

PROFESSIONAL GROWTH SYSTEM

Deep Diving into Observation and Feedback
[TEACHER OBSERVER TRAINING]

Fall 2018



Office of Teaching and Leading

Division of Educator Effectiveness

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

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

Training Norms

Prepare your
technology
for learning.

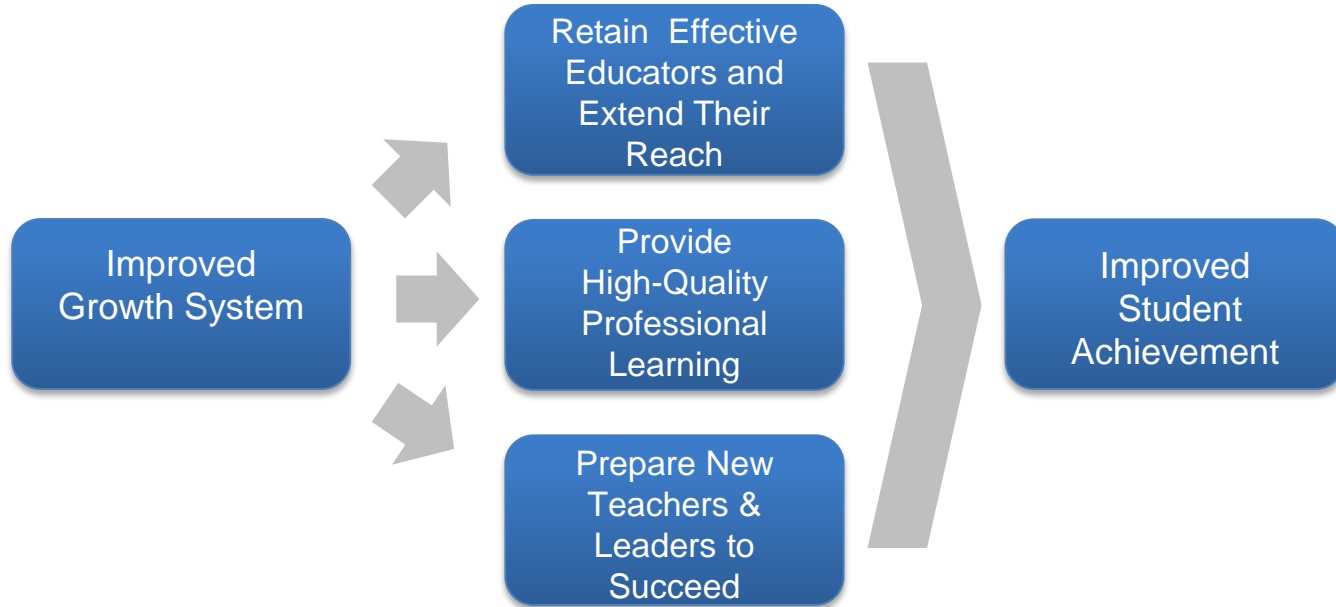
Take care of
yourself.

Share
airtime.

Your Most Helpful Feedback



What this Work is About



Purpose of the System



The Mississippi Educator and Administrator Professional Growth System is designed to improve student achievement by providing teachers and administrators with **feedback** to inform continuous improvement.

Teacher Growth Rubric Guidebook



Classroom Observations

A minimum of
three per
school year

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

High-quality
feedback after
each
observation

Student Surveys

- In process
 - Gathering evidence and input from the Ed Effectiveness Advisory Council

Teachers' Impact on Student Learning

- In process
 - Gathering evidence and input from the Ed Effectiveness Advisory Council

Three Goals of the Prof Growth System



Raise the Bar



Reduce the
Lift



Support
Growth

Raising the Bar



Level 4 Language

- Advanced instructional practices, particularly those that **foster student ownership of learning & the environment**

