Professional Growth
System Training

For Observers:
Teachers, Administrators, Librarians, Student Services Coordinators, Counselors and Speech/Lang. Pathologists

2019-2020

Office of Teaching and Leading
Division of Educator Effectiveness & Talent Acquisition
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.
MISSISSIPPI STATE BOARD OF EDUCATION
STRATEGIC PLAN 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 Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher
3. The school district implements an annual, formal personnel appraisal system for licensed staff that includes assessment of employee on-the-job performance. (Miss. Code Ann. § 37-3-46(b))

3.1 Superintendent Evaluation using the assessment benchmarks established by the Mississippi School Boards Association (MSBA) and consistent with assessment components defined in Miss. Code Ann. § 37-7-301.

3.2 Principal and Assistant Principal Effectiveness using the Professional Growth System (PGS) for Administrators.
3.3 Teacher Effectiveness using the Professional Growth System (PGS) for Teachers.
3.4 Counselor Effectiveness using the Professional Growth System (PGS) for Counselors.

3.5 Annual employee performance data shall be submitted to the MDE following the guidelines in the MDE Educator and Administrator Professional Growth System Guidelines. Districts shall adhere to revision dates as determined by the MDE and implement only the current version.

3.6 Administrators who rate school-level administrators, counselors, librarians, and teachers, and teacher-observers shall complete an MDE-approved Professional Growth System (PGS) training.

3.7 Other, non-licensed, district staff evaluations as determined by local school board policy.

Note: All scores must be submitted by June 30th of each year
Verification/evidence is needed to indicate that the observer has attended at least one (1) MDE-approved PGS training beginning in the 2018-2019 school year.
2017-2018 PGS Data
# 2017-2018 PGS Submission Data

<table>
<thead>
<tr>
<th># Districts Submitted Both Teachers &amp; Admins</th>
<th># Districts Submitted Teachers Only</th>
<th># Districts Submitted Admins Only</th>
<th># Districts Didn’t Submit</th>
<th>**## Districts w/No Folders in SPoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>65 (41.7%)</td>
<td>29 (18.6%)</td>
<td>6 (3.8%)</td>
<td>49 (31.4%)</td>
<td>7 (4.5%)</td>
</tr>
</tbody>
</table>

N=156

**Districts not having folders available may indicate consolidation**
### 2017-2018 PGS Submission Results

#### GROUPED RATINGS (Mississippi Teachers)

<table>
<thead>
<tr>
<th>Rating</th>
<th>4.0-3.0</th>
<th>2.99-2.0</th>
<th>1.99-1.0</th>
<th>&lt;1.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>18,881</td>
<td>5,524</td>
<td>369</td>
<td>20</td>
</tr>
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</table>

\[ N=24,794 \]

#### GROUPED RATINGS (Mississippi Administrators)

<table>
<thead>
<tr>
<th>Rating</th>
<th>4.0-3.0</th>
<th>2.99-2.0</th>
<th>1.99-1.0</th>
<th>&lt;1.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>654</td>
<td>320</td>
<td>13</td>
<td>0</td>
</tr>
</tbody>
</table>

\[ N=987 \]
Mississippi Educator and Administrator Professional Growth System

The Mississippi Educator and Administrator Professional Growth System (PGS) is designed to improve student achievement by providing teachers and administrators with feedback to inform continuous improvement. The system includes:

- Teacher Growth Rubric Instructional Planning Guide, 2016-2017
- PGS Teacher Growth Rubric: Additional Growth Rubrics
- PGS Administrator Growth Rubric: Additional Growth Rubrics
- PGS Administrator Growth Rubric: Professional Development Plan
- PGS Administrator Growth Rubric: Professional Development Plan
- Examples of Evidence: Teacher Growth Rubric
- Deep Dive: Principal Observer Training
- Deep Dive: Teacher Observer Training

Forms:

- Teacher Growth Rubric Observation Evidence Rating Form Option A
- Teacher Growth Rubric Observation Evidence Rating Form Option B
- Teacher Growth Rubric Selected Rating Form
- Teacher Growth Rubric Summative Observation Rating Form
- Administrator Evidence Collection Sheet

