

PROFESSIONAL GROWTH SYSTEM

Teacher Observation and Feedback

2018 Elevate Teachers Conference



Office of Teaching and Leading

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Mississippi Department of Education

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

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 System

Classroom Observations

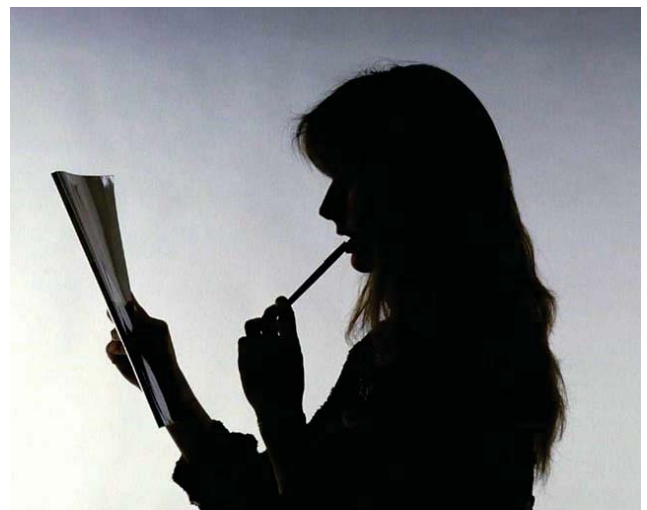
A minimum of
three per
school year

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

High-quality
feedback after
each
observation

Supporting Growth for Teachers (Activity)

What supports do
I need to help me
in my professional
practice?



Deep Dive: Teacher Growth Rubric



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)

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

Lessons:

Performance Levels	Indicators
4	<p>Include student learning outcomes and instructional activities that</p> <ul style="list-style-type: none"> are fully aligned to current Mississippi's College and Career Standards 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
	<p>Include student learning outcomes and instructional activities that</p> <ul style="list-style-type: none"> are fully aligned to current Mississippi's College and Career Standards are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning
	<p>Include student learning outcomes and instructional activities that</p> <ul style="list-style-type: none"> are partially aligned to the current Mississippi's College and Career Standards are part of an ineffective sequence of learning with few connections made to previous and future learning
1	<p>Include student learning outcomes and instructional activities that</p> <ul style="list-style-type: none"> are not aligned to the acquisition of current Mississippi's College and Career Standards are not part of a coherent sequence of learning with meaningful connections made to previous and future learning

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



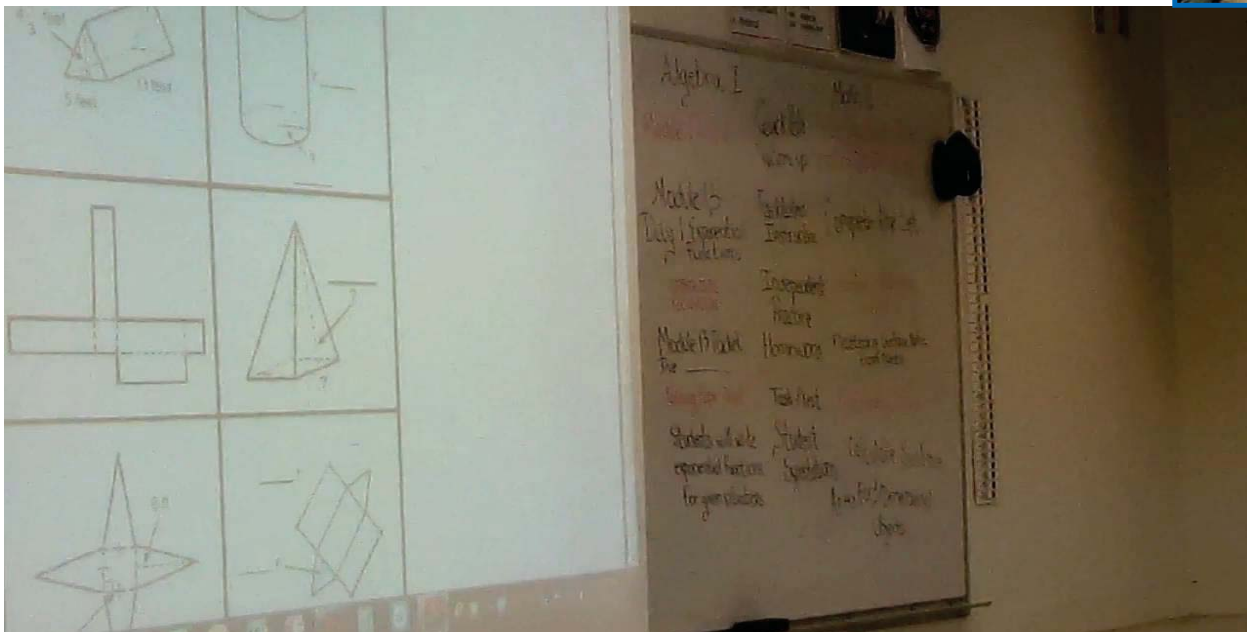
Lessons [plans] have high levels of learning for all students.

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

Video Practice: Collecting Evidence



Domain 2: Student Understanding Standards 3-4



Standard 3

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 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

Domain 3: Culture and Learning Environment Standards 5-7



Standard 5

Manages a learning-focused classroom community



Is the classroom community focused on learning?



Standard 5

In a learning-focused classroom,
students...

Voice
opinions &
ask/answer
questions

Are
monitored &
redirected for
maximum
instructional
time

Have
collaborative
opportunities
to explore &
ask
questions

Take
ownership &
are active
participants

Take on
academic
leadership
roles that
promote
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

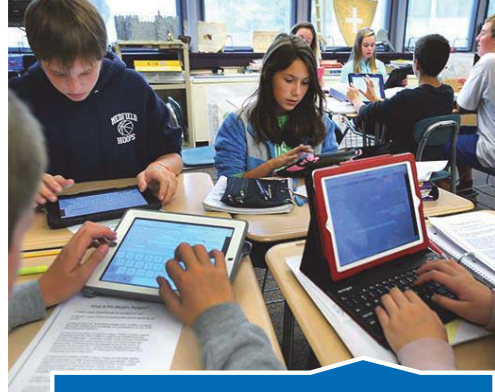
Standard 5

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?

Standard 6

In a learning environment that supports student learning...

Space & resources maximized

Technology used appropriately

Maximized time – Students always engaged

Orderly routines & procedures with minimal teacher input

Opportunities for students to lead routines and/or procedures

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



Creates and maintains a classroom of respect for all students

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

Standard 7

In a classroom of respect for all students...

Respectful communication exists between teacher & students

Teacher fosters respectful relationships among students

Strong, positive relationship between teacher & all students

Unsolicited praise/encouragement among 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

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



Classroom Observations and Quality Feedback

Classroom Observations: Application



END OF TRAINING

QUESTIONS/COMMENTS

Office of Teaching & Leading

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