Date:		PoP Focus:		Facilitators:	

Professional Development Rubric

Domain	Indicator	Descriptors *Effective (Meeting Standards)*	Evidence and Questions for Reflection
Strategic Design	Shared Goal	• PD has specific and measurable goals or outcomes. • PD goals align with the goals of the school, including the school's strategic plan. • PD facilitator explicitly communicates expected outcomes, and shares evidence of meeting outcomes by end of PD.	
	Professional Learning Strategies	• Learning strategies align with intended outcomes, learner needs, and content. • Mutltiple learning strategies are used to provide application of acquired knowledge to instructional planning and practice. • PD includes best practice demonstration or exemplar modeling. •PD structure supports learners at various stages of implementation and levels of use, and accommodates unique learning styles, preferences, and motivations.	
	Follow-up Support	• PD facilitator encourages participants to self-assess areas of strength and need relative to PD content, and to reflect upon connection between PD content and personal professional growth goals. • Actionable steps or action plans have been created in collaboration to define next steps for implementation. • Expectations for ongoing support and assessment of progress are outlined and integrated with school follow-up structures (peer observations, administrative observations and feedback, department meetings, new teacher mentors, etc.)	
Effective Instruction	**Transfer of Training**	PD facilitator(s) plan and implement according to the "transfer of training cycle". The PD includes at least two of the following phases: • **Knowledge and Theory:** Research, new understanding, professional resources • **Co-planning:** collaborative planning, lesson design, data analysis, facilitated discussion • **Practice:** Model, rehearse, script, ongoing implementation in the classroom • **Model:** Model during PD (live or video), observe a colleague in action, ask a colleague to observe • **Feedback:** Post-conference following observation, reflective conversation with a colleague to identify strengths and needs, soliciting input from "experts"	
	Time Allocation	• The majority of PD time is focused on learning and development that supports the strategic focus. • Appropriate time is allocated to each phase of the transfer of training cycle to ensure that there is proper time for teachers to engage in learning and development. • Structures are in place to ensure smooth transitions between topics and appropriate opportunities for balanced teacher input.	
Data	Data Analysis	• The PD content is aligned to and supports the needs of the school, as evidenced by data and the school's strategic plan. • Evidence has been researched and presented to confidently suggest that current PD or strand of PD will produce desired results. • PD facilitator has communicated what data will be reviewed and how frequently it will be reviewed to determine progress toward implementation goal or student performance target. • Data has been disaggregated in a way that is clear, specific and actionable for the area of focus. ***Data includes assessment results, student work samples, observation results, etc.*	
Collaboration	**Collaborative Learning**	• The PD structure promotes collaboration and problem-solving on issues related to the common Point of Practice and of importance to student • Collaborative groups are strategic, allowing participants to interact and learn with a variety of colleagues (grade-level, subject alike, etc.). • Participants are encouraged to provide constructive feedback to one another and engage in reflective dialogue.	

| Community | • Participants are encouraged to provide constructive feedback to one another and engage in reflective dialogue.
• Each participant understands his or her role in implementing the new learning and how he or she will be held accountable for implementation. | | |