Professional Development Rubric

The Professional Development Rubric is intended to:

- Evaluate the quality of professional development that AEAs deliver and support, ensuring alignment with evidence-based best practices.
- Improve professional development effectiveness to increase student achievement and improve other student educational outcomes.

***Note that Content Criteria 1 must receive a 2 rating for the professional development to be further scored in the evaluation.**

Content Criteria

Criteria	Indicators	Artifact Examples	2	1	0
1. Learning provides rich, evidence-based content. ESSA Tiers of Evidence Rubric ***Notes:*** ▪ *Courses for Students with Disabilities may use the EBP Criteria instead of the ESSA Tiers of Evidence if necessary.* ▪ *If you are using research from a clearinghouse other than What Works Clearinghouse from IES (specifically, Top Tier Evidence, Blueprints Programs, NREPP, Crime Solutions), this REL Midwest crosswalk with their scoring structures to the ESSA tiers of Evidence may be helpful.*	1.1 ***Study Design*** demonstrates strong or moderate evidence according to ESSA Tiers of Evidence. 1.2 ***Results of Study*** demonstrates strong or moderate evidence according to ESSA Tiers of Evidence. 1.3 ***Findings from Related Studies*** demonstrate strong or moderate evidence according to ESSA Tiers of Evidence. 1.4 ***Sample Size and Setting*** demonstrates strong or moderate evidence according to ESSA Tiers of Evidence 1.5 ***Match*** demonstrates strong or moderate evidence according to ESSA Tiers of Evidence	Research base for content is explicitly stated and/or cited in one or more of the following: ▪ Presentation slides ▪ Handouts ▪ Links ▪ Facilitator notes	Learning meets all criteria indicators. *(Required for PD to be evaluated further.)*	Content meets some of the research-based requirements.	Content does not meet the research-based requirements.

Criteria	Indicators	Artifact Examples	2	1	0
2. The professional development is aligned with state priorities.	2.1 Learning aligns directly with Iowa Academic Standards, Iowa Teaching Standards and Criteria, Iowa Administrator Standards, and/or the science of reading, numeracy, and high-quality instruction (implementation). 2.2 Learning aligns to the identified district/school needs based on district, school, or classroom data of students and/or educators. 2.3 The "why" of the learning is clearly articulated based on specific quantitative and/or qualitative data.	Alignment or rationale explicitly stated in one or more of the following: ▪ Presentation slides ▪ Strategic planning document ▪ Handouts ▪ Agenda Rationale linked to district, school, or classroom data (including RAR, SAMI, data review, and walkthrough data) Evidence of how data was used to determine the focus of the learning is found in one or more of the following: ▪ Planning documents ▪ Presentation slides	Learning meets all criteria indicators.	Learning may address some Iowa Standards or needs, but the connection is weak. The need for the learning may be unclear to staff.	Learning does not address Iowa Standards or identified district/ school needs.
3. The professional development goals and objectives are relevant to student learning outcomes and educator implementation.	3.1 Content has specific intended student learning outcomes and educator implementation expectations leading to increased effectiveness. 3.2 Additions/ substitutions/ connections in knowledge, skills, and practices necessary to achieve the intended outcomes are clear.	Explicitly stated outcomes, found in one or more of the following: ▪ Presentation slides ▪ Handouts ▪ Agenda	Learning meets all criteria indicators.	Content has goals and objectives, but may not fully describe outcomes and the necessary roadmap to achieving those outcomes.	Content goals and/or outcomes are unclear.

Process Criteria

Criteria	Indicators	Artifact Examples	2	1	0
4. The professional development demonstrates thorough knowledge of the content to promote understanding, active participation, and collaboration.	4.1 Content demonstrates a thorough understanding of the subject matter. 4.2 The professional development uses research-based adult learning strategies, which include methods to actively engage learners. 4.3 The professional development uses protocols, processes, and strategies to facilitate embedded collaboration. 4.4 The professional development structure models the practices needed to attain the learning objectives. 4.5 Planned facilitation leads to deep learning and reflection.	Clear and accurate presentation of information that reflects a deep understanding of the content Descriptions or outlines of collaborative strategies or group work, found in one or more of the following: ▪ Presentation slides ▪ Facilitator guide ▪ Activity handouts ▪ Agenda	Learning meets all criteria indicators.	Delivery methods are somewhat engaging, but may lack opportunities for structured collaboration or not fully utilize diverse strategies. Facilitator lacks one of the following: ▪ Preparation ▪ Facilitation skills ▪ Content knowledge	Delivery methods are confusing or ineffective, lacking active participation in the learning process. Facilitator lacks two or more of the following: ▪ Preparation ▪ Facilitation skills ▪ Content knowledge
5. The professional development includes applications and assessments of new knowledge and skills.	5.1 Learning includes multiple opportunities for participants to apply new knowledge and skills to classroom practice and to generate relevant, role-specific applications of the learning. 5.2 Learning includes multiple (formative and summative) assessments to measure learning, skills, and application. 5.3 Feedback is timely, specific, and actionable, guiding further learning. 5.4 Action steps for all participants following the learning are clear.	Descriptions of activities or follow-up opportunities to apply learning, found in one or more of the following: ▪ Presentation slides ▪ Agenda ▪ Facilitator guide ▪ Activity handouts ▪ Observation notes and records	Learning meets all criteria indicators.	Learning may include formative assessment, but lacks a clear connection to learning outcomes or application.	Learning does not assess learning or provide opportunities for application.

