

Site: _____

Evaluator: _____

Rubric for Effective Professional Development Culture

Criteria	Highly Effective	Effective	Developing	Ineffective
<i>Collaborative: Encourages a culture of peer collaboration and development that is teacher led</i>				
Time	10-15 hours per week of regular and frequent collaboration time for educators.	5-10 hours per week of regular and frequent collaboration time for educators.	Less than 5 hours per week of collaboration time for educators.	No dedicated collaboration time for educators.
Space	Consistent collaboration space exists Ideally suited for most network and member needs.	Consistent collaboration space exists Meets network and member needs.	Consistent collaboration space exists Does not meet all network and member needs	Inadequate space for collaboration or space does not exist.
Human Capital	Participants are: Regularly present Fully engaged	Participants are: Regularly present Mostly engaged	Participants are: Mostly present Fairly engaged	Participants are: Not all present Unengaged
Facilitation	Facilitator drives productive use of meeting structures and norms.	Facilitator uses meeting structures and norms.	Facilitator uses some meeting structures or norms.	Facilitator does not use meeting structures or norms.
Leadership	PD is teacher-led, teacher created, and includes opportunities for teacher leadership	PD is teacher-led and teacher created, and/or includes opportunities for teacher leadership.	Some PD is teacher led or teacher created May include opportunities for teacher leadership.	PD is rarely teacher led or teacher created Opportunities for teacher leadership are infrequent.
Resources	Resources are readily available to all teachers Resources purposefully aid in teacher learning during session.	Resources are generally available to all teachers during session.	Some resources are available; other resources may not be available until after session.	Few or no resources are available.
Mission Ownership	The school functions as a professional community in which all adults take collective responsibility to achieve a shared mission.	The school functions as a professional community in which all adults work to achieve a shared mission.	The school community is working to achieve a mission developed by school leaders.	The school does not have a clear mission and adults do not take responsibility for student learning.
Shared vision	School leaders, teachers, staff, and community	School leaders, teachers, and staff build a shared vision,	School leaders and some members of the organization develop a	School leaders develop a vision and set of values for the school and attempt to persuade

	stakeholders build a shared vision, set of values and norms through a collaborative process.	set of values and norms through a collaborative process.	vision and set of values for the school.	others to adopt it, or a vision and set of values do not exist
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Responsive: Intentionally designed to align with state/district/school priorities and reflect educator needs

Criteria	Highly Effective	Effective	Developing	Ineffective
Reflective of state, district, school priorities	All instances of professional development reflect and strengthen the shared educational priorities of the school, district, and/or state.	All instances of professional development reflect the shared educational priorities of the school, district, and/or state.	Most instances of professional development reflect the shared educational priorities of the school, district, and/or state.	Some or no instances of professional development reflect the shared educational priorities of the school, district, and/or state.
Based on adult learning theory	All PD incorporates multiple adult learning theory strategies (e.g., modeling, small group discussion, role play, etc.). Teachers always actively participate in building their knowledge.	All PD incorporates adult learning theory strategies. Teachers frequently actively participate in building their knowledge.	Most PD incorporates adult learning theory strategies. Teachers on occasion actively participate in building their knowledge.	PD fails to effectively incorporate adult learning theory strategies. Teachers do not actively participate in building their knowledge.
Differentiated based on teacher and student need	PD offerings consistently reflect the diverse needs of educators PD is specific to content, grade, and other needs (e.g., ELL, SPED, etc.)	PD offerings consistently reflect the diverse needs of educators PD is specific to content, grade, and/or other needs (e.g. ELL, SPED, etc.)	PD offerings occasionally reflect the diverse needs of educators PD is somewhat specific to content, grade, and/or other needs (e.g. ELL, SPED, etc.)	PD offerings rarely reflect the diverse needs of educators PD is not consistently specific to content, grade, and/or other needs (e.g. ELL, SPED, etc.)
Purposefully planned based on teacher feedback	Educators and other stakeholders are consistently surveyed on professional needs. All PD is participant evaluated PD offerings are reflective of those needs	Educators and other stakeholders are frequently surveyed on professional needs. All PD is participant evaluated. PD offerings are reflective of those needs	Educators and other stakeholders are occasionally surveyed on professional needs. Most PD is participant evaluated PD offerings are mostly reflective of those needs	Educators and other stakeholders are not surveyed on professional needs. PD is rarely evaluated or not evaluated at all PD is not generally reflective of greatest growth areas as a result.

