# Module 3: Defining Effective and Identifying Observation Rubric Titles

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## Purpose
Participants will work within small groups to reach consensus and create a paragraph that describes effective teachers. Subsequently, the entire team will analyze all groups’ paragraphs to (1) identify commonalities that will ultimately become the titles of the observation rubrics to be constructed and (2) develop a final statement that articulates the LEA’s definition of effective teaching.

## Presentation Slides | Notes and Rationale
---|---
**Module 2 Review** | Slide 2: Module 2 Review
Individuals constructed 4-5 statements that expressed thoughts regarding the characteristics of effective teachers

**Group Statement** | Slide 3: Using Individual Statements to Construct Group Paragraph
Work together to construct a group statement by reaching a consensus.

**Poster Analysis** | Slide 4: Commonalities in Our Work
- Read each poster aloud
- Circle all common words and/or phrases and record separately
- Identify themes

SAY: “Now that each group has a poster that describes effective teaching, we will have one participant read each group’s poster aloud and another to circle the commonalities (synonyms) as they are identified by the group.”

It is the facilitator’s responsibility to chart participants’ responses as the discussion occurs.

SAY: “As commonalities are identified, I will record them along with their frequency.”
Facilitators should lead the group discussion to identify terms that can be categorized under one title. For example, the terms behavior, classroom management, and on task may be grouped together and given the theme, “classroom management”. It is the facilitator’s responsibility to lead this discussion and ultimately identify 5-8 themes. Keep in mind that the themes will ultimately become the titles of the classroom observation rubrics that will be constructed in Module 4.

**Observation Rubric Titles**
- Discus district- and school-needs
- Finalize observation rubric titles

**Slide 5: My District’s Focus**

SAY: “We have created a list of ideas that describe effective instruction. Now let’s reflect on our current district- and school-level focuses:

- What is addressed in our CIP?
- What district initiatives are in place?
- What is the district’s overall focus?
- What is our current professional development focus?
- Is there any other idea we should add to our list?”

During this discussion, add additional themes to your existing list that may need to be addressed as a rubric. If your team identifies initiatives, focuses, and/or areas of concern that would be best addressed by associating it with an existing theme, do so.

As a result of research and analysis of the district’s needs, the following observation rubric titles have been identified: (record final rubric titles)

1. __________________________  
2. __________________________  
3. __________________________  
4. __________________________  
5. __________________________  
6. __________________________  
7. __________________________  
8. __________________________  

After observation rubric titles have been finalized, have participants sign up to research one topic in detail (Handout M3.H1). Inform them that they are responsible for the creation and editing of the rubric associated with the topic selected.

**Rubric Topic Research**
- Research existing evaluation rubrics and identify components that pertain to your assigned rubric
- Resources Provided
  - The Danielson Framework
  - Marzano
  - Georgia TKES

**Slide 6: Research Rubric Topic**

SAY: “Each of you has signed up for a rubric topic. It is important that we begin by studying various bodies of research that narrow the focus of our rubrics.”

In your digital resource file, (see the Resources tab on the ALSDE Module website) there are several documents with accompanying observation tools: The Danielson Framework, Marzano, and Georgia’s Evaluation System, TKES. There are many others that are not included in the resource file. Handout M3.H2 cross-references common rubric themes with Danielson, Marzano, and TKES.
Use this resource as a table of contents to locate related information in each of the respective documents.

Keep in mind that the topic of *instruction* is very dense and may be interwoven with many of your identified themes (i.e. engagement, differentiation, discourse, etc.). Many components are related and for that reason, groups are encouraged to read about the selected topic and related topics as well.

Use **Handout M3.H3** to document the components that should be highlighted in your district’s rubric design. By all means, search outside of these documents to find other resources that relate to your topic.

Example: If *technology* is an emerging theme, consider researching the ISTE standards for teachers and students; it clearly details the expectations of technology integration in instruction

**NOTE**

**Educator Effectiveness Statement:** During this time have a participant or small group to take all group posters to make one general paragraph to describe “effective teaching”. Bring this document back to the whole group for revision, if needed.

**Prepare for Next Session**

- Retain the document used to record proposed rubric titles and team members who will construct each rubric *(Handout M3.H3)*
- Store the posters used to capture each group’s effectiveness statement