**SCSD Rubric for Measuring Quality Professional Development**

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| **Component** | **Key Reflection of Practice** | **Evident** | **Emerging** | **Not apparent** |
| **RELEVANCY** |  | | | |
| **Compelling Why** | How will the relevance & “compelling why” of the training be communicated to participants? | The relevance and purpose of the training are clear. The content of the training is relevant too all intended participants. | The relevance and purpose of the training are vague. The content of the training is relevant to some of the participants. | The purpose and relevancy of the training are unclear. |
| **Resources** | What tools/resources will be used to support the learning? | The tools and resources being used for this training are relevant to all intended participants taking the course. | The tools and resources being used for this training are relevant to a group of participants within the course. | The tools and resources are not relevant to the work of the participants taking this course. |
| **Engagement** | How will participants be actively engaged in the content (i.e., reflection, inquiry, collaboration, etc.)? | Most of the time during the training participants are required to reflect, inquire and collaborate with colleagues in order to improve their practice. | There is an uneven balance of time between trainer delivery and time for participants to reflect, inquire, and collaborate with colleagues. | All content is delivered by the instructor with no time built in to allow participants to reflect, inquire, and collaborate with colleagues. |
| **Differentiation** | How will the training meet individual and group needs? | The content of the training is designed to meet individual needs of the educators based on experience level and specialty area. Activities are varied meeting the needs of all learning styles. | The content meets the needs of groups of teachers. Activities are not varied and only center around one learning style. | The content does not take into consideration the needs of teachers based on experience, specialty area or learning style. |
| **ALIGNMENT** |  | | | |
| **Learning Forward Standards** | How is the training aligned to LF Standards? | The training is explicitly aligned to LF Standards. | The training is partially aligned to LF Standards. | The training is not aligned to LF Standards. |
| **NYS Standards** | How is the training aligned to NYS Standards? | The training is explicitly aligned to NYS Standards. | The training is partially aligned to NYS Standards. | The training is not aligned to NYS Standards. |
| **Evaluation Rubric** | In what way(s) is the training aligned to the teacher evaluation rubric? | The training is aligned to the evaluation rubric with specific links to multiple components. | The training is connected to one component of the rubric. | The training is not connected to the evaluation rubric. |
| **Strategic Plan/ SIP/SCSD PD Plan** | How is the training connected to the District Strategic Plan, School improvement Plan and/or SCSD PD plan? | There is a specific and clearly stated connection to the District Strategic plan, SIP and SCSD PD plan. | There is a connection between the training and the District Strategic plan, SIP or SCSD PD plan. | There is no connection between the training and District, School plans and SCSD PD plan. |
| **Research-Based** | Is the training based on research? If so, what? | The training is based on specific research. | The training is partially based or linked to research. | The training is not evidence or research-based. |
| **Component** | **Key Reflection of Practice** | **Evident** | **Emerging** | **Not Apparent** |
| **DATA/RESULTS DRIVEN** |  |  |  |  |
| **Needs Assessment** | Why is the training needed? By Whom? | Needs for training determined from specific evidence/data with specific stakeholders identified | Needs for training based on general trends for broad audience of stakeholders | No data used to determine need |
| **Change in Practice** | What skills and knowledge will participants be expected to demonstrate following the training? | Plan for change of practice is cohesive and contains clear expectations for teacher application | Plan for change of practice is vague and rooted in theory, without application | No plan for change of practice |
| **Follow-up/Support** | How will implementation of skills be supported? By whom? How often? | Plan for implementation is detailed and includes required coaching and mentoring until educators can implement the new learning with fidelity | Plan for implementation is vague and includes optional coaching and mentoring or a broad system of support | No implementation plan indicated |
| **Student Outcomes** | What is anticipated impact on students? | Impact on student learning includes measurable goals and may include a plan to monitor progress | Impact on student learning is stated as broad, unmeasurable goals | No impact on student learning is provided |

Relevant

What is the relationship between course objectives and course activities?

What tools/resources will be used to support the learning?

How will participants be actively engaged in the content (i.e., reflection, inquiry, collaboration, etc.)?

How will participants build upon their current knowledge?

How will the training meet individual and group needs?

Aligned

How is the training aligned to LF and NY Standards?

In what way(s) is the training aligned to the teacher evaluation rubric?

In what way(s) is the training aligned to the District Strategic Plan, SIP and PD Plan?

What research is this training based on?

How will you make these connections explicit for teachers?

Data/Results Driven

Why is the training needed? By whom?

What skills and knowledge will participants be expected to demonstrate following the training?

How will implementation of skills be supported? By whom? How often?

What is anticipated impact on students?