

Professional Growth System: Combined System Training

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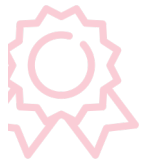
VISION

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

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated "C" or Higher

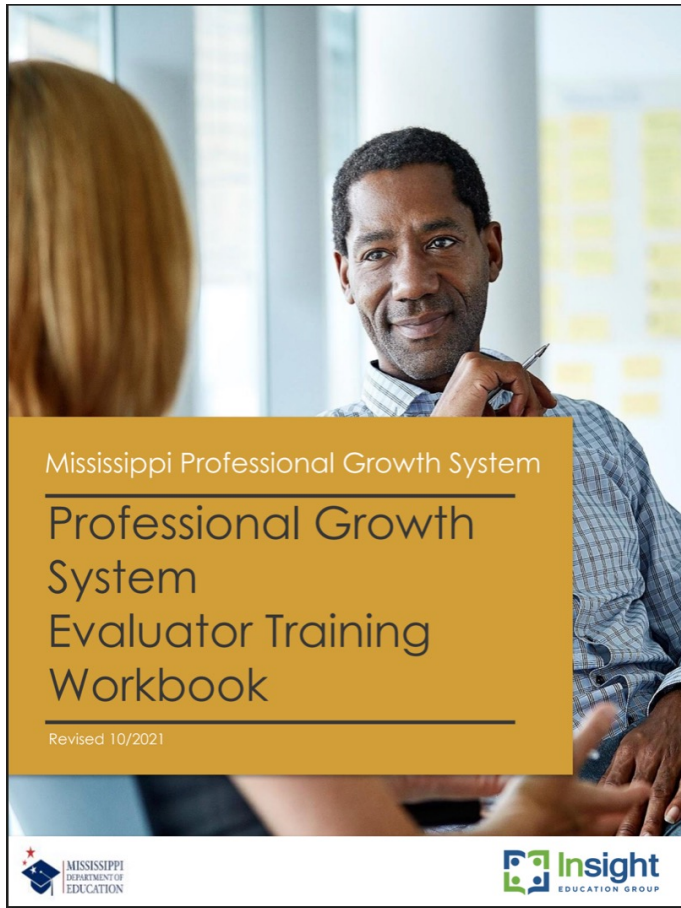
6



- Engage in discussion
- Honor time limits
- Be open to new ideas
- Demonstrate electronic courtesy
- Actively use the chat



