Tucson Unified School District

FRAMEWORK FOR FACILITATING PROFESSIONAL DEVELOPMENT

The TUSD Professional Development Rubric identifies components of effective professional development. This rubric presents components and indicators for each component at the PROFICIENT level of facilitating professional development.

The Evaluation Process

1. Observe the professional learning and collect evidence through scripting.
2. Assign evidence to the appropriate components on the rubric.
3. Score the evidence according to the following continuum.

Level 1 Not Meeting Standard	Level 2 Partially Meeting Standard	Level 3 Meeting Standard	Level 4 Exemplifying Standard
Little or no evidence	Some evidence but it is inconsistent	Evidence indicates proficiency	Evidence indicates high quality, exemplary performance

4. Place the number of the level (1, 2, 3, or 4) in the score box.
5. A composite score of 18 indicates Proficient.
6. A targeted action plan will be created for any sections in which a "3' is not achieved.

The TUSD Professional Development Rubric is adapted from the Denver Public Schools Professional Development Rubric, New York State Impactful Professional Development Rubric, Green Dot Public Schools [TM] Professional Development Rubric, and based on Tom Gusky's *Five Levels of Professional Development Evaluation Rubric.*

TUSD Professional Development Rubric					
	Level 1 Not Meeting Standard	**Level 2** Partially Meeting Standard	**Level 3** **Meeting the Standard** **Proficient Indicators**	**Level 4** Exemplifying Standard	**Score**
Domain 1: Planning & Preparation	- Objectives of the professional development (PD) are specific and measurable. - Objectives are aligned with the District Strategic Plan and/or Unitary Status Plan. - Agenda includes activities that are completely aligned to the core objectives. - Time for sharing, framing and application is appropriately balanced.				
Domain 2: Environment	- The tone of the PD is respectful and professional. - Participants are engaged in the topic, asking and answering questions. - Physical space is organized. - Facilitator establishes and maintains norms.				
Domain 3: Delivery of Services — Pacing/Time Management	- Monitors learning and adjusts agenda based on the needs of the group. - Starts and ends on time. - Establishes clear procedures for each activity. - All of the PD time is focused on learning objectives. - Transitions between topics occur with little loss of instruction time.				
Domain 3: Delivery of Services — Facilitation	- Activities and discussions are scaffolded so that participants do most of the thinking/talking to express knowledge and skills. - Reflection time is provided to capture big takeaways and/or help participants capture their action steps. - Facilitator talk is one third or less of the PD presentation. - A variety of collaborative group strategies are strategically implemented. - Research is presented to suggest that the current PD or strand of PD will produce desired results.				
Domain 3: Delivery of Services — Effective Instruction	- Content and delivery of PD models aspects of adult learning theory, quality teaching, culturally responsive pedagogy and instruction, and essential elements of effective instruction, including but not limited to: - Anticipatory Set/ Connector - Teaching input - Engagement of participants - Modeling - Multiple checks for understanding - Meeting the learner's needs - Guided practice - Independent practice - Closure with opportunity for feedback - Materials are carefully aligned to activities.				
Domain 3: Delivery of Services — Evaluation	- Participant learning is measured and affirmed before the end of the session. - PD participants are encouraged to provide constructive feedback to one another and engage in reflective conversations. - PD participants self-assess areas of strength and need relative to PD content. - Participants are provided the opportunity to create actionable next steps or action plans to implement.				

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