Ongoing: Promotes reflection and development as part of an on-going, work-embedded process

Criteria	Highly Effective	Effective	Developing	Ineffective
Connection to practice	<ul style="list-style-type: none"> • PD fits into a larger cycle of year-long teacher development that advances key 	<ul style="list-style-type: none"> • PD fits into a larger cycle of year-long teacher development. • When surveyed, 	<ul style="list-style-type: none"> • PD somewhat fits into a larger cycle of year-long teacher development. 	<ul style="list-style-type: none"> • PD does not fit into a larger cycle of year-long teacher development, or is

	<p>school goals.</p> <ul style="list-style-type: none"> When surveyed, educators strongly agree that PD is connected to this cycle and their daily practice. 	<p>educators agree that PD is connected to this cycle and their daily practice.</p>	<ul style="list-style-type: none"> When surveyed, educators somewhat agree that PD is connected to this cycle and their daily practice. 	<p>isolated and infrequent.</p> <ul style="list-style-type: none"> When surveyed, educators do not agree that PD is connected to their daily practice.
Application to Practice	<ul style="list-style-type: none"> Participants consistently leave PD with concrete next steps and skills to apply directly to their practice. Next steps are revisited and reflected upon consistently. 	<ul style="list-style-type: none"> Participants frequently leave PD with concrete next steps and skills to apply directly to their practice. These next steps are revisited regularly. 	<ul style="list-style-type: none"> Participants often leave PD with concrete next steps and skills to apply directly to their practice. These next steps may be revisited at a later date. 	<ul style="list-style-type: none"> Participants rarely leave PD with concrete next steps and skills to apply directly to their practice. Skills touched on in PD are not revisited.
Process for reflection	<ul style="list-style-type: none"> Self-reflection strategies are utilized during all instances of PD Educators and staff frequently engage in independent self-reflection outside of a formal PD structure. 	<ul style="list-style-type: none"> Self-reflection strategies are utilized in most instances of PD Educators and staff occasionally engage in independent self-reflection outside of a formal PD structure 	<ul style="list-style-type: none"> Self-reflection strategies are occasionally utilized during PD Educators and staff may infrequently engage in independent self-reflection outside of a formal PD structure 	<ul style="list-style-type: none"> Self-reflection strategies are not utilized during PD Educators and staff do not engage in independent self-reflection.
Informal Feedback Processes	<ul style="list-style-type: none"> Multiple informal feedback processes such as mentoring, group discussion, and peer observation are well established They are conducted with fidelity and frequency 	<ul style="list-style-type: none"> One or more informal feedback processes are well established. They are conducted with fidelity and frequency 	<ul style="list-style-type: none"> One or more informal feedback processes are established They may not be used with sufficient frequency or fidelity. 	<ul style="list-style-type: none"> Informal Feedback processes are not established, not used with fidelity, or not utilized within the PD framework of the school.
Formal Feedback Processes	<ul style="list-style-type: none"> A consistent formal observation and feedback structure exists and is used with fidelity This structure builds directly off skills and content learned in PD and aligns with the current PD cycle 	<ul style="list-style-type: none"> A consistent formal observation and feedback structure exists and is used with fidelity This structure aligns with the current PD cycle 	<ul style="list-style-type: none"> A consistent formal observation and feedback structure exists and is mostly used with fidelity This structure somewhat aligns with the current PD cycle 	<ul style="list-style-type: none"> A consistent formal observation and feedback structure does not exist or is not used with fidelity This structure does not align with the current PD cycle
Outcome	<ul style="list-style-type: none"> Outcomes of PD 	<ul style="list-style-type: none"> Outcomes of PD 	<ul style="list-style-type: none"> Outcomes of PD 	<ul style="list-style-type: none"> Outcomes of PD

Monitoring	<p>initiatives are regularly monitored in multiple ways and shared publicly.</p> <ul style="list-style-type: none"> • Self-evaluation is consistently used to self-assess progress towards professional goals. 	<p>initiatives are regularly monitored and shared publicly.</p> <ul style="list-style-type: none"> • Self-evaluation is often used to self-assess progress towards professional goals. 	<p>initiatives are sometimes monitored and may be shared publicly.</p> <ul style="list-style-type: none"> • Self-evaluation is sometimes used to self-assess progress towards professional goals. 	<p>initiatives are rarely/never monitored and shared publicly.</p> <ul style="list-style-type: none"> • Self-evaluation is rarely/not used to self-assess progress.
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Additional Comments:

<p>Overall rating for collaborative: _____</p> <p>Overall rating for responsive: _____</p> <p>Overall rating for ongoing: _____</p>
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Greatest Growth Areas (for use in Action Plan):