Training Workbook



Section 4: Resources

Section 3: Training Documents


Section 2: Professional Growth Rubrics

Section 1: Explanation of MDE PGS I



PGS Training Sequence





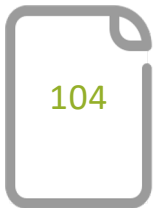
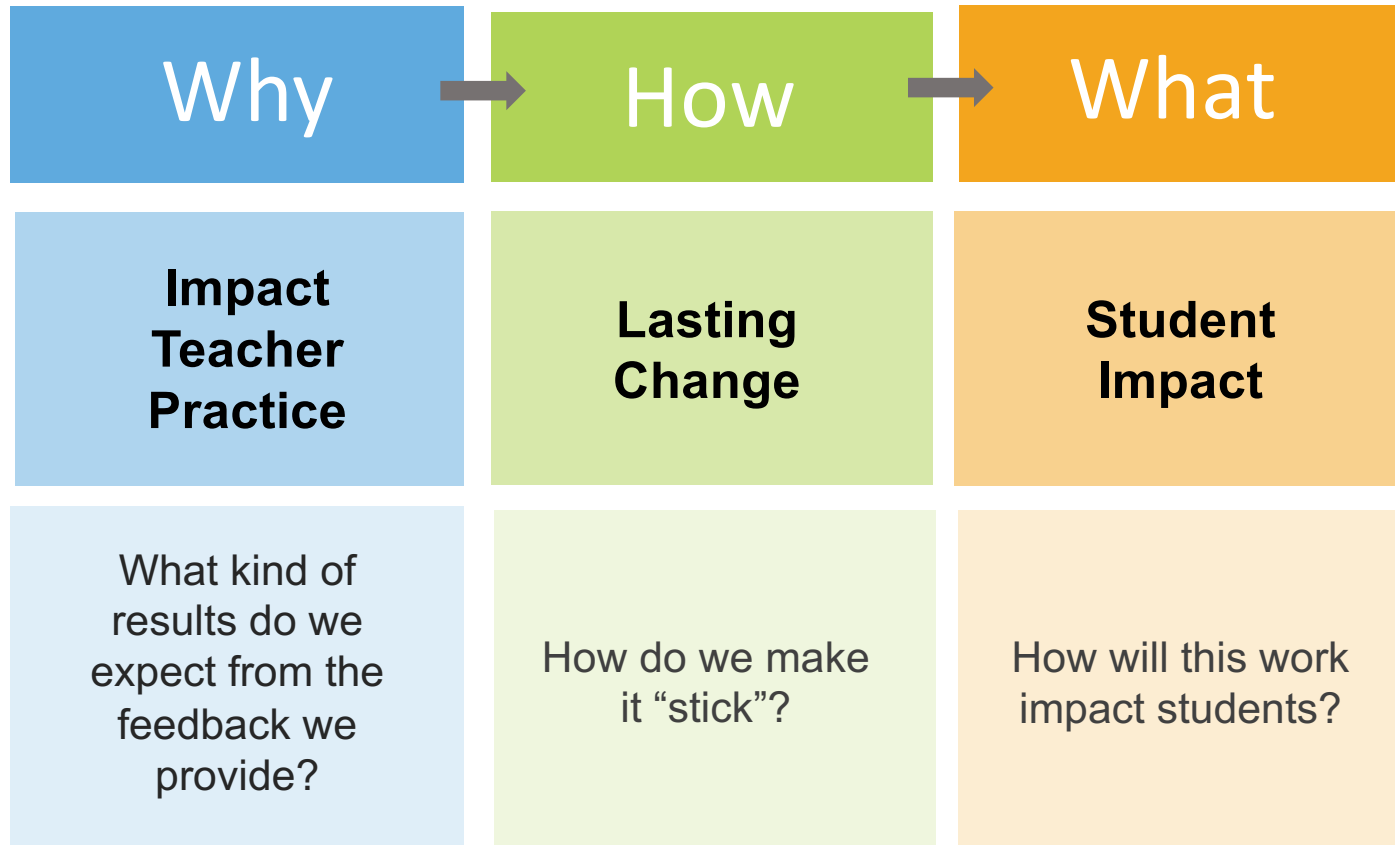
Understand the objectives and procedures of the Professional Growth System.

Collect and categorize effective evidence to support educator growth rubrics.

Develop and practice coaching and conferencing skills to meaningfully support educators.

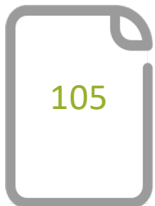
- 1 Welcome
- 2 PGS Overview
- 3 Educator Growth Rubrics (Break)
- 4 Effective Evidence Collection:
Educator Case Study Part I
- 5 Meaningful Coaching and Conferencing:
Educator Case Study Part II
- 6 Wrap-up





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 (versus **receiving** this information)?



In order to create the conditions for improved teaching, **one must first define it**. Without such a definition of good practice, educators are, in effect, wandering in a swamp.

-Charlotte Danielson

What does highly effective instruction
look and sound like?

- Teacher clarity/plan for standards alignment
- Classroom discussion
- Practice and feedback
- Formative assessments
- Metacognitive strategies
- Student engagement
- A learning environment wherein students can take risks
- Clear, shared outcomes
- High-quality materials and evidence-based methods of instruction
- Complex thinking and transfer

Professional Growth System Overview

Vision

Educators implementing MDE's Professional Growth System (PGS) are helping ensure all schools in Mississippi have effective teachers and leaders, **thereby** leading to improved outcomes for all Mississippi students.