Dr. Vernesia Wilson
Assistant Director of Education Effectiveness

[Contact information]

https://mdek12.org/OTL/OTC/professional-growth-system
Note: All scores must be submitted by June 30th of each year

Note: Only superintendents will have access to the PGS Folders in SharePoint. If you need assistance logging in and/or locating your folders, please contact OTSS at 601-359-3487 or submit a help desk ticket to mdenet@mdek12.org
SharePoint PGS Files: 2019

STEP 1

STEP 2
STEP 3

Prepopulated Excel Spreadsheets

STEP 4
Basics: The Goals of the PGS

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
Observations and Feedback

Overview

• PGS was modified from M-Star in 2015 with help from many stakeholders.

• All teachers should be receiving 3 observations per year, including feedback conversations after each, cumulating to a summative rating.

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

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.
PGS History and Where We Are Now

1st Phase

• Seven (7) convenings of 52-Member Educator Effectiveness Steering Committee from 2015-2016
• Developed framework for observations (2016-2017)
• Developed observation and feedback training (2016-2017)
• Restructured observation and feedback training (2018-2019)

2nd Phase

• Three (3) convenings of Ed Effectiveness Advisory Council (EEAC)
• Convenings held from June 2018 through August 2018
• Council made refinements to PGS & developed two other components of model
• Piloting two other components 2018-2019 school year
• Seven (7) school districts will assist with piloting
• Calibration training (administrators)
• Approved PGS accreditation standard
ELMS 2.0: Observation Score Portal
Teacher Growth Rubric
## Classroom Observations

<table>
<thead>
<tr>
<th>A minimum of three per school year</th>
<th>2 informal (unannounced) and 1 formal (announced)</th>
<th>High-quality feedback after each observation</th>
</tr>
</thead>
</table>

Teacher Growth System
Teacher Growth Rubric

1. Lesson Design
2. Student Understanding
3. Culture and Learning Environment
4. Professional Responsibilities
1. Lessons are aligned to standards and represent a coherent sequence of learning
2. Lessons have high levels of learning for all students
3. Assists students in taking responsibility for learning and monitors student learning
4. Provides multiple ways for student to make meaning of content
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
8. Engages in professional learning
9. Establishes and maintains effective communication with families/guardians
Note: This guidebook is located on the Mississippi Department of Education’s website

(Search Educator Effectiveness or use Directory).
According to Richard Elmore, “the relationship of the teacher and the student in the presence of content must be at the center of efforts to improve performance.”

… thus, observation feedback should focus on how to improve strategies to influence highly effective professional practices for teachers. Classroom observations should be grounded in instructional practice, not content.

Reference:
What do Level 3 practices for teachers really look and sound like?
Administrator Growth Rubric
Site Visit Requirements

A minimum of **two** site visits (**three** or more preferred) during the school year is required.

Principals and assistant principals will be observed using the Administrator Growth Rubric.

Based on their roles, assistant principals can be exempt from up to 5 standards.
Theory of Action: Administrator PGS

Supervise & Support School Leaders

Leader Capacity to Improve Teaching

Improved Student Achievement
The Administrator Growth Rubric was adapted from New Leaders.

Members of the Steering Committee who Adapted the Rubric
Domains of the Administrator Growth Rubric

Shared Vision, School Culture, and Family Engagement

Teaching & Learning

Staff Development

Strategic Planning & Systems

Personal Leadership & Growth
Domain 1: Shared Vision, School Culture, and Family Engagement

- Implements a Shared Vision
- Maintains a Supportive, Secure, and Respectful Learning Environment
- Engages in Courageous Conversations about Diversity
- Welcomes Families and Community Members Into the School

Standards of the Administrator Growth Rubric
### Domain 1: Shared Vision, School Culture, and Family Engagement

