# 2013-2014 RRISE Questions and Answers

## *Employee Eligibility*

**1) Is it a requirement for teachers/interventionists to work with students at least 4 hours a day to qualify for participation in the RRISE program? If a teacher works less than 4 hours a day, does that mean the teacher does not qualify?**

A basic requirement is that a participant meets the Texas Education Code definition of a teacher. This definition indicates that a teacher teaches in an academic instructional setting or a CTE setting for at least 4 hours each day. Interventionists must meet this 4 hour requirement as well.

**2) How does a faculty member who joins a RRISE campus during the middle of the 2013-2014 school year know if he/she will qualify for RRISE Program participation?**

It is required that all RRISE participants work at last 85 days during the current school year for any incentive pay to be received. Most RRISE teachers are on a 187 day work calendar that started on 08/15/2013 and ends on 06/03/2014. There are rare instances when a participant is on a different calendar – the 85 day rule still applies to them. Most absences are subtracted from each participant's total number of days worked. However, absences that are deemed "District Business" are not subtracted from the total number of days worked. For participants on a 187 day work calendar, the employee must have a start date of no later than 01/27/2014 to have a chance to work at least 85 days. Any faculty member on a 187 day work calendar who started after 01/27/2014 will not qualify for incentive pay for the current school year.

**3) If a teacher currently on a RRISE campus transfers to a non-RRISE campus after the current school year, would that person have to forfeit his/her RRISE Program incentive pay?**

If a teacher voluntarily transfers to a non-RRISE campus from a RRISE campus, he/she forfeits any RRISE compensation earned during the previous school year. A related question which has arisen is: If a teacher is placed on the RRISE Surplus List and is transferred to another campus, is that a voluntary move? A participant formally placed on the district's Surplus List and transferred to another campus is seen as having been moved involuntarily. The person would not have to forfeit incentive pay earned on a RRISE campus. This information is referenced in the RRISE Program Compensation Guidelines.

**4) How does maternity leave affect awards?**

The RRISE Compensation Guidelines delineate the impact that missed days have on a participant. If a participant works at least 125 days over the course of the school year, the person will receive 100 % credit for both Student Achievement and the remaining awards. Once a participant works less than 125 days, the amount of award becomes impacted.

**5) Do bilingual instructional coaches qualify to participate when they work with students 50 % of the day?**

Bilingual instructional coaches do not have the required EEO code for participation in the RRISE Program. Moreover, their job description does not reflect that they instruct students for the required four hours each day. This is the same reasoning that the DATE Grant follows.

**6) If a teacher retires at the end of the fall semester in a given program year, would he/she still be eligible for RRISE incentive pay during payout the following October?**

The only way that a retiree can retain incentive pay in a given program year is if he/she retires at the end of that program year. Those who retire mid-year are disqualified from receiving any incentive pay for work done during that program year.

**7) Would a teacher hired mid-year at a RRISE campus be observed 3 times or receive a lesser number? Will the educator be paid a percentage of the incentive pay or the full amount?**

A teacher who is hired mid-year and qualifies for program participation will receive 3 observations just like other program participants. Participants will lose a percentage of their incentive pay if they do not work a minimal number of days.

Please reference the 2013-2014 RRISE Program Compensation Guidelines, which can be found on the RRISE Program website.

## *Student Achievement Award*

**1) If a bilingual instructional coach does not qualify as a RRISE participant, but they have been teaching 4th grade reading and writing since January of this year, would they qualify for the Student Achievement Award since their classroom efforts would contribute to the growth of 4th grade students?**

A bilingual instructional coach would not qualify to participate in the RRISE program. The RRISE Compensation Guidelines for Teachers state that participants must have an EEO code of 5, 6 or 7. Bilingual instructional coaches have an EEO code of 12 – this precludes the participation of any instructional coach in the program.