Level 3 Language

- **Effective** Instruction
- **Teacher-directed** success



Level 2 Language

- Makes attempts, but **is not yet effective**
- **High-potential**

Reducing the Lift

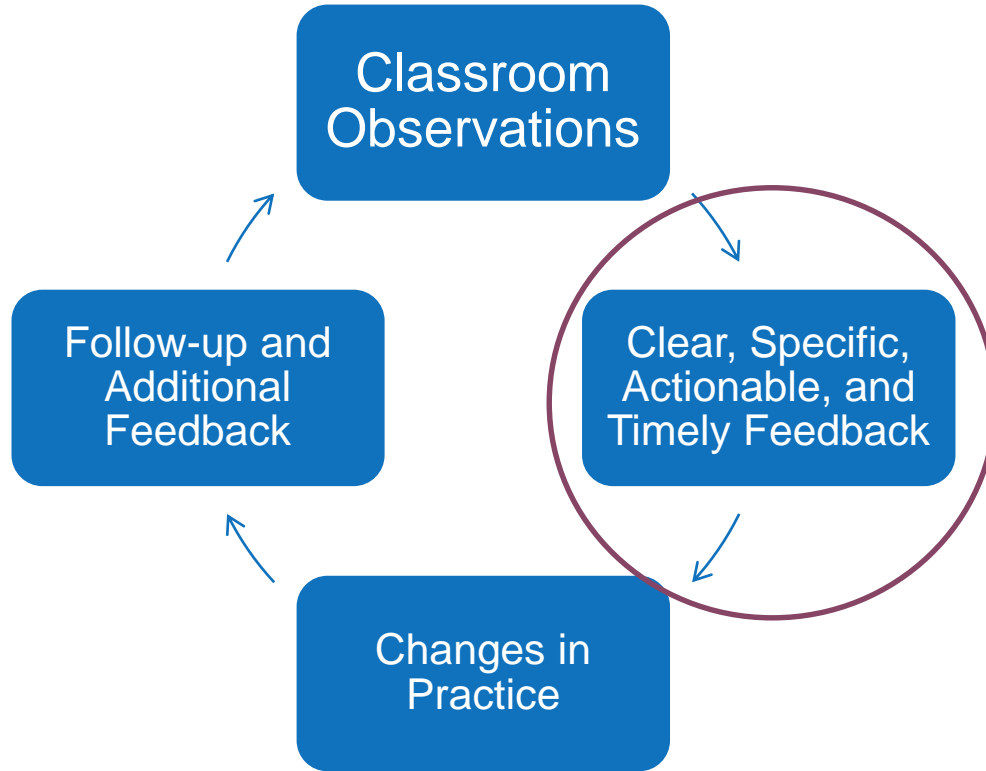


4 DOMAINS



9 STANDARDS

Support Growth



Deep Dive: Teacher Growth Rubric

Teacher Growth Rubric

①

Lesson Design

②

Student Understanding

③

Culture and Learning Environment

④

Professional Responsibilities

Standards

- Domain 1
 - 1. Lessons are aligned to standards and represent a coherent sequence of learning
 - 2. Lessons have high levels of learning for all students
- Domain 2
 - 3. Assists students in taking responsibility for learning and monitors student learning
 - 4. Provides multiple ways for student to make meaning of content
- Domain 3
 - 5. Manages a learning-focused classroom community
 - 6. Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning
 - 7. Creates and maintains a classroom of respect for all students
- Domain 4
 - 8. Engages in professional learning
 - 9. Establishes and maintains effective communication with families/guardians

Rubric Features

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

Domain

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

Standard

Lessons:

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

Indicators

Unpacking the Standards



Domain 1: Lesson Design

Standards 1-2

Standard 1

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

Lessons...

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

Sequenced & connected to previous & future learning

Reflect collaborations with staff within & across disciplines

Examples of Evidence (not an exhaustive list)

- Electronic or hard copies of lesson plans are evident
- Documentation of lessons aligned to Mississippi College and Career Readiness Standards are evident
- Lesson objectives and/or instructional activities are relative to Mississippi College and Career Readiness Standards
- Students appear to build on learning from previous lessons
- Teacher collaborates across other disciplines to build lessons
- Current lesson(s) builds upon future lesson
- Lesson objectives, outcomes, instructional activities, etc. are sequenced based on student understanding

Standard 1

Standard 2



Lessons [plans] have high levels of learning for all students.

