
Amira → "Sad but true" noticed repetition → starting to map out repetition to find theme
Jade → lots of noticing → encouraged to ask WHY
Enzo → jot goal.
LIVE



Kyla - don't have SM, don't want it.
Also feel like I miss out
Claire - difference in students who had it during age vs don't
→ feel left out sometimes (TikTok)
Kyla → if you have SM more addicted to devices.
Amelia - live up to unreal expectations

#6 do you ever wish it didn't exist?

Nolan - are you limiting freedom ~~limiting~~ gaining in real world & while ~~limiting~~ digital world
Abby
Brenna - hard to imagine because it's so normal.
Daryn - we know more
Nolan: what is actually prevented or is it because of people-
lack of freedom comes from thinking we have real freedom-

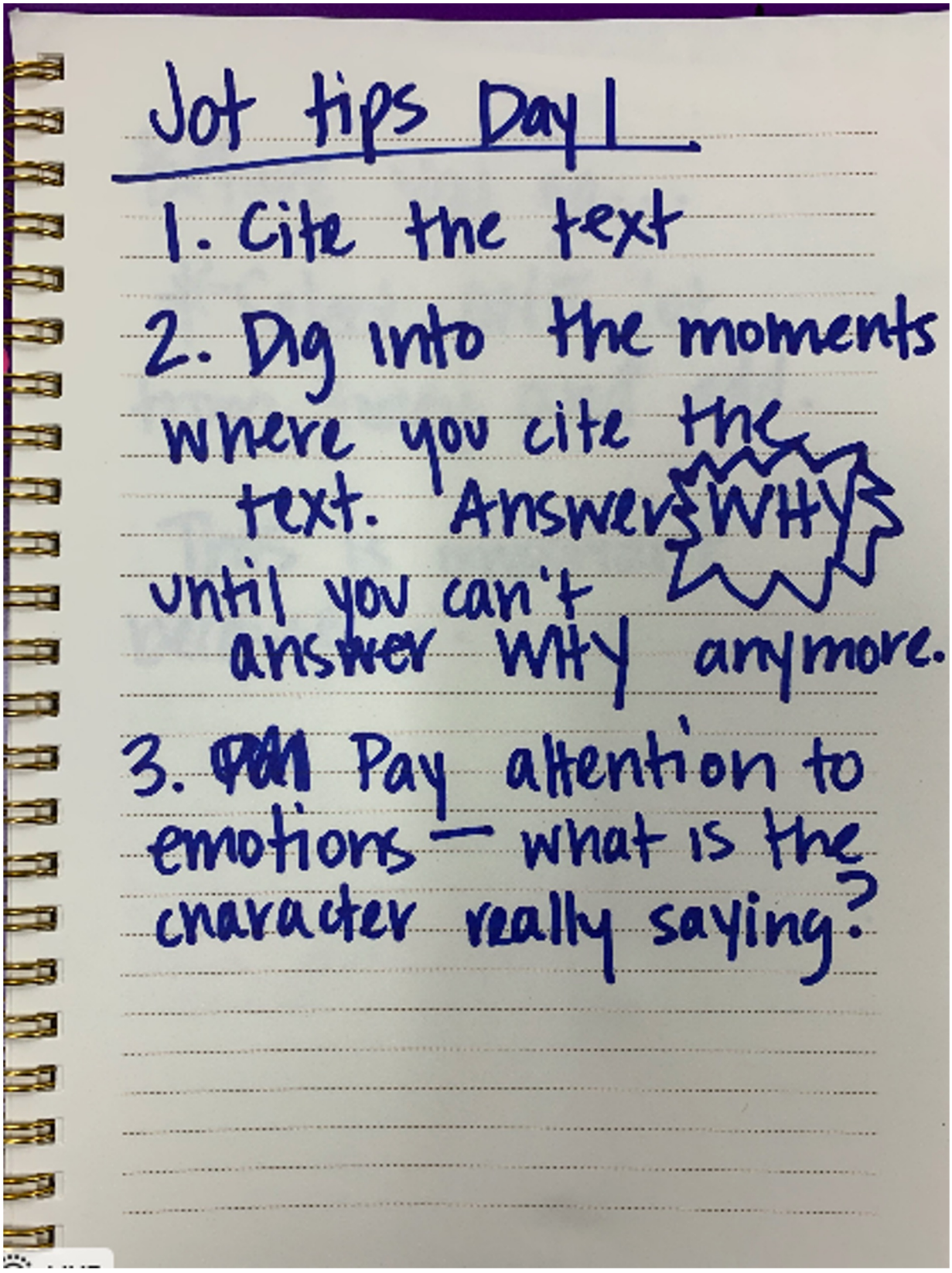


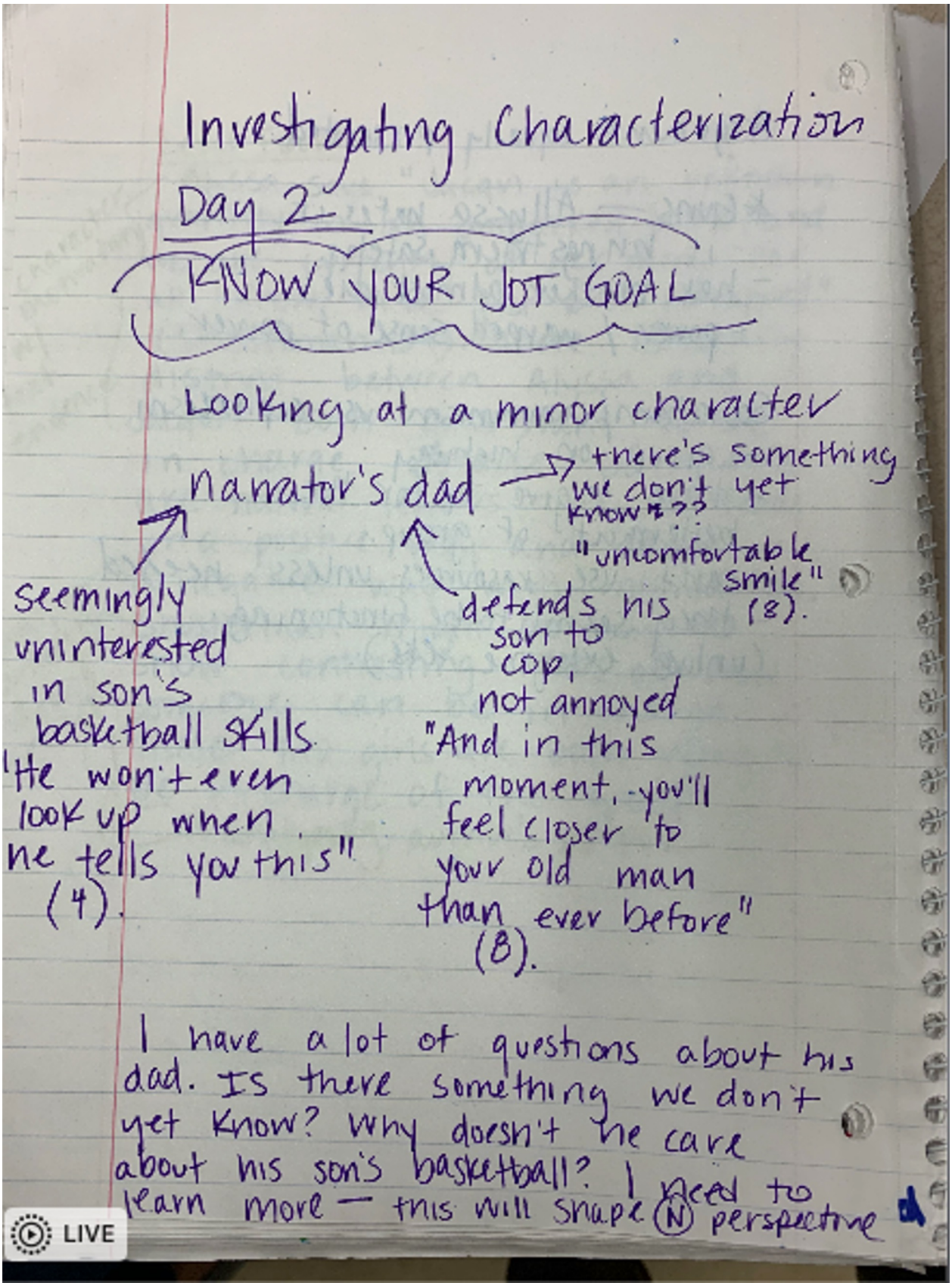
Conferring
* Jacob P → Restart
thinking a lot
not jotting → make a plan
to get into
routine
what ~~big ideas~~ presented
themselves.

SO WHAT??

Jacob C. → Graveyard
changes
(Bod) changing into man he feared
fear motif
↳ what is author doing to
identify theme?

Shane — read way to fast.
Plan to jot
today's jots → not any other
day.
BIG IDEAS → motif.


Jot tips Day 1
1. Cite the text
2. Dig into the moments where you cite the text. Answer WHY until you can't answer WHY anymore.
3. Pay attention to emotions — what is the character really saying?


Investigating Characterization
Day 2
KNOW YOUR JOT GOAL
Looking at a minor character
narrator's dad
there's something we don't yet know??
"uncomfortable smile" (8).
seemingly uninterested in son's basketball skills
"He won't even look up when he tells you this" (4).
defends his son to cop, not annoyed
"And in this moment, you'll feel closer to your old man than ever before" (8).
I have a lot of questions about his dad. Is there something we don't yet know? Why doesn't he care about his son's basketball? I need to learn more — this will shape (N) perspective
LIVE

Pause & Reflect

What was challenging about observing and gathering evidence?

What did you learn from the experience?

How will you ensure the objectivity and effectiveness of the evidence you collect during observations?