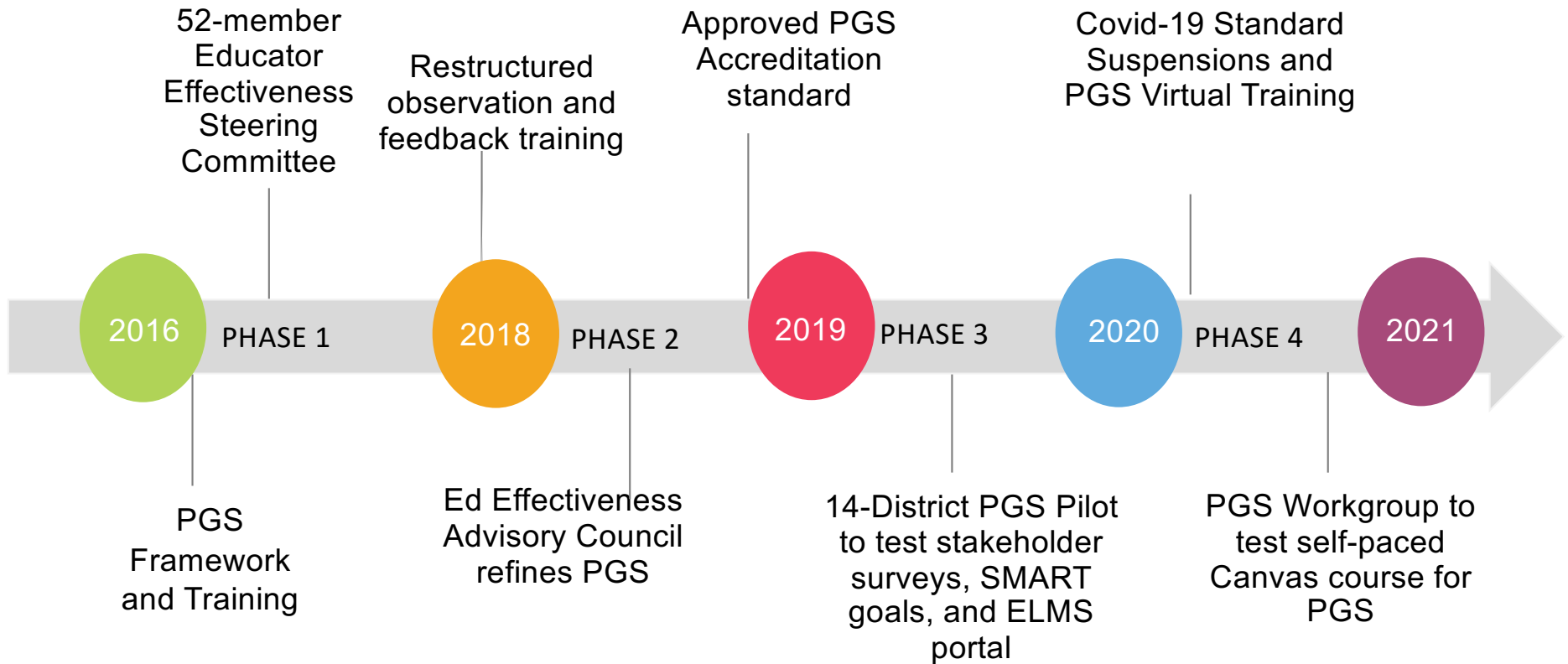
Mission

- Support all educators in ensuring all students are taught by effective teachers and all schools are led by effective administrators
- Provide educators with meaningful coaching, actionable feedback, and targeted professional learning
- Enable school leaders to assess performance and identify priorities for individual and school-wide professional development
- Support the use of effectiveness data in decision making



- 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 educators
- Support educators in **identifying priorities** for strengthening practice
- Serve as a guide for educators as they **reflect upon their own practices**

PGS Timeline



Classroom Observations

3 minimum per school year = **2** Informal (unannounced) + **1** formal (announced)

High-quality feedback after each observation



Educator 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



4

Level 4

- Demonstrates advanced practices
- Students assume a large part of the responsibility for the success of a lesson and their own learning

3

Level 3

- Demonstrates effective practices
- Teacher assumes a large part of the responsibility for the success of a lesson and student learning

2

Level 2

- Does not fully demonstrate effectiveness
- Requires clear, specific, and actionable feedback to improve his/her practice

1

Level 1

Should receive immediate and comprehensive professional learning and supports designed to address identified areas of growth.

18

Teacher Growth Rubric Example

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:

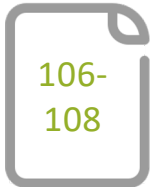
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 - are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning
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- 3** Include student learning outcomes and instructional activities that
 - 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 experiences¹ 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 experiences¹ 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 experiences¹ 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 experiences¹ or learning







Break



Educator Case Study Part I:

Effective Evidence Collection

When can educator observers collect evidence?