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Implements a shared vision</td>
<td><strong>Fully develops and implements a schoolwide vision that is adopted and embraced by the school and community</strong>&lt;br&gt;Builds the capacity of the staff to ensure all instructional strategies and decisions support the vision&lt;br&gt;Documents processes that ensure all decisions are aligned to and support the vision</td>
<td><strong>Implements a schoolwide vision that is adopted and embraced by some of the members of the school and community</strong>&lt;br&gt;Works with the leadership team to implement effective instructional strategies to achieve the vision&lt;br&gt;Makes decisions aligned to and in support of the vision</td>
<td><strong>Communicates vision to the school and community but implementation is not clearly evident</strong>&lt;br&gt;Adequately implements instructional strategies that align to the vision&lt;br&gt;Demonstrates some consideration of vision in decision-making</td>
<td><strong>Does not or ineffectively communicates and implements the vision</strong>&lt;br&gt;Makes little or no connection between instructional strategies and the vision&lt;br&gt;Makes decisions without consideration of the vision</td>
</tr>
</tbody>
</table>

### Administrator Growth Rubric

**Examples of Evidence**

- Documentation of vision and efforts to communicate vision are evident
- Written values and beliefs reflecting high expectations for all students are publicly visible
- School vision includes a focus on student academic achievement and the social, intellectual, and emotional development
- School vision is clearly articulated and understood by all staff
- Documentation of decision-making processes is available that aligns to the vision
- Alignment of school goals, instructional program, and vision is visible

**Indicators**
Levels of Practice

Level 4
- Empowering Staff & Leadership Team
- Implements systems to get results

Level 3
- Effective Leadership
- Demonstrates a skilled level of performance

Level 2
- Attempts at effective practices, but inconsistent or limited results
### What do Level 3 practices really look and sound like?

**Domain 1: Shared Vision, School Culture, and Family Engagement**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully develops and implements a schoolwide vision that is adopted and embraced by the school and community</td>
<td>Communicates vision to the school and community but implementation is not clearly evident</td>
<td>Does not or ineffectively communicates and implements the vision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Builds the capacity of the staff to ensure all instructional strategies and decisions support the vision</td>
<td>Adequately implements instructional strategies that align to the vision</td>
<td>Makes little or no connection between instructional strategies and the vision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documents processes that ensure all decisions are aligned to and support the vision</td>
<td>Makes decisions aligned to and in support of the vision</td>
<td>Makes decisions without consideration of the vision</td>
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**Examples of Evidence**
- Documentation of vision and efforts to communicate vision are evident
- Written values and beliefs reflecting high expectations for all students are publicly visible
- School vision includes a focus on student academic achievement and the social, intellectual, and emotional development
- School vision is clearly articulated and understood by all staff
- Documentation of decision-making processes is available that aligns to the vision
- Alignment of school goals, instructional program, and vision is visible
• For Level 3 practice, the vision provides a roadmap for the school’s direction and a framework for offering students the best possible education. The vision is obvious to the staff and community because efforts to share it are purposeful. Any actions undertaken by the school leadership team are checked against the statement ‘If we take this action, will it contribute to our vision?’

• For Level 3 practice, implementation of the vision actively involves stakeholders. Teachers and students not only know and understand the vision, but they are also committed to its implementation and success.
• What practices are being measured at Level 3? What would you see and hear during a school site visit that is evidence of Level 3 leadership practice?
Unpacking the Standards

D1: Standards 2 - 4

D2: Standards 5 & 6

D2: Standards 7 & 8

D3: Standards 9 & 10

D3: Standards 11 & 12

D4: Standards 13 - 14

D4: Standard 15 - 16

D5: Standards 17 - 19
Librarian

Growth Rubric
Types of Evidence

**Observations**

- Visually observe the librarian or the library depending on the required “evidence”

- Examples
  - Literacy promoting displays
  - Library web page
  - Training students and/or teachers

**Artifacts**

- Data driven
- Policies and procedures
- Examples
  - Budget reports
  - Professional growth goals
  - Documentation of provision
  - Library schedule
Types of Observations

• Minimum of 3 observations with 2 informal and 1 formal.
• Feedback is required after each observation.
• A Summative Observation should be held at the end of the year.
Timeline and Connections

✓ September - Library Program Goals/Observation
  ◆ MDE School Library Monitoring Rubric 2.2
  ◆ MDE Librarian Growth Rubric Domain I: 1; Domain V: 18

