COUNTY BOARD RUBRIC

PLAN SECTION	TARGET	ACCEPTABLE	NEEDS REVISION
A. Reflection	• Summarizes positive aspects of previous professional development opportunities and makes connections to ongoing planning • Summarizes how previous PD opportunities met student and staff learning needs • Summarizes alignment of PD to district and school priorities, programs, and key initiatives • Begins addressing the challenges associated with previous professional development • Provides evidence of impact of staff learning	• Summarizes positive aspects of previous professional development opportunities • Summarizes how previous PD opportunities met student and staff learning needs • Summarizes alignment of PD to district and school priorities	• Includes a reflection that is not thorough and/or is incomplete.
B. Needs Assessment	• Includes a needs assessment linked to the schools' definitions of student achievement that was conducted and analyzed to guide PD planning • Clearly defines student achievement based on input from all stakeholders • Clearly connects professional development needs to both school and district goals • Provides evidence that district student learning and adult learning priorities were clearly communicated to schools • Identifies multiple data sources that drove PD planning • Demonstrates that the Local Professional Development committee gathered input for district priorities for PD from all stakeholders including input from parents, community and students	• Includes a needs assessment that was conducted and analyzed for all stakeholders. • Defines Student achievement with input from stakeholders • Connects professional development needs to school and district goals • Provides evidence that district priorities were communicated to schools • Includes assessment data and at least one other data source that drove professional development • Demonstrates that the Local Professional Development committee gathered input for PD from teachers, administrative staff and parents	• Includes an incomplete needs assessment • Does not define student achievement and/or there was little input from stakeholders • Does not connect professional development needs to district or school goals • Lacks data sources that drove PD planning

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B. Needs Assessment *(continued)*	• Includes a variety of needs assessments formats that were used to identify professional learning needs • Provides a full analysis of needs assessments that is based on student needs		• Includes a reflection that is not thorough and/or is incomplete.
C. Professional Development Goals of the District	• Identifies PD goals that are aligned to district goals and student learning goals, as well as state, district and school initiatives and programs • Bases PD goals on student and staff needs as identified from assessment data • Includes PD goals that are specific, relevant, achievable, and time-bound with measurable outcomes	• Identifies PD goals that are aligned to district goals • Bases PD goals on student and staff needs as identified from assessment data	• Does not identify PD goals and/or align them to district goals • Does not base PD goals on student and staff needs as identified from assessment data.
D. Professional Development Opportunities	• Aligns PD opportunities to the Professional Development Standards and the Professional Standards for Teachers • Identifies multiple professional development structures and processes to differentiate professional learning inclusive of collaborative teams, networks, online workshops, etc. • Includes evidence that professional learning occurs in collaborative learning teams • Includes district professional development that supports individual schools' needs • Partnerships and networks for learning support professional development goals	• Aligns PD opportunities to some of the Professional Development Standards and the Professional Standards for Teachers • Identifies PD opportunities that are workshop based and provide some opportunity for networking and sharing; some differentiation exists • Includes evidence that collaborative teams for learning are in the formative stage • Includes district professional development that supports individual schools' needs	• Does not align PD opportunities are not aligned to the Professional Development Standards or the Professional Standards for Teachers • Does not differentiate PD opportunities • Does not provide evidence of support for the development of collaborative teams is not provided • Does not include District PD opportunities that provide support for individual school needs and/or connection to district goals

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D. Professional Development Opportunities *(continued)*	• Professional development focuses on a continuous learning cycle for curriculum, instruction and assessment • Teacher and administrative leadership work collaboratively to facilitate, support and strengthen professional development opportunities		
E. Professional Development Resources	• Identifies district policies that are in place and provide for the allocation of job-embedded time for collaborative, professional learning • Includes a variety of resources available to support professional learning such as mentors, coaches, consultants, research, professional materials, etc. • Includes staff development days used to support identified goals at both the district and school levels • Includes evidence that teacher and administrative leadership and expertise is used to strengthen learning opportunities for staff	• Indicates that district policies are being developed to provide time for collaborative, professional learning • Includes some resources available for professional learning. • Includes staff development days used to support identified goals at the district and/ or school levels.	• Does not identify district policies that are in place or being developed to provide time for collaborative professional learning. • Does not include readily available resources for professional learning.
F. Ongoing Assessment and Evaluation	• Uses evaluation procedures and tools to assess the Local Professional Development Plan that are clearly identified and explained • Provides a thorough analysis of the impact of professional development on teacher practice and student learning	• Lists evaluations procedures and tools used to assess the Local Professional Development Plan • Provides an analysis of the impact of professional development on teacher practice and student learning	• Does not list evaluation procedures and tools • Does not provide an analysis of the impact of Professional Development on teacher practice student learning

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F. Ongoing Assessment and Evaluation *(continued)*	• Provides strong evidence to demonstrate that the Local Professional Development Plan provides support for school level goals • Uses multiple sources of data to inform the program evaluation process • Demonstrates that criteria exist for determining the extent to which job-embedded collaboration was encouraged is evident • Identifies focus groups and/ or surveys that will be used to get feedback on professional development • Notes that individual participant evaluations from specific professional development opportunities will be analyzed	• Provides evidence that the Local Professional Development Plan provides support for school level goals • Uses data to inform the program evaluation process	• Does not provide evidence that the Local Professional Development Plan provides support for school goals • Does not use data to inform the evaluation process