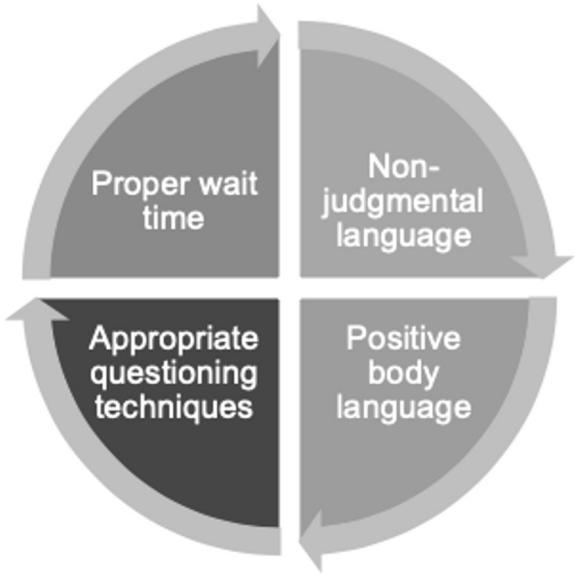
Effective Coaching

As someone being coached, what do you want/not want from a coaching session?

What DO you want?	What do you NOT want?

Effective Coaching

Effective Coaches Use…



Reflective Questions for Feedback are:

- Open-ended
- Non-judgmental
- Scaffolded
- Combination of pre-written and spontaneous

Active Listening Allows the Coach to:

- Scaffold reflective questions
- Provide feedback
- Paraphrase responses
- Summarize the discussion
- Read body language

Effective Coaches Avoid…

- "I" statements
- "I think, I feel"
- "Would've, should've, could've"
- "Yes/No"

Because…

It's all about trust

Without trust, you'll achieve compliance without true autonomy

Structuring the Feedback Conversation

LEADER SHOULD BRING (SUGGESTED):	TEACHER SHOULD BRING (SUGGESTED):
• Observation Tracker • One-Pager: Steps for Effective Feedback • Pre-planned script for the meeting (questions, observation evidence, data, etc.)	• Curriculum/unit plan, lesson plans, class materials, data/student work

1 Praise

PRECISE PRAISE—NARRATIVE THE POSITIVE:

SAMPLE PRAISE:

- We set a goal last week of _____ and I noticed this week how [*you met the goal*] by [*state concrete positive actions teacher took*].
- What made you successful? How did if feel?

2 Probe

PROBE—START WITH A TARGETED QUESTION:

SAMPLE PROBES:

- What is the purpose of [*certain area of instruction*]?
- What was your objective/goal for _____ [*the activity, the lesson*]?

3 ID Problem & Action Step

PROGRESS TO CONCRETE ACTION STEP—ADD SCAFFOLDING AS NEEDED:

SAMPLE SCAFFOLDING PROMPTS:

- **(Teacher-driven)—Teacher self-identifies the problem:**
  Yes. What, then, would be the best action step to address that problem?
- **(More support)—Ask scaffolded questions:**
  How did your lesson try to meet this goal/objective?
- **(More leader guidance)—Present classroom data:**
  Do you remember what happened in class when _____? [*Teacher then identifies what happened*]
  What did that do to the class/learning?
- **(Leader-driven; only when other levels fail)—State the problem directly:**
  [*State what you observed and what action step will be needed to solve the problem.*]

4 Practice

PRACTICE—ROLE PLAY/SIMULATE HOW THEY COULD HAVE IMPROVED CURRENT LESSON:

SAMPLE PRACTICE:

- Let's try that. [*immediately jump into role play*].
- Let's re-play your lesson and try to apply this.
- I'm your student. I say/do___. How do you respond?
  [: *Model for the teacher, and then have them practice it.*]

DESIGN/REVISE UPCOMING LESSON PLANS TO IMPLEMENT THIS ACTION:

SAMPLE DESIGN/REVISION PROMPTS:

- When would be best to observe your implementation of this?
- : I'll come in tomorrow and look for this technique.

5 Plan Ahead

SET TIMELINE FOR FOLLOW-UP:

SAMPLE FOLLOW-UP PROMPTS:

- When would be best to observe your implementation of this?
- : I'll come in tomorrow and look for this technique.

What to Do—Set Timeline for:

- **Completed Materials:** when teacher will complete revised lesson plan/materials.
- **Leaders Observation:** when you'll observe the teacher
- **(When valuable) Teacher Observes Master Teacher:** when they'll observe master teacher implementing the action step
- **(When valuable) Video:** when you'll tape teacher to debrief in upcoming meeting