✓ October/November - Observation

✓ January - Teacher/Student Surveys or “Needs List”
  ◆ MDE School Library Monitoring Rubric 2.2
  ◆ MDE Librarian Growth Rubric Domain I: 4
Timeline and Connections

✓ February - Budget Report/Observation
  ◆ MDE School Library Monitoring Rubric 2.4
  ◆ MDE Librarian Growth Rubric Domain I: 5

✓ March-April - Observation
  ◆ MDE School Library Monitoring Rubric 2.2, 2.4
  ◆ MDE Librarian Growth Rubric Domain I: 3; Domain I: 5; Domain III: 12; Domain III: 13

✓ May - End-of-the-Year Inventory
  ◆ MDE School Library Monitoring Rubric 2.1
  ◆ MDE Librarian Growth Rubric Domain I: 1; Domain V: 18
Informal and Formal Observations

- Administrators can choose which domains and standards are evaluated during observations
- Select what type of observation is transpiring
  - individual instruction
  - small/whole group
  - collaboration
  - library management
  - teacher in-service
- Provide feedback after each informal observation
Post-Observation Meetings

Discussion Points

→ Fall Observations
  ◆ School library goals for current year
  ◆ Collaborative efforts
  ◆ Upcoming library programs and events

→ Spring Observations
  ◆ Budget report for current year
  ◆ Collection development goals
  ◆ Teacher/student survey results
Summative Observation

● Administrators must assess:
  ○ Domain I - Planning
  ○ Domain II - Management
  ○ Domain III - Collaboration and Services
  ○ Domain V - Professional Responsibilities

● Domain IV - Environment and Facilities can be assessed during other observations

● Pre-conference is optional, not required

● Post-conference is required

● Score each standard from 4 to 1
A face-to-face post-conference is required after the Summative Observation that should include a discussion regarding goals, budget, and needs of the library program.
Best Ways to Collect Data

- A data binder is the best way for librarians to collect and organize reports and information.

- The data binder can be used for both the Professional Growth System and School Library Monitoring.

- Photographs are not required as evidence.

- Various templates have been created to help librarians collect and organize data for the required evidence listed on the Librarian Professional Growth Rubric. [https://mdek12.org/Library](https://mdek12.org/Library)
Counselor Growth Rubric
The Mississippi counselor performance evaluation process will:

• Enhance the impact that the professional school counselor and the school-counseling program have on the students and other stakeholders.
• Will 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.
Summative Rating

- **Level 4**: Performance as a school counselor is exemplary.
- **Level 3**: Performance as a school counselor consistently meets expectations and addresses them fully.
- **Level 2**: A beginning school counselor or a counselor in need of focused professional development.
- **Level 1**: Not acceptable performance as a school counselor.
Domain I: Program Delivery

Standard 1: Plans and provides direct and indirect services to students for 80% of the time.

• Provides instruction in school counseling core curriculum career, and personal/social development for all student achievement and success

• Provides individual student planning to assist students in educational, career, and personal goals.

• Refers students and parents to appropriate school and community resources to support students

• Provides prevention and crisis intervention strategies.
Domain I: Program Delivery

• **Standard 2**: Engages in positive interactions with students
  
  • Creates routines and expectations for students to safely voice opinions and ask questions
  
  • Communicates clearly and listens responsively to students, colleagues, parents/guardians, and other stakeholders in order to identify issues and barriers that impede student success.
  
  • Adapts communication in response to students’ behavior and needs.
  
  • Works appropriately closely with students to set and monitor goals and recognize success.
Domain II: Data Use

**Standard 3:** Plans and delivers services utilizing academic performance, behavioral, and attendance data.

- Uses data to adjust programs to meet needs
- Uses data to identify students’ needs and school and community trends
- Uses data from program activities to evaluate program effectiveness annually and set improvement goals.
Domain III: Professional Responsibilities

- **Standard 4: Engages in professional learning**

- Effectively participates in appropriate professional learning based on self-analysis of strengths and areas in need of improvement.

- Applies current research and best practices to enhance student outcomes.

- Stays current on best practices, legal concerns, and training through membership in professional organizations.
Domain III: Professional Responsibilities

• **Standard 5: Collaborates with colleagues**
  
  • Engages with colleagues in creating a positive school culture.
  
