Constructing Effective Criteria

Module 5
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?
Editing Session #1

Use the feedback provided to make appropriate edits to your rubric.
Determine Rubric Structure

- **Expectations**
  - How should expectations be structured within each category?

- **Spectrum**
  - How should expectations relate across the spectrum?
Expectations

Rarely
- Uses clear procedures for getting students’ attention, managing transitions, or the distribution and collection of materials.
- Monitors students’ behavior, enforce standards of conduct, or respond effectively to disruptions.
- Uses clear procedures for getting students’ attention, managing transitions, or the distribution and collection of materials.

Inconsistently
- Uses established procedures for getting students’ attention, managing transitions, or the distribution and collection of materials, but they do not function smoothly.
- Attempts to maintain order in the classroom, but often responds inconsistently to similar student misbehaviors sometimes harsh, other times lenient.
- Uses established procedures for getting students’ attention, managing transitions, or the distribution and collection of materials, but they do not function smoothly.

Consistently
- Uses established, effective, and smooth procedures for getting students’ attention, managing transitions, and the distribution and collection of materials.
- Monitors behavior in accordance with established standards of conduct, reinforcing positive behavior and responding consistently and effectively to inappropriate behavior.
- Uses established effective and smooth procedures for getting students’ attention, managing transitions, and the distribution and collection of materials.

Continually
- Uses established routines that gradually transfer responsibility for smooth transitions and procedures to students.
- Monitors behavior quietly and subtly, reinforcing positive academic effort and responding quickly to any inappropriate behavior.
- Uses established routines that gradually transfer responsibility for smooth transitions and procedures to students.

Frequency Words

Observable Actions

- Does not use data to guide instruction.
- Only utilize the textbook for assignments for student tasks.
- Do not address student mistakes with feedback.
- Utilizes the same strategy for all learners regardless of the students’ needs or ability.
- Instructional decision are based wholly on content being covered.

- Use data to guide instruction.
- Create lessons based upon students learning styles and abilities.
- Group students based upon students’ ability and use of different resources.
- Models instructional strategies.
- Recognizes cultural background and differences to create lessons on various levels.

- Use diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.
- Uses flexible grouping strategies to encourage appropriate peer interaction and accommodate learning needs/goals.
- Demonstrates high learning expectations for all students within their developmental levels.
- Demonstrates an understanding of individual student skills through remediation, enrichment, and acceleration to further student understanding of material.
- Provides various options for...

- Exchange and collaborate with other teachers to share teaching methods.
- Provide individualized learning experiences by utilizing assistive technologies.
- Engage students in critical thinking activities to facilitate learning opportunities.
- Readily takes risks to improve and differentiated instruction such as creating lessons that are tailored to meet the students’ individual needs. (Implementing new strategies)
## Spectrum

### Variance

<table>
<thead>
<tr>
<th>Not Evident</th>
<th>Somewhat Evident</th>
<th>Evident</th>
<th>Very Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher establishes expectations for implementing classroom rules, routines, and procedures. and...</td>
<td>Teacher establishes expectations for implementing classroom rules, routines, and procedures and enforces them. Teacher utilizes instructional time due to established routines and procedures. and...</td>
<td>Teacher establishes expectations for implementing classroom rules, routines, and procedures and enforces them regularly and appropriately. Teacher utilizes instructional time due to well established routines and procedures. Teacher prepares classroom materials and resources to facilitate group and individual activities. Teacher naturally uses verbal cues to redirect students. and...</td>
<td>Teacher establishes expectations for implementing classroom rules, routines, and procedures and enforces them regularly and appropriately without prompting. Teacher maximizes instructional time due to effective routines and procedures. Teacher prepares classroom materials and resources to facilitate group and individual activities. Teacher naturally uses nonverbal cues to redirect students.</td>
</tr>
</tbody>
</table>

### Gradual Build

- Teacher uses established routines that gradually transfer responsibility for smooth transitions and procedures to students.
- Teacher monitors behavior quietly and subtly, reinforcing positive academic effort and responding quickly to any inappropriate behavior.
- Teacher uses established routines that gradually transfer responsibility for smooth transitions and procedures to students.
Rubric Finalization

Construct the remaining expectations using the determined structure.
Final Task

Solicit feedback from colleagues. Incorporate appropriate suggestions to improve rubrics.