Professional Growth System:
Combined System Training

Courtney Van Cleve
Bureau Director, 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
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
Expectations and Logistics

- 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

6 50 102 169
PGS Training Sequence

1. Preview
   • Review Resources
   • Complete Scavenger Hunt

2. Learn
   • Attend Training

3. Apply
   • Review Learning
   • Complete Assessment

4. Implement
   • Conduct Observations
   • **Submit scores by June 30th**
<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the objectives and procedures of the Professional Growth System.</td>
</tr>
<tr>
<td>Collect and categorize effective evidence to support educator growth rubrics.</td>
</tr>
<tr>
<td>Develop and practice coaching and conferencing skills to meaningfully support educators.</td>
</tr>
</tbody>
</table>
Agenda

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
Why

Impact Teacher Practice

What kind of results do we expect from the feedback we provide?

How

Lasting Change

How do we make it “stick”?

What

Student Impact

How will this work impact students?
Pause and Reflect

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?
Effective Instruction Has…

- 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
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

2016
- PHASE 1
- PGS Framework and Training

2018
- PHASE 2
- Ed Effectiveness Advisory Council refines PGS

2019
- PHASE 3
- Approved PGS Accreditation standard
- Covid-19 Standard Suspensions and PGS Virtual Training

2020
- PHASE 4
- 14-District PGS Pilot to test stakeholder surveys, SMART goals, and ELMS portal

2021
- PGS Workgroup to test self-paced Canvas course for PGS

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Professional Growth System

Classroom Observations

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

High-quality feedback after each observation
Educator Growth Rubric Design
## Domain I: Lesson Design

Evidence may include lesson plans, classroom observations, and pre- and post-observation conferences.

<table>
<thead>
<tr>
<th>1. LESSONS ARE ALIGNED TO STANDARDS AND REPRESENT A COHERENT SEQUENCE OF LEARNING</th>
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<tbody>
<tr>
<td><strong>Lessons:</strong></td>
</tr>
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<td>Include student learning outcomes and instructional activities that</td>
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<td>• are fully aligned to current Mississippi College and Career Ready Standards or Framework</td>
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<tr>
<td>previous and future learning</td>
</tr>
<tr>
<td>• reflect collaboration with other school staff within and across disciplines to enrich learning</td>
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<td>future learning</td>
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Effectiveness Levels

Level 4
- Demonstrates advanced practices
- Students assume a large part of the responsibility for the success of a lesson and their own learning

Level 3
- Demonstrates effective practices
- Teacher assumes a large part of the responsibility for the success of a lesson and student learning

Level 2
- Does not fully demonstrate effectiveness
- Requires clear, specific, and actionable feedback to improve his/her practice

Level 1
Should receive immediate and comprehensive professional learning and supports designed to address identified areas of growth.
## Teacher Growth Rubric Example

### Domain I: Lesson Design

Evidence may include lesson plans, classroom observations, and pre- and post-observation conferences.

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### 2. LESSONS HAVE HIGH LEVELS OF LEARNING FOR ALL STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>LESSONS:</th>
</tr>
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<tbody>
<tr>
<td>4</td>
<td>Provide assignments and activities that contain the following components:</td>
</tr>
<tr>
<td></td>
<td>• appropriate scaffolding that effectively builds student understanding</td>
</tr>
<tr>
<td></td>
<td>• ample evidence that the teacher knows each student’s level and tracks each student’s progress toward mastery</td>
</tr>
<tr>
<td></td>
<td>• differentiation based on students’ abilities and learning styles</td>
</tr>
<tr>
<td></td>
<td>• student-centered learning whenever appropriate</td>
</tr>
<tr>
<td></td>
<td>• relevant connections to students’ prior experiences or learning</td>
</tr>
<tr>
<td></td>
<td>• opportunities for students to choose challenging tasks and instructional materials</td>
</tr>
<tr>
<td>3</td>
<td>Provide assignments and activities that contain the following components:</td>
</tr>
<tr>
<td></td>
<td>• minimal scaffolding that builds student understanding</td>
</tr>
<tr>
<td></td>
<td>• limited evidence that the teacher knows each student’s level and/or tracks each student’s progress toward mastery</td>
</tr>
<tr>
<td></td>
<td>• differentiation based on students’ abilities and learning styles</td>
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<td>Educator</td>
<td>Student</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td>Educator behaviors/actions</td>
<td>Student behaviors/actions</td>
</tr>
<tr>
<td>Evidence</td>
<td>Insights</td>
</tr>
<tr>
<td>Potential sources of evidence</td>
<td>One thing that stands out</td>
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</tbody>
</table>
## Virtual Gallery Walk/Share-out

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<th>Student</th>
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Break
Educator Case Study Part I:
Effectiveness Evidence Collection
Pause and Reflect

When can educator observers collect evidence?

