

APPENDIX 8A

Rubric for Identifying High-Quality Professional Development

Teachers, coaches, and administrators can use this tool, as individuals or in groups, to gauge—and reflect upon—the quality of professional development. While planning professional development (PD), you can refer to this rubric to intentionally incorporate high-quality features. After participating in or facilitating PD, you can use the rubric to capture reflections on the nature of the learning opportunities. Finally, you could complete the tool at the end of a semester or year to record impressions across multiple PDs. We include references for the evidence-based components of high-quality PD.

Domain	Below Standard	Meets Standard	Exemplary
Alignment	The content of the PD does not match existing needs at the teacher, school, and district levels.	The content of the PD relates to some growth areas for the teacher, school, or district.	The content of the PD is driven by needs at the district, school, and teacher levels and is tailored to particular experiences.
Content Focus	The PD is only weakly tied to core content and teaching strategies for that content.	The PD is related to core content but may not specifically address teaching strategies.	The PD addresses core content and presents multiple strategies for teaching that content.
Active Learning	The PD relies mainly on didactic presentation strategies.	The PD uses a range of presentation methods so that educators participate and engage during the training.	The PD centers upon practice-based opportunities to learn through doing.
Collaborative Learning Opportunities	Collaboration with other educators in the PD is incidental in nature.	Some collaboration with other educators over the course of the PD.	Extensive, purposeful collaboration and networking with other educators to cultivate strong, positive working relationships.
Follow-up	PD does not involve any follow-up or feedback.	There is some follow-up to the PD.	The PD incorporates and includes follow-up for participants to permit intensive contact with ideas and practices and ample time for ongoing learning and feedback.



References

<http://www.gtlcenter.org/sites/default/files/docs/HighQualityProfessionalDevelopment.pdf>.

<http://www.sheeo.org/sites/default/files/PD%20Research%20-%20High%20Quality%20PD%20for%20Teachers%2007-2013.pdf>.

http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf.

<https://learningforward.org/docs/pdf/nsdcstudy2009.pdf>.

<http://researchcollaboration.org/uploads/HQPD%20Generic%20Observation%20Checklist%20with%20Examples%202016-01-22.PDF>.