

APPENDIX IV – 88

## **Tucson Unified School District**

### **FRAMEWORK and RUBRIC FOR FACILITATING PROFESSIONAL DEVELOPMENT**

The *Tucson Unified Framework and Rubric for Facilitating Professional Development* are based on Tom Gusky's work on professional development evaluation and informed by the Standards for Professional Learning from Learning Forward. The Framework and Rubric address design and delivery of professional learning in order to increase educator effectiveness and achievement for all students.

#### **FRAMEWORK**

Like Danielson's Framework for Teaching, the Tucson Unified *Framework for Facilitating Professional Development* is divided into domains containing distinct components. The domains identify essential skills for facilitating professional development and the components address key aspects of the domain. The Tucson Unified Framework's three domains and eight components to an extent parallel the first three domains and components of Danielson's Framework for Teaching.

#### **Planning and Preparation**

- \* Setting Learning Outcomes
- \* Designing Coherent Instruction

#### **Environment**

- \* Creating a Climate of Respect and Rapport
- \* Establishing Procedures

#### **Delivery of Services**

- \* Managing Pacing and Time
- \* Facilitating Engagement
- \* Demonstrating Effective Instruction for Adult Learners
- \* Providing Evaluation Opportunities

**RUBRIC**

The *TUSD Framework for Facilitating Professional Development Rubric* identifies domains and components of effective professional development. This rubric also presents 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 the Standard	Level 2 Partially Meeting the Standard	Level 3 Meeting the Standard	Level 4 Exemplifying the Standard
Little or no evidence	Some evidence but is partial and/or inconsistent	Evidence indicates performance is proficient and/or sufficient	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 28-37 indicates Proficient.
6. A targeted action plan will be created for any sections in which a “3” is not achieved.

The *TUSD Framework for Facilitating Professional Development Rubric* is adapted from the Denver Public Schools Professional Development Rubric, New York State Impactful Professional Development Rubric, Green Dot Public Schools™ Professional Development Rubric, based on Tom Gusky’s *Five Levels of Professional Development Evaluation Rubric*, and informed by the *Standards for Professional Learning* from Learning Forward.

TUSD Framework for Facilitating Professional Development Rubric						
		Level 1 Not Meeting the Standard	Level 2 Partially Meeting the Standard	Level 3 Meeting the Standard Proficient Indicators	Level 4 Exemplifying the Standard	Score
<b>Domain 1: Planning &amp; Preparation</b>		<ul style="list-style-type: none"> <li>Objectives of the professional development (PD) are specific and measurable.</li> <li>Objectives are aligned with the District Strategic Plan and/or Unitary Status Plan.</li> </ul>				
		<ul style="list-style-type: none"> <li>Agenda includes activities that are completely aligned to the core objectives.</li> <li>Time for sharing, framing and application is appropriately balanced.</li> </ul>				
<b>Domain 2: Environment</b>		<ul style="list-style-type: none"> <li>Facilitator establishes and maintains norms.</li> <li>The tone of the professional development is respectful and professional.</li> <li>Physical space is organized.</li> </ul>				
		<ul style="list-style-type: none"> <li>Participants are engaged in the topic, asking and answering questions.</li> </ul>				
<b>Domain 3: Delivery of Services</b>	<b>Pacing/Time Management</b>	<ul style="list-style-type: none"> <li>Monitors learning and adjusts agenda based on the needs of the group.</li> <li>Starts and ends on time.</li> <li>Transitions between topics occur with little loss of instruction time.</li> </ul>				
		<ul style="list-style-type: none"> <li>All of the PD time is focused on learning objectives.</li> </ul>				
	<b>Facilitation</b>	<ul style="list-style-type: none"> <li>Activities and discussions are scaffolded so that participants do most of the thinking/talking to express knowledge and skills.</li> <li>Reflection time is provided to capture big takeaways and/or help participants capture their action steps.</li> </ul>				
		<ul style="list-style-type: none"> <li>Facilitator talk is one third or less of the PD presentation.</li> <li>A variety of collaborative group strategies are strategically implemented.</li> <li>Research is presented to suggest that the current PD or strand of PD will produce desired results.</li> </ul>				
		<ul style="list-style-type: none"> <li>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:                             <ul style="list-style-type: none"> <li>Anticipatory Set/ Connector</li> <li>Teaching input</li> <li>Engagement of participants</li> <li>Modeling</li> <li>Multiple checks for understanding</li> <li>Meeting the learner’s needs</li> <li>Guided practice</li> <li>Independent practice</li> <li>Closure aligned to outcomes, with active participation and summary by participants</li> </ul> </li> <li>Materials are carefully aligned to activities.</li> </ul>				
	<b>Evaluation</b>	<ul style="list-style-type: none"> <li>Participant learning is measured and affirmed before the end of the session.</li> <li>PD participants are encouraged to provide constructive feedback to one another and engage in reflective conversations.</li> </ul>				
		<ul style="list-style-type: none"> <li>PD participants self-assess areas of strength and need relative to PD content.</li> <li>Participants are provided the opportunity to create actionable next steps or action plans to implement.</li> </ul>				