**2) With respect to the TEMI assessment, how are students counted in the award if they enrolled mid-year and were not present for the Beginning of Year (BOY) test administration?**

A student who arrives mid-year and does not have BOY results will not be considered in the aggregated TEMI data. The RRISE Data Analyst only includes students who have both a BOY and EOY TEMI score. 3

**3) How do interventionists earn the Student Achievement Award?**

The campus principal identifies the band with which interventionists, specials teachers, and special education teachers should be included. All participants in a band will receive the same performance compensation for Student Achievement.

**4) Please define the verbiage for the Student Growth rubric – "slightly above, far exceeds expected growth".**

This varies on a test by test basis. Slightly above expected growth means that students, on average, score just a bit above where their predicted growth would be. Far exceeds expected growth is a level of growth that is much higher than would be expected normally, but is still at an attainable level. If schools could maintain levels of Tier 3 growth throughout the year, they could take the majority of their students from below average performance to above average, college ready performance. Additional information related to this question can be found on the RRISE website under the Program Documentation link.  They are referred to as Resource charts.

**5) Is the kindergarten TEMI going to have the same testing window as 1st and 2nd grade?**

The Kinder TEMI will have a similar testing window as first and second grade. All three test administrations will be given to all three grade levels.

**6) How are special education students included in the TEMI growth calculations?**

For PK – 2nd grade, we include students who receive special education services if they have both a Beginning of Year (BOY) and End of Year (EOY) score for the WMLS, Fountas & Pinnell, or TEMI. Special education status is taken into account when calculating their growth score. For 3rd – 5th grade, we only include students who receive special education services if they took the "regular" STAAR. Students who take the STAAR Modified assessment are not included.

## *Observations*

**1) Will the dual language teachers be observed during a Spanish lesson?**

RRISE participants will be notified of the window when Observers will be on their campus. Much effort will be made to observe English instruction in dual language classrooms.

**2) Will participants who go on maternity leave be worked with as far as observations are concerned?**

RRISE Observers for Professional Growth will work with the teacher to ensure that all three observations are completed. However, they cannot guarantee that observations will be completed because of the different circumstances that can occur with leave.

**3) When do observations generally begin for a school year?**

In general, RRISE observations begin on campuses the week following the Labor Day holiday. The Observers for Professional Growth contact the campus prior to the opening of an observation window.

**4) If the scores for observations are added together, what are the arrangements for awards?**

The total points obtained during each observation are added together to determine the participant's final observation score. The distinct ranges are outlined in the RRISE Compensation Guidelines.

**5) Are the Observers of Professional Growth bilingual?**

Some Observers are more proficient than others in Spanish. Observers will attempt to observe on English days in the case of dual language classrooms.

**6) Will the same Observer do all three observations for the same teacher?**

Two of the three observations will be completed by the same observer. One of the three will be done by a second observer. This approach helps assure Inter-Rater Agreement amongst the Observers for Professional Growth.

## *General Meets Expectations Awards*

**1) Is it acceptable for a participant to take a picture of a document with his/her documentation camera and submit the image electronically instead of using a scanner to create electronic documents?**

Participants may take a picture of their document using the document camera instead of scanning the document. However, participants should ensure that the document is legible to the reviewer.

**2) Is it acceptable for participants to scan all of their meeting notes into one large document and submit the notes in that format?**

It is imperative that participants follow the RRISE Program Documentation Guidelines found on the RRISE Program website. This document explains the correct format for preparing documentation for all of the Meets Expectations Awards. Having the meeting notes compiled in one large file would not be in agreement with the RRISE Program Documentation Guidelines.

**3) Are electronic sign-ins acceptable? (Ex. Using a touch screen or airliner or scanned signature)**

For an electronic signature to be acceptable, it must be scanned or captured.

**4) Are reflective narratives permitted for some of the meeting documentation?**

Collaborative meeting documentation for all 20 meetings must include sign-in sheets and meeting notes. Documentation for 12 of the 20 meetings must also include evidence of the discussion and proposed implementation of state-assessed subject areas (math, science, reading, social studies, and writing) in the meeting notes.

