

# Observation Evidence Sorting-Form A

## Professional Growth System

### Student Services Growth Rubric

Student Services Coordinator

School/District

Date (Month/Day/Year)

Observer

Informal Observation

1  2  3  4  5

Formal Observation

1  2  3

## Domain I: Planning

Standard 1: Plans, coordinates recruitment and appropriate placement activities to promote retention and completion in Career and Technical Education (CTE) programs.

- 1.1 Assists counselors and CTE Instructors in middle and high school recruitment efforts including students with disabilities.
- 1.2 Schedules and implements annual school tours including any CTE visits and school visits.
- 1.3 Addresses students' interests, skill level and personality in determining best placement in CTE program.
- 1.4 Develops and publishes print media
- 1.5 Uses survey instrument



MISSISSIPPI EDUCATOR & ADMINISTRATOR  
**PROFESSIONAL GROWTH SYSTEM**

### Student Services Coordinator Growth Rubric

- Level 4** - Meets Level 3 and extends impact of the standard
- Level 3** - Addresses the standard fully
- Level 2** - Occasionally addresses the standard but not at Level 3
- Level 1** - Rarely or never addresses the standard

### Evidence:

## Domain I: Planning

Standard 2: Service planning that meets the diversity of students' backgrounds and all categories as defined by Perkins' special populations (students' prior knowledge, experience and/or cultural background based on data collected)

2.1 Demonstrate the use of multiple and varied data sources (formal and informal) to determine prior experiences, proficiencies and achievement levels of all students.

2.2 Identifies students for special population classification based on Perkins definitions.

2.3 Collaborates with school personnel (CTE instructors and academic personnel) to share and utilize resources in designing and implementing learning experiences that accommodate student identified by Perkins special populations.

2.4 Selects instructional goals that incorporate high levels of basic skills in academic and program areas to help students be successful. (Examples of documentation include, but are not limited to: Student referrals, Progress reports/report cards, contact information, A... materials, Inventory c... les and resource



MISSISSIPPI EDUCATOR & ADMINISTRATOR  
**PROFESSIONAL GROWTH SYSTEM**

### Student Services Coordinator Growth Rubric

**Level 4** - Meets Level 3 and extends impact of the standard

**Level 3** - Addresses the standard fully

**Level 2** - Occasionally addresses the standard but not at Level 3

**Level 1** - Rarely or never addresses the standard

### Evidence:



## Domain II: Assessment

Standard 3: Collects and organizes data from assessments to plan instruction, provide feedback and appropriate instructional support, track and monitor student progress.

- 3.1 Works independently and collaboratively with appropriate school personnel to use assessment results to adjust to student needs.
- 3.2 Maintains accurate and complete data records that demonstrate student progress
- 3.3 Utilizes data to select and implement goals aligned to Common Core Standards, other current MS Standards, frameworks and programs.
- 3.4 Coordinates with academic and CTE instructors to best address data obtained to develop goals and appropriate remediation
- 3.5 Provides clear and actionable feedback to students and CTE instructors to enable student improvement.



MISSISSIPPI EDUCATOR & ADMINISTRATOR  
**PROFESSIONAL GROWTH SYSTEM**

### Student Services Coordinator Growth Rubric

- Level 4** - Meets Level 3 and extends impact of the standard
- Level 3** - Addresses the standard fully
- Level 2** - Occasionally addresses the standard but not at Level 3
- Level 1** - Rarely or never addresses the standard

### Evidence:

## Domain III: Instruction

Standard 4: Actively engages students in the learning process.

- 4.1 Utilizes a variety of instructional strategies and resources appropriate to students' skill levels.
- 4.2 Manages activities that include social-interactive activities, educational games, textbooks, computer-based software and Internet sources that support students' achievement of high-level basic skills.
- 4.3 Clearly connects instruction to students' prior knowledge, their daily lives, and to aspects of their community lives and experience.
- 4.4 Utilizes relevant and timely examples in instruction and activities related to the students' diversity.
- 4.5 Utilizes literacy strategies and activities that help students access complex text and analyze, synthesize and evaluate content related to CTE instructions.



MISSISSIPPI EDUCATOR & ADMINISTRATOR  
**PROFESSIONAL GROWTH SYSTEM**

### **Student Services Coordinator Growth Rubric**

**Level 4** - Meets Level 3 and extends impact of the standard

**Level 3** - Addresses the standard fully

**Level 2** - Occasionally addresses the standard but not at Level 3

**Level 1** - Rarely or never addresses the standard

## Evidence:

# Domain III: Instruction

Standard 5: Communicates clearly and effectively.