Examples of Evidence (not an exhaustive list)

- Scaffolding is evident during classroom instruction
- Instructional activities are student-centered
- Teacher includes differentiated learning methods throughout lesson
- Documentation of students' progress and/or performance is evident
- Teacher expands and/or builds on students' prior learning and knowledge
- Students' comprehension is evident based on questioning, understanding, and knowledge
- Students show responsibility for their own learning experiences
- Instruction is detailed in an attempt to move all students to mastery

Standard 2

Break



10 min



Domain 2: Student Understanding Standards 3-4

Assists students in taking responsibility for learning and monitors student learning.

Standard 3



Does the teacher assist students in taking responsibility for their learning?



Does the teacher monitor student learning?

Examples of Evidence (not an exhaustive list)

- ❑ Students show understanding of learning goals and objectives, lesson(s) content, instructional activities, etc.
- ❑ Teacher includes formative assessments for enhanced/increased student learning
- ❑ Teacher allows students to self-correct and make other corrections as necessary
- ❑ Teacher provides students with feedback as needed
- ❑ Students provide and receive feedback from each other for enhanced understanding
- ❑ Teacher monitors students' understanding and comprehension throughout lesson presentation and instructional activities
- ❑ Students make connections between what they are learning and apply it to their personal goals and interests
- ❑ Lessons are developed with rigor to allow for students to think critically

Standard 3

Standard 4

Provides multiple ways for students to make meaning of content



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

Examples of Evidence (not an exhaustive list)

- ❑ Class discussions build on previous learning and understanding
- ❑ Teacher uses differentiation in explaining and presenting lesson content as necessary
- ❑ Teacher probes students through questioning and explanations to promote better understanding and comprehension
- ❑ Teacher uses other areas/disciplines to connect lesson content to discussions
- ❑ Teacher uses real-world application to enrich and/or accompany class discussions and/or instructional assignments
- ❑ Teacher prompts students to consider context of lessons leading to their individualized understanding of content
- ❑ Teacher uses concept-based instruction to lead students to understanding of lesson content

Standard 4

What Do You See?



Lunch Break

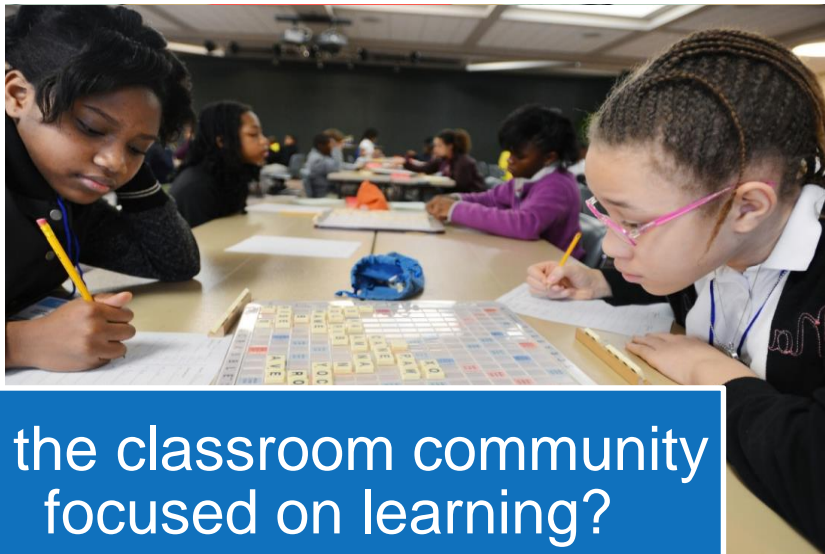
TIME FOR
LUNCH

A hand is shown holding a red marker, having just finished writing the words 'TIME FOR' in red, thick, block letters. The hand is now holding a black marker, ready to write 'LUNCH' in black, thick, block letters. The background is plain white.

Domain 3: Culture and Learning Environment Standards 5-7

Standard 5

Manages a learning-focused classroom community



Is the classroom community focused on learning?

