

FORMATTING ASSESSMENTS AND CAEP SUFFICIENCY LEVELS

Assessment 4: Professional Growth System Assessment

Description and its use in the program

1. **Description:** This is a state-wide common assessment that evaluates candidates' abilities to apply the knowledge, skills, and commitments necessary to evaluate and improve coherent systems of curriculum, instruction, data systems, supports, and assessment using the Mississippi Professional Growth System (PGS) Teacher Rubric. Mississippi has an overall system (PGS) which encompasses evaluations of teachers, librarians, speech pathologists, etc. The focus of this assessment is only one of those evaluations, the Teacher Growth Rubric. The assignment is divided into four parts: Part A. Review of Professional Growth System Resources, and Part B. Conduct Teacher Evaluation (by video), which includes Feedback and Professional Development and Review of Master Ratings and Reflection

Use in Program: This assessment is designed to provide future administrators with the skills necessary in evaluating the effectiveness of teacher instruction on improving student achievement.

Purpose

The purpose of this assessment is for candidates to familiarize themselves with the process of evaluating teacher effectiveness and reporting the results of their observations in an objective, unbiased manner.

Administration

This assessment is designed to be administered towards the end of the program's progression.

Content of the Assessment

STANDARD	KEY ELEMENT	ELEMENT DESCRIPTION
CAEP 1.1	Data Analysis	Employment of data analysis and evidence to develop supportive school environments
CAEP 1.1	Collaboration	Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents
CAEP 1.1	Data Literacy	Applications of data literacy
CAEP 1.1	Use of Research	Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies
NELP	4.2	Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-

		quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.
NELP	4.3	Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.
NELP	4.4	Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.
NELP	7.3	Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.
NELP	7.4	Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.
PSEL	6e	Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice
PSEL	6h	Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
PSEL	10c	Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
PSEL	10d	Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
PSEL	10f	Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

Scoring (items in red are subject to change by each EPP as needed to meet institutional expectations)

The rubric is based on a 4-point scale (1-2-3-4), with a target score of 3. Candidates need not score a “3” in each criterion but need a composite score of 75% (21 points on Part C Feedback and 12 points on Part D Reflection). **Candidates who are not successful in meeting the minimum level of proficiency on this assessment or who are struggling at any point, the process for remediation or removal from the program will be initiated.**

Administration

This instrument is administered by university instructors in **EDAD 513 & 519**. Instructors are required to view a presentation on the evaluation instrument and to complete a statewide online training module prior to evaluating teacher candidates. Upon completion of the training, a certificate of completion is awarded. Training is to be completed once every three years. The data summarized are representative of the summative evaluations by the **instructor of record**. **Since there is one professor assigned to teach this course, calibration of scoring is not necessary. This course is taught on rotation and occurs at the end of a candidate’s program of study.**

Candidates receive a copy of the assignment and review the instrument at the beginning of the course through the course syllabus. Candidates complete and submit the assignment through Canvas at the end of the course. After the evaluation has been completed by the course instructor, the candidate has instant access to view the scores and provided feedback.

PROFESSIONAL GROWTH SYSTEM ASSESSMENT

2. **Assessment Description:** This is a state-wide common assessment to evaluate the student's knowledge of and ability to implement with fidelity the teacher evaluation system utilized in the state of Mississippi. The assessment evaluates the student's ability to employ knowledge of high-quality instructional practices and evaluation to provide evidence driven instructional support that leads to improvements in teacher efficacy and student outcomes.

In Part A, the student will review Mississippi's *Professional Growth System (PGS) Teacher Growth Rubric Observation and Feedback Guidebook* PGS Teacher Observation Guidebook and related resources from the Mississippi Department of Education website.

In Part B, the student will watch a recorded lesson, Achieve the Core review supporting instructional documents (lesson plan, work samples, room layout, interview video) and rate the teacher's instruction on seven PGS Standards. Required PGS forms to use include: Teacher Selected Scripting Form , Teacher Observation Evidence Rating Form A , and Teacher PSG Evidence Collection (fillable).

In Part C, the student will respond to a set of questions to compose a **Feedback Report** based on the review of lesson materials and observation findings.

