

Note: This rubric is for adult education professional development activities, 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
ALIGNMENT	<ul style="list-style-type: none"> • No alignment is apparent with SBI or IET. 	<ul style="list-style-type: none"> • Little, weak, or incorrect alignment with SBI or IET is exhibited. 	<ul style="list-style-type: none"> • Evident alignment to SBI and/or IET is exhibited. 	<ul style="list-style-type: none"> • Full explicit alignment to SBI and/or IET is apparent. 	
PROFESSIONAL LEARNING COMMUNITIES OR COLLABORATIVE LEARNING ENVIRONMENT	<ul style="list-style-type: none"> • Training cannot be applied in a PLC or CL environment. • Training is inappropriate for collaboration or group work. • Training does not address student outcomes or standards alignment. 	<ul style="list-style-type: none"> • Training requires significant revision in order to be applied in a PLC or CL environment. • Training offers limited opportunities for collaboration or group work. • Training minimally addresses student outcomes and standards alignment. 	<ul style="list-style-type: none"> • Training can be applied in a PLC or CL environment but is not necessarily designed for one. • Training can be adapted to a collaborative process and group work. • Training includes student outcomes and standards alignment as a component. 	<ul style="list-style-type: none"> • Training is designed to be applied in a PLC or CL environment. • Training encourages a process and timeframe for collaboration and group work. • Training shifts the focus to student outcomes and standards alignment. 	
RESEARCH- AND DATA-BASED CONTENT	<ul style="list-style-type: none"> • Research-based strategies do not inform training goals. • Training offers no research-based strategies or reflective practice. • Instructional improvement is not influenced by disaggregated student data. 	<ul style="list-style-type: none"> • Research-based strategies minimally inform training goals. • Training offers few research-based strategies and only minimal reflective practice. • Instructional improvement is weakly influenced by disaggregated student data. 	<ul style="list-style-type: none"> • Research-based strategies align to training goals. • Training suggests research-based strategies in a reflective environment. • Instructional improvement is influenced by disaggregated student data. 	<ul style="list-style-type: none"> • Research-based strategies are applied appropriately to the training goal. • Training applies research-based strategies in a reflective environment. • Continuous instructional improvement is driven by disaggregated student data. 	
PROFESSIONAL DEVELOPMENT DESIGN - Content Knowledge and Strategies	<ul style="list-style-type: none"> • Training does not enhance educators' content knowledge, instructional skills, and assessment design and use. • Training lacks focus on teaching strategies associated with specific curriculum content that supports teacher learning. • Training lacks active learning that engages teachers directly in designing and trying out teaching strategies. 	<ul style="list-style-type: none"> • Training minimally contributes to educators' content knowledge, instructional skills, and assessment design and use. • Training minimally addresses teaching strategies associated with specific curriculum content that supports teacher learning. • Training lacks active learning that engages teachers directly in designing and trying out teaching strategies. 	<ul style="list-style-type: none"> • Training enhances educators' content knowledge, instructional skills, and assessment design and use. • Training reflects teaching strategies associated with specific curriculum content that supports teacher learning. • Active learning encourages teachers to design and try out teaching strategies. 	<ul style="list-style-type: none"> • Training measurably enhances educators' content knowledge, instructional skills, and assessment design and use. • Training focuses on teaching strategies associated with specific curriculum content that supports teacher learning. • Active learning engages teachers directly in designing and trying out teaching strategies. 	

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PROFESSIONAL DEVELOPMENT DESIGN - Collaborative Support	<ul style="list-style-type: none"> • Training lacks space for teachers to share ideas and collaborate in their learning. • Curricular models and modeling of instruction lack a clear vision of what best practices look like. • Training lacks coaching and support. • Training offers no feedback or reflection. • Training is not of sustained duration of PD. 	<ul style="list-style-type: none"> • High-quality PD provides minimal space for teachers to share ideas and collaborate in their own learning. • Curricular models and modeling of instruction provide teachers with a limited vision of what best practices look like. • Training lacks coaching and support. • Training offers limited feedback and reflection. • Training is not of sustained duration of PD. 	<ul style="list-style-type: none"> • High-quality professional development creates space for teachers to share ideas and collaborate in their learning. • Curricular models and modeling of instruction provide teachers with opportunities to reflect on best practices. • Training provides coaching and support. • Training offers feedback and reflection. • Training may lead toward sustained duration of PD. 	<ul style="list-style-type: none"> • High-quality PD creates space for teachers to share ideas and collaborate in their learning. • Curricular models and modeling of instruction provide teachers with a clear vision of what best practices look like. • Training provides coaching and expert support. • Training offers feedback and reflection. • Training is of sustained duration of PD. 	
				TOTAL:	

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