

Evidence-Based Professional Development Rubric

Professional Development Component	Specifications	2- In Place	1-Partially In Place	0-Not in Place	Score
Professional Development Infrastructure					
1. A district team is in place that will oversee and evaluate the effectiveness of the PD delivered.	Team uses the EBPD rubric to evaluate their PD efforts.	District team meets regularly, sets specific roles and responsibilities for evaluating PD on all levels, and set specific timelines for evaluation.	District team is in place and completes PD evaluation form, but does not address all levels of PD evaluation, or does not specific all needs and schedules.	District team is not sufficiently in place, does not evaluate PD, or does not provide specific methods of evaluation.	
2. District goals are created with benchmarks for collection of implementation and student outcome data (National Implementation Research Network—NIRN).	Fidelity and student outcome data are used to inform modification to implementation (e.g., how can Selection, Training, and Coaching better support fidelity)(NIRN).	Practice protocols describing program components and steps toward achieving gold standard implementation are created. Student outcome data, implementation data, and teacher input are used to determine modification needed.	Protocols for some program components are created but data are not used frequently for modifications by the district team.	Protocols for implementation are not created and data not used for improvement.	
3. Coaching systems (i.e., systems and/or instructional coaches) established to ensure follow-up of PD activities.	A description of specific coaching responsibilities is created along with a system for responding to implementation and outcome data.	Specific FTE dedicated to coaching and coaching oversight. This includes job descriptions, interview protocols, training for the coaches, oversight	Specific FTE dedicated to coaching, but lacks some specificity in oversight of coaching, evaluation of coaching fidelity, or use of data to	Coaching system not in place the prioritized professional development.	

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		of coaching fidelity, use of fidelity and outcome data to determine further training for coaches, and evaluation of annual progress.	modify coaching structure.		
4. Building Leadership Teams (BLT) established in schools receiving PD that use effective teaming structures to evaluate implementation of PD.	Schools receiving PD have representative teams that use data for decision-making regarding the prioritized practice.	Each school receiving PD has established a BLT using an effective team problem-solving model (e.g., Team Initiated Problem Solving; TIPS) in delivering oversight, and evaluating implementation fidelity and student outcomes.	Each school has a BLT in place but they do not use an effective strategy for using data for decision making.	BLT charged with implementation oversight not in place in every school receiving PD.	
5. Administrators and BLT are trained appropriately on the PD area and have knowledge of how to support its implementation.	Describe how steps are taken to ensure administrations support implementation.	Principals are trained to practice implementation including use of student outcome and teacher input data to align systems to ensure valued student outcomes.	Principals receive training in prioritized practices but not in use of student and teacher data to support implementation.	PD is not provided to administrators or only outlines process for supporting effective implementation.	
6. Data system established for implementation fidelity	Efficient, accessible data system should be in place that evaluates implementation of PD. That data system should also be easily accessible	Data systems in place that effectively and efficiently evaluate fidelity data related to professional development. School personnel can access	Data systems in place but not easily accessible.	Data systems not in place in every school receiving PD.	

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	to school personnel for use in decision-making.	the data system easily and make decisions based on that data.			
7. Data system established for evaluation for student outcomes.	Efficient, accessible data system should be in place to evaluate student outcomes. That data system should also be easily accessible to school personnel for use in decision-making.	Data systems in place that effectively and efficiently evaluate student outcome data related to professional development. School personnel can access the data system easily and make decision based on that data.	Data systems in place but not easily accessible.	Data systems not in place in every school receiving PD.	
8. Data system established for teacher evaluation.	Efficient, accessible data system should be in place to evaluate teacher effectiveness. That data system should also be easily accessible to school personnel for use in decision-making (e.g., PEER).	Data systems in place that effectively and efficiently evaluate teacher effectiveness related to professional development. School personnel can access the data system easily and make decisions based on that data.	Data systems in place but not easily accessible.	Data systems not in place in every school receiving PD.	
9. Resources allocated for effective delivery of PD that sustains and evaluates implementation.	Resources must be allocated to provide effective PD, including coaching, building level teaming structures, and data systems.	District resources allocated for effective delivery of PD, ongoing follow-up and coaching of the practice, establishment of building level teams to support	District resources allocated for delivery of PD, but not all other activities critical for effective implementation	District resources not sufficiently allocated for effective delivery of PD, or is lacking several of the other activities critical to implementation success.	