In Part D, candidates review an evaluation conducted on this same teacher by experienced administrators. Candidates will write a comparison of the ratings and a reflection of the experience.

3. **Alignment of Assessment with Standards:** This assessment is aligned to these NELP Standards:
- Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems. (PSEL 10d)
 - Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being. (PSEL 10c)
 - Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner. (PSEL 10f)
 - Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning

designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success. (PSEL 6h)

- Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success. (PSEL 6e)

Purpose of the Assessment:

The purpose of this assessment is to evaluate the student’s knowledge of and ability to implement with fidelity the teacher evaluation system utilized in the state of Mississippi. The assessment evaluates the student’s ability to employ knowledge of high-quality instructional practices and evaluation to provide evidence driven instructional support that leads to improvements in teacher efficacy and student outcomes.

Directions to Candidates

Directions to Candidates:

*Begin the assessment by reading through this entire document to understand each part of the assessment. **Pay close attention to the assessment rubric from which a grade is determined.***

Review all of the resources for the Professional Growth System (PGS) Teacher Growth Rubric on the Mississippi Department of Education's PGS webpage (link below in resources). Familiarize yourself with each component of the system and the process of evaluating teachers.

View the PGS Teacher Growth Rubric training.

https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OTL/Teacher%20Center/combined_pgs_observer_training_2019_2020_fall_training_updated_with_all_rubrics-website_12.27.pdf

Go to the Achieve the Core webpage to view the teacher video and accompanying instructional documents (link below in resources). In this assessment, you will use the PGS rubric to evaluate the lesson presented by the teacher in the video.

Complete all forms noted in this document to assess and provide additional information about the lesson. You will submit your completed Teacher Evidence Collection Sheet for Standards 1-7 (PGS), Teacher Growth Rubric Observation Evidence Scripting Form A, Teacher Growth Rubric Selected Scripting Form, a Feedback Report (Parts B and C described below), and Reflection (Part D: instructions in this document).

Resources:

Mississippi Department of Education Professional Growth System (Teacher)

<https://www.mdek12.org/OEE/Teacher>

Achieve the Core teacher video

<https://achievethecore.org/page/2986/questioning-poetry-troetti>

Part A – Background Knowledge

1. Review all of the Mississippi Teacher Growth Rubric Resources on the Mississippi Department of Education's webpage.
<https://www.mdek12.org/OEE/Teacher>
2. View the PGS Teacher Growth Rubric training.
https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OTL/Teacher%20Center/combined_pgs_observer_training_2019_2020_fall_training_updated_with_all_rubrics-website_12.27.pdf
3. Review *Teacher Growth Rubric Observation Evidence Scripting Form A, Teacher Growth Rubric Selected Scripting Form, and Teacher Evidence Collection Sheet* carefully.

4. Review the lesson instructional documents and lesson video at [Achieve the Core](https://achievethecore.org/page/2986/questioning-poetry-troetti) .
<https://achievethecore.org/page/2986/questioning-poetry-troetti>

For this assessment, you will watch video of a middle school English lesson and conduct an evaluation of the teacher using the Mississippi Professional Growth System process and required forms.

Part B – Observation of Teacher and Review of Lesson Material

- Review resources: <https://achievethecore.org/page/2986/questioning-poetry-troetti>:
 - teacher’s lesson plan,
 - standards addressed in lesson,
 - demographic information for students,
 - student work samples,
 - classroom layout, and
 - teacher **interview** video
- Watch the video of the teacher teaching. While watching, use *PGS Observation Form A* and the *Teacher Growth Rubric Observation Evidence Sorting Form* to collect evidence of what you see the teacher and students doing related to PGS Standards 3-7 only. **Use timestamps. You may have to watch more than once to collect all of the evidence you need.**
- Rate the teacher (**assign a score**) using PGS Standards 1-7/Domain 1-3 using *Teacher Growth Rubric Evidence Collection Sheet* (fillable form). PGS Standards 1-2 should be evaluated by reviewing the lesson plan and other accompanying lesson documents previously noted.
- Upload as ONE document: (a) Assignment Title Page (b) Abstract/ Introduction (c) *Teacher Growth Rubric Observation Evidence Sorting Form A* (d) *Teacher Growth Rubric Selected Scripting Form* (e) *Teacher Evidence Collection Sheet for Standards 1-7*, and (f) *Feedback Report (Part C)* **NOT TO EXCEED 20 PAGES WHICH WILL INCLUDE ALL FORMS, TITLE PAGE AND ABSTRACT**
- Note: Domain IV/ Standards 8,9 – Candidates will not address these standards through this exercise since they must be addressed throughout the course of a school year.

