



## Learning Forward Florida

### Outstanding Professional Learning Practices Award

#### District Rubric

Reviewer: \_\_\_\_\_

Applicant Name: \_\_\_\_\_

CATEGORY	RATING				Rating or NA
	4	3	2	1	
<b>3.1.2</b> <b>Generating a District-wide PD System</b>	The professional learning described was <i>based on a formal needs assessment using disaggregated student achievement, behavioral data, or other formal methods for collecting input.</i>	The professional learning described was based on a needs assessment using student and teacher data, but use of disaggregated data is not described.	The professional learning described was based on an informal needs assessment using very general data.	There is no evidence that a needs assessment was conducted as part of the planning for professional learning.	
<b>3.1.3</b> <b>Research/Evidence Basis</b>	The professional development described is linked and aligned with all of the areas listed in the standard.	The professional development described is linked and aligned with most of the areas listed in the standard.	The professional development described is linked and aligned with few of the areas listed in the standard.	The professional development described has little or no reference to the listed areas in the standard.	
<b>3.1.4</b> <b>Content Standards for Student Outcomes</b>	The professional development described places a priority on professional learning that supports implementing state-adopted content standards for student outcomes.	The professional development described contains some professional learning that supports implementing state-adopted content standards for student outcomes.	The professional development described contains little professional learning that supports implementing state-adopted content standards for student outcomes.	The professional development system contains virtually no professional learning that supports implementing state-adopted content standards for student outcomes.	
<b>3.1.5</b> <b>Integration of Initiatives</b>	The professional development initiative contains extensive professional learning that focuses on integrating federal, state and district priorities.	The professional development initiative contains some professional learning that focuses on integrating federal, state and district priorities	The professional development initiative contains little professional learning that focuses on integrating federal, state and district priorities.	The professional development initiative contains virtually no professional learning that focuses on integrating federal, state and district priorities	

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<b>3.2.1 Learning Communities</b>	The professional development initiative incorporates the use of Learning Communities to support ongoing teacher learning.	There is some evidence that teachers may meet in learning communities to extend the learning from this professional development initiative, but details are somewhat lacking.	There is some evidence that teachers may work collaboratively during this initiative, but the formal structures of learning communities are not evident.	Professional learning communities and collaboration may exist in the district, but there is not overwhelming evidence that they are used to strengthen learning in this particular initiative.	
<b>3.2.2 Content Focused</b>	The professional development initiative is research-based and directly related to one or more of the content areas specified in state law.	The professional development initiative is research-based OR directly related to one or more of the content areas specified in state law (but not both).	The professional development initiative is based on common understanding, rather than research, and is only marginally related to important content standards.	The professional development content is not described at all and there is no effort to link the initiative to research.	
<b>3.2.3 Learning Strategies</b>	There was convincing evidence that the professional development initiative included active learning strategies for adult learners (e.g. modeling effective teaching, extensive practice, and feedback).	There was some evidence that the professional development initiative include a few active learning strategies to engage learners.	The professional development initiative used a mix of active learning strategies and more passive strategies (lecture and listening rather than doing).	The professional development learning strategies were almost all passive learning (primarily lecture and "talking heads").	
<b>3.2.5 Use of Technology</b>	The professional development incorporated advanced technologies appropriate to the content and skills being taught.	There is some evidence that technology was used to support educator learning, but details are somewhat lacking.	The application mentions technology, but provides no detail about whether the technology was appropriate to the content or skills being taught.	The professional development initiative did not incorporate advanced technology at all.	
<b>3.2.6 Time Resources</b>	The professional learning is sufficiently sustained and intense to facilitate powerful teacher learning. (20+ hours of contact time)	The duration of the professional learning described is adequate to promote some teacher learning. (10-20 hours)	The duration of the professional learning described should be either longer or more intense to support teacher learning. (5 to 9 hours)	The duration of the professional learning does not seem adequate or appropriate to support teacher learning. (less than 5 hours)	
<b>3.2.8 District Support</b>	The applicant provides convincing evidence that professional learning is a high priority and is included in district initiatives.	Some evidence exists that professional learning is valued by the applicant.	Little evidence exists that professional learning is valued by the applicant.	The applicant demonstrates lack of support for professional learning.	

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<b>3.3.1 Implementation of Learning</b>	The applicant provides convincing evidence of a system in place to determine the application of skills and knowledge educators have gained from participation in the professional learning in their classrooms.	The applicant provides evidence that the educator has applied some of the skills and knowledge gained in the professional learning in the classroom,	The applicant documents the educator's use of knowledge from the professional learning; however, no evidence is provided to substantiate the use.	The applicant has no system in place to determine the transfer of skills to the classroom.	
<b>3.3.2 Coaching and Mentoring</b>	The applicant documents coaching and mentoring specifically designed for the professional learning indicated in the application.	Some coaching or mentoring activities are supported by the applicant that relate to the professional learning indicated in the application.	Some coaching or mentoring activities are supported by the applicant.	Coaching or mentoring activities related to professional learning are not present in the application.	
<b>3.3.3 Web-based Resources and Assistance</b>	Web-based assistance as means of follow-up to this initiative is present and described in detail.	Web-based assistance as a means of follow-up for this initiative is present and described with limited details.	Web-based assistance as a means of follow-up for this initiative is mentioned, but not described.	Web-based assistance as a means of follow-up for this initiative is not evident.	
<b>3.4.4 Evaluation Measures</b>	There is convincing evidence of using standardized achievement tests and other methods to measure student outcomes in evaluating this professional learning initiative.	Standardized achievement tests and other methods to measure student outcomes are used in evaluating this professional learning initiative; however details are limited.	Less formal methods of evaluating this professional learning initiative are described.	There is no evidence of using standardized achievement tests or other methods to measure student outcomes from the professional learning educators received.	
<b>3.4.5 Use of Results</b>	There is convincing evidence that the results from the evaluations of this professional learning initiative are used to plan the subsequent year's professional learning, modify or adjust continuing professional learning, or discontinue ineffective professional learning.	Some results from the evaluations of this professional learning initiative are used to plan the subsequent year's professional learning, modify or adjust continuing professional learning, or discontinue ineffective professional learning.	There is limited evidence that the results from the evaluations of this professional learning initiative are used to plan the subsequent year's professional learning, modify or adjust continuing professional learning, or discontinue ineffective professional learning.	There is no evidence of using evaluation results or there is no evaluation conducted of the implementation of this professional learning initiative.	
<b>TOTAL SCORE</b>					