



Learning Forward Florida
Outstanding Professional Learning Practices Award
School Rubric

Reviewer:

Applicant Name:

CATEGORY	RATING				Rating or NA
	4	3	2	1	
2.1.1 School Needs Assessment	The school bases the needs assessment for professional learning on documented classroom level disaggregated student achievement data.	The school conducts a formal needs assessment but does not regularly use classroom level disaggregated student achievement data.	The school conducts needs assessments for professional learning informally with little or no documentation.	The school does not conduct a needs assessment of professional learning as part of their planning for professional learning.	
2.1.2 Reviewing Professional Development Plans	School administrators conduct individual meetings with educators in which they review the success of professional learning identified on the IPDP and the relevance of the planned professional learning, and hold a meaningful discussion of the professional growth planned for the educator.	Some individual meetings occur, but the meetings take place without meaningful discussion, are conducted with only selected educators, or are held by individuals without authority to ensure the appropriateness of the planned professional learning.	IPDP reviews are conducted in a large group meeting, with grade level chairs, or in educator teams rather than with an administrator.	There is little or no verifiable or compelling evidence that the principal or designees meet with educators to review the success of previous IPDPs or the relevance of planned professional learning.	
2.1.3 Reviewing Annual Performance Appraisal Data	The principal provides convincing evidence that the process for determining professional learning provided to school faculty includes reviews of annual performance appraisal data.	Some evidence exists that the process for determining professional learning provided to school faculty includes a review of annual performance appraisal data, or the principal can convey some specific examples of planning professional learning based on needs of specific groups of educators.	Little evidence exists for the process for determining professional learning provided to school faculty includes a review of annual performance appraisal data.	Professional learning plans reflect only school-wide needs and initiatives.	

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2.1.4 Generating a School-wide Professional Development Plan	The school's professional learning plan integrates all essential components and clearly aligns with the identified school improvement goals and district Professional Development System.	The school's professional learning plan integrates most components and aligns with the identified school improvement goals and district Professional Development System.	The school's professional learning plan integrates some components and has weak alignment with the identified school improvement goals and district Professional Development System, or little reference to professional learning is documented in the SIP or other documents.	There is no document describing the school's planned professional learning or the SIP contains little or no reference to professional learning and no separate document defines professional learning plans or procedures for the school.	
2.1.5 Individual Leadership Development Plan	The Individual Leadership Development Plan contains all components of the standard including the school and classroom data on which the plan is based, specific professional learning goals, measurable improvement in student performance, improvements in teacher effectiveness, changes in administrator practices resulting from professional learning, and an evaluation plan.	The Individual Leadership Development Plan contains most of the components.	The Individual Leadership Development Plan contains little specificity for the professional learning goals, student performance or teacher effectiveness improvements expected, or planned evaluation methods.	The Individual Leadership Development Plan does not specify professional learning goals, contains no references to student performance or teacher effectiveness levels, or has no evaluation plan.	
2.2.1 Learning Communities	The principal provides convincing evidence that there are structures in place to encourage, support and monitor implementation of professional learning communities at the school site to achieve common learning goals.	Some structures are in place to encourage or support professional learning communities at the school.	A few structures are in place to encourage or support professional learning communities at the school to achieve common learning goals.	Most teachers are unfamiliar with the concept of professional learning communities or structures are not in place to support formal collaboration among teachers to achieve common learning goals.	
2.2.2 Content Focused	The principal provides convincing evidence that all of the professional learning educators have received recently is research- and/or evidence-based and directly related to one or more of the content areas specified in state law.	Most of the professional learning recently provided is research- and/or evidence-based and directly related to one or more of the content areas specified in state law.	Little of the professional learning educators have received recently is research- and/or evidence-based and directly related to one or more of the content areas specified in state law.	Educators have not received professional learning that is research-and/or evidence-based and directly related to one or more of the content areas specified in state law, or cannot describe the professional learning delivered to educators.	