Part C – Feedback (NELP Standards 4.2, 4.3, 4.4, 7.3)

- *In response to the questions below, provide detailed feedback that you would recommend to this teacher. Support your responses with evidence. **Incorporate evidence from the lesson and language from the teacher rubric into your responses.***
 1. *Based on your review of the video lesson, what are two instances where the teacher exemplified exemplary behavior? Include evidence/time stamps. What are*

- two instances where the teacher might have addressed the class more effectively? (NELP 4.4)*
2. *What probing questions do you have for the teacher? What things about the lesson do you need the teacher to clarify? Include evidence/time stamps. (NELP 4.4)*
 3. *How did this teacher provide equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student? Where could improvements be made? Include evidence/timestamps. (NELP 4.2)*
 4. *How do the lesson, lesson plan, and materials address or not address cultural, linguistic, learning, and other differences of students and are they inclusive of all learners? Explain. Cite evidence from the lesson. (NELP 4.3)*
 5. *How were multiple ways used to address student learning, linguistic, and cultural differences? Cite evidence from the lesson. (NELP 4.3)*
 6. *What formative and summative assessment strategies did this teacher use to monitor student progress during instruction?
How did this teacher utilize information gained from these strategies to direct his/her instruction? Include evidence/timestamps. (NELP 4.3)*
 7. *Based on the quality of this lesson, should this teacher be placed on a plan of improvement or be provided with a plan of “next steps” to help a good teacher get even better? Explain your answer with evidence from your observation.
Based on the quality of this lesson, what teacher growth plan should be used for “next steps” to help a good teacher get even better? Explain your answer with evidence from your observation.*
 8. *What professional learning and/or teacher growth plan would you suggest for the teacher to improve his/her practice? For each suggestion, identify what is the focus or target? (NELP 7.3)*
 9. *What measurable short-term and long-term goals would you set for this teacher? (NELP 7.3)*
 10. *How would you engage the teacher to continually reflect on his/her practice? (NELP 7.3)*

Part D – Reflection (NELP Standards 7.3, 7.4)

- *Once you complete and submit Parts A-C, Part D will be made available online.*
- *Analyze the scores that an experienced administrator assigned to this teacher.*
- **ASSIGNMENT** – *Write an essay in three parts.*
 1. **Comparison/contrast** *analysis of your scores and the administrator scores (NELP 7.3)*
 - *Discuss how your scores compare with his/hers for standards 1-7.*
 - *How did his/her evidence cause you to change your mind about how you evaluated the teacher?*
 - *How did she/he see things that you did not see?*

2. **Reflection:** *Provide a thorough reflection of the exercise and the importance of teacher evaluation with effective feedback in improving teacher quality and student achievement and the effect of effective feedback on teacher efficacy and retention. (NELP 7.3)*
3. **Plan of Action:** *Using the knowledge gained from research, this assignment, and other course work, provide ways in which you will work collaboratively with this staff member (teacher in video) to evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner. Support your position by citing relevant research and include references. (NELP 7.4)*

Checklist for Assignment

Please ensure your assignment includes all the following components.