**5) May a participant use one particular meeting for both a collaborative meetings and career leadership?**

Meeting documentation may not be used for both the Collaborative Meeting Award and Career Leadership Award.

**6) Do ARD's count for the twelve Collaborative meetings or eight Career Leadership meetings?**

ARD meetings do not count for the twelve Collaborative meetings or eight Career Leadership meetings.

**7) Whose responsibility is it to maintain meeting documentation for purposes of RRISE Awards?**

This responsibility belongs to the RRISE Program participant. It is imperative that the participant maintain all needed documentation, including meeting sign-in sheets and meeting notes, current and up-to-date in their RRISE folder.

**8) Will access to the RRISE participant folders be modified so participants cannot access the folders belonging to other participants?**

As of summer, 2012, RRISE participants' folders can only be accessed by the individual participant.

## *Collaborative Meeting Award*

**1) Some participants are unable to attend grade level meetings, but others see students all day and do not have the opportunity to attend collaborative grade level meetings. Does that mean we are not eligible for the Collaborative Meeting Award?**

All program participants are eligible for the Collaborative Meeting Award. RRISE Program leadership understands the challenge that some participants face with respect to grade level meetings. In the Compensation Guidelines, a sincere attempt is made to provide a variety of ways in which participants can meet the requirements for each of the awards. Please review the Collaborative Meeting section, and look at the other types of meetings a participant can attend to meet the requirements. Moreover, check with your principal to see if anything can be done at the campus level to help meet this requirement.

**2) Interventionists use a research-based intervention program. This program is listed in the district's RTI manual and has specific TEKS that must be covered with fidelity from start to finish. Therefore, what is discussed in the collaborative grade level meetings is not something we can take back to our**

**intervention groups. How do we document evidence of the discussions held at the meetings?**

We ask that you take notes of what gets discussed at the collaborative meetings. Interventionists can then add to the notes whether any of this content or strategies will be implemented during intervention activities with students. If none is to be used, the interventionists can explain why the intervention activities are different. Also, remember that lesson plans are no longer required for this award, and the lesson focus requirement for 12 of the 20 meetings has become more flexible. Please see the RRISE Program Compensation Guidelines for Teachers to obtain further information.

**3) Can principals and assistant principals use SST or 504 meetings as some of their Collaboration with Faculty meetings?**

Administrators may use 504 meetings for their "Collaborative Meetings with Faculty" Award (if they meet the criteria stated in the RRISE Program Compensation Guidelines), but not SST meetings. Please refer to the RRISE Program Compensation Guidelines for Principals/Assistant Principals on the RRISE Program website.

**4) In the case of online collaboration achieved through online collaboration tools, how much of the conversation/documentation do participants need to maintain?**

The documentation submitted must address the definition of meeting notes as defined in the RRISE Program Definitions under "Meeting Notes – Teacher Collaborative Meeting Award".

**5) In the case of online collaboration, do participants need to submit separate participation verification?**

Yes. Proof of participation in the online collaboration must be submitted to receive credit for the online collaborative meeting.

**6) How much information is required in the meeting notes to meet the requirements for documentation of Collaborative Meetings?**

Please refer to the RRISE Program Compensation Guidelines. The following explanation is provided: “Documentation for 12 of the 20 meetings must include evidence of the discussion and proposed implementation of state-assessed subject areas (math, science, reading, social studies, and writing) in the meeting notes.” (See RRISE Program definitions for description of meeting notes requirements. Samples of meeting notes are also posted to the RRISE Program website).

**7) Do initials count on the staff sign-in sheet for meetings? Do participants need to print and then sign?**

Initials will not count on staff sign-in sheets. Participants should print and sig their name to ensure that credit can be given for attending the meeting.

**8) For the TEKS-focused meetings (the 12) does it count if the focus is social studies TEKS?**

Documentation for 12 of the 20 meetings must include evidence of the discussion and proposed implementation of state-assessed subject areas (math, science, reading, social studies, and writing) in the meeting notes. Social Studies TEKS will be acceptable.

