

**Standards and Themes 1-4 ~ Continuous Improvement Continuum: Professional Development Rubric**

	<b>One</b>	<b>Two</b>	<b>Three</b>	<b>Four</b>	<b>Five</b>
<b>A P P R O A C H</b>	There is little or no professional development for teachers or principals included in the action plan.	The “cafeteria” approach to professional development is used; teachers are allowed to choose without regard to district/school plan.	The school plan and student needs drive the professional development plan for all staff. All staff receive relevant training regarding instructional strategies.	Professional development and data gathering methods are written into the plan to show how to engage in ongoing conversations about student achievement.	Action plans demonstrate how to continuously improve all aspects of the school structure through an innovative and comprehensive continuous improvement process that prevents student failures. Professional development suggested in the plan is appropriate, supportive, collegial, effective, systemic, and ongoing. Traditional teacher evaluations in the plan are replaced by collegial coaching focused on supervising learning.
<b>I M P L E M E N T A T I O N</b>	Teacher, principal, and staff performance is controlled and inspected. Performance evaluations in the plan are used to detect mistakes.	Teacher professional development is sporadic and unfocused, lacking an approach for implementing new procedures and processes.	Teachers are involved in quality professional development. The plan shows how the school community is trained in shared decision making, team building concepts, and effective communication strategies.	Teachers, in teams, continuously set and implement student achievement goals and standards. The plan demonstrates how the school leadership will consider performance and instructional goals, and ensure appropriateness of professional development. The plans indicate how teachers will utilize effective support approaches as they implement new instructional and assessment strategies.	The plan indicates how teams can passionately support each other in the pursuit of quality improvement at all levels, and how teachers can make bold changes in instruction and assessment strategies focused on essential student learnings and student learning styles. A teacher as an action researcher model is developed in the plan and demonstrates how time is available for staff conversations focusing on systemic reflection and improvement.
<b>R E S U L T S</b>	The plan for professional growth and performance improvement is not evident.	The effectiveness of professional development is not known or analyzed in the plan.	The plan indicates how teachers, working in teams, are supported and can make changes. Evidence of shared decision-making is embedded in the plan.	The plan outlines a professional development plan that builds a collegial school where effective classroom strategies are practiced and articulated school wide, and are reflective of professional development aimed at ensuring student achievement.	True systemic change and improved student achievement will occur through the plan because teachers have knowledge and implement effective teaching strategies for individual student learning styles, abilities, and situations. The plan design indicates how teacher actions are measured to show teachers apply approaches that work best for each student.