

Overall Professional Development Rubric

| | Advanced | Proficient | Unacceptable |
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| Attendance and Commitment | Attend all meeting times; learn, participate frequently, consistently demonstrate understanding by modeling in a group setting. Professional Development Plan including reflections submitted to via Canvas to the Director of Teaching and Learning by May 15. | Attend all meetings; learn, participate regularly, and demonstrate an understanding of content. Professional Development Plan including reflection submitted to Director of Teaching by May 15. | Does not attend all meeting times; lack of participation and engagement; demonstrates complete lack of interest. Professional Development Plan not submitted or complete by May 15. |
| Professional Development and Project Plan | | | |
| Baseline Data and Background Information | Accurately describes current knowledge and skill of strand topics using multiple measurement tools such as self-assessment rubrics, surveys, student data, etc. | Accurately describes current knowledge and skill of strand topics using one measurement tool or self-reflection. | Does not describe specifically current knowledge and skill in strand topics. |
| Current Assessment Data | Provides specific data information directly tied to student outcomes and related to strand topic; in depth analysis is done to draw conclusion of data reported. | Provides sufficient data information directly tied to student outcomes and related to strand topic; brief analysis is done to draw conclusion of data reported. | Unrelated data provided or absence of data; no data analysis. |
| Implementation Plan | Thorough, step-by-step, well-crafted plan directly connected to current best practices and high expected outcomes for student growth; significantly improves professional staff knowledge and skill; concepts | Thorough, step-by-step, well-crafted plan connected to current best practices and high expected outcomes for student growth; improves professional staff knowledge and skill learned from class. | Plan in simplistic and unorganized; is not connected to student outcomes. |

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| | exceed knowledge and skill taught in learning sessions. | | |
| Measurable Goals | Clear and specifically focused on desired outcomes; measurable using student data, within reason, has a strong connection to desired outcomes, and is time bound. | Clear and focused on desired outcomes; measurable, within reason, connected to desired outcomes, and is time bound. | Unrelated to topic and unfocused; is not measurable, is not reasonable, lacks connection to student growth, and/or is not time bound. |
| Sustainability | Plan is well developed and shows specific evidence to sustain practices; describes the ability to incorporate newly learned knowledge and skill into everyday instruction and/or practices to extend beyond the current school year. | Plan is well developed and shows ways to integrate newly learned knowledge and skill into instruction and/or practices to extend beyond the current school year. | Plan does not describe actions to implement or enhance instruction and/or practices. |
| Reflection | Two to four page reflection summarizing baseline information, implementation plan, goal(s), and results of the goals. Specifically discusses, using data and evidence, the knowledge and skill learned resulting in improved student outcomes. Describes steps needed to sustain the new practices. | One to three page reflection summarizing baseline information, implementation plan, goal(s), and results of the goals. Specifically discusses, using evidence, the knowledge and skill learned resulting in improved student outcomes or the reason for not achieving the desired outcome(s). Describe steps needed to sustain new practices. | Reflection is brief and less than one page lacking information directly tied to student outcomes. |