**9) Special Education teachers work with students with multiple goals outlined in their IEPs. How is it recommended that these teachers document the “discussion and proposed implementation of state-assessed subject areas” for purposes of the Collaborative Meeting Award?**

In the case of special education teachers who collaborate, the meeting notes for the 12 meetings should reflect content from the distinct IEP’s for the students served.

**10) May RRISE participants create their own template to be used for purposes of documenting the Teacher Collaborative Meetings?**

Yes, teachers may use their own template for documentation. They should be careful to ensure that the template allows for addressing all components of the required documentation, as they are described in the Compensation Guidelines.

**11) Is it acceptable for an interventionist and a teacher to meet about the same student on different dates to discuss the implementation of an assessed subject area? In other words, can both of those meetings count as Collaborative Meetings?**

It is acceptable for the interventionist and teacher to conduct meetings about a student on different dates and count them as separate meetings. It is important to remember, however, that these gatherings cannot be SST meetings, as those meetings do not count as collaborative meetings.

**12) May a RRISE participant meet with a long term substitute who is a certified teacher for purposes of a Collaborative Meeting?**

Collaborative meetings should involve at least two teachers who are also RRISE participants. Collaboration with substitute teachers and/or administrative assistants, while not prohibited by the RRISE Program's Compensation Guidelines, is not recommended and is not what the grant intended for this Meets Expectations Award.

**13) While it is understood that SST meetings do not count for the Collaborative Team Meeting Award, can a RRISE participant serve as the team leader for SST meetings and have this count toward the Career Leadership Award?**

Yes, serving as the team leader for the SST **will coun**t for the Career Leadership Award. Participants who pursue this role must follow the expectations as they are outlined in the 2013-2014 RRISE Compensation Guidelines for Teachers.

**14) How will the 12 (out of the 20) collaborative meetings that must include evidence of the discussion and proposed implementation of state-assessed subject areas be distinguished from the 8 remaining meetings that do not have this requisite?**

Please identify which collaborative meeting folders within the general collaborative meeting folder meet the "state assessed subject area and proposed implementation" requirement for these 12 meetings. One can achieve this identification by placing a note within the name of the folder. An example would be to place the text “state assessed subject area” somewhere in the folder name. A shorter designation (such as SASA) can also be used to keep the folder name at a reasonable length.

**15) To meet the requirements for the Collaborative Meeting Award is it permissible for a participant to collaborate with a paraprofessional?**

Although it is not encouraged, it is permissible for a RRISE participant to collaborate with a paraprofessional assigned to the participant’s campus. The meeting notes must clearly reflect collaboration with a paraprofessional assigned to the participant’s campus. In addition, all other requirements for the award must be met.

**16) Do faculty meetings count as Collaborative Meetings?**

Faculty meetings meet the requirements for a Collaborative Meeting. However, please remember that 12 of the 20 Collaborative Meetings must include evidence of the discussion and proposed implementation of state-assessed subject areas (math, science, reading, social studies, and writing) in the meeting notes. Faculty meetings often do not address this requirement, so faculty meetings most often meet the requisites for only 8 of the 20.

## *Career Leadership Award*

**1) Can planning and prep-work count towards Career Leadership hours if the teacher is not actually instructing?**

Participants are required to submit supporting documentation for the 24 hours of Career Leadership tutorials, including a student sign-in sheet and lesson focus. As they would not be interacting with students during the planning time, they would not be able to provide the supporting documentation. Therefore, to remain in compliance with the RRISE Program Compensation Guidelines, this planning time should not be used toward the required 24 hours.

