







Elements of Effective Professional Development: Rubric

	Not Yet	Emerging	Effective	Exemplary
<p>1. Data-driven</p>  <p><i>A data-driven approach to PD ensures that the content is relevant, amount is sufficient, and ultimately that the PD is effective.</i></p>	<ul style="list-style-type: none"> • Data are used: <ul style="list-style-type: none"> ○ not at all, or ○ to plan the broad focus area(s) of PD only, or ○ in other ways but not to plan the broad focus area(s) of PD • No resources exist such that data collection, analysis, and data-driven decision-making are impossible 	<ul style="list-style-type: none"> • Data are used to plan the broad focus area(s) of PD and one of the following: <ul style="list-style-type: none"> ○ determine appropriate amount of ongoing PD, tailor the focus of PD to meet teachers’ needs, or track intended outcomes • Insufficient resources exist such that data collection, analysis, and data-driven decision-making are limited or inefficient 	<ul style="list-style-type: none"> • Data are used to plan the broad focus area(s) of PD and two of the following (or all if from one data source): <ul style="list-style-type: none"> ○ determine appropriate amount of ongoing PD, tailor focus of PD to meet teachers’ needs, or track intended outcomes • Sufficient resources exist such that data collection, analysis, and data-driven decision-making are feasible and efficient 	<ul style="list-style-type: none"> • Data from two distinct sources are used to plan the broad focus area(s) of PD and all of the following: <ul style="list-style-type: none"> ○ determine appropriate amount of ongoing PD, tailor focus of PD to meet teachers’ needs, and track intended outcomes • Sophisticated resources exist such that data collection, analysis, and data-driven decision-making are systematic and highly efficient
<p>2. Specific, articulated objectives</p>  <p><i>Specific, articulated objectives clearly delineate what teachers should gain from PD. Objectives should be limited to a few key areas so teachers are repeatedly exposed to PD content and have sufficient time to develop new knowledge and skills.</i></p>	<ul style="list-style-type: none"> • PD objectives are absent or very vague • Alternatively, PD objectives are not related to early childhood 	<ul style="list-style-type: none"> • PD objectives suggest some knowledge or skills to be gained but lack precision • Alternatively, PD objectives are precise but are too extensive and/or varied (e.g., 6-10 objectives/area or >3 areas) to sustain focus on a few key areas 	<ul style="list-style-type: none"> • PD objectives delineate the precise knowledge and skills to be gained • PD objectives are a reasonable quantity and sufficiently connected (e.g., 3-5 objectives in 1-3 areas) to sustain focus on a few key areas 	<ul style="list-style-type: none"> • PD objectives meet “effective” and are ALSO drawn from a framework that clearly defines expectations for quality teaching (e.g., rubric)
<p>3. Practice-focused</p>  <p><i>Practice-focused PD intentionally builds teachers’ skills to improve their practice. It can but does not have to include feedback and analysis loops.</i></p>	<ul style="list-style-type: none"> • Across all PD, teachers spend 75-100% of their time passively receiving information and/or generally discussing practice and 0-24% of their time intentionally building skills to improve practice 	<ul style="list-style-type: none"> • Across all PD, teachers spend 50-74% of their time passively receiving information and/or generally discussing practice and 25-49% of their time intentionally building skills to improve practice 	<ul style="list-style-type: none"> • Across all PD, teachers spend 25-49% of their time passively receiving information and/or generally discussing practice and 50-74% of their time intentionally building skills to improve practice 	<ul style="list-style-type: none"> • Across all PD, teachers spend 0-24% of their time passively receiving information and/or generally discussing practice and 75-100% of their time intentionally building skills to improve practice

<p>4. Feedback and analysis loops</p>  <p><i>Feedback and analysis loops provide teachers with the opportunity to implement a new practice, receive feedback on their practice, and analyze their practice with a colleague.</i></p>	<ul style="list-style-type: none"> Teachers never or rarely receive feedback on their practice and analyze their practice with a colleague (e.g., 0-1 time/year) 	<ul style="list-style-type: none"> Teachers infrequently receive feedback on their practice and analyze their practice with a colleague (e.g., 2-3 times/year) 	<ul style="list-style-type: none"> Teachers somewhat frequently receive feedback on and analyze their practice with a colleague (e.g., 4-8 times/year) 	<ul style="list-style-type: none"> Teachers frequently receive feedback on their practice and analyze their practice with a colleague (e.g., more than 8 times/year)
<p>5. Coherence</p>  <p><i>Coherence is defined as an intentional approach to integrating curricula (what teachers teach), assessments (e.g., child outcomes), and classroom observation (e.g., CLASS® scores) with the PD that teachers receive as well as removing miscellaneous or un-related materials.</i></p>	<ul style="list-style-type: none"> Curricula, assessments, and classroom observation are disjointed and not at all aligned/integrated with PD. There is no clear rationale that describes how each component informs and supports PD 	<ul style="list-style-type: none"> Curricula, assessments, and classroom observation are superficially aligned/integrated with PD. This is generally not intentional such that there are significant gaps in the rationale (i.e., illogical or incomplete) that describes how each component informs and supports PD 	<ul style="list-style-type: none"> Curricula, assessments, and classroom observation are somewhat intentionally aligned/integrated with PD. There are some gaps in the rationale (i.e., illogical or incomplete) that describes how each component informs and supports PD 	<ul style="list-style-type: none"> Curricula, assessments, and classroom observation are very intentionally aligned/integrated with PD. A logical and comprehensive rationale describes how each component informs and supports PD
<p>6. Access for all teachers</p>  <p><i>Access refers to the extent to which PD is provided to all full-time teachers across various types of preschool programming.</i></p>	<ul style="list-style-type: none"> PD is provided only to VPI-funded lead teachers 	<ul style="list-style-type: none"> PD is provided to all lead teachers across most programming but not instructional aides 	<ul style="list-style-type: none"> PD is provided to all lead teachers across all programming but not instructional aides Alternatively, PD is provided to all teachers (lead and instructional aides) across most programming 	<ul style="list-style-type: none"> PD is provided to all teachers (lead and instructional aides) across all programming