REIMAGINING PROFESSIONAL LEARNING INNOVATION GRANT RUBRIC			
Ineffective (0)	Somewhat Effective (1)	Effective (2)	Highly Effective (3)
AREA ONE: DESIGN *Professional learning plans and activities are focused on improving student learning and emerge from the needs of educators and student learning data. The development of professional learning plans and activities utilize rich, relevant data; data is reviewed to consider equity gaps across student groups and identify areas of focus for professional learning and increased rigor for all students, resources are aligned to the professional learning priorities and professional learning outcomes are aligned with district and school goals.*			
Data: Focus on improving student learning	There is no connection between professional learning opportunities and/or objective and student learning.	The design of professional learning opportunities and/or objective is loosely connected to the improvement of student learning.	The design of professional learning is focused on the improvement of student learning across all sub-groups; there is an intentional link to student outcomes.	The design of professional learning opportunities is deeply connected to the improvement of student learning across all sub-groups. A clear objective links participant learning to changes in student learning.
Data: Utilize rich, relevant data	Professional learning are not designed based on a data analysis.	Data is used to develop and drive professional learning but sources are not varied and/or do not effectively identify root causes.	Professional learning is informed by relevant data sources in order to target specific areas of need.	Professional learning is informed by multiple quantitative and qualitative data sources such as assessments, observations, work samples, and/or self-reports that yield root causes/need.
Learning Designs: Demonstrate understanding of the needs of educators	There is no evidence of a needs assessment and the plan is driven by compliance-related needs.	The professional learning is driven by leaders with insufficient engagement of educators	Professional learning plans and activities emerge from and respond to the needs of educators in support of diverse student groups and instructional practices	Professional learning is powered by a thorough needs assessment that uncovers what educators want and need and emerges from educators expressed or identified needs (supporting diverse student groups, instructional practices).
Learning Designs: Employ effective adult teaching and learning strategies	Professional learning activities do not adhere to adult learning theory, research and best practices.	Professional learning activities somewhat integrate theory, research and best practices of adult learning. Participants are somewhat engaged in exercises of inquiry, dialogue and reflection.	Professional learning activities fully integrate theory, research and best practices of adult learning. Participants are engaged in exercises of inquiry, dialogue and reflection.	Professional learning activities fully integrate theory, research and best practices of adult learning. Participants are engaged in exercises of inquiry, dialogue and reflection. Participants are engaged in professional learning activities that address the diverse learning needs and backgrounds of the participants.
Leadership:	The instructional leadership has not considered capacity building or structures.	The leadership team has established structures but there is no evidence of capacity building.	The team has shown evidence of capacity building and has satisfactory systems in place.	The instructional leadership team develops their own and others capacity for the leadership of professional learning and establishes quality systems and professional learning structures.
Resources:	There is little or no alignment between resources and high priority needs.	Resources are allocated to align professional learning with high priority student and adult learning needs; resources are monitored infrequently.	Resources are aligned to high priority student and adult learning needs; resources are monitored regularly.	Resources are allocated to align professional learning with high priority student and adult learning needs and a system exists for the ongoing monitoring of the effective use of resources. Resources are devoted to activities that strengthen their competency to engage with students of diverse backgrounds and learning needs.

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AREA TWO: IMPLEMENT & SUPPORT *Professional learning continues after the initial training experience. It is reinforced in professional learning communities with time allocated for collaborative planning, assessment writing, and analysis of how the changes in teacher practices are reflected in student work/outcomes. Professional learning enables reflection on improvement for both individual student learning needs and overall student outcomes. Professional learning is personalized to teachers identified needs and is supported through feedback and coaching from a skilled leader and/or peer and through continuous self-learning. Professional learning strengthens the teacher's capacity to discern the practices that fall short of impacting student outcomes and those that increase outcomes for individual students and/or groups of students.*			
Learning Design: Utilize learning communities to expand on knowledge of learning and development	Professional development is isolated, and there is no attempt to connect to follow up in learning communities.	Professional learning activities are somewhat tied to either ongoing discussions or critical assessments of learning **OR** development in learning communities.	Professional learning activities are somewhat tied to ongoing discussions and critical assessments of learning **AND** development in learning communities.	Advances collective responsibility with professional learning activities that are fully tied to ongoing discussions and critical assessments of learning and development in learning communities.