Examples of Evidence (not an exhaustive list)

- ❑ Teacher engages students to be participatory and active during lessons
- ❑ Teacher provides student learning concept activities (i.e. learning maps, learning trees, assessments, etc.) focused on content
- ❑ Students are able to safely voice opinions, ask, and answer questions during lessons
- ❑ Teacher monitors and addresses student behaviors and redirects to preserve instructional time
- ❑ Teacher has routines and expectations visible throughout classroom
- ❑ Student work is visible throughout classroom
- ❑ Teacher provides a classroom environment for collaborative learning
- ❑ Students take on active leadership and ownership [roles] within the classroom that promote learning
- ❑ Teacher provides opportunities for students to lead and initiate their own learning and understanding

Standard 5

Standard 6

Manages classroom space, time, and resources



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



Does the teacher utilize technology when appropriate?

Examples of Evidence (not an exhaustive list)

- ❑ Classroom environment and desk and/or table arrangements are conducive for student learning
- ❑ Teacher utilizes technology as necessary for instruction and/or presenting lesson content
- ❑ Teacher maximizes instructional time to allow for active student engagement and activities
- ❑ Learning centers (if applicable) are prepared and adequately structured for student learning
- ❑ Teacher provides opportunities for students to lead various routines, procedures, etc.
- ❑ Teacher provides students with the opportunity to accept ownership of the classroom space to support active participation, engagement, and peer-to-peer collaboration
- ❑ Students follow routines and procedures with minimal directives from teacher

Standard 6

Standard 7



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

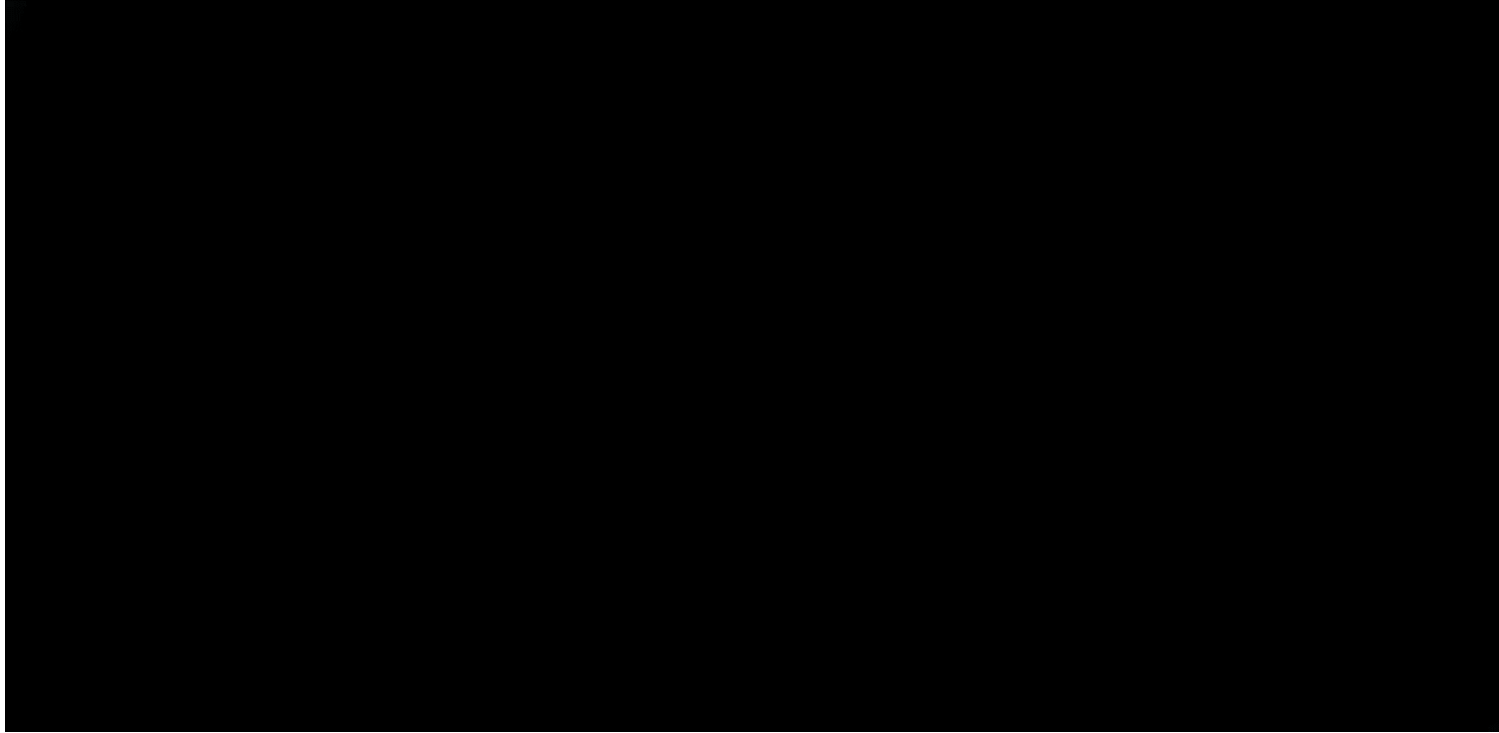
Creates and maintains a classroom of respect for all students