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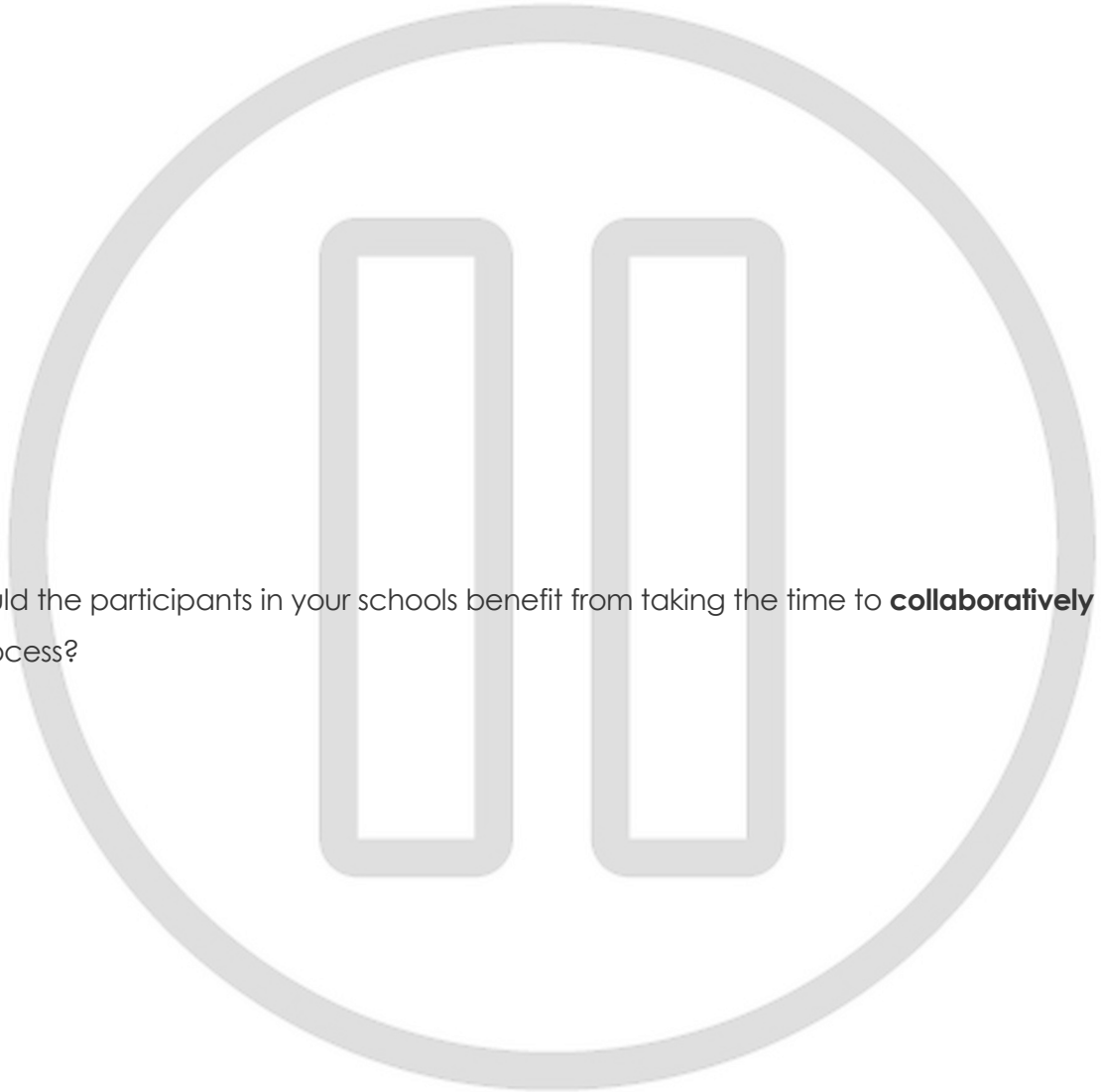
Pause & Reflect

What do we need to do to communicate the real purpose behind this work?



How would the participants in your schools benefit from taking the time to **collaboratively engage** in this process?

Resources

While not addressed in the PGS Combined System Training, the following resources may be helpful for school and/or district PLCs.

How Strong is the Evidence?

Read each of the descriptions below as though you were observing them in a classroom. Then decide whether the example represents a strong, effective piece of evidence or whether it can be strengthened based on our conversations about evidence. If it can be improved, revise the statements to strengthen the evidence.

	Descriptions of Classroom Events
1	Some students have difficulty staying engaged.
2	The teacher asked five yes/no questions within 20 seconds.
3	The teacher said that the Civil War was a tragedy for United States civilization.
4	The seating arrangement should be flexible because it is a Kindergarten class.
5	The last activity, discussion of the key scene, was rushed.
6	Ms. Q. clearly had planned and organized for maximum effect.
7	As the activity progressed, students started calling out, "What should we do next?"
8	Mr. G. noted that today's activities are an extension of the math unit.
9	The new table arrangement encourages concentration and interaction with neighbors.
10	The pacing of the lesson was too slow and caused students to become restless, disengaged and disruptive.

	Descriptions of Classroom Events
11	Students worked with partners in choosing key scenes and discussing the reasons for their choice.
12	30 of the students responded to Mr. T's questions orally at least one time.
13	3 of the 6 students in the group participated in the role-play.
14	There was too much noise in the classroom during independent work time for the students to get their assignment completed.
15	The students were confused by the directions the teacher gave for the art activity.
16	Mr. J. explained that he expects about 60% of the students to pass the course.
17	Karen, a first grader, left her seat six times during the lesson.
18	Ms. F. did an outstanding job of leading the class discussion.
19	Alex was inattentive and not motivated to complete his class assignment.
20	Ms. S. paused about three seconds after each question that she asked before calling on a student to respond.
21	Mr. V. stopped the lesson just as the dismissal bell rang.
22	The student explained to the teacher that she did not understand the assignment and could not complete her work.
23	Mr. B. said she would give a test on Chapter 5 on Friday.
24	Mrs. M. wrote the names of students who spoke without raising their hands on the board.
25	Mr. T. said, "I assure that today's lesson will be quite interesting."