Complete this sentence:
Effective evidence needs to be _____________
## Evidence Collection Tips

<table>
<thead>
<tr>
<th>What is the teacher <strong>doing</strong> and <strong>saying</strong>?</th>
<th>What are students <strong>doing</strong> and <strong>saying</strong>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the <strong>impact</strong> on student <strong>learning</strong>?</td>
<td>What is the <strong>context</strong>?</td>
</tr>
</tbody>
</table>
Avoiding Bias
30

**Bias Errors**

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!
<table>
<thead>
<tr>
<th>Observed Evidence: Just the Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbatim scripting of teacher or student comments</strong></td>
</tr>
<tr>
<td><strong>Non-evaluative statements of observed teacher or student behavior</strong></td>
</tr>
</tbody>
</table>
Collecting Evidence

- Collect evidence of impact on learning
- Collect student dialogue /actions
- Collect quotes not paraphrases
- Keep track of time
- Abbreviate
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.
Planning the Pre-Conference

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?
Pause and Reflect

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.
Pause and Reflect

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

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. |
Reconciling Ratings

**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
Specific Evidence

Effective Coaching

Lasting Change
As someone being coached, what do you want / not want from a coaching session?
You DO want coaching that is:

- 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:

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

- Proper wait time
- Non-judgmental language
- Appropriate questioning techniques
- Positive body language
Reflective Questions for Feedback

- Open Ended
- Non-judgmental
- Scaffolded
- Combination of pre-written and spontaneous
Active Listening Allows Coaches To…

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

It’s all about **trust**

Without trust, you’ll achieve **compliance**
without true **autonomy**
Because…

Structuring feedback as a Coaching Conversation
The Purpose of Coaching is to:

• 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
Two Levers for Effective Coaching

1. Questions
   - What and How
   - Why (be careful with why)

2. Follow-up
   - How will this coaching session impact instruction?
   - How will you know?
And in the End…

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?
Feedback Conversation Structure

<table>
<thead>
<tr>
<th>LEADER SHOULD BRING (SUGGESTED):</th>
<th>TEACHER SHOULD BRING (SUGGESTED):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Observation Tracker</td>
<td>• Curriculum/unit plan, lesson plans, class materials, data/student work</td>
</tr>
<tr>
<td>• One-Pager: Steps for Effective Feedback</td>
<td></td>
</tr>
<tr>
<td>• Pre-planned script for the meeting (questions, observation evidence, data, etc.)</td>
<td></td>
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</table>

1. **Precise Praise—Narrative the Positive:**

   **Sample Praise:**
   - We set a goal last week of ______ and I noticed this week how you met the goal by ______.
   - What made you successful? How did it feel?

2. **Probe—Start with a Targeted Question:**

   **Sample Probes:**
   - What is the purpose of [certain area of instruction]?
   - What was your objective/goal for ______? [the activity, the lesson]?

3. **Progress to Concrete Action Step—Add Scaffolding as Needed:**

   **Sample Scaffolding Prompts:**
   - 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 classroom management?
   - 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.]

4. **Practice—Role Play/Simulate How They Could Have Improved Current Lesson:**

   **Sample Practice:**
   - 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.]

5. **Design/Revise Upcoming Lesson Plans to Implement This Action:**

   **Sample Design/Revision Prompts:**
   - When would be best to observe your implementation of this?
   - Levels 3-4: I’ll come in tomorrow and look for this technique.

6. **Set Timeline for Follow-Up:**

   **Sample Follow-Up Prompts:**
   - When would be best to observe your implementation of this?
   - Levels 3-4: I’ll come in tomorrow and look for this technique.
   - What to Do—Set Timeline for:
     - Completed Materials: when teacher will complete revised lesson plans/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

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.
### 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 2023 Professional Development Catalog**

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#### PGS Domain I: Lesson Design

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<tr>
<th><strong>A Closer Look at the Science and Engineering Practices (SEPs)</strong></th>
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<tbody>
<tr>
<td><strong>This session will help educators become more familiar with the eight SEPs and consider what they might look like in the classroom.</strong></td>
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<tr>
<td><strong>Participants will:</strong></td>
</tr>
<tr>
<td>- Identify and understand the meaning of the eight SEPs.</td>
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<tr>
<td>- Utilize the SEPs to design a science lesson that actively engages students.</td>
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<tr>
<td><strong>Grades K-12</strong></td>
</tr>
<tr>
<td>Virtual 90 minutes</td>
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<td>Face-to-Face 5 hours</td>
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<th><strong>Comprehension Across Content</strong></th>
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<td><strong>The focus of this session is to identify the role comprehension plays in understanding content knowledge.</strong></td>
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<tr>
<td><strong>Participants will:</strong></td>
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<tr>
<td>- Identify the expectations for comprehension in content areas.</td>
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<tr>
<td>- Identify hindrances to comprehension.</td>
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<tr>
<td>- Use strategies to help improve comprehension in content areas.</td>
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<tr>
<td><strong>Grades 6-12</strong></td>
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#### 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

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Available January - July 2022. To submit a request for professional development, click [here](#).
Wrap Up
1. Preview
   • Review Resources
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2. Learn
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3. Apply
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   • Complete Assessment

4. Implement
   • Conduct Observations
   • **Submit scores by June 30th**
Objectives

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.
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Bureau Director, Educator Effectiveness
cvancleve@mdek12.org