Examples of Evidence (not an exhaustive list)

- Teacher is respectful in communicating with students
- Teacher and students' interactions and communications are strong, positive, and promote learning and engagement
- Students give unsolicited praise and/or encouragement to their classmates (peers)
- Teacher provides students with positive learning expectations
- Teacher maintains a classroom that is nurturing for student learning
- Teacher constructively corrects students' misbehaviors

Standard 7

Video Practice: Collecting Evidence



Domain 4: Professional Responsibilities Standards 8 & 9

Standard 8

Engages in professional learning

Does the teacher engage in and apply professional learning?



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

Examples of Evidence (not an exhaustive list)

- Documentation of professional development activities are visible or available
- Evidence of mentor—mentee collaborations are available (if applicable)
- Current or prior classroom observation notes/feedback are available
- Attendance log from professional learning communities (PLCs) or departmental meetings/collaborations are available
- Teacher performance data (i.e. presentations to colleagues, honors, awards, etc.) are available (if applicable)
- Evidence of teacher leadership activities or opportunities are available

Standard 8

Standard 9



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

Establishes and maintains effective communication with families/guardians

Examples of Evidence (not an exhaustive list)

- Logs of parent visits, phone calls or other communication are available
- Parent-teacher conference sign in sheets and/or itineraries are available
- Procedures for communicating with parents are available (if applicable)
- Portfolio of parent or guardian communication (i.e. expectation flyers, letters, newsletters, enrichment activities, etc.) is available
- Progress monitoring evidence for positive reinforcements for students is available and/or visible

Standard 9

Putting it All Together



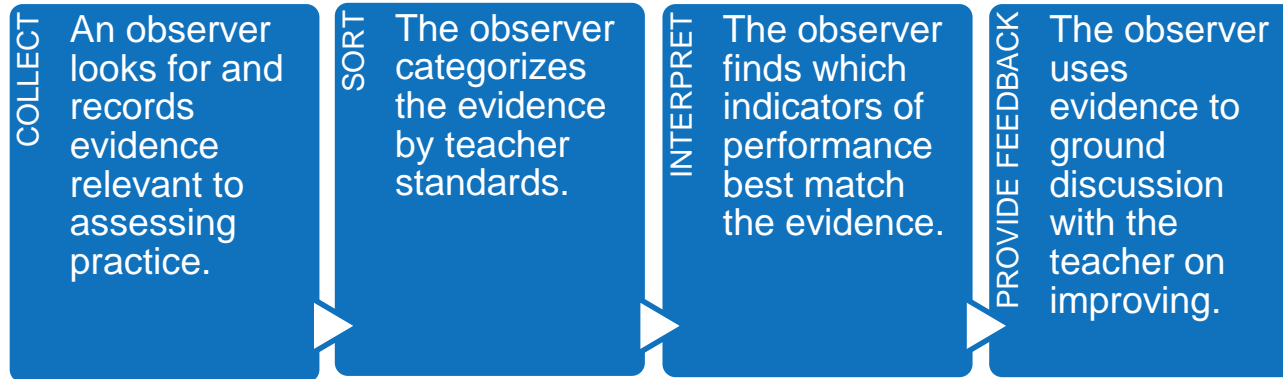
Think back to the
videos we
watched thus
far...