Complete this sentence:

Effective evidence needs to be _____

What is the teacher
doing and **saying**?

What are students
doing and **saying**?

What is the **impact** on
student **learning**?

What is the **context**?





1

Independently read the types of bias errors.

2

Identify a bias with which you struggle.

3

Jot your bias in your workbook and make a plan to check in with yourself on it!

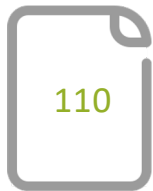


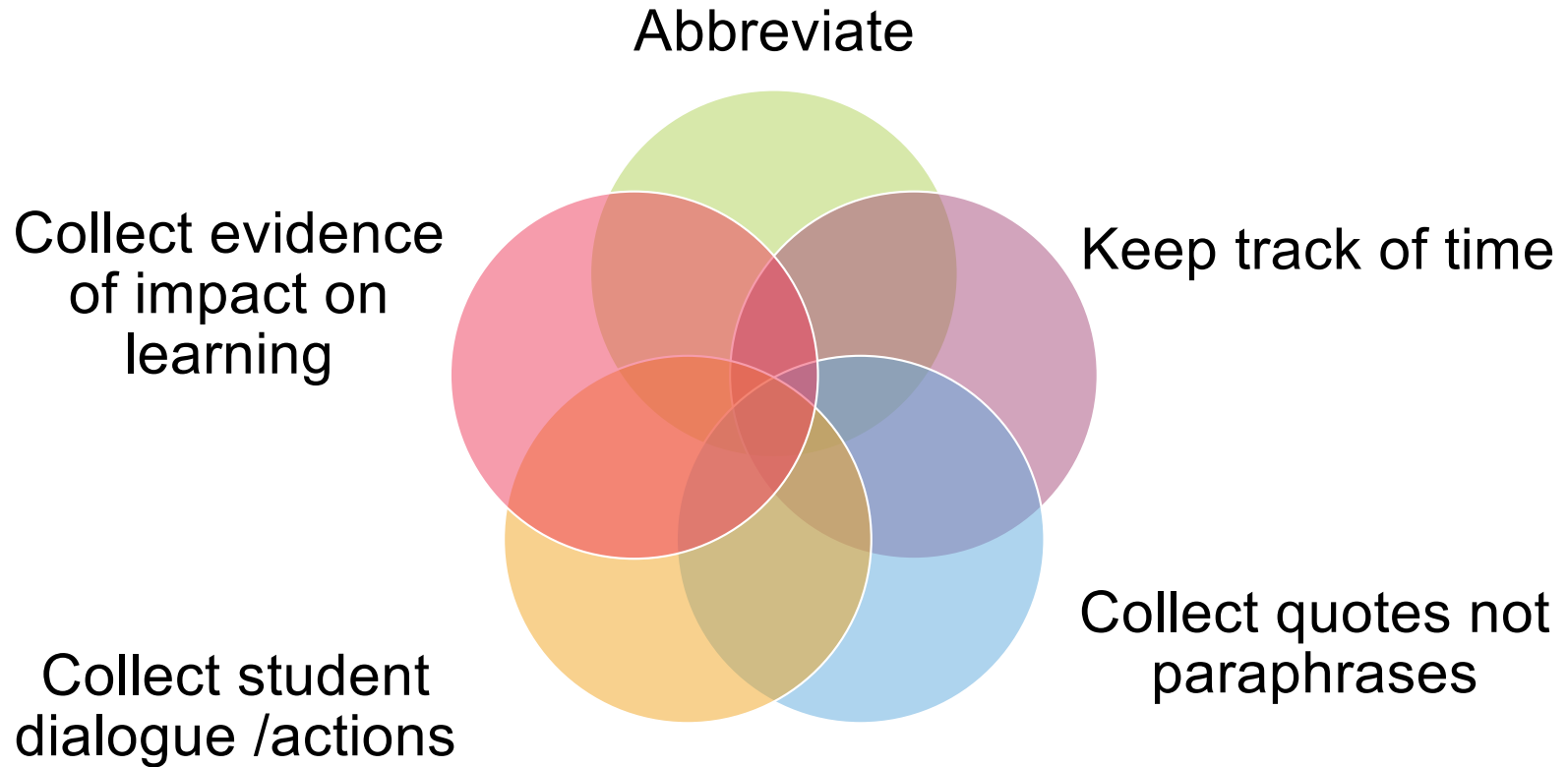
Verbatim scripting of teacher or student comments

