

**Note: This rubric is for professional development activities for adult education, both face-to-face and online. 20 total points are possible for PD evaluated by this rubric.**

	Absent / Weak (1)	In Need of Improvement (2)	Meets Expectations (3)	Exemplary (4)	COMMENTS
<b>ALIGNMENT</b>	<ul style="list-style-type: none"> <li>No alignment apparent with SBI or IET.</li> </ul>	<ul style="list-style-type: none"> <li>Little, weak, or incorrect alignment with SBI or IET.</li> </ul>	<ul style="list-style-type: none"> <li>Evident alignment to SBI and/or IET.</li> </ul>	<ul style="list-style-type: none"> <li>Full explicit alignment to SBI and/or IET.</li> </ul>	
<b>PROFESSIONAL LEARNING COMMUNITIES (PLCs) OR COLLABORATIVE LEARNING (CL) ENVIRONMENT</b>	<ul style="list-style-type: none"> <li>The training context cannot be applied in a PLC or CL environment.</li> <li>The training context is inappropriate for collaboration or group work.</li> <li>The training context does not address student outcomes or standards alignment.</li> </ul>	<ul style="list-style-type: none"> <li>The training context requires significant revision in order to be applied in a PLC or CL environment.</li> <li>The training context offers limited opportunities for collaboration or groupwork.</li> <li>The training context minimally addresses student outcomes and standards alignment.</li> </ul>	<ul style="list-style-type: none"> <li>The training context can be applied in a PLC or CL environment but is not necessarily designed for one.</li> <li>The training context can be adapted to a collaborative process and group work.</li> <li>The training context includes student outcomes and standards alignment as a component.</li> </ul>	<ul style="list-style-type: none"> <li>The training context is designed to be applied in a PLC or CL environment.</li> <li>The training context encourages a process and time for collaboration and group work.</li> <li>The training context shifts the focus to student outcomes and standards alignment.</li> </ul>	
<b>RESEARCH- AND DATA-BASED CONTENT</b>	<ul style="list-style-type: none"> <li>Research-based strategies do not inform training goals.</li> <li>Training context offers no research-based strategies nor reflective practice.</li> <li>Instructional improvement is not influenced by disaggregated student data.</li> </ul>	<ul style="list-style-type: none"> <li>Research-based strategies minimally informs training goals.</li> <li>Training context offers few research-based strategies and only minimal reflective practice.</li> <li>Instructional improvement is weakly influenced by disaggregated student data.</li> </ul>	<ul style="list-style-type: none"> <li>Research-based strategies align to training goals.</li> <li>Training context suggests research-based strategies in a reflective environment.</li> <li>Instructional improvement is influenced by disaggregated student data.</li> </ul>	<ul style="list-style-type: none"> <li>Research-based strategies are applied appropriately to the training goal.</li> <li>Training context applies research-based strategies in a reflective environment, encouraging teacher research of own applications.</li> <li>Continuous instructional improvement is driven by disaggregated student data.</li> </ul>	
<b>PROFESSIONAL DEVELOPMENT DESIGN (Content Knowledge and Strategies - Collaborative Support)</b>	<p>Content Knowledge and Strategies:</p> <ul style="list-style-type: none"> <li>Does not enhance educators' content knowledge, instructional skills, and assessment design and use.</li> <li>Lacks focus on teaching strategies associated with specific curriculum content that supports teacher learning.</li> <li>Lacks active learning that engages teachers directly in designing and trying out teaching strategies.</li> </ul>	<p>Content Knowledge and Strategies:</p> <ul style="list-style-type: none"> <li>Minimally contributes to educators' content knowledge, instructional skills, and assessment design and use.</li> <li>Minimally addresses teaching strategies associated with specific curriculum content that supports teacher learning.</li> <li>Lacks active learning that engages teachers directly in designing and trying out teaching strategies.</li> </ul>	<p>Content Knowledge and Strategies:</p> <ul style="list-style-type: none"> <li>Enhances educators' content knowledge, instructional skills, and assessment design and use.</li> <li>Reflects teaching strategies associated with specific curriculum content that supports teacher learning.</li> <li>Active learning encourages teachers to design and try out teaching strategies.</li> </ul>	<p>Content Knowledge and Strategies:</p> <ul style="list-style-type: none"> <li>Measurably enhances educators' content knowledge, instructional skills, and assessment design and use.</li> <li>Focuses on teaching strategies associated with specific curriculum content that supports teacher learning.</li> <li>Active learning engages teachers directly in designing and trying out teaching strategies.</li> </ul>	
	<p>Collaborative Support:</p> <ul style="list-style-type: none"> <li>Lacks space for teachers to share ideas and collaborate in their learning.</li> <li>Curricular models and modeling of instruction lack a clear vision of what best practices look like.</li> <li>Lacks coaching and support.</li> <li>Offers no feedback or reflection.</li> <li>Is not of sustained duration.</li> </ul>	<p>Collaborative Support:</p> <ul style="list-style-type: none"> <li>High-quality PD provides minimal space for teachers to share ideas and collaborate in their learning.</li> <li>Curricular models and modeling of instruction provide teachers with a limited vision of what best practices look like.</li> <li>Lacks coaching and support.</li> <li>Offers limited feedback and reflection.</li> <li>Is not of sustained duration.</li> </ul>	<p>Collaborative Support:</p> <ul style="list-style-type: none"> <li>High-quality professional development creates space for teachers to share ideas and collaborate in their learning.</li> <li>Curricular models and modeling of instruction provide teachers reflect best practices.</li> <li>Provides coaching and support.</li> <li>Offers feedback and reflection.</li> <li>May lead toward sustained duration.</li> </ul>	<p>Collaborative Support:</p> <ul style="list-style-type: none"> <li>High-quality PD creates space for teachers to share ideas and collaborate in their learning.</li> <li>Curricular models and modeling of instruction provide teachers with a clear vision of what best practices look like.</li> <li>Provides coaching and expert support.</li> <li>Offers feedback and reflection.</li> <li>Is of sustained duration.</li> </ul>	
				<b>TOTAL:</b>	

**KEY:** PD = professional development; PLC = professional learning community; SBI = standards-based instruction; CL = collaborative learning; IET = Integrated Education Training

**Rubric adapted from** the U.S. Department of Education Evaluation Toolkit for Magnet School Programs, 2008, <https://www.evaluationtoolkit.org/> and from Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute. <https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report>