Auxiliary Rubrics

Module 6
Module 5 Review

At the conclusion of Module 5, the team completed all classroom observation rubrics.
Auxiliary Rubrics

Pillar I

• *Self Assessment, PLP and Evidence* Rubric
• *Professionalism* Rubric

Pillar II

• *Collaboration* Rubric
• *Impact Beyond Classroom* Rubric
Pillar 1
Self Assessment, PLP and Evidence

• Required Components
  – Self-Assessment
  – Professional Learning Plan
  – Evidence

• Platform Options
  – EDUCATEAlabama
  – Other Platform
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
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?
Pillar I

Professionalism (Optional)

To increase the achievement of all students, teachers engage in continuous learning and self-improvement; collaborate with colleagues to create and adopt research-based best practices to achieve ongoing classroom and school improvement; and adhere to the Alabama Educator Code of Ethics and federal, state, and local laws and policies.
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)
“Effective teams strengthen leadership, improve teaching and learning, nurture relationships, increase job satisfaction, and provide a means for mentoring and supporting teachers and administrators.”
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
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
Design Teams

Team 1
- Self Assessment, PLP and Evidence Rubric

Team 2
- Professionalism

Team 3
- Collaboration

Team 4
- Impact Beyond Classroom (Professional Showcase)
Decisions

• What platform should be used to facilitate teachers’ self assessment, PLPs, and evidence?
• Should we include a *Professionalism* rubric in our teacher evaluation process?
• If we choose to design a *Professionalism* rubric should we include the expectations for collaboration or create a separate Collaboration rubric?
• As we showcase teachers’ impact beyond the classroom, should we rate, rank, or provide a checklist?
Design Teams Work Session

• Design teams will begin the creation of an assigned rubric
• Example rubrics are provided in the resource folder
• Teams should initially create the “effective” column and gather feedback from other team members before finalizing rubric design
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