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

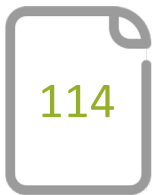
Non-evaluative statements of observed teacher or student behavior

An observed aspect of the environment





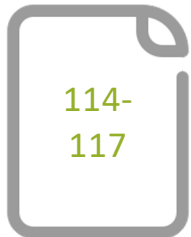
FOCUS: Evidence Collection Our case study teacher is a seventh-grade teacher with 15 years of experience in education, as a teacher and literacy coach. This year she has been working on building student ownership of their learning, specifically around the use of self-assessment and reflection. In this 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.



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.....



List the questions asked and evidence collected.

What questioning techniques did you notice?

Pre-Conference

What did you notice in the Pre-Conference video? How did the questions asked compare to what you wanted to know more about?

Based on evidence from the lesson material and pre-conference, how would you score this educator for Standards 1 and 2? What additional evidence do you need?

In this 7th grade ELA 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.

Classroom Observation

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

What was challenging? What did you learn from the experience?

Apply It: Review of Evidence

39

1

In Breakout groups, review evidence collected.

2

Label each piece of evidence by the standard(s) it relates to.

3

Be sure the evidence is:

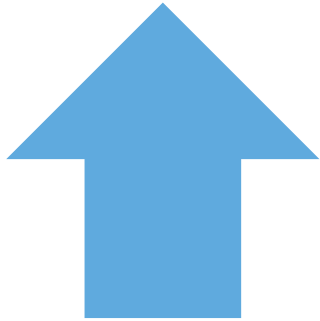
- Aligned to rubric
- Objective
- Specific

Categorize evidence to determine initial ratings for

Standards 1-7 in

Domains I, II, and III.

Then enter your ratings into the poll.



Learner Mindset

- How/why did I rate as I did?
- How can I reconcile differences with other observers?
- I'm still grappling with X because of Y...



Judger Mindset

- Why did they rate it that way? They must've missed XYZ...
- I disagree because...

Lunch or Break



Educator Case Study Part II:

Meaningful Coaching and Conferencing



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

You DO want coaching that is:

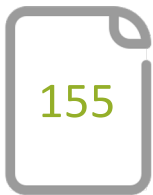
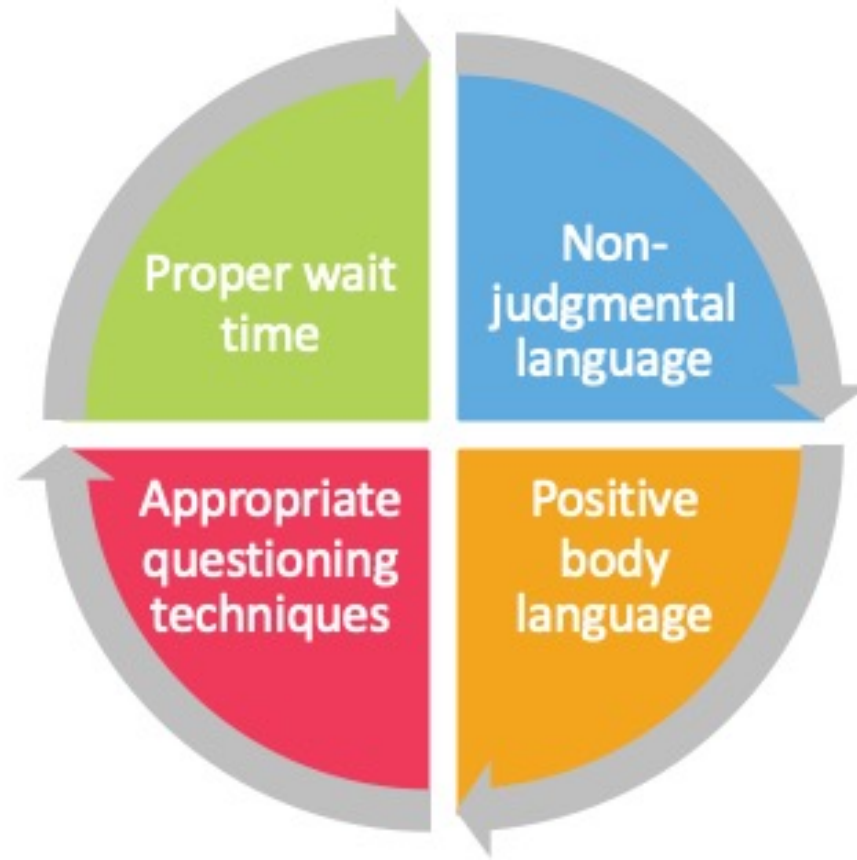
46