**2) In the 2013-2014 RRISE Compensation Guidelines, it states that there must be 24 hours documented with student sign-in sheets (we have rosters – will you be needing timesheets as well?) and a lesson focus for each session (we have a lesson focus for each cycle – what exactly does this mean - lesson**

**plans?). Would it be enough to include the lesson focus at the top of each roster? Or is there something more specific that needs to be included?**

It is imperative that participants meet the expectations of the RRISE Program Compensation Guidelines for Teachers. Please keep in mind that timesheets/rosters will no longer be sufficient. A participant must also provide student sign-in sheets for each tutoring session. The lesson focus may be documented as a separate lesson plan for each session. Moreover, a lesson focus may be documented on the actual student sign-in sheet. The lesson focus must clearly explain the instructional content that is being covered during each tutoring session.

**3) For tutoring or clubs, do students sign-in next to their name at each meeting? Or can attendance sheets with a check mark by the students name suffice for sign-in sheets?**

Participants must meet the expectations as laid out in the RRISE Program Compensation Guidelines. Student signatures are required in all cases. If a participant submits Career Leadership documentation without the required student sign-in signatures, he/she will not be given credit.

**4) May participants use both Saturday School and ASPIRE to collect their 24 hours of tutoring? Or do they have to choose one or the other?**

Participants may accumulate these Career Leadership hours through any combination of tutorial hours (i.e. before/after school, during the teacher's conference period, during Saturday School or ASPIRE). 7

**5) For Career Leadership, is it okay if a participant has only the student names and dates on the sign-in sheets, and that the objective is documented separately (i.e. on the Career Leadership Log)?**

Yes, the objective or lesson focus may be documented as a separate lesson plan, or on the actual student sign-in sheet.

**6) If the participants initial next to the names of the students they work with, as the tutoring varies, will this be sufficient for the student sign-in requirement?**

Students need to sign the sign-in sheet completely – we will not accept initials. However, if a student is unable to sign in cursive, we will accept a printed signature. The signature should include both a first and last name. Also, please note that the sign-in sheets and lesson focus need to be stored in each individual teacher's electronic folder. In addition, the Teacher Career Leadership Log must be completed by each individual teacher and included in the documentation. Please refer to the RRISE Compensation Guidelines for Teachers: "Provide at least 24 tutoring hours (i.e. before/after school, during the teacher's conference period, during Saturday School, or ASPIRE). Participants may accumulate these Career Leadership hours through any combination of tutorial hours.
Documentation: student sign-in sheets and lesson focus for each tutoring session.

**7) Is it acceptable for a participant to mix and match leadership activities and tutoring hours, or is it an all or nothing?**

A participant must choose between tutoring and a leadership position. However, if one chooses tutoring, the hours may be accumulated through any combination or types of tutoring (i.e. Saturday School, ASPIRE, etc.).

**8) What types of meetings can team leaders use to show team leadership? Does the meeting have to be a meeting that the leader directed, or can the meeting be a campus-wide leadership meeting of department/grade level leaders?**

The team leader may only use meetings in which he/she chairs/facilitates for the Career Leadership Awards. The team meetings that are led by the team leader may count for Career Leadership, but the Campus Leadership Meeting would not count for Career Leadership. Keep in mind, however, that the Campus Leadership Meeting would count as one of the leader's collaborative meetings for the Collaborative Meeting Award.

**9) If two people share department chair/team leader for the Special Education Department, can they both receive the Career Leadership Award?**

If the campus principal verifies that both individuals are sharing this leadership role, they may use this activity as their leadership role assuming that they submit the appropriate documentation.

**10) Regarding the Teacher Career Leadership Award – is it one role = 8 meetings, or can we have multiple roles in leadership that = 8 meetings or more?**

The role must equal 8 meetings. One may not have multiple roles in leadership that equal 8 meetings or more.

**11) Is New Beginnings considered an acceptable activity for the Career Leadership Award?**

Please consult with your campus principal regarding this event. If your principal supports this request, it may then be submitted to the Associate Director for final approval. New Beginnings met the requirements for a Career Leadership activity in 2010-2011. If the participant obtains both the principal's and Associate Director's support, the participant must also submit documentation for 8 meetings or 24 hours of invested time.