Adapted from Denver Public Schools Professional Development Rubric, New York State Impactful Professional Development Rubric, Green Dot Public Schools™ Professional Development Rubric, based on Tom Gusky's *Five Levels of Professional Development Evaluation Rubric*, and informed by the *Standards for Professional Learning* from Learning Forward.

## DESCRIPTIONS

These descriptions offer clarification for the indicators listed under the Level 3 Meeting the Standard Proficient Indicators.

### **Domain 1: Planning and Preparation**

- Objectives of the professional development (PD) are specific and measurable.
- Objectives are aligned with the District Strategic Plan and/or Unitary Status Plan.
  - Presented objectives/outcomes are clearly defined two-part objectives/outcomes with a learning and a behavior.
  - Outcomes are written in terms of what participants will learn rather than do.
- Agenda includes activities that are completely aligned to the core objectives.
- Time for sharing, framing and application is appropriately balanced.
  - Agenda is provided and presented.
  - Facilitator creates a progression of activities, such as providing context or setting the stage for the professional learning, participant collaboration and exchange of ideas, and time for practice, with reasonable time allocation.

### **Domain 2: Environment**

- Facilitator establishes and maintains norms
- The tone of the professional development is respectful and professional.
- Physical space is organized.
  - Facilitator presents and explains norms and gives participants an opportunity to either contribute to or reflect on the norms.
  - Facilitator models respect for all perspectives.
  - Facilitator uses physical resources skillfully.
- Participants understand processes and procedures.
  - Facilitator clearly defines expectations and procedures for each learning activity and participants engage appropriately.

### **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.
- Transitions between topics occur with little loss of instruction time.
  - Suitable pacing of the lesson, neither dragged out nor rushed with time for closure and participant reflection

- Adjustments made to the agenda are based on the participants' needs.
- Transitions between learning activities are connected and smooth.
- Facilitator provides clear expectations of the time allowed for each activity.
- All of the PD time is focused on learning objectives.  
Activities, discussions and conversations all align with the learning objective.

### 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.
  - The Facilitator presents activities with clearly defined structure with a beginning, middle, and end, providing participants with the time needed to be intellectually engaged and providing appropriate time for modeling, reteaching and extending learning to appropriately meet the participants' needs.
  - Facilitator invites participants to explain their thinking as part of completing tasks and asks questions using discussion prompts to enhance learning.
  - Participants are encouraged to reflect on what they have done and learned.
- 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.
  - Facilitator ensures that participant talk versus facilitator talk is appropriate to the learning.
  - Facilitator provides a variety of opportunities for individual think time, collaborative processing time using appropriate groupings, and time for application.
  - Facilitator utilizes and refers to current research during the professional development session.

### 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 aligned to outcomes, with active participation and summary by participants
  
- Materials are carefully aligned to activities.
  - Facilitator encourages participants to derive the important learning from the learning tasks, discussion, or readings.
  - Critical questions for an observer in determining the degree of participants' engagement are "What are the participants being asked to do? Does the learning task involve thinking? Are participants challenged to discern patterns or make predictions?"
  - Participants are engaged in the topic, asking and answering questions, and explaining or demonstrating their thinking.
  - Participants are not merely "busy" nor "on task;" they are intellectually active engaged in "what if?" questions, discussions, and discovering patterns and the like.
  - Facilitator continuously checks for participant learning throughout the lesson.

### 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.
  - The facilitator has an assessment plan and distributes an evaluation that is aligned to the professional development session's objectives.
  - Opportunities are provided for participants to engage in conversations and provide constructive feedback to each other's work.
  - Participants are asked to provide feedback to the facilitators on what worked, what needs to be changed and questions they have.
  
- 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.
  - The facilitator uses specifically designed questions to facilitate participants' reflection around current practice and planning for future application in practice.
  - The facilitator provides feedback to the participants throughout the session.
  - Opportunities are provided for the participants to self-reflect on the learning outcomes and develop a plan of action.