  • Is an active member of a professional learning community within the school/district.
Domain III: Professional Responsibilities

- **Standard 6:** Demonstrates high ethical standards

- Acts in alignment with MS Codes of Ethics and the American School Counselor Association’s Ethical Standards for School Counselors.

- Complies with school and district regulations and timelines.

- Use information and technology ethically and maintains confidentiality of students records and required by law.
Domain IV: Stakeholder Involvement

- Standard 7: Establishes and mains effective communication with stakeholders.
  - Provides clear, understandable information to parents/guardians and students to establish mutual expectations and counseling support for student success.
  - Establishes convenes an advisory counsel for the school counseling program.
  - Effectively communicates program goals and results to stakeholders and advisory committee members elicit feedback.
Standards 1-7: Artifacts

**Standard 1:** Plans and provides direct and indirect services to students for 80% of the time.

Referrals, Classroom Guidance Plans, Individual or Small Group Counseling, Student Sign-in Sheets or Logs, Time Management Assessment, Consultation, Crisis Response Forms, RtI Documentation, Detailed Calendars (weekly, monthly, annually), Group Activities

**Standard 2:** Engages in positive interactions with students

Lesson Plans/Activities, Parent/Community Outreach Materials, Student Data (Attendance, Grades, and Behavior), Student Expression (i.e. student observations, samples of surveys/evaluations, student work through, counseling), Email, Newsletters, Memos, Website, Announcements, reports, Student Counseling Assignments with Instructions, Professional Development Presentations (to students, parents, and/or staff)
Stardards 1-7: Artifacts

**Standard 3:** Plans and delivers services utilizing academic performance, behavioral, and attendance data

Annual Agreement, Process, Perceptions, and Outcome Data, Needs Assessments, Early Warning System reports (attendance, grades, and behavior), Monthly Counselor Data (students seen, issues addressed, etc.), Graduation Rates, ACT and AP Test Data, Pre-Post Surveys, Program Evaluation, Promotion Rates

**Standard 4:** Engages in professional learning

Professional Development Requests, Mentor Logs, Self-Assessment, Professional Development Agendas, Professional Organization Memberships (certificate or membership card), List of Community Resources, National Board Certifications, Calendar with PD Involvement or Attendance
Standards 1-7: Artifacts

- **Standard 5: Collaborates with Colleagues**
  School/District Participation, Staff Surveys, Annual Agreement, Newsletters, Brochures, Website, Professional Development Presentations Materials, Agendas, Parent/Teacher Conference Notes/Invitations, Counselor Growth Evaluation

- **Standard 6: Collaborates with Colleagues**

- **Standard 7: Establishes and maintains effective communication with stakeholders**
  Mission, Vision, and Goals,, Parent and/or Community Activities, Student, Parent, and/or Staff Surveys, Advisory Council documentation, Newsletters, Brochures, Websites, Memos, Emails, Parent/Community Contact Log, Letters to Community Members or Parents about Counseling Program, Meeting Logs, Notes, and Agendas
Counselor Growth Rubric

Things to Remember

• MCAR no longer exists
• This is not the same observation as used for teachers!
• Principals should be completing school counselor observations using this rubric
• Direct link to these domains on our website

Counselor Growth Rubric
Speech/Language Growth Rubric
Purpose

• To give administrators a way to measure the professional growth of Speech-Language Pathologists (215) and Speech Associates (216).

• To determine if the SLP or SA is meeting professional standards in light of their specific roles and responsibilities

• To guide professional development and ensure continuous professional growth
Who Should Evaluate the SLP/SA?

- Someone who is **familiar with the roles and responsibilities** of the school-based clinician, and
- Someone who is familiar with due process and the documentation involved in the process, particularly for artifact review.
Observation Process

- SLP Self-Assessment (optional)
- Review of Artifacts (evidence)
- Informal “Walk-Through” Observations
  - 2 required, up to 5 recommended
- Pre-Observation Conference (optional)
- Formal Observation
  - 1 required, more if deemed necessary
- Post-Observation Conference (required)
- Summative Scoring
A pre-observation conference is highly recommended prior to a formal observation, but is not required.