Evidence Alignment

Supply the most applicable standard from the **Teacher Growth Rubric** for each of the following pieces of evidence.

	Scenario	Standard(s)
A	Mr. A. knows that his students have already learned about adjectives. He plans to incorporate this learning into his lesson about the composition of the paragraph.	
B	The teacher notices two students texting during the lesson; she moves toward them and shows them a hand signal to turn off their phones.	
C	Mr. D. suggests that before he teaches this lesson again, he will revise the written activity, since it failed to capture the essential learnings he was targeting.	
D	As the students enter the classroom, they are greeted at the door by Mr. L. He smiles and converses with each of them briefly.	
E	To teach the concept of photosynthesis in her fourth-grade classroom, Ms. K. asks students to brainstorm examples of food.	
F	Mrs. D. ensures that her student attendance records are accurate by making a weekly comparison check of the data on her Schools dashboard.	
G	During a lesson, Ms. A. notices that two of her students are very involved in reading a sports magazine. She continues to circulate toward the two, and upon reaching them quietly asks for the magazine, points to the task they should be doing, and moves on to the next student	
H	To teach the concept of photosynthesis in her fourth-grade classroom, Ms. K. asks students to brainstorm examples of food.	
I	Mr. E., like all the teachers in his middle school, meets with the other teachers in his grade level on a regular basis.	
J	Ms. L. was concerned that her methods for assessing student learning were not effective so she began an assessment notebook to keep track of the kinds of evaluations that she administers to her students.	
K	The fourth-grade classroom is bright and cheerful, with chairs arranged in groups around tables. Student work is posted around the room, and a reading corner is stocked with a collection of books.	
L	Mr P. will give a unit test next week.	

Apply It: Coaching Conversations

Conversation #1

Teacher enters office. Coach is seated behind desk. The coach stops typing and gestures at chairs in front of the desk. The teacher sits in a chair across the desk from the coach.

Teacher: Thank you for making time to talk with me – this should only take a couple of minutes. I think I have a classroom management problem. The kids and I just don't get enough done in a period and I'm constantly redirecting them or having to stop what we are doing because of off task behavior. You've been in my classroom, what do you think?

Coach: Yeah, that's hard for all of us at first. It gets better with time. But you do need to work on getting through your lesson plan – you're falling behind on your pacing and everything in the plan is important.

Teacher: I know and I feel awful about it.

Coach: I can find you a course to take or some articles to read.

Teacher: I'm already so busy. How am I going to find time to take a course?

Coach (holds up hands in mock defense): I'm just giving you some ideas.

Teacher: What would you do?

Coach (*shrugs*): I don't know. Like I said, we all have trouble with classroom management in the beginning. Maybe you could use an incentive chart. That seems to work for other teachers on your hall.

Teacher: I suppose I could try it. What should I focus on?

Coach: You've got about 20-22 kids in the class, right?

Teacher: I've got 21.

Coach: Buy one of those sticker chart posters. Each kid gets a row, each class period is a column. They get a sticker every day that they stay on task all period. A sticker every day of the week and they get a reward. Maybe they need some external motivation.

Teacher: When we are able to work, they seem pretty engaged. Don't you think?

Coach: Tell you what, try this for a month – see if it gets them working harder. Just do it.

Tom: I suppose. Okay.

Conversation #2

Teacher enters office, Coach is seated behind desk. Coach comes from behind desk and gestures to two chairs in front of desk.

Coach: Hi, let's sit here.

Teacher and Coach sit in chairs angled towards one another.

Teacher: Thank you for making time to talk with me – this should only take a couple of minutes. I think I have a classroom management problem. The kids and I just don't get enough done in a period and I'm constantly redirecting them or having to stop what we are doing because of off task behavior. You've been in my classroom, what do you think?

Coach: Tell me more. How did you conclude that you have that problem?

Teacher: We never get through the lesson plan because there's so much on it and I have to stop so many times to deal with behavior. I know it's all important, but I don't know how to handle the behaviors so we can focus on the learning.

Coach: What would successful classroom management look like to you?

Teacher: Well, we'd get everything done on the lesson plan and I wouldn't have to spend any time on behavior.

Coach: Does that feel realistic?

Teacher: Probably not, but what else am I going to do?

Coach: How do you like to solve problems like this? For example, do you like to talk to someone, make a list of pros and cons, read books about the subject, or do something else?

Teacher: Well, I do like to talk to a few people, especially when they are having more success than I am or they have more experience than me. And I use pro/con lists a lot too. What would you do if you were the teacher in my class?

Coach: Besides me, who are some people you think you could talk to for help on this?

Teacher: Well, I really hope you have some advice for me. But I also think that Mr. Smith and Mrs. Jones have good classroom management and they seem willing to help me out as the new teacher on the hall.