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2.2.3 Learning Strategies	The principal provides convincing evidence that almost all of the recent professional learning included modeling effective research- and/or evidence-based instruction, practice, and classroom-based feedback.	The principal describes or documents appropriate learning strategies including modeling, practice, and feedback used in much of the school's professional learning.	The principal describes or documents appropriate learning strategies including modeling, practice, and feedback in some of the school's professional learning.	The principal describes or documents most of the school's recent professional learning as primarily lecture with little or no evidence of appropriate learning strategies.	
2.2.4 Sustained Professional Learning	The principal documents that the professional learning educators have received recently has included rigorous, sustained professional learning over multiple sessions and multiple days.	The principal documents many educators receiving rigorous, sustained professional learning over multiple sessions and multiple days for many of their professional learning programs.	The principal documents a few educators receiving rigorous, sustained professional learning over multiple sessions and multiple days for a few of their professional learning programs.	Little evidence was available documenting that the professional learning is rigorous and sustained over multiple sessions and multiple days.	
2.2.5 Use of Technology	The principal provides convincing evidence that the professional learning in which educators have participated recently appropriately used and was supported by technology appropriate to the content and skills being taught.	The principal reports the appropriate use of and support by technology in many professional learning programs.	The principal reports the appropriate use of and support by technology in a few professional learning programs.	The principal describes most of the school's recent professional learning having limited or no technology use or support.	
2.2.6 Time Resources	The district or school has designated in the calendar 30 or more hours for professional learning, and educators are required to participate in professional learning in those hours.	The district or school has designated in the calendar 15-29 hours for professional learning, and educators are required to participate in professional learning in those hours.	The district or school provides calendar time that may be used for professional learning, educator planning, or other activities at the educator's discretion.	The district or school has no designated hours or times for professional learning and is not providing time for educators to participate in professional learning.	
2.2.7 Coordinated Records	School administrators generate reports routinely on faculty participation in professional learning disaggregated by subgroups and review these reports on a frequent basis in continuous planning for professional development.	At least annually school administrators generate and review reports on faculty participation in professional learning.	School administrators can access professional learning records with some effort.	The system for documenting professional learning participation is not easily accessible, frequently contains inaccurate or out-of-date information, or administrators do not generate reports on participation.	

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2.3.1 Implementation of Learning	School administrators routinely provide support and assistance to educators in implementing professional learning for almost all efforts.	School administrators provide support and assistance to educators to implement professional learning for many efforts.	School administrators provide support and assistance to educators to implement professional learning for a few efforts.	School administrators rarely or never provide support and assistance to educators to implement professional learning.	
2.3.2 Coaching and Mentoring	The principal documents coaching or mentoring activities in detail related to almost all of the professional learning in which educators have participated.	Many educators are involved in coaching or mentoring activities related to many professional learning opportunities in which educators have participated.	Some educators are involved in coaching or mentoring activities related to some of the professional learning in which educators have participated.	Coaching or mentoring activities related to professional learning generally are not conducted in this school.	
2.3.3 Web-based Resources and Assistance	The principal documents the availability of web-based assistance provided to all or almost all educators as follow-up to all or almost all of their professional learning.	Many professional learning efforts are supported through web-based assistance.	Some professional learning efforts are supported through web-based assistance.	Web-based follow-up assistance related to professional learning generally is not supported in this school.	
2.4.1 Implementing the Plan	The principal provides convincing evidence that the school evaluates the effectiveness of the planned school-level professional learning by documenting the participation of educators in major planned initiatives.	The school conducts formal evaluations of one or two major initiatives, documenting the participation of educators.	The school conducts informal evaluations of one or two major initiatives, documenting the participation of educators.	The school does not conduct evaluations that document the implementation of the planned professional learning.	
2.4.2 Changes in Educator Practice	The school conducts formal and consistent evaluations of the application by educators of the skills and knowledge acquired through professional learning.	The school conducts informal but consistent evaluations of the application by educators of the skills and knowledge acquired through professional learning.	The school conducts informal and inconsistent evaluations of the application by educators of the skills and knowledge acquired through professional learning.	The school does not conduct evaluations of the application by educators of the skills and knowledge acquired through professional learning.	
2.4.3 Changes in Students	The school provides convincing evidence of increases in student learning as a consequence of the professional learning in which educators participated.	The school documents some direct evidence of increases in student learning as a consequence of several major professional learning programs in which educators participated.	The school documents some direct evidence of increases in student learning as a consequence of one or two major professional learning programs in which educators participated.	The school has no evidence of increases in student learning resulting from the professional learning educators received.	

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2.4.4 Evaluation Measures	Evaluation of the school's professional learning system uses formal reviews of standardized achievement tests and other methods to measure student outcomes in evaluating the school's professional learning for most major programs.	Evaluation of the school's professional learning system includes standardized measures for some programs, but usually involves less formal methods.	Evaluation of the school's professional learning system seldom includes any formal measures.	The school does not conduct an evaluation of the school's professional learning system.	
2.4.5 Use of Results	The principal provides convincing evidence that the results from the evaluations of the school-level professional learning system are used to plan additional professional learning or discontinue ineffective professional learning	The principal documents that results from some evaluations of professional learning are used to plan additional professional learning.	The principal documents that results from a few evaluations of professional learning are used to plan additional professional learning, or the evidence provided is not convincing.	The principal presents no evidence of using evaluation results or there is no evaluation conducted of the implementation of the professional learning.	
TOTAL SCORE					