**12) Saturday School is often an activity that is utilized for the Career Leadership Award. What is expected in the Supporting Documentation column of the Leadership Log for this activity?**

Student sign-in sheets and a lesson focus for each tutoring session will be required. Please see the RRISE Compensation Guidelines for sign-in sheet requirements and the definition of a lesson focus.

**13) Do teachers need to get approval for activities such as Choir or Spanish club to be counted as Career Leadership?**

Choir or Spanish Club fit the description of sponsorship of an extracurricular organization. Only the principal's approval and signature are required for these examples.

**14) Would sponsoring a running club or an art/music club with ASPIRE kids after school be considered a "sponsorship" for the Career Leadership Award thus requiring 8 meetings?**

Teacher involvement with the ASPIRE Program can be interpreted in two ways with respect to the RRISE Career Leadership Award. The hours dedicated to ASPIRE may be utilized as tutoring time, and therefore, tabulated as 24 hours of tutorials. Another way ASPIRE involvement can be utilized is if the teacher serves as a sponsor for a student activity, group, or club. If the teacher's principal recognizes this activity as a legitimate sponsorship role, these examples would be permissible under this category of Career Leadership. The principal would provide this verification by signing the Career Leadership Log prior to submission at the end of the school year.

**15) A teacher wants to do a book club with some third graders before school. Will this count as sponsoring a club for Career Leadership as long as the principal approves it, or is this an activity that would have required RRISE Program Associate Director approval back in October?**

The only activities that require Associate Director pre-approval are those activities that do not fit the list of possibilities that appear in the 2013-2014 RRISE Program Compensation Guidelines. The aforementioned example, the sponsorship of a book club, aligns well with the activities that are cited in the guidelines. For this reason, the only approval needed is the signature of a principal or assistant principal on the completed Career Leadership Log.

**16) If a teacher provides an hour of tutoring after school, but the student being tutored is only present for 20-30 minutes of that hour, does the teacher count that as only providing 20-30 minutes of tutoring? It is not clear if a teacher has to document actual time versus provided time.**

The expectation is that the student(s) be present for all of the tutoring time that is documented on the Career Leadership Log.

**17) A teacher has 6 leadership meetings with the Science Emerging Leader Cohort, but they are from 8 am – 4 pm every time. Will this be acceptable for the Career Leadership Award?**

This activity could be used if the RRISE participant followed the instructions that appear in the RRISE Compensation Guidelines for Teachers. The participant must have submitted a description of the “other” leadership activity to the RRISE Associate Director to review by October 4, 2013. In addition, the participant must have provided proof that his/her principal supports the use of the role for Career Leadership and proof of approval from the RRISE Associate Director.

**18) To earn the Career Leadership Award, is it permissible for a team leader to use documentation from team meetings in which students' behavior data was reviewed? These are not SST meetings, which are not eligible to be used for collaborative meeting purposes.**

These meetings meet the requirements for the Career Leadership Award. Please explain the nature of these team meetings on the Career Leadership Log. In addition, the participant should be aware of the required documentation for this type of Career Leadership Meeting.

**19) To meet the requisites of the Career Leadership Award, a teacher prepared a sign-in sheet with a list of items that were discussed at the meetings. The forms the teacher prepared did not have notes/recordings of the meetings. For this reason, the teacher attached a packet containing presentation notes from the team meetings along with team comments as evidence. The packet consists of a copy of the notes of what was specifically talked about within the meeting, as well as the sign-in and agenda. Is this sufficient documentation?**

Based on this description, the teacher's documentation meets the requirements for the Career Leadership Award. This documentation must be present for all 8 meetings.

## *Appraisal By Collaboration Award*

**1) Are teachers who were hired mid-year allowed to combine more than one Checkpoint for their ABC questions in order to get caught up with the rest of their group? Ex: Can Checkpoint #1 and #2 be on the same day?**

The checkpoints should be spread out at least by a week and documented that the documents correspond to a new hire. The true intent of the checkpoints is to have them spread apart, so action can be taken in between and reflection can occur.