Components	Assessment Part	Item Completed
<i>Review all Professional Growth System Tools and Videos</i>	<i>Part A</i>	<input type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>
<i>Teacher Evidence Collection Sheet for Standards 1-7 (PGS)</i>	<i>Part B</i>	<input type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>
<i>Teacher Growth Rubric Observation Evidence Scripting Form A (PGS)</i>	<i>Part B</i>	<input type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>
<i>Teacher Growth Rubric Selected Scripting Form (PGS)</i>	<i>Part B</i>	<input type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>
<i>Completed Feedback Report</i>	<i>Part C</i>	<input type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>
<i>Review ratings and scripting by an experienced administrator. Part D submitted separately.</i>	<i>Part D</i>	<input type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>
<i>Written summary of comparison of your scripting and experienced administrator scripting and ratings</i>	<i>Part D</i>	<input type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>
<i>Written Reflection with references</i>	<i>Part D</i>	<input type="checkbox"/> <i>Yes</i> <input type="checkbox"/> <i>No</i>

PROFESSIONAL GROWTH SYSTEM ASSESSMENT

Use the PGS Teacher Rubric Guidebook to input scripting and ratings for Standards 1-7. Use evidence from the lesson and language from the teacher rubric. Submit your completed Teacher Evidence Collection Sheet for Standards 1-7 (PGS), Teacher Growth Rubric Observation Evidence Scripting Form A or B (PGS), Teacher Growth Rubric Selected Scripting Form (PGS) with scripting and ratings.

Video Name: 8th Grade Questioning

Focus Standards: 1-7

Gold-Standard Evidence Features:

- ***Unbiased Descriptions*** - no judgments or interpretation, and no consideration of what you may have done in this instructional situation
- ***Specific Details*** - contains details unique to this lesson and this classroom, including specific lesson content, student names when shared, number of students engaged in activities, etc.
- ***Professional Writing*** - free of misspellings or mechanical errors
- ***Consistent Language*** - Evidence uses the third person in past tense
- ***Rubric References*** - specific language from the rubric is used to show how evidence is relevant
- ***Consistent Format*** - Evidence is formatted in either short paragraphs or bulleted lists and features timestamps when a specific teacher or leader behavior is mentioned.

Scoring Guides and Rubrics

Part B: PGS Standards 1 – 7 Scoring Guide

**This scoring guide is to be used by the course instructor to evaluate the completer’s evidence and scoring of the teacher (in the video) on each PGS Standard 1-7. Assign a score for the candidate’s ability to rate with appropriate evidence each standard.*

Review of PGS Standards

Evaluation Criteria (4-3-2-1 points available for each standard)

- Evidence relevant to the standard contains unbiased descriptions with no judgments or interpretation, and no consideration of what the candidate may have done in this instructional situation.
- Evidence relevant to the standard contains details unique to this lesson and this classroom, including specific lesson content, student names when shared, number of students engaged in activities, etc. No key or significant activities or details are overlooked by the evaluator.
- Evidence relevant to the standard contains specific language from the provided PGS rubric to show how evidence is relevant
- Evidence features timestamps for every instance when a specific teacher or leader behavior is mentioned.

Scoring Elements (4-3-2-1 points available for each element)

4 points: Exceeds Expectations: All elements of the evaluation criteria are thoroughly met and some go beyond what is required

3 points: Meets Expectations: All elements of the evaluation criteria are thoroughly met

2 points: Approaching Expectations: All elements of the evaluation criteria are addressed with one or more inadequate descriptions or responses

1 point: Does Not Meet Expectations: One or more elements of the evaluation criteria is missing or not met

Elements	Score
PGS Standard 1	
PGS Standard 2	
PGS Standard 3	
PGS Standard 4	
PGS Standard 5	
PGS Standard 6	
PGS Standard 7	