**NOTE:** The pre-observation conference provides the opportunity for the SLP or SA to describe the context and plans for the lesson that will be observed.
Performance Levels

- **Distinguished**: Level 4 is the most effective level of an SLP or SA. This rating indicates that performance is exemplary and consistently exceeds expectations.

- **Effective**: Level 3 is the expectation for all SLPs and SAs. Scoring at this level indicates that performance consistently meets expectations. SLPs and SAs who receive this rating should receive professional development/support designed to address the identified area(s) for growth.
Performance Levels

- **Emerging:** *Level 2* indicates either a beginning SLP or SA, or an SLP or SA who needs focused professional development. This rating indicates the SLP or SA is sometimes meeting expectations but not consistently. SLPs or SAs who receive this rating should receive professional development, resources and support designed to address the identified area(s) for growth.

- **Unsatisfactory:** *Level 1* is the least effective performance. This level indicates the performance as unacceptable. SLPs or SAs who receive this rating should receive immediate and comprehensive professional development and support designed to address area(s) of growth.
Domain I - Planning

The SLP plans long-term and short-term goals that align with the Mississippi College- and Career- Readiness Standards.

- 216 licensed Speech Associates are not certified to treat language, voice, or fluency disorders. Rating of Domain I should be based on treatment of articulation disorders only.
The SLP participates in the team process of identifying students who may need assessments to determine a continuum of therapy strategies and/or eligibility for special education or related services.

- 216 licensed Speech Associates are not certified to provide assessment in the areas of language, voice, or fluency. Rating in Domain II applies to articulation assessments only.
Domain III - Instruction

The SLP uses delivery options efficiently and effectively, and actively engages students in the learning process.

- 216 licensed Speech Associates are not certified to provide instruction in the areas of language, voice, or fluency. Rating in Domain III applies to articulation instruction only.
• The SLP creates a positive learning environment for students and colleagues; promotes positive interpersonal relationships through open communication, honesty and respect; takes responsibility and conducts self in an ethical manner.
The SLP or SA meets responsibilities and obligations to students on the caseload; keeps clear and comprehensive records and informs parents and teachers of students’ progress; takes responsibility and conducts self in an ethical manner; provides guidance and leadership to school staff.
Evidence (Artifacts)

Domain I: Lesson plans, Standards-based IEP goals

Domain II: Assessment Team Report, Assessment protocols, therapy logs

Domain III: Observation only

Domain IV: Observation of classroom procedures

Domain V: Student file review to include IEPs, referral-to-placement documentation, parental permission documentation, eligibility and dismissal documentation
Where to Find the SLP Rubric

Speech Language Growth Rubric Link

For additional information contact:

Teresa Laney, M.S., CCC-SLP

tlaney@mdek12.org

MDE, Office of Special Education (601) 359-3498
Lunch
Evidence Collection
The Evidence Collection Process

1. Gather Evidence
2. Sort Evidence
3. Analyze Evidence
4. Plan Powerful Feedback Conversations
## Evidence or Interpretation

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observable</td>
<td>Draws Conclusions</td>
</tr>
<tr>
<td>Objective</td>
<td>Subjective</td>
</tr>
<tr>
<td>Free of Value Judgment</td>
<td>May Include Value Judgment</td>
</tr>
</tbody>
</table>

### Evidence Types:

- 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.
- An observed aspect of the environment
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 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) Leverage Leadership*
Quality Evidence

Non-judgmental

• Doesn't represent what we would have done
• Makes no statement of quality

Specific

• Details are unique to a particular classroom or meeting
1. Most teachers were engaged in the meeting.

2. The principal didn’t tell the parent to take more responsibility for the situation.

3. The AP had high expectations for the teacher.
Conducting Effective Site Visits: Administrator Observations

Make a Site Plan
• Identify the types of environments you want to observe.

Collect Written Evidence
• Take sufficient and specific notes.

Sort Evidence Immediately
• If possible, sort on the same day.

Share Feedback & Supports
• Prioritize time to share feedback and develop supports for the leader.
IMPORTANT FACT!

