# Module 2: Effectiveness Statement

<table>
<thead>
<tr>
<th>Activity Overview</th>
<th>Module Outcomes</th>
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</table>
| **Handout(s)** | ✓ Become familiar with the AQTS  
| □ M2.H1  
| □ M2.H2 | ✓ Create statements that emphasize the attributes of effective teachers  
| **Additional Materials** |         |
| □ Sticky notes |         |
| □ Markers (enough for all participants) |         |
| □ Chart paper |         |

## Purpose

In an effort to create an evaluation system that is aligned to district ideals, participants will become familiar with the in-depth meaning and observable actions outlined in the Alabama Quality Teaching Standards (AQTS).

## Presentation Slides

### Slide 2: Well-Prepared, Resourced, Supported and Effective

In Module 1, team members identified attributes of well-prepared, resourced, supported, and effective teachers. With that in mind, the team will explore the Alabama Quality Teaching Standards (AQTs) and their 39 indicators.

### Slide 3: Alabama Quality Teacher Standards Review

This activity will allow team members to explore the first four standards of the Alabama Quality Teaching Standards (AQTs). It should be noted that standard 5 will be explored in Module 6, when the team constructs the *Professionalism* rubric.

**SAY:** “We will explore the Alabama Quality Teaching Standards (AQTs) 1-4. **Handout M2.H1** highlights one standard per page. Each person will be given the task to identify as many observable actions for the assigned standard (on the page provided) as you can think of in the 10 minutes. Be sure to share your thoughts regarding each indicator on your sheet. Keep in mind that observable actions embody those things that can be *experienced* in the classroom --- things you can actually hear and see during an observation to ensure this standard and its indicators are being addressed.”
Exploring the Alabama Quality Teaching Standards

Individuals
- Explore standards 1-4
- Identify “observable” teacher and student actions for each indicator

Groups
- Discuss findings for each indicator
- Would the recorded actions obvious or would they require the observer to infer their occurrence?
- Are there any similar observable actions throughout standards 1-4?

ACTIVITY

1. Give each participant one page from the Handout M2.H1. Ensure someone in the group is covering each of the standards/indicators for AQTS 1-4
2. Allow team members to work individually for about 10 minutes
3. Allow team members time to share identified observable actions with their “shoulder partners” (no more than 3 in a group) The goal is to generate a discussion around the following questions:
   - What is observable?
   - How do you know a specific action is taking place?
   - Can this action be identified in one 30-minute visit?
   - Should I infer that this has taken place?
   - Are some of the actions similar across AQTS

SAY: “In observing the various attributes of effective teaching, one must identify multiple pieces of evidence. As we construct our observational rubrics, we must be mindful of observable actions that can be used as evidence of Effective practices as indicated by the AQTS. This activity only allowed each team member to investigate a few of the 39 AQTS indicators. As we move forward, it is imperative that team members take the time to examine the remaining indicators.

Effective Teaching Statement Construction

Create 4-5 statements that express your thoughts regarding the characteristics of effective teachers

Slide 5: Effective Teaching

Team members have recorded their personal thoughts regarding the attributes of well-prepared, resourced, supported, and effective teachers (Module 1) and have reviewed the first four of the AQTS. Now they will use those notes (return Handout M1.H3 to each team member) to create statements that highlight their personal belief about effective teaching based on the research obtained during the previous activity.

ACTIVITY

SAY: “In this next activity each team member will construct 4-5 statements that describe effective teachers. When constructing the statement, be sure to reflect on the personal thoughts you recorded in a previous work session (they have been returned to you), your exploration of the AQTS in today’s session, and any other research obtained from the provided resource documents (see the Resources tab on the ALSDE Module website). These statements should highlight what you deem most important to effective practices in your school and district. When crafting sentences, be sure to use the sentence stem, ‘Effective teachers...’ and record one sentence per sticky note. Finally, please take your time to craft these statements as they will be the foundation of our work as we move forward.”

Provide all participants with Handout M2.H2 to collect their personal effective sentences.
<table>
<thead>
<tr>
<th>Prepare for Next Session</th>
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<tbody>
<tr>
<td>Collect and store the following artifacts from Module 2</td>
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<tr>
<td>☐ Results from the AQTS exploration activity (Handout M2.H1)</td>
</tr>
<tr>
<td>☐ Each team member’s effective sentences (Handout M2.H2)</td>
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