New York State Impactful Professional Development Rubric

Adapted from Paul BambrickSantoyos'sProfessionalDevelopmentEvaluationRubric 2011-12 and Tom Guskey'sFive Levels of Professional Development EvaluationRubric

		Highly effective Indicators
Context	Setting Participants up for Success	• Accountabilities are in place for implementation appropriate to various roles. • There are "public and overt" plans for advocacy and facilitation of implementation. • Sufficient resources are made available. • A plan is in place to problem solve and name/celebrate successes. • Plans are in place for job embedded supports which ensure quality and fidelity of implementation.

Planning	Generating Objectives	• Objective/outcome of the workshop is concrete, reasonable for the time allotted, and represents knowledge and skills the participants do not currently have.
		• Objective is directly aligned with the most important initiatives and strongest learning needs of the school/district at the time of the workshop.
		• Objectives are generated from evidence and are tightly aligned to:
		  o Desired change/ upgrade in participant practice/ behavior
		  o Participants' current knowledge and skill
		  o Participants' organizational (district/school) context regarding systemic support and accountability

	Targeted, efficient activities	• Agenda includes activities that are tightly planned and 100% relevant to the objective so that participants experience zero downtime and stay challenged (intellectually engaged with discussion/ activities). • Activities consider the real and perceived learning needs, orientation, and culture of participants • High quality discussion questions are pre-planned. • Materials are carefully aligned to activities and provisioned/organized ahead of time. • Activities feel satisfying to the participants.
	Pacing, tone, time management	• Appropriate, precise, and responsive balance of time for processing, application, reflection, new information received (approximately 25% each). • Presenter adjusts agenda, activities, and interventions based on the tone, reactions, and misconceptions of the participants. • Participants experience a steady flow due to tightly managed transitions and discussions, along with clear written and verbal instructions for each activity. • Presenter starts and ends on time. • Presenter fosters an environment of dual intensity toward intellectual rigor and risk taking. • Leader is motivational, warm, and inspiring, fostering a sense of urgency.
	Facilitation of Adult Learning	• Presenter scaffolds activities and discussion so that participants do most of the thinking/talking and gain new knowledge and skill. The presenter usually speaks less than 30% of the time. • The presenter's response to preconceptions or misconceptions is skillful, respectful, and strategic. • Reflection time is brief, targeted, and carefully structured to capture big takeaways and help participants plan next steps. Summarizing component of the session concisely and articulately sums up the key takeaways for participants.

	Evaluation	• Participant learning is measured and affirmed before the end of the session.
		• Impact of participant learning over time is measured in terms of:
		  o Organizational change
		  o Participants' use of new knowledge and skills
		  o Student learning