Part C: Feedback Report

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Does Not Meet Expectations (1)
<p>Lesson Feedback Program completers are able to provide relevant, developmental feedback to the teacher directly related to evidences cited in the lesson. (NELP 4.4; PSEL 10f; CAEP 1.1 Data Analysis and Evidence)</p>	<p>Feedback to the teacher justifies clear, explicit ideas and suggestions that will enable the teacher to improve the lesson. Specific professional learning and/or development topics are presented that will help the teacher improve his/her practice. For each suggestion, the focus or target of the suggestion is stated and tied to a PGS rubric goal and a grade-level content-area standard.</p>	<p>Feedback to the teacher explains ideas and suggestions that will enable the teacher to improve the lesson. Specific professional learning and/or development topics are presented that will help the teacher improve his/her practice. For each suggestion, the focus or target of the suggestion is stated and tied to a grade-level content-area standard.</p>	<p>Feedback to the teacher lists general ideas and suggestions that will enable the teacher to improve the lesson. Specific professional learning and/or development topics are presented that will help the teacher improve his/her practice. For each suggestion, the focus or target of the suggestion is stated.</p>	<p>Feedback to the teacher fails to provide general suggestions for improvement. General professional learning and/or development topics are presented. For each suggestion, the focus or target of the suggestion may or may not be stated or tied to a PGS rubric goal.</p>
<p>Equitable Access Program completers understand equitable access, how to use resources to enhance lessons, and can provide developmental feedback to teachers related to equitable access directly related to evidences cited in the lesson. (NELP 4.2; PSEL 10d; CAEP 1.1 Collaboration)</p>	<p>Feedback to this teacher justifies specific instances of how this teacher provided equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student. Feedback indicates where improvements could be made and offers concrete, actionable suggestions and advice.</p>	<p>Feedback to this teacher explains how this teacher provided equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student. Feedback indicates where improvements could be made.</p>	<p>Feedback to this teacher lists how this teacher provided equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student OR Feedback indicates where improvements could be.</p>	<p>Feedback to this teacher fails to address instances of how this teacher provided equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student OR where improvements could be.</p>
<p>High Quality Practice Program completers are knowledgeable of high-quality instructional practices that lead to student success and teacher growth and are able to provide teachers with development feedback in this area directly related to evidences cited in the lesson. (NELP 4.2; PSEL 10d; CAEP 1.1 Data literacy)</p>	<p>Feedback to this teacher clearly indicates where he/she is weak and in need of an improvement plan OR feedback to this teacher clearly indicates where he/she is strong and identifies areas for future growth. Each point of feedback is supported by explicit evidence from the observation. The feedback focuses on ways to promote the educational success and well-being of each student.</p>	<p>Feedback to this teacher clearly indicates where he/she is weak and in need of an improvement plan OR feedback to this teacher clearly indicates where he/she is strong and identifies areas for future growth. General evidence from the observation is used as supporting evidence. The feedback focuses on ways to promote the educational success and well-being of each student.</p>	<p>Feedback to this teacher indicates areas of strength and weakness; general guidelines for improvement are presented. The feedback focuses on ways the teacher can improve his/her skills.</p>	<p>Feedback to this teacher indicates areas of strength OR weakness. The feedback focuses on the actions of the teacher during the lesson.</p>
<p>Behavior Support Program completers are knowledgeable of equitable, inclusive, culturally responsive practices that foster a</p>	<p>The feedback provides specific, targeted areas for personal reflection by the teacher on his/her practice, and guides the teacher towards</p>	<p>The feedback provides specific, targeted areas for personal reflection by the teacher on his/her practice, and guides the teacher towards</p>	<p>The feedback provides general areas for personal reflection by the teacher on his/her practice and instruction for students and</p>	<p>The feedback provides guidance for the teacher towards improvement in providing instruction for students and interaction among teachers and staff.</p>