Criteria	Indicators	Artifact Examples	2	1	0
6. The professional development uses resources to ensure that the identified goals and objectives are met.	6.1 The presentation, handouts, and supplementary materials are prepared and can be easily accessed by all participating staff *during* the learning. 6.2 The presentation, handouts, and supplementary materials are prepared and can be easily accessed by all participating staff *after* the learning. 6.3 Sufficient resources (time, staff, materials, facilities, technology, etc.) are available over time to attain the professional learning goals and objectives.	Information on the logistics of the learning is found in one or more of the following: ▪ Presentation platform with links as applicable ▪ Shared files of resources ▪ Agenda ▪ Calendar of previous and upcoming related learning	Learning meets all criteria indicators.	Presentation, handouts, and supplementary materials are prepared but have limited availability once the professional learning session is completed.	Materials are unavailable or poorly organized.

Context Criteria

Criteria	Indicators	Artifact Examples	2	1	0
7. The professional development includes personalizing and differentiating to meet educators' unique learning needs and classroom contexts.	7.1 The learning considers different educator needs, experience levels, and content areas. 7.2 Opportunities for personalization and application to specific contexts, grade levels, roles, and content areas are provided. 7.3 Examples align with the school's curriculum, structure, and population.	Descriptions of activities, examples, groupings, choices, and/or breakout sessions found in one or more of the following: ▪ Presentation slides ▪ Agenda ▪ Facilitator guide ▪ Activity handouts ▪ Observation notes and records	Learning meets all criteria indicators.	Learning acknowledges some diversity in educator and school needs, but may not fully address differentiation.	Learning does not consider the diverse needs of educators or the school's needs, and it provides a single approach model for professional learning.
8. The professional development includes resources and plans to ensure support and sustainability.	8.1 The learning offers resources and a plan for ongoing coaching, networking, and/or support for educators, including teachers and administrators, to implement and reflect on new practices. 8.2 Follow-up collaboration and coaching opportunities include data collection to ensure long-term impact.	Descriptions of follow-up support are found in one or more of the following: ▪ Calendar of action steps with supports ▪ Calendar of upcoming related PLC/PD ▪ Agendas for upcoming PLCs or coaching cycles ▪ Implementation checklists	Learning meets all criteria indicators.	Learning offers some resources or support for implementation, but it may provide limited coaching or collaboration opportunities centered around the new learning.	Learning does not offer any resources or support for educators to continue learning or implement new practices.

Criteria	Indicators	Artifact Examples	2	1	0
9. Learning is well-designed and demonstrates a strong likelihood of improving educator knowledge, skills, and ultimately student outcomes.	9.1 Learning includes a comprehensive evaluation plan, including data collection and analysis. 9.2 Learning includes participant short-term and long-term implementation plans that use multiple measures to monitor and assess implementation incrementally. 9.3 Learning includes a plan to extend participants' learning through job-embedded applications to improve instructional practice.	Descriptions of connections between professional learning and other experiences, shown in one or more of the following: ▪ Professional learning scope and sequence/ calendar ▪ Agendas Examples of how providers assess the effectiveness of the learning are found in one or more of the following: ▪ Knowledge- based pre- and post- assessments ▪ Feedback forms or surveys ▪ Follow-up classroom observations or walkthroughs ▪ PLC notes ▪ Data analysis Written summary of implementation plans, including job-embedded applications and monitoring measures	Learning meets all criteria indicators.	Learning has the potential to improve educator practice, but may require further tailoring or support for long-term sustainability.	Learning is unlikely to have a positive impact on educator practice or student learning. Learning is not applicable or sustainable.

Interpretation Guide for Total Ratings

Rating	Interpretation
18	The professional learning fully meets the criteria for high-quality professional learning. The professional learning is **approved**.
15-17	The professional learning requires minor improvement to meet the high-quality professional learning criteria. The professional learning is **approved**.
13-14	The professional learning needs significant improvement to meet the high-quality professional learning criteria.
0-12	The professional learning needs to be redesigned to meet the high-quality professional learning criteria.