*Review the collected evidence from
your sheet “What Did I Observe?”*



Classroom Observations and Quality Feedback

The Observation Process



Break



It's Time For A Break



10 min

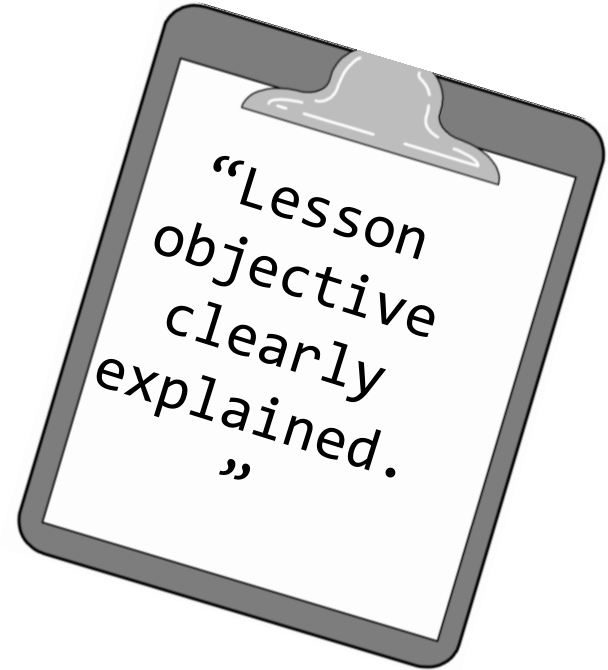


Collect Evidence Now, Interpret Later

“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)

Better Feedback for Better Teaching



Observer Time in Classrooms: What They Do

Script – writing down teacher and/or student language verbatim

Code – using shorthand to increase how much can be written and the quality of data collected

Anecdotes- brief descriptions about “who did what” and other important information without specifics about what was said

Evidence Collection Techniques

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

Evidence or Interpretation?

Evidence Is...

- **Non-Judgmental**
 - Teacher: When two or more singular nouns or pronouns are connected by “or” or “nor,” use a singular **verb**.
- **Specific**
 - 4 of 10 students raised hands
 - 2 students had side conversations

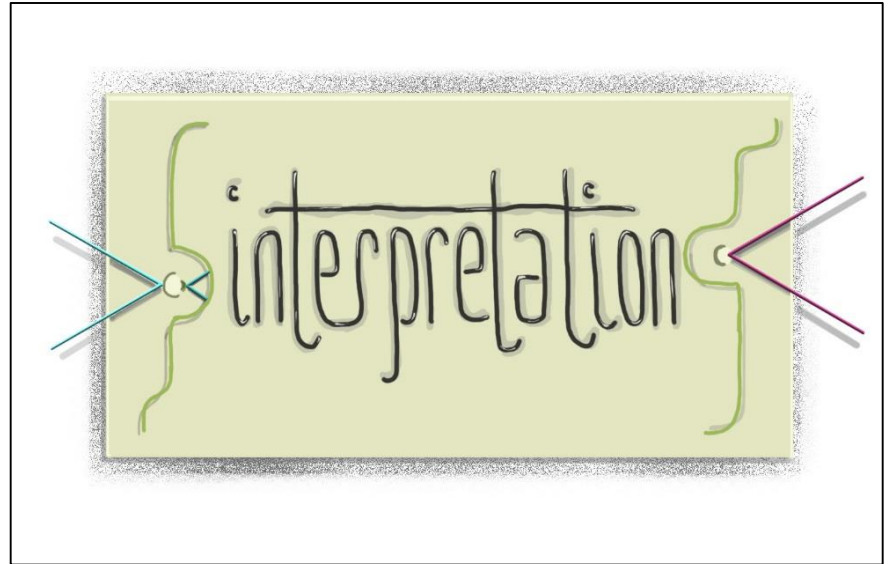
Interpretation Is...

- **Judgmental**
 - The teacher’s explanation of when to use a singular verb was clear.
- **Generalized**
 - Students were minimally engaged.