<p>safe classroom environment centered around students' individual and collective needs. Completers are able to provide teachers with development feedback in this area directly related to evidences cited in the lesson. (NELP 7.3; PSEL 6h; CAEP 1.1 Collaboration)</p>	<p>continual improvement in providing equitable, inclusive, and culturally responsive instruction for students and collaboration/support among teachers and staff.</p>	<p>continual improvement in instruction for students and collaboration/support among teachers and staff.</p>	<p>collaboration/support among teachers.</p>	
<p>Professional Development Program completers are knowledgeable of high-quality instructional practices, able to identify strengths and deficiencies in instruction, and provide developmental instructional support to teachers to positively impact efficacy and student outcomes. (NELP 7.3; PSEL 6h; CAEP 1.1 Collaboration)</p>	<p>Feedback asks probing questions of the teacher about how he/she can develop and implement OR continue to improve a high-quality, technology-rich curricula for his/her student lessons.</p>	<p>Feedback asks probing questions of the teacher about how he/she can develop and implement a high-quality, technology-rich curricula for his/her student lessons.</p>	<p>Feedback asks general questions of the teacher about how he/she can his/her student lessons.</p>	<p>Feedback does not promote an improvement dialogue with the teacher.</p>
<p>Collaborative Efforts Program completers are knowledgeable of instructional strategies that support teacher growth and are able to set career and instructional targets that improve teacher efficacy and student outcomes (NELP 7.3; PSEL 6h; CAEP 1.1 Collaboration)</p>	<p>Feedback clearly establishes both short-term and long-term goals for this teacher. These goals explicitly focus on a collaborative effort to align curriculum, instruction, and assessment practices in a coherent, equitable, and systematic manner.</p>	<p>Feedback clearly establishes both short-term and long-term goals for this teacher. These goals explicitly focus on aligning curriculum, instruction, and assessment practices in a coherent, equitable, and systematic manner.</p>	<p>Feedback clearly establishes either short-term or long-term goals for this teacher. These goals focus on aligning curriculum, instruction, and assessment practices within the lesson.</p>	<p>Feedback minimally addresses establishing either short-term or long-term goals for this teacher. The goals are for curriculum, instruction and/or assessment practices within the lesson but have little to no emphasis on alignment.</p>
<p>Assessment of Student Learning Program completers are knowledgeable in the collective use of instruction, pedagogy, student learning, evaluation, and data to improve student learning. Completers are able to provide teachers with development feedback in this area directly related to evidences cited in the lesson. (NELP 4.3; PSEL 10c; CAEP 1.1 Applications of Data Literacy)</p>	<p>Feedback clearly describes when the teacher formally and informally evaluated student progress and adjusted instruction based on data to improve student learning; feedback indicates where such opportunities for assessment/lesson adjustment were missed or inaccurately implemented by the teacher</p>	<p>Feedback describes when the teacher formally OR informally evaluated student progress and adjusted instruction to improve student learning; feedback indicates where such opportunities for assessment/lesson adjustment were missed or inaccurately implemented by the teacher</p>	<p>Feedback describes instances of teacher adjusting instruction to improve student learning; feedback indicates where such opportunities for assessment/lesson adjustment were missed or inaccurately implemented by the teacher</p>	<p>Feedback minimally addresses instances of teacher adjusting instruction or does not address where such opportunities for assessment/lesson adjustment were missed or inaccurately implemented by the teacher</p>

Part D: Reflection

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Does Not Meet Expectations (1)
<p>Compare/Contrast Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement and student success. (NELP 7.3; PSEL 6h; CAEP 1.1 Use of Research)</p>	<p>The essay justifies the ability to pinpoint several key likenesses and differences between scores of an experienced administrator and the candidate. Analysis provided is insightful and detailed, showing the potential to yield positive results for the school if action is taken. Connection to research is evident for the conclusions drawn, with the sources being credible.</p>	<p>The essay pinpoints and compares likenesses and differences between the observations made by an experienced administrator and the candidate. Analysis provided is detailed and includes specific actions that can be taken to improve the school or student learning if undertaken. A connection to research for the conclusions drawn is shown by 2 or more credible sources.</p>	<p>The essay lists specific likenesses and differences between the observations made by an experienced administrator and the candidate. Analysis provided is weak, containing little description of how the differences yield or limit progress toward the goal of school improvement or student success. Information or statements provided are supported with at least one connection to credible research.</p>	<p>The essay includes general statements about likenesses and differences between observations made by an experienced administrator and the candidate. Analysis presented is either weak or contains questionable conclusions that lack the potential for yielding school improvement or student success. Connection to research is weak or nonexistent.</p>
<p>Reflection Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement and student success. (NELP 7.3; PSEL 6h; CAEP 1.1 Use of Research)</p>	<p>The written reflection defends in detail personal growth of the candidate as a result of the teacher observation and review of an experienced administrator’s point of view. Evidence provided is explicit, indicating how effective feedback can impact teacher quality/efficacy, student achievement, and teacher retention. Connection to research is evident for the conclusions drawn, with the sources being credible.</p>	<p>The written reflection explains in detail personal growth of the candidate as a result of teacher observation and review of an experienced administrator’s point of view. Evidence is provided that how effective feedback can impact teacher quality/efficacy, student achievement, and teacher retention. A connection to research for the conclusions drawn is shown by 2 or more credible sources.</p>	<p>The written feedback is general and describes personal growth of the candidate, as well as the importance of seeing the experienced administrator’s point of view. Evidence provided addresses how effective feedback impacts teacher quality/efficacy and student achievement. Information or statements provided are supported with at least one connection to credible research.</p>	<p>The written feedback is general and states personal growth of the candidate. Evidence provided addresses how effective feedback impacts teacher quality/efficacy and student achievement. Connection to research is weak or nonexistent.</p>
<p>Action Plan Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success. (NELP 7.4; PSEL 6e; CAEP 1.1 Data Analysis)</p>	<p>The plan of action collaboratively formulates and illustrates a process for evaluating, developing, and implementing structures that provide supervision of personnel, reliable steps for receiving support, and a process for periodic evaluation to determine change needed to attain school improvement and student success. Connection to relevant research is cited and includes references.</p>	<p>The plan of action organizes a process for evaluating, developing and implementing structures that provide supervision of personnel, a support system, and a set process for evaluating progress toward school improvement and student success. Connection to relevant research is cited.</p>	<p>The plan of action describes the process for evaluating and implementing supervision of personnel for an evaluation that can lead to school improvement or student success. Connection to research is cited although cited research may not be connected to plan or research is outdated.</p>	<p>The plan of action describes a process for evaluating personnel that can lead to school improvement or student success. Connection to research is weak or nonexistent.</p>