Coach: I certainly have some strategies you could try, but I also think it could be helpful for you to learn from your colleagues who work with the same students. So, how would you approach them?

Teacher: Yes, that could work. I'll start first with them and then, if I have follow-up questions, I can talk with you, right?

Coach: Of course. Now, when will you realistically be able to talk to them? You seem so busy.

Teacher: This is really important to me. I'll talk to them today to set aside a longer amount of time with them. I know everyone is busy and I'm feeling overwhelmed, but I'm realizing that I need to do something about this so I'll make time to talk to them.

Coach: Sounds like you're getting more perspective on this problem?

Teacher: Maybe...I'm starting to think that part of my problem is that I'm hoping some kind of fix will come along without my having to make time for it.

Coach: That's a good insight. I know there's a lot going on and it can get overwhelming, but I have been in your class and there is good stuff happening. Last week, all of the students were engaged in the erosion lesson – I don't remember you having to do much redirection because they were all so invested in building the best sea wall with their group. I think the fact that you are willing to recognize that your class isn't consistently running in the best way and seek support is a great sign. And I think you're on track to get this sorted out soon.

Teacher: This conversation was really helpful! You know so much about teaching!

Coach: The answers seemed to come from you, not from me. Thanks for being so honest in this conversation.

Teacher: Thank you. This really made me think – and I realized that I have more ideas about how to solve this problem than I thought!

Coach: I'm glad to hear that! Before you go, let's set up a time for us to meet again after you've talked with Mr. Jones and Mrs. Smith. I'd love for you to tell me what you learned, not just about classroom management, but about yourself and then we can talk in more detail about how you plan to address classroom management based on those conversations. How does next Thursday at this same time sound? That gives you a little less than a week to talk with Mr. Jones and Mrs. Smith.

Teacher: That will work. Thank you!

Post-Conference Observation Notes

Teacher D's Year-Long Evaluation Cycle Data

Already reviewed:

•Self-Assessment

•Professional Growth Plan

•Student Data – Verification Form

•Informal Observation

- Pre-Conference Notes
- Lesson Contextual Materials
- Lesson Observation
- Post-Conference Notes
- Evidence Notes and Ratings

Rest of the year:

•Classroom Walkthrough #1 Notes

•Data Talk Notes

•Student Data – MAP Scores

•Mid-year Review and Conference Notes

•Professional Growth Plan – Mid-year update

•Professionalism Evidence

•Formal Focused Observation (with Pre and Post Conference Notes)

•Classroom Walkthrough #2 Notes

Classroom Walkthrough #1

Teacher Name: **Teacher D**
Evaluator Name: **Principal X**
Start/End Time: 1:12pm/1:30pm

Grade: **7**
Subject: **ELA**
Date: **November**

Observations
1:12pm – New unit (Unit 2) being introduced; T has displayed learning targets. Ss work in table groups to review learning standards rewritten as "I can" statements, offering possible edits/improvements. T floats, checking in and offering clarification/support. 1:17pm – Ss share, discuss, and decide on "I can" statements for the new unit. T instructs them to write the statements on their Unit 2 checklist and place it in their Learning Progress Binders. 1:22pm – T asks Ss to rate their initial knowledge of each statement using a 0-4 scale on their checklist. Share out with show of hands (1: 10/11 hands; 2: 11/11 hands; 3: 10/11 hands). 1:26pm – T reminds Ss that there is always room to grow and that they will have chances to rate their knowledge multiple times. T explains the pre-assessment and how it will be used to help her plan groups and assignments and to help them track their growth towards mastery of the learning statements. 1:28pm – T asks S to put their Learning Progress Binders on back bookshelf (table groups have designated person) and take out testing materials. 1:30pm – T distributes pre-assessment and reminds Ss they have 25 minutes; sets timer.

Summary Comments
Nice addition having students review and offer feedback on "I can" statements – how to ensure that all students are engaged and participating? Some students seemed confused about what, exactly, to do during initial small group work. Guidelines for initial knowledge ratings? Is there a scale somewhere for students to reference? Clear use of routines – transition from introduction to pre-assessment was efficient.

Evaluator Signature: _____

X Copy provided to teacher

Data Talk Notes

January

Assessment Matrix Report for: 7th Poetry Assessment

Question		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Standard		RL7.4	RL7.4	RL7.4	RL7.2(a)	RL7.5	RL7.5	RL7.5	RL7.9	RL7.4	RL7.4	RL7.5	RL7.2(a)	RL7.2(a)	RL7.9	RL7.9
Class Percent Correct	80.00%	100%	82%	100%	64%	82%	100%	91%	18%	100%	100%	100%	73%	55%	55%	73%
Rubric	0															
Multiple Choice	15	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Points Possible/Correct Answer	15	A	D	B	D	A	C	AC	B	A	D	B	B	C	A	D
DA	80.0				A				A						B	
ND	73.3					D			A					A	D	
KD	86.7					D									C	
DD	60.0				A			CD	A				A	A	C	
ZHB	73.3								A				A	A		C
JK	100															
AS	80.0				A				A							C
DS	80.0				A				A						D	
RV	86.7								A					A		
MV	73.3		B						A				A	B		
TW	86.7		B						A							

RL.7.2(a) Determine a theme of a text and analyze its development over the course of the text.

RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Students appear to have mastered RL.7.4 and RL.7.5 with very few errors on questions assessing those standards. Standard RL.7.2(a) has the least amount of mastery – need to create/find more opportunities to explore theme in poetry. Students are approaching mastery of standard RL.7.9 – question #8 utilized dialect and students who chose "A" likely misunderstood the use of figure of speech used in the stanza referenced by the question. Dig into Question 14 – perhaps with students – to determine why there was such confusion around the correct answer.

Student Data – MAP Scores

Class Breakdown by Goal

Class Breakdown by Goal Report

NWEA
Northwest Evaluation Association
Partnering to help all kids learn

District:	Sample District
Term Rostered:	Fall YY-ZZ
Term Tested:	Spring XX-YY
School:	Sample Middle School
Instructor:	Teacher D
Class:	ELA 7A

Modify Options

You may select the student's name, RIT band, or the goal name to drill down to the Learning Continuum Class View to see learning statements for the data that was selected.

Class Breakdown by: Goal | Create a PDF version of this report: Legal 8½" x 14" | Create PDF Report

Subject: Reading

MAP: Reading 6+ Common Core 2010 V2/Common Core English Language Arts K-12: 2010

Goal	Goal Score						
	<171	171–180	181–190	191–200	201–210	211–220	221+
Literature	D. N. Dugaw (181)			N. I. Devany (188) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) T. E. Wolf (201)	D. E. Shalifoe (198) M. M. Vosburg (205) J. S. Kucia (207)	R. Valkier (211) D. W. Alhamzawi (213)	K. S. Dimalanta (220)
Informational Text			D. N. Dugaw (181) N. I. Devany (188)	A. E. Scruggs (197) D. E. Shalifoe (198) T. E. Wolf (201)	Z. N. Haukebo-Bol (198) J. S. Kucia (207)	M. M. Vosburg (205) R. Valkier (211) K. S. Dimalanta (220)	D. W. Alhamzawi (213)
Vocabulary Acquisition and Use			N. I. Devany (188)	D. N. Dugaw (181) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalifoe (198) M. M. Vosburg (205)	T. E. Wolf (201) R. Valkier (211) D. W. Alhamzawi (213)	J. S. Kucia (207)	K. S. Dimalanta (220)

Mid-year Review and Conference Notes

principal notes

January

Teacher D
Observations continue to demonstrate overall skilled level of planning, instruction and assessment. Plans for focus areas have potential to lift more ratings into Accomplished range, pushing holistic rating up as well.

Semester assessment will provide insight on HQSD progress.

Focus area: Plan for rollout of student-facilitated conferences

- Inform parents of plan via newsletter and at first semester conferences. Provide resources on student-led conferences and questions to consider.
- Have students write a letter to their parents for the first semester conference (end of the month) outlining their key reflections. Students will organize their thinking using a reflection sheet with the following prompts:
    - This quarter, I learned...
    - I have been successful at...
    - I need help with...
    - My goal for next quarter is...
    - In order to achieve this goal, I will need to...
- During Quarter Three have ongoing conversations with students about their conferences. Talk about what they might want to include in their portfolio to show during their conference. Ask them to consider what they'd like to see as a parent, what their parents might like to see, what I might like to see. Consider adding a poster/chart to prompt students to think about this as they complete assignments and assessments and as they learn new strategies.
- Plan and deliver mini lessons on the elements of a successful conference. Make sure to show students examples of good and bad conferences.
- One to two weeks before conferences, begin preparing in earnest.
    - Incorporate work selection and reflection into bell-ringers, exit tickets, and stations. For reflections, create sheet that prompts student thinking with prompts but also allows them to write freely if they want.
    - Create time for students to present to a partner and receive feedback. If possible, allow time for students to present to me as well.

Discussed setting expectations for each portfolio

- How many pieces of work/reflections?
- Any required pieces?
- Anything formal from the teacher (besides report card comments)?
- How, if at all, does their Learning Progress binder factor into the conference?
- What will happen at the end of the conference? Can parents take anything home? Will students and their parents have a chance to collaborate on upcoming instruction (accomplished indicator for teacher's focus area)? If so, how?

Informal Observation
(with Pre- and Post-Conference Notes)

February

Pre-conference

Classes are in the middle of their writing workshop unit on writing about reading. Students have been learning to analyze craft and structure and will eventually use what they have learned to write a "companion book" that demonstrates their mastery of the target standards.

For this lesson, students are continuing their focus on

RL.7.2 Analyze literary text development.

a. Determine a theme of a text and analyze its development over the course of the text.
b. Incorporate the development of a theme and other story details into an objective summary of the text.

Students will be asked to work collaboratively to cite several pieces of textual evidence when analyzing how the theme is developed throughout a common text. Student groupings are based on shared strengths and areas of growth and the assigned readings are differentiated so all learners can practice the skill with accessible text. Collaborative work expectations are reviewed and refined at the start of each unit and posted in the classroom.

