# Module 6: Auxiliary Rubrics

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<th>Activity Overview</th>
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<td>□ Sticky Notes □ Markers □ Chart Paper</td>
<td>✓ Will explore research to support the writing of the auxiliary rubrics</td>
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<td>✓ Will design auxiliary rubrics to support the overall evaluation process</td>
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## Purpose

This module will provide districts with engaging activities that lead to purpose, research and the design of the additional non-instructional rubrics. These rubrics have flexibility in their structure and can be very broad in nature. The design team will examine components of the big ideas and make the rubric contextual, yet durable for their district.

## Presentation Slides

### Slide 2: Module 5 Review

**Say:** “At the conclusion of Module 5, the team completed all classroom observation rubrics. All team members were asked to solicit feedback from their colleagues in their respective schools and edit their assigned rubric using appropriate feedback.”

**Note:** Design team will make edits on observation rubrics and place them in the designated folder for the final compilation of created documents.

### Slide 3: Auxiliary Rubrics

**Say:** “We will begin the creation of the additional rubrics that are necessary to the overall teacher evaluation process. Teachers’ professionalism, collaboration with colleagues and additional activities beyond classroom duties also impact students’ achievement. In Module 6, we will complete a series of activities that will prepare us for the creation of the following auxiliary rubrics: (1) Self Assessment, PLP and Evidence Rubric; (2) *Professionalism* Rubric; (3) Collaboration (the expectations for collaboration may be included in the *Professionalism rubric); and (4) Impact Beyond Classroom (Professional Showcase).”

**Note:** The *Professionalism* rubric is optional.
Pillar 1
Self Assessment, PLP and Evidence
• Required Components
  – Self-Assessment
  – Professional Learning Plan
  – Evidence
• Platform Options
  – EDUCATEAlabama
  – Other Platform

Slide 4: Self Assessment, PLP and Evidence Platform
Say: “In Pillar I, the framework requires all teachers to complete a self-assessment, professional learning plan, and submit evidence of their efforts. Although districts are encouraged to use EDUCATEAlabama, the digital platform provided by the Alabama State Department of Education they may elect to use another method/platform to gather and store data. It should be noted that choosing to do so will be at the district’s expense and collected data such as self-assessment and PLP results should be provided to the Alabama State Department of Education upon request.”

Note: EDUCATEAlabama has been used across our state in varying degrees since 2009. It is now in pilot phase to update and support the teaching effectiveness component Educator Effectiveness, the model you are designing this year, and should be released in 2018-2019.

EDUCATEAlabama
• Adopted in May 2009
• Aligned to the Alabama Quality Teaching Standards (AQTS)
• Formative system designed to provide insight to teachers
• Used to set expectations, goals, and a plan of action for professional growth and learning
• Self-Assessment, Professional Learning Plan and Evidence

Slide 5: EDUCATEAlabama
Say: “Here are a few facts about EDUCATEAlabama and how it has served us with the Self Assessment and Professional Learning Plan. The Alabama State Department of Education provides the online platform EDUCATEAlabama. It is includes the Alabama Quality Teaching Standards, and teachers currently self-assess to all 39 indicators. During the 2017-2018 academic year, pilot districts identify the indicators that are most relevant to their needs and require teachers to only self-assess to those identified. This optional feature is scheduled to be released to all districts during the 2018-2019 academic year. With this platform, data can be viewed at the local and state level, without the additional task of submission to the Alabama State Department of Education.”

Activity 1
Self-Assessment, PLP and Evidence
• How many indicators should be identified as areas of focus?
• What is the deadline for submitting the PLP?
• Is the PLP purposeful and aligned to AQTS?
• Are objectives clear and relevant to student growth?
• What is the expectation of the submission of evidence?

Slide 6: Activity 1 – Collect Data for SA, PLP, Evidence Rubric Design
Note: Before beginning Activity 1 the facilitator should be knowledgeable of the current process in the district. If a district is not using EDUCATEAlabama or any form of self-assessment, the participants will have to be guided through the questions in this activity. This activity can be done in small group or individually.

Say: “To ensure the message is clear and district levels of expectations are met, districts should construct a rubric addressing the following questions on Handout M6.H1:
• How many indicators should be identified as areas of focus?
• When is the deadline for submitting PLP?
• Is the PLP purposeful and aligned to AQTS?
• Are objectives clear and relevant to student growth?
• What is the expectation of the submission of evidence?”
**Note:** After this activity, collect questions *(Handout M6.H1)* and store them for future use during the rubric creation work session. During the upcoming work session, the group assigned to design the *Self-Assessment, PLP, and Evidence* rubric will take the results in consideration as they design the rubric.

The design team can suggest which platform will best serve the district at the conclusion of this module.

