## Module 5: Finalizing Observation Rubrics

### Activity Overview

<table>
<thead>
<tr>
<th>Handout(s)</th>
<th>Additional Materials</th>
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| M4.H2      | Pens
|            | Copies of Handout M4.H2 from Module 4 |

### Module Outcomes

- Edit and finalize classroom observation rubrics

### Purpose

Participants will determine the structure of the criteria listed within each observation rubric. Rubrics will be used in Pillar II: Professional Practice section of the Educator Effectiveness framework to help educators develop a consistent, shared understanding of proficient performance. Rubrics outline the professional expectations as well as inform teachers of the growth trajectory to exemplary performance.

### Presentation Slides

**Module 4 Review**

- The following rubric components were completed at the conclusion of Module 4:
  - **Effective** column
  - AQTS correlation
  - Introductory statement

**Feedback Session #1**

1. Are there at least six observable actions for teachers and students?
2. Are there any other actions that need to be considered?
3. Do the student behaviors correlate to the teacher actions?
4. Are there any grammatical and/or mechanical errors?
5. Are the listed Alabama Quality Teaching Standards accurate and thorough?
6. Is the introductory statement clear? Does it define the title/topic and explain the intended outcome?

### Notes and Rationale

**Slide 2: Module 4 Review**

Say: “At the conclusion of Module 4, each group created a rubric with the following components: **Effective** column (teacher and student actions), AQTS correlation, and introductory statement (**Handout M4.H2**).”

**Slide 3: Feedback Session #1**

Say: “At this time, each group will provide feedback on the other teams’ rubrics. When reviewing each rubric, make suggestions based on the following questions:

1. Are there six observable actions for teachers and students?
2. Are there any other actions that need to be considered?
3. Do the student behaviors correlated to the teacher actions?
4. Are there any grammatical and/or mechanical errors?
5. Are **Alabama Quality Teaching Standards** listed accurate and thorough?
6. Is the introductory statement clear? Does it define the title/topic and explain the intended outcome?”

**Note:** Use one of the processes below to facilitate the feedback session

- **Process A:** Use Google Drive® to make suggestions by using the comment feature. For more information regarding this process visit [https://support.google.com/docs/answer/65129?co=GENIE.Platform%3DDesktop&hl=en](https://support.google.com/docs/answer/65129?co=GENIE.Platform%3DDesktop&hl=en).
**Process B**: Make hard copies of each rubric. Ensure each group has a copy of all rubrics to make comments. Write comments on each rubric (except your own), then redistribute rubrics to the original authors for edits.

**Slide 4: Editing Session #1**

**SAY**: “At this time, rubrics with comments will be returned to each respective group. All groups will be given time to make the necessary edits.”

Provide time for each group to edit their document.

Use **Handout M4.H2** (electronic or hardcopy)

**Slide 5: Determine Rubric Structure**

**SAY**: “The first round of feedback and editing has been completed. It is time for us to determine the structure of the remaining columns of the rubrics. This step is important to ensure consistency in design and will allow us to save time during the final editing phase.”

**Slide 6: Expectations**

**SAY**: “First, we will decide how the expectations should be listed within each column. Is the preference to use frequency words or observable actions?”

**Slide 7: Spectrum**

**SAY**: “How will the expectations in each category relate? Should the criterion vary throughout the spectrum or will indicators at each level build on the previous performance level?”
<table>
<thead>
<tr>
<th>Slide 8: Rubric Finalization</th>
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<tbody>
<tr>
<td>SAY: “We now know the expected design structure for the remaining columns of the rubric, your group may begin designing the remaining performance levels.”</td>
</tr>
<tr>
<td>Provide time for each group to finalize their document.</td>
</tr>
<tr>
<td>Use Handout M4.H2 (electronic or hardcopy)</td>
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<tr>
<th>Slide 9: Final Task</th>
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<tr>
<td>SAY: “In an effort to ensure that all teachers have a voice in the construction of this evaluation system, it is imperative to gather feedback from your colleagues. Before our next session, gather feedback, discuss it with your group members and edit your rubric.”</td>
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<tr>
<th>Slide 10: Prepare for Next Session</th>
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<tbody>
<tr>
<td>□ Retain documents used to construct each observation rubric</td>
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<tr>
<td>Use Handout M4.H2 (electronic or hardcopy).</td>
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