<p>Supports positions taken by citing relevant research and including references in APA format.</p> <p>Style or presentation of ideas matches the assignment, with rules of professional writing observed.</p>	<p>Work contains few, if any, errors in APA format on the entire text.</p> <p>The written product is set in a style appropriate for presentation of the information requested.</p> <p>The writer adheres to grammatical rules throughout.</p>	<p>Work contains few, if any, errors in APA format on the entire text.</p> <p>The written product is set in a style adequate for presentation of the information requested.</p> <p>No more than 2 grammatical errors were made.</p>	<p>Work contains errors in APA format for text citations or on the reference page.</p> <p>The written product is set in a style adequate for presentation of the information requested.</p> <p>Several grammatical errors were made.</p>	<p>Work contains errors in APA format for in text citations as well as on the reference page.</p> <p>Errors in writing and/or style negatively affect the flow and/or understanding of the document.</p>
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Data Validity

Background: Work on the assessment was begun in December 2018. The instrument was created in the spring of 2019 to improve the ability of administrative candidates to evaluate teacher effectiveness. After much research and discussion among the developers of the assessment and multiple stakeholders, the instrument was revised. This revised assessment was released in Spring, 2020 for further field-testing in the summer and fall of 2020.

Pilot: **This section will be completed after the pilot is run in the spring of 2021.**

Results of Lawshe CVR:

Summative data will be reported to the Mississippi Department of Education as part of the Annual Report. Due to the collaborative process among stakeholders in the development and revising of this assessment, the final Lawshe CVR agreement is 1.00.

Data Reliability **This section will be completed after the pilot is run in the spring of 2021 and MELFA addresses the issues of training and inter-rater reliability**

Training: As stated earlier, instructors are required to view a presentation on the evaluation instrument and to complete a statewide online training module prior to evaluating teacher candidates. Upon completion of the training, a certificate of completion is awarded. Training is to be completed once every three years.

Results of inter-rater reliability: IRR will be determined by the results of the online instructor training.

The remaining sections are to be completed by individual EPPs using their institution's results

Analysis of Data Findings

Data reviewed and by whom **Begin typing here**

Trends **Begin typing here**

Correlations **Begin typing here**

Variations **Begin typing here**

Strengths/weaknesses **Begin typing here**

Discussion of Interpretation of Data

Which group performed better **Begin typing here**

Limitations **Begin typing here**

Steps for improvement **Begin typing here**

Next steps **Begin typing here**