**2) Can ABC meetings count towards meeting the requirements for the Collaborative Meeting or Career Leadership Awards?**

ABC meetings may only count towards meeting the requirements for the ABC Meeting Award.

**3) Do teachers need to submit all their tests as documentation for quantitative data? Are you just looking for the trends of the data or the actual raw data?**

Teachers do not need to submit all of their student tests as documentation. To meet the quantitative data requirement for the Teacher ABC Portfolio Award, participants must submit one or more examples of quantitative data. In the checkpoint questions, the participant will be expected to reflect upon/analyze the data which includes trends. Please refer to the RRISE ABC Rubric for additional information regarding documentation expectations for quantitative data.

**4) Can a staff member who is going on maternity leave complete her final checkpoint early?**

It is fine to combine it with another person who needs to complete a checkpoint and for the Master Teacher to facilitate that, as long as the reason for the early checkpoint date is documented.

**5) If you miss a checkpoint meeting, can you just meet and document the meeting?**

Yes. You may conduct the meeting with another colleague. Just be sure to include documentation of your attendance in your electronic folder, as per the Program Documentation Guidelines. Please note, according to the ABC Rubric, that a participant can miss no more than one checkpoint and still potentially receive enough points to complete the process successfully. Completed checkpoint reflections for those meetings attended are also considered in this part of the scoring.

**6) What if a participant bases his/her ABC project on students who move mid-year or sooner? What should the participant do in light of their departure and the challenge associated with completing their project?**

The decision ultimately belongs to the participant. The idea is that the participant works on an action research topic that is going to affect his/her instruction and his/her own learning as a professional. If the students leave during the school year and cause the participant to be unable to finish the project, the participant could either take on new students and compare their data to the previous students or choose to start with a new question and/or work with his/her team.

**7) How can a participant ensure that his/her ABC Portfolio is organized in the best way?**

It is important to reference the RRISE ABC Rubric when completing documentation for the ABC Award. This document discusses the various components that make up the portfolio and provides examples of the documents that fall under the various categories of quantitative data, qualitative data, artifacts, etc.

**8) Is a "works cited page" sufficient for documenting readings completed of the ABC award?**

A works cited page would not be sufficient. Please submit the actual articles by scanning and placing them in the electronic RRISE Folder. In addition, keep in mind that according to the ABC Rubric, an artifact (or a reading, in this case) must include evidence of individual reflection.

**9) What are ABC artifacts?**

Please reference the ABC Rubric found on the RRISE website. Examples identified on the rubric are readings, interacting, and writing, as well as participation in online professional development. Artifacts must include evidence of individual reflection.

**10) For the ABC project, does it have to have quantitative data? Some research doesn't really lend itself to both types of data.**

Both quantitative and qualitative data are required to get receive all of the points indicated on the ABC Rubric. Please reference the RRISE ABC Rubric for more information.

**11) Is it permissible for an ABC group to be made up of only two people, or must the groups consist of 4-6 people, as suggested in the description of an ABC group?**

To promote the greatest extent of collaboration and learning among others, ABC groups should consist of 4-6 staff members, as often as possible. Sometimes there are extenuating circumstances (i.e. a person is hired late in the year and must begin their action research and meetings after most of the faculty has begun the process) that would make a smaller group acceptable. In these circumstances, a group *may* consist of just two people, although it is not encouraged or ideal as a matter of practice.

**12) To meet the qualitative data requirement for the ABC Award, is it permissible for a participant to aggregate the data from multiple student surveys (both before intervention and after intervention) and create a report that discusses this data? Does a participant have to submit all of the surveys that were completed by students?**

All of the surveys that were completed by students do not need to be submitted. To meet the requirements for qualitative data, please submit two samples of the student surveys along with a summary of the results. The summary can be written on the checkpoint or on the qualitative data samples. Make sure that the checkpoint questions are also answered regarding data. It is important that the two qualitative samples are accompanied by “before” and “after” comments/summaries regarding the survey data.