5.1 Communicates written and oral content, expectations, explanations, directions and procedures clearly and concisely and adapts communication style in response to student behavior.

5.2 Speaks clearly and at an appropriate pace.

5.3 Makes eye contact; uses nonverbal communication to reinforce appropriate student behavior and adapts nonverbal behavior to meet students' needs.

5.4 Uses developmentally appropriate language and explanations and adapts communication style as needed.



MISSISSIPPI EDUCATOR & ADMINISTRATOR  
**PROFESSIONAL GROWTH SYSTEM**

### **Student Services Coordinator Growth Rubric**

**Level 4** - Meets Level 3 and extends impact of the standard

**Level 3** - Addresses the standard fully

**Level 2** - Occasionally addresses the standard but not at Level 3

**Level 1** - Rarely or never addresses the standard

**Evidence:**

## Domain IV: Learning Environment

Standard 6: Creates an environment conducive to learning.

- 6.1 Organizes and maximizes use of physical space and resources for student learning.
- 6.2 Begins services on time, follows rules and established classroom management procedures.
- 6.3 Establishes expectations and manages student behavior to provide productive learning opportunities for all students.
- 6.4 Demonstrates respect for student and build relationships that recognize the diversity and achievement of groups and individuals.
- 6.5 Ensures t
- 6.6 Displays



MISSISSIPPI EDUCATOR & ADMINISTRATOR  
**PROFESSIONAL GROWTH SYSTEM**

### Student Services Coordinator Growth Rubric

- Level 4** - Meets Level 3 and extends impact of the standard
- Level 3** - Addresses the standard fully
- Level 2** - Occasionally addresses the standard but not at Level 3
- Level 1** - Rarely or never addresses the standard

## Evidence:

# Domain V: Professional Responsibilities

Standard 7: Engages in continuous professional learning opportunities and applies new information to meet the needs of students.

- 7.1 Proactively seeks out and participates in professional development.
- 7.2 Applies literacy strategies and integrates new material into instructional best practices or classroom procedures.
- 7.3 Attends training and accesses resources in college and career readiness





MISSISSIPPI EDUCATOR & ADMINISTRATOR  
**PROFESSIONAL GROWTH SYSTEM**

**Student Services Coordinator Growth Rubric**

**Level 4** - Meets Level 3 and extends impact of the standard

**Level 3** - Addresses the standard fully

**Level 2** - Occasionally addresses the standard but not at Level 3

**Level 1** - Rarely or never addresses the standard

**Evidence:**

[Large empty light blue rectangular area for providing evidence.]

# Domain V: Professional Responsibilities

Standard 8: Establishes and maintain effective communications with parents/guardians and community stakeholders.

8.1 Provides clear, understandable information to parents/guardians about student progress and activities on a regular basis.

8.2 Collaborates with parents/guardians and their students to establish expectations and support.

8.3 Engages parents/guardians in CTE program activities.

8.4 Collaborates with business and industry to promote college and career readiness.



MISSISSIPPI EDUCATOR & ADMINISTRATOR  
**PROFESSIONAL GROWTH SYSTEM**

## Student Services Coordinator Growth Rubric

**Level 4** - Meets Level 3 and extends impact of the standard

**Level 3** - Addresses the standard fully

**Level 2** - Occasionally addresses the standard but not at Level 3

**Level 1** - Rarely or never addresses the standard

### Evidence:

# Domain V: Professional Responsibilities

Standard 9: Collaborates with colleagues and is an active member of a professional learning community in the school.

- 9.1 Assumes leadership or supporting role within the professional learning community in meeting the needs of peers.
- 9.2 Supports colleagues in improving student performance and teaching practices.



MISSISSIPPI EDUCATOR & ADMINISTRATOR  
**PROFESSIONAL GROWTH SYSTEM**

## **Student Services Coordinator Growth Rubric**

- Level 4** - Meets Level 3 and extends impact of the standard
- Level 3** - Addresses the standard fully
- Level 2** - Occasionally addresses the standard but not at Level 3
- Level 1** - Rarely or never addresses the standard

### **Evidence:**

A large, empty light blue rectangular area intended for providing evidence of performance.