Types of Evidence

- Direct quotes of teacher and students
- What the teacher and students write on the board
- Description of materials and how they are used
- Descriptions of what happened, in what order
- The number of times something happens

Evidence or Interpretation



Evidence Makes or Breaks Feedback Conversations

“Evidence is what grounds agreement on the quality of practice, as well as the conversation about how to improve...**quality observation depends on quality evidence.**” (p. 128)

Better Feedback for Better Teaching

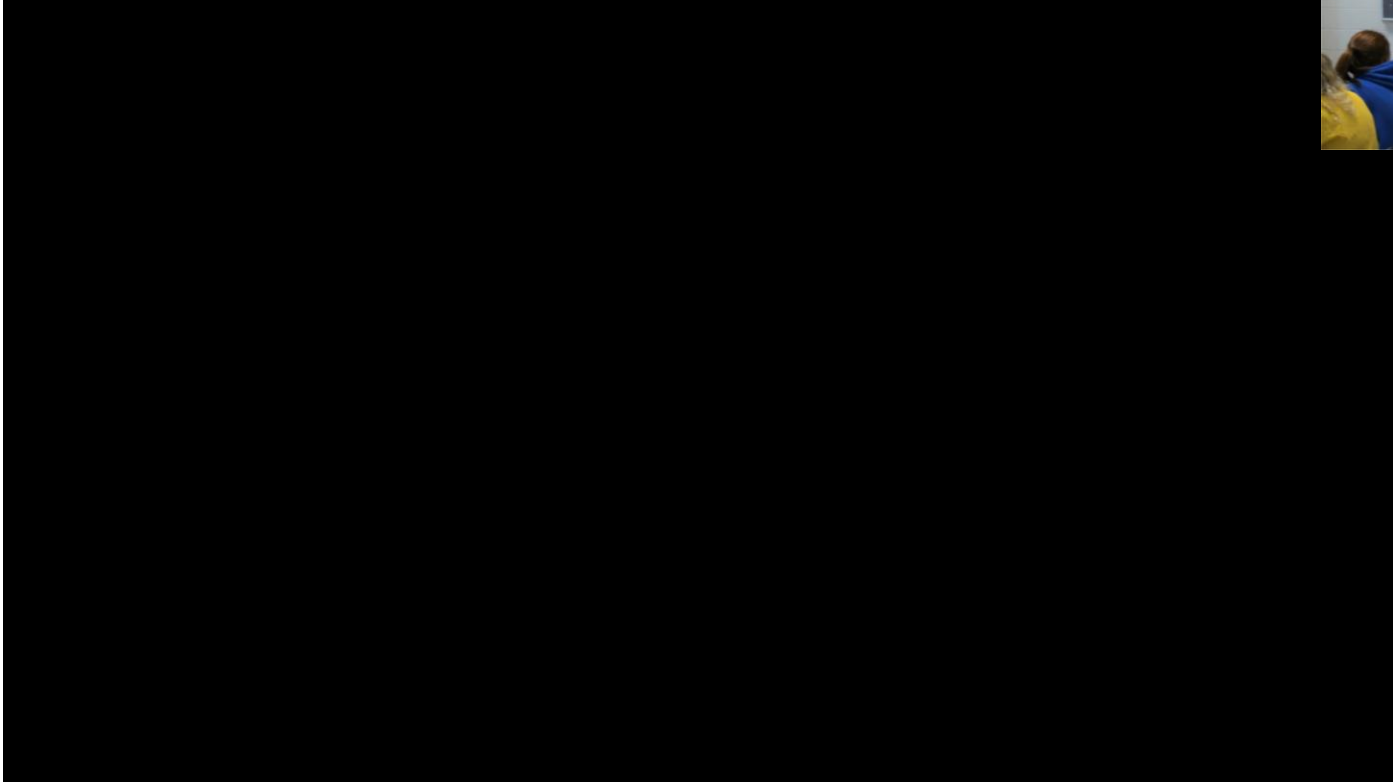


Interpreting

Interpreting is the bridge that leads observers to provide quality feedback to teachers.



Classroom Observations: Scripting



Feedback Conversations



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

Leverage Leadership

Feedback in Action





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END OF TRAINING

QUESTIONS/COMMENTS

Training Evaluations/Feedback



Please complete Training Evaluations and CEU Application (if applicable)



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