- ✓ Aligned to school's instructional vision and professional development
- ✓ Evidence-based
- ✓ Framed by specific, clear expectations
- ✓ Actionable
- ✓ Conducted in a safe environment
- ✓ Structured
- ✓ Reflective

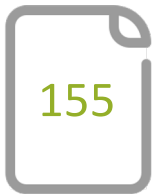
You do NOT want coaching that is:

47

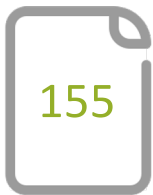
- ✓ Opinion-based
- ✓ “Gotcha”
- ✓ Prescriptive
- ✓ Provided too long after the observation
- ✓ General “advice”



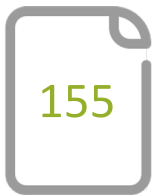
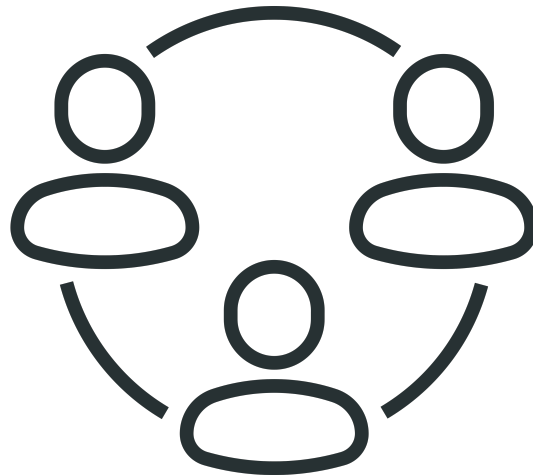
- Open Ended
- Non-judgmental
- Scaffolded
- Combination of pre-written and spontaneous



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

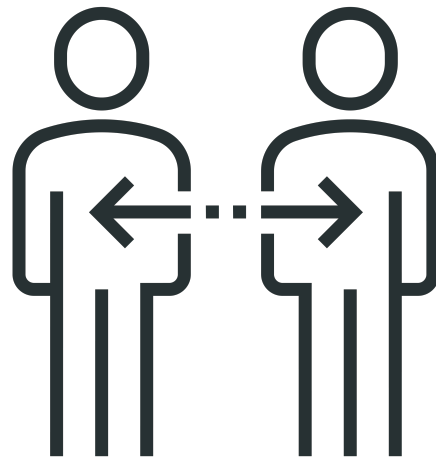


It's all about trust



Without trust, you'll achieve compliance
without true autonomy

Structuring feedback as a



Coaching Conversation

- Provide meaningful feedback to the observed educator
- Create an opportunity to coach the educator on identified focus area(s).
- Promote true self-reflection
- Improve subsequent lessons

1

Questions

- What and How
- Why (be careful with why)

2

Follow-up

- How will this coaching session impact instruction?
- How will you know?

Before ending the coaching session,
the coach should always ask:

What were the **positive things**
about your teaching that you heard
me say during this conference?

What is the purpose of the post-conference?

Post-Conference

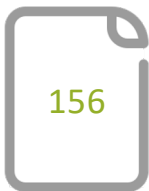
What did the evaluator ask?
What additional evidence was collected?
What else happened?