Observation

All students are present. Observations starts ten minutes into class. Students are working collaboratively. Posted on the front board is an anchor chart

RL.7.2: ANALYZE DEVELOPMENT OF THEME

Step 1	Choose a theme in the text.
Step 2	When and how is the theme introduced? Look for clues in: • dialogue • description. • setting. • symbols or repeated language.
Step 3	Gather evidence of the theme throughout the text including: • surprising developments. • changes or added detail. • when and how the message becomes clear.
Step 4	**Analyze how the theme develops from the beginning to the end.**

As students work, the teacher moves from group to group, listening and making notes in her conferencing book. After five minutes, she prompts students to be sure they are covering all of the steps listed in the anchor chart. Continues circulating, listening, and making notes. Three minutes later, calls for the attention of the class "I am noticing that some of us are still having trouble finding evidence of the theme and the details that develop the theme. Here are some additional questions to consider (writes them on the board as she talks):

- Is there a place where more of the theme becomes clear, such as during the main conflict?
- What was the conflict and how was it resolved?

- Did the setting or descriptive words used in the text suggest an important idea or tone?
- Do any of the characters show patterns of thought, feeling or reactions? Did they change or grow?

Groups resume working, teacher resumes her observation of their work. Students are engaged and on task, teacher redirects one student with head down during work time and another group for off task discussion towards the end of the work time. After ten more minutes, teacher asks for thumbs up-thumbs down to indicate their readiness to move on. All groups are ready.

Groups share and discuss their understanding of the theme and its development, using textual evidence to explain/support their thinking. Teacher asks probing questions to get at deeper understandings; students ask questions about each other's evidence and thinking (often with teacher prompting).

Teacher asks students to take out their Learning Progress binders, self-assess their level of mastery of the "I can" statement associated with standard RL.7.2 and jot a quick explanation of their response and a reflection of how they can deepen their mastery. Teacher circulates while students complete their self-assessment and reflection. Ends lesson with reminder that she will be conferencing with them about their progress towards their unit goals during the next class while they draft their thematic essays.

Post-conference

Teacher felt that the lesson went well – wished she had thought to have the prompting questions ready for posting or sharing with groups in another way. Those were questions they had used in prior lessons when doing this analysis together as a class, but they did not have them in their writer's notebooks. Self-assessment data showed that 9/11 students felt confident about their mastery of the learning standard. Two of the students requested more practice so the teacher met with them 1:1 during the next class and provided them with a scaffold for their thematic essay.

Learning Progress binders are going well – students are invested in them and often ask to bring them home to show their parents. Trying to think of a way to honor those requests and to provide parents with a glimpse into this work without the binders or its contents leaving the classroom. Now that students are getting more comfortable with self-assessing, setting goals, and monitoring their progress, the end-of-unit reflections will include scaffolded questions to guide student selection of pieces for their upcoming learning conferences. Teacher will continue to implement the student-led conferences implementation plan discussed at the midyear conference.

Rating

	Ineffective	Developing	Skilled	Accomplished
Formal Focused Observation **Focus Area(s):** **X** Focus for Learning ☐ Knowledge of Students **X** Lesson Delivery ☐ Classroom Environment ☐ Assessment of Student Learning ☐ Professional Responsibilities	☐	☐	**X**	☐
Teacher is demonstrating progress towards goals of Professional Growth Plan and agreed upon focus areas from Formal Holistic Observation in the fall. Will continue to work towards Accomplished indicators in focus areas – is building towards that through scaffolding.				

Classroom Walkthrough #2

Teacher Name: **Teacher D**
Evaluator Name: **Principal X**
Start/End Time: 10:55am/11:15am

Grade: **7**
Subject: **ELA**
Date: **March**

Observations
10:55am – T asks Ss to collect their Learning Progress Binder from the back bookshelf as they enter. 10:57am – T calls class to attention, reminds them they are wrapping up their second to last unit. Asks them to review their "I can" checklist and rating progressions for the unit, as well as their progress data before she passes out graded post-assessments. 11:00am – Ss have their graded post-assessments, T asks them to graph their post-assessment score both in the unit section and on their pre/post assessment chart at the front of their binder. 11:05am – Ss share in small groups what they are noticing about their data, share out whole group. 11:08am – T passes out End of Unit Reflection sheets; Ss work quietly on completing their forms; T floats and checks in with students (given 10 minutes) • What are you most proud of from this unit? • Is there anything from the unit that still confuses you? • What was your goal for this unit? Did you achieve your goal? • What could you have done better? • What helped you learn/grow? 11:12am – T redirects 2 Ss talking and asks 1 S to sit up (head down) (3/11 Ss); all Ss writing 11:15am – T speaking with 1 S re: reflection; 9/11 Ss writing

Summary Comments
Clear from students' general comfort with the unit reflection process that they are used to working with their data and reflecting on their goal(s) and progress/learning. Teacher is also collecting the data needed to make adjustments to instruction in order to meet the needs of each student. How to leverage this to prepare students for facilitation of student-centered conferences at the end of the quarter?

Evaluator Signature: _____

X Copy given to teacher