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		implementation, and data systems for evaluation.			
10. Implementation and student outcome data shared regularly with stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies (NIRN)).	Describe use of multiple sources of information to guide improvement and demonstrate its impact. Describe specific schedule for presenting outcome data to stakeholders.	Student outcome data and implementation fidelity data are measures __ times a month by __ (as determined by the district implementation team). Data are shared with the school board and specific stakeholders regularly (e.g., quarterly).	District team considers implementation and fidelity data, but does not share implementation and student data with the school board or SEA on a regular basis.	District team does not consider both implementation and outcome data, and does not share with stakeholders.	
11. Specific district plans in place to share and celebrate successes with all stakeholders (e.g., schools parents, administration, school board).	Positive recognition processes in place for high degrees of implementation. Plans also include strategies for dissemination of results.	District Implementation Team (DIT) implement specific strategies to reinforce successful implementers including teachers, administrators, and other district personnel. District also has established plans for celebrating school progress towards goals and reporting progress to other district stakeholders.	DIT implements some strategies for celebrating success, but does not provide adequate recognition to implementers or does not frequently report progress to important stakeholders	DIT does not develop specific strategies for celebrating successes.	

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Professional Development Delivery					
12. Accountability for delivery and quality monitoring of training is clear (e.g., lead person designated and supported).	Role/job descriptions provided. Expectations for roles provided.	Specific FTE devoted to (1) designing a training plan, (2) ensuring all trainers meet the skill-level expectations, (3) planning training events, and (4) monitoring the overall training plan. Progress is discussed regularly with the DIT.	Trainer is assigned to design and oversee training of personnel. Trainer will ensure training is sufficient to meet the needs of all participants, coaches, teachers, administrators, and others in the initiative.	Trainer will provide training but will not ensure training is sufficient.	
13. Content for training is evidence-based.	Evidence-based practices: Show positive results that can be attributed to the practice and are endorsed by credible organizations and referenced in peer-reviewed journals.	Content has evidence of effectiveness (e.g., effect size > 0.4).	Content has minimal evidence of effectiveness (e.g., effect size < 0.4).	Content has no evidence-base.	
14. Evidence-based delivery using adult learning principles (Dunst & Trivette, 2009).	Did the training include activities in planning, application and deep understanding? Was there active engagement in the training? Were participants able to demonstrate skills?	Professional development places an emphasis on adult learning principles in all aspects of training.	Professional development uses some adult learning principles.	Professional development uses no adult learning principles (Sit & Get; Spray & Pray).	

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Professional Development Evaluation					
15. Professional development activities are evaluated for participant reaction (Guskey Level 1).	Was the training knowledgeable? Were effective opportunities for practice or application provided? Did the session materials contribute to learning? Were the facilities and equipment conducive to learning? Were the stated session objectives met? In terms of preparing you to do your job better, how would you rate the overall quality of the session?	District tool(s) developed for evaluation of participants' reaction to PD. An efficient system is also in place for evaluating those reactions and making modifications to future PD based on them. These tools can include: Questionnaires administered at the end of a session, focus groups, interviews, personal learning logs.	District tool(s) developed for evaluation of participant reaction to PD, but no efficient system is established for using the data for improvements in PD.	District tool(s) not developed or implemented for learning.	
16. Professional development activities are evaluated for participant learning (Guskey Level 2).	Did the participants acquire the intended knowledge & skills? Did participants attitudes, beliefs or dispositions change?	District tool(s) developed for evaluation of participant learning along with system for evaluating learning and modifying future PD. Tools can include: Paper-and-pencil instructions, self-assessments, simulations & demonstrations, participant reflections,	District tool(s) developed for evaluation of participant learning, but no efficient system is established for using the data for improvements in PD.	District tool(s) not developed or implemented for participant learning.	

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		participants' portfolios, and case study analyses.			
17. Professional development activities are evaluated for organizational support and change.	Was implementation advocated, facilitated, and supported? Does coaching address problems quickly and efficiently? Were sufficient resources allocated for implementation? Were successes recognized and shared? Was the organization positively impacted?	District data collection system in place to evaluate ongoing support of implementation. Tools for this evaluation can include: District and school records. Minutes from follow-up meetings, Coaching logs, participant portfolios.	District data collection system in place, but no efficient system is established for using the data for improvements in PD and coaching.	District data system not developed or implemented for ongoing support of implementation.	