### Slide 7: Pillar I -- Professionalism

**Say:** “This is Standard 5 of the Alabama Quality Teaching Standards (AQTs) addresses the professional demeanor of the educator. Current research relates teacher collaboration, shared responsibility for student learning, and job-embedded learning in professional communities to higher levels of student achievement. Teachers exhibit professionalism by demonstrating a personal commitment to continuous learning and improvement, adhering to high ethical standards, and maintaining currency with regard to federal, state, and local laws and policies.

When creating a professionalism rubric, examine the current structures that keep your district moving and address the district’s expectations of these effective structures.

### Activity 2

**Professionalism**

How does your district currently address the following Alabama Quality Teaching Standards listed below?

- Collaborates with stakeholders to facilitate student learning and well being (Indicator 5.1)
- Engages in ongoing professional learning to move practice forward (Indicator 5.2)
- Participates as a professional learning community member in advancing school improvement initiatives (Indicator 5.3)
- Promotes professional ethics and integrity (Indicator 5.4)
- Complies with local, state, and federal regulations and policies (Indicator 5.4)

**Note:** At the conclusion of this activity, collect each group’s chart *(Handout M6.H2)* and store for future use. During the upcoming work session, the group assigned to design the *Professionalism* rubric will use the information from the design team’s discussion.
**Slide 9: Dennis Sparks Quote**

**Say:** What is your interpretation of this quote? Are effective teams necessary for teaching and learning and overall student achievement?

**Note:** Create a brief discuss to active knowledge for upcoming article.

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**Activity 3**

**Collaborative Planning**

- "Strong Teams, Strong Schools" by Dennis Sparks
  - What makes your team strong?
  - What challenges does your team face?
- Read article and complete the key characteristics of effective teams rating
- Place a star next to the six characteristics that you feel are most important to collaboration in your district

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**Activity 10:** Activity 3 -- Collaborative Planning (Collaboration Rubric)

**Say:** While Professional learning communities are the power of ongoing, continuous learning that takes place in a culture where risk and experimentation are rewarded. In schools where there is a strong professional community, teachers actively create and sustain such learning environments and maintain their focus on improved student learning. Strong teams must be created with high expectations. We will use Dennis Sparks’ article, “Strong Teams, Strong Schools” (Handout M6.H3) to design your district’s expectations for collaboration. Read the article, complete the key characteristics of effective teams rating, then on the back of the last page list six characteristics you feel are most important to working collaboratively in your district.

**Note:** At the conclusion of this activity, collect each group’s rating chart (Handout M6.H3) and store for future use. During the upcoming work session, the group assigned to design the Collaborative Plan Team will use this information to generate ideas for design.

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**Activity 4**

**Impact Beyond the Classroom**

In what ways do you serve above and beyond your prescribed duties? Think of various communities and extra-curricular activities that do not provide a stipend.

Examples include, but are not limited to:
- Serve on various committees
- Write grants
- Club sponsor
- Prom sponsor

**Say:** “Educators are aware that professional commitment extends beyond the classroom. As a part of the Teaching Effectiveness framework, districts will design a document to highlight the work that teachers do in addition to regular instructional duties. The document can be designed in various ways; however, it is important to note that this component is intended to acknowledge teachers’ performance. Rewards are not a component of this design, nor will they be funded (in part or entirety) by the Alabama State Department of Education; however, rewards may be used at the discretion of the district. Use Handout M6.H4 to record responses.”

**Directions for Handout M6.H4**

List all of the ways you and others in your school serve outside of your regular instructional duties. Example: prom chair, yearbook sponsor, grant writer, etc.
Design Teams

Team 1
– Self Assessment, PLP and Evidence Rubric

Team 2
– Professionalism

Team 3
– Collaboration

Team 4
– Impact Beyond Classroom (Professional Showcase)

Slide 12: Design Team

Say: “The last four activities lead us in generating ideas around these rubric titles. We will now divide into design teams to begin the construction of the actual rubrics. I will provide each group with artifacts gathered from the group activity. Groups 1-3 may use the regular template we used to design the classroom observation rubrics to begin the creation of the “effective” column of the specified rubric.”

Decisions

Say: “At this time we will decide which direction we will take as it pertain to the three bullets on the slide.

1. What platform will we be using to house self-assessment, PLP and evidence?
2. Are we creating a professionalism rubric?
3. Will collaboration component outlined in Pillar 2 be in apart of professionalism or will we address it in a stand-alone rubric?
4. Do we wish to attach a number to professional showcase model or use a checklist format?”

Design Teams Work Session

Say: Each team will begin the work of creating the rubric. Make sure you are logging your model digitally so that the design team can later provide feedback.

Note: This activity will take approximately 1 hour.

Product Review

Part A
- Review rubrics created by the other teams
- Provide feedback

Part B
- Review comments made by other teams
- Edit and revise assigned rubric

Note: This activity should take approximately 20 minutes