Learning Communities:	Conversations on the impact of adult learning on student learning are infrequent or do not exist.	The impact of adult learning is evaluated based on its impact on student learning once a month.	The impact of adult learning is evaluated based on its impact on student learning in bi-weekly professional learning communities.	The impact of adult learning is evaluated based on its impact on student learning in weekly professional learning communities.
Implementation: Differentiate to unique and diverse learning needs	The professional learning is limited to whole-school topics(s).	Professional learning is differentiated by one or more: need, preference, readiness.	Professional learning is differentiated and dynamic, designed to meet unique and diverse needs of both the participants and their students; participants are offered levels of learning and choices that respect their needs, preferences, and readiness.	Professional learning is differentiated and dynamic, designed to meet unique and diverse needs of both the participants and their students; participants are offered levels of learning and choices that respect their needs, preferences, and readiness. Professional learning strengthens the teacher's capacity to identify practices that increase outcomes for individual students and/or groups of students.
Implementation: Support use with coaching, modeling, collaboration	The plan does not include any explicit plan for follow up supports.	The time allocated for follow up supports is inadequate to support change in practice. Extensions to professional learning are not multi-modal and or not sustained.	Professional learning opportunities extend beyond the designated time and space provided with explicit plans for sustained follow up, focused coaching, and support for teachers	Professional learning opportunities extend beyond the designated time and space provided with explicit plans for sustained follow up, focused coaching, and support for teachers; including time for professional collaboration with educators such as specialists, coaches, and school counselors.

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AREA THREE: EVALUATE *Professional learning is informed by multiple sources of quantitative and qualitative data. Professional learning communities focus on learning – the impact of teachers learning and application on student outcomes both in aggregate and across targeted subgroups. Other meeting platforms are used for school operational matters in order to protect this time. The leadership team gathers data routinely and treats the implementation plan as a document that both holds them accountable to the school and district goals, yet also as a living and breathing document that is responsive to the ever evolving school culture.*				
Learning Communities:	There are no explicit plans for professional learning communities to focus on student learning.	The time designated for professional learning communities is limited to planning with no explicit plan to study the impact on student learning.	Learning Communities gather evidence of student learning, however the cycle of continuous improvement is missing some elements.	Learning Communities gather evidence of student learning, develop strategies to scale strengths and address concerns, implement new strategies, analyze the impact of the changes to discover what was effective and what was not, and to apply new knowledge in the next cycle of continuous improvement.
Resources: Engage educators in ongoing reviewing and revising and reallocation of resources	There is neither a plan for gathering feedback from the practitioners nor one for reviewing the professional learning plan.	While data may be gathered there is no plan for reviewing and revising the plan and resource allocation.	Practitioner feedback is routinely requested and incorporated and the instructional leadership team has developed a system for planning, implementing, reviewing, and revising the professional learning plan and allocation of resources.	Practitioner feedback is routinely requested and incorporated and the instructional leadership team has developed a system for planning, implementing, reviewing, and revising the professional learning plan and allocation of resources. Feedback protocols encourage reflection on implementation of teacher practices and impact on individual and overall student outcomes.
Data: Evaluate progress toward school (and district where applicable) goals	There is disconnect between the professional learning plan and organizational goals.	The professional learning opportunities are explicitly linked to organizational goals but there is no plan for routinely analyzing progress.	Professional learning opportunities are explicitly linked to organizational goals. The instructional leadership team routinely collects, analyzes and uses formative data to assess progress toward professional learning benchmarks and goals; the review is twice a year.	Professional learning opportunities are explicitly linked to organizational goals for student cohorts and targeted subgroups. The instructional leadership team routinely collects, analyzes and uses formative data to assess progress toward professional learning benchmarks and goals.
Outcomes: Measure impact on student outcomes and teacher practices	Professional learning is not evaluated for its impact on teacher practice and student outcomes.	The evaluation of professional learning is linked to impact on knowledge and skills, and teacher practice; student outcomes are not articulated.	The evaluation of professional learning identifies intended student outcomes to the sub-group level and teacher practices which should be affected. Impact of knowledge, skills, resources and supports is effectively measured.	The evaluation of professional learning identifies intended student outcomes to the sub-group level and teacher practices which should be affected. Impact of knowledge, skills, resources and supports is effectively measured. A clear routine for analyzing the data is articulated.