Post-Conference



Feedback Conversation Structure

LEADER SHOULD BRING (SUGGESTED):	TEACHER SHOULD BRING (SUGGESTED):
<ul style="list-style-type: none"> • Observation Tracker • One-Pager: Steps for Effective Feedback • Pre-planned script for the meeting (questions, observation evidence, data, etc.) 	<ul style="list-style-type: none"> • Curriculum/unit plan, lesson plans, class materials, data/student work
<p>1 Praise</p> <p>PRECISE PRAISE—NARRATIVE THE POSITIVE: <i>SAMPLE PRAISE:</i></p> <ul style="list-style-type: none"> • 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 it feel? 	
<p>2 Probe</p> <p>PROBE—START WITH A TARGETED QUESTION: <i>SAMPLE PROBES:</i></p> <ul style="list-style-type: none"> • What is the purpose of [certain area of instruction]? • What was your objective/goal for _____ [the activity, the lesson]? 	
<p>3 ID Problem & Action Step</p> <p>PROGRESS TO CONCRETE ACTION STEP—ADD SCAFFOLDING AS NEEDED: <i>SAMPLE SCAFFOLDING PROMPTS:</i></p> <ul style="list-style-type: none"> • Level 1 (Teacher-driven)—Teacher self-identifies the problem: Yes. What, then, would be the best action step to address that problem? • Level 2 (More support)—Ask scaffolded questions: How did your lesson try to meet this goal/objective? • Level 3 (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? • Level 4 (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.] 	
<p>4 Practice</p> <p>PRACTICE—ROLE PLAY/SIMULATE HOW THEY COULD HAVE IMPROVED CURRENT LESSON: <i>SAMPLE PRACTICE:</i></p> <ul style="list-style-type: none"> • 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? [Level 4: Model for the teacher, and then have them practice it.] <p>DESIGN/REVISE UPCOMING LESSON PLANS TO IMPLEMENT THIS ACTION: <i>SAMPLE DESIGN/REVISION PROMPTS:</i></p> <ul style="list-style-type: none"> • When would be best to observe your implementation of this? • Levels 3-4: I'll come in tomorrow and look for this technique. 	
<p>5 Plan Ahead</p> <p>SET TIMELINE FOR FOLLOW-UP: <i>SAMPLE FOLLOW-UP PROMPTS:</i></p> <ul style="list-style-type: none"> • When would be best to observe your implementation of this? • Levels 3-4: I'll come in tomorrow and look for this technique. <p>What to Do—Set Timeline for:</p> <ul style="list-style-type: none"> • 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 	



Apply It: Feedback Conversation

59

1

In paired Breakouts, assign one administrator and one educator.

2

Practice the praise, probe, and ID problem (steps 1-3) of the feedback conversation.

3

After 8 minutes, stop wherever you are, switch roles, and repeat!

- Take 4 minutes to debrief.

Categorize evidence to determine final ratings for

Standards 1-7 in

Domains I, II, and III.

Then enter your ratings into the poll.

Linking Feedback to Professional Learning

1

Request Professional Development

Request Virtual and Face-to-Face Professional Development

Administrators may request virtual and face-to-face professional development trainings provided through the Office of Professional Development.

Spring/Summer 2022 Professional Development Catalog



2

PGS Domain I: Lesson Design

Available January - July 2022. To submit a request for professional development, click [here](#).



A Closer Look at the Science and Engineering Practices (SEPs)

This session will help educators become more familiar with the eight (8) practices and consider what they might look like in the classroom.

Participants will...

- Identify and understand the meaning of the eight SEPs.
- Utilize the SEPs to design a science lesson that actively engages students.

Grades K-12

Virtual 90 minutes 
Face-to-Face 5 hours 



Comprehension Across Content

The focus of this session is to identify the role comprehension plays in understanding content knowledge.

Participants will...

- Identify the expectations for comprehension in content areas.
- Identify hindrances to comprehension.
- Use strategies to help improve comprehension in content areas.

Grades 6-12

Virtual 90 minutes 



Developing Young Writers

This **two-part training** is designed to help educators implement writing in the primary grades.

Participants will...

- Examine the foundational and composition skills necessary for writing.
- Explore strategies to help students build sentences and plan a coherent paragraph.

Parts 1 and 2 must be requested together for the virtual trainings.

Grades K-2

Virtual 2 x 90 minutes 
Face-to-Face 5 hours 

Wrap Up

$(5 \times 4) \times 3$ $5 \times (4 \times 3)$
 $5 \times (4 \times 3)$ 12×5
 $(3 \times 5) \times 4$



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Collect and categorize effective evidence to support educator growth rubrics.

Develop and practice coaching and conferencing skills to meaningfully support educators.



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