It is **KEY** that observers decipher evidence from interpretation. It is highly likely that interpretation may lead to biasness.
Three Strategies to Make Your Time Count

**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

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<thead>
<tr>
<th>What Is Observed</th>
<th>What Gets Written Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout the lesson the teacher used “1, 2, 3 all eyes on me” 5 times to get the students’ attention.</td>
<td>“1, 2, 3 all eyes on me ✓✓✓✓✓”</td>
</tr>
</tbody>
</table>
| After discussing a passage from “Night,” the teacher directed students to do a Think-Pair-Share. The students got up to get in groups, but it was about 5 min before they started the activity. One girl said, “I don’t know where to go.” Another answered, “You are my partner.” There were 5 groups of students with 6 students in each group. The teacher talked to the 2 front groups. | 9:15 – “Let’s get with our partners and think about what we just discussed.”  
9:20 – Ss found partners and began discussion of “Night.”)  
S1: (I don’t know where to go.)  
S2: (You are my partner.)  
5 gs w/6 per g  
T only talked to 2 front gs |
Break
Feedback Conversations
Harnessing the Power of Feedback
Factors Affecting Feedback Effectiveness

At your table, brainstorm and write down factors that affect feedback effectiveness.

Be ready to report out the factors you identified and why/how they could affect feedback effectiveness.
“When you improve a little each day, eventually big things occur… Not tomorrow, not the next day, but eventually a big gain is made. Don’t look for the big, quick improvement. Seek the small improvement one day at a time. That’s the only way it happens — and when it happens, it lasts.”

John Wooden
Characteristics of Effective Feedback

- Goal-referenced
- Tangible and transparent
- Actionable
- User-friendly
- Timely
- Ongoing
- Consistent

Wiggins (2012)
How Do We Focus Our Feedback?

- Highest leverage
- Clear & Observable
- Bite-Sized
- Timely
Will the Feedback Make a Significant Impact?

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
<table>
<thead>
<tr>
<th></th>
<th>High-Leverage Feedback for Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Use Data to Drive Instruction</td>
</tr>
<tr>
<td>2</td>
<td>Observe and Provide High-Quality Feedback</td>
</tr>
<tr>
<td>3</td>
<td>Strengthen Instructional Planning</td>
</tr>
<tr>
<td>4</td>
<td>Ensure Effective PD</td>
</tr>
<tr>
<td>5</td>
<td>Create a Strong Student Culture</td>
</tr>
<tr>
<td>6</td>
<td>Build a Strong Staff</td>
</tr>
<tr>
<td>7</td>
<td>Develop an Instructional Leadership Team</td>
</tr>
</tbody>
</table>

Standards:
- Standard 7
- Standard 9
- Standard 6
- Standard 10
- Standard 3
- Standard 11
- Standard 12
Common Feedback Errors

- Delivering feedback on every aspect of the lesson
- Delivering a lengthy written evaluation vs. meeting face-to-face
- Supervisor stating the problem and action step without insight/probing
- Determining the action step and expecting implementation without practice
- Not setting a definite timeline

(from *Leverage Leadership* by Paul Bambrick-Santoyo)
One Approach to the Feedback Conversation

1. Precise Praise
2. Probe
3. Problem & Action Step
4. Prepare
5. Plan to follow up
Effective Feedback Conversation Format

A feedback conversation that is structured with intention and purpose can help to

- focus the feedback
- maintain objectivity
- reduce bias
- minimize emotional responses
- improve the impact of feedback due to carefully selected action steps and input from teacher or leader

from Leverage Leadership by Paul Bambrick-Santoyo
Break Down a Feedback Conversation
With your table partner, script out a feedback conversation for either a teacher or leader.

Once you have planned the script, work with another partnership at your table to video your feedback conversation.

Watch your video and critique it. What did you do well? What could use improvement?
The Power of Feedback

Goals and feedback are a critical part of improvement.
Best Practices for Leaders

• Seek an invitation for feedback.
• Compare planned outcomes (intentions) with actual outcomes (actions & results).
• Leaders at different points in their careers need different types of feedback.
Delivering Feedback
End of Training

Question/Comments
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</thead>
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