

KSDC Professional Learning Community Award Rubric
Taken From KANSAS Staff Development Rubric for District/School Assessment
Based on NSDC Standards

Developed by the KLFA Staff Development Sub-Committee (Revised April 11, 2002)

Standard	Level 1	Level 2	Level 3	Level 4	Evidence To Document Level
Context					
Learning Communities <i>Staff Development that improves the learning for all students organizes adults into learning communities whose goals are aligned with those of the school and the district.</i>	Educators seek new information, plan instruction and solve problems independently or with little collaboration with other educators. Learning and staff development is focused on individual interests and needs. Individuals make few attempts to align staff development with district or school goals for student learning.	Educators are beginning to participate in collaborative activities regarding instruction, assessment, and problem solving. Collaboration occurs infrequently and is not a regularly scheduled expectation of professional practice; the group pays minimal attention to the outcomes of student work. The work of the group is independent of district or school staff development goals.	Several of the educators have formed collaborative teams for the purpose of examining student work, planning instruction and solving problems. Educators in these teams regard team collaboration as a productive professional development activity and some teams specifically focus on improving student learning. Team planning time occurs with some regularity and school or district goals are considered as the team's work.	All educators are part of school-based learning teams that meet several times a week to plan instruction, assessment, examine student work, and/or solve problems. These teams are a primary mechanism of the school staff development plan. Team efforts align with school improvement goals and members work actively to increase student achievement.	
Process					
Data-driven Staff Development that improves the learning for all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.	Staff development is planned based on individual interests of educators with little regard for student learning needs. Few attempts are made to gather school or system wide information about teacher interests. No data about student learning serve as a basis for staff development program's content.	Staff development focuses on teacher wants and interests. Surveys are focused on individual teacher needs and perceptions. Few educators collect data to determine the effects of their own learning and student progress. A few educators are reviewing student achievement data and are asking for staff development that prepares them to meet student needs more effectively.	Staff development is focused on teacher needs and based on student learning, which is monitored on a fairly regular basis. Some educators are collecting classroom-based data in order to evaluate the impact of their own learning on measures of student progress. Several staff development initiatives are created in response to this data identifying student needs.	Decisions regarding staff development are based on evidence gathered systematically in classrooms and on district and state tests. All educators routinely gather evidence of improved student learning to determine the effects of their own professional development. All staff development initiatives are based on disaggregated student data to determine adult learning priorities.	

Directions: As your school reviews each level consider what specific evidence you have that would support the key components for that level. Level 4 contains the key elements in the NSDC Standards. To be at Level 4, you would need clear, convincing, and consistent evidence. Evidence is measurable and furnishes proof and/or documents results. Based on this definition, what level would you rate your staff development and what evidence would you be able to provide to support your choice?

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Research-based <i>Staff Development that improves the learning for all students prepares educators to apply research to decision-making.</i>	Educators choose instructional strategies based on teacher preference, not on research or best practice. Staff is not knowledgeable about the action research process.	Educators are aware of the importance of selecting research-based strategies for improvement. Some staff are becoming aware of action research.	Some educators are selecting research-based strategies for improvement. Staff use pilot studies and action research to determine if programs should be adapted/continued.	Teams of educators routinely study research prior to adopting improvement strategies. Staff are skillful users of educational research and use action research to determine the impact of selected improvement strategies.	
Design Staff Development that improves the learning for all students through the use of learning strategies that are appropriate to the intended goal.	Staff development opportunities are primarily limited to workshop formats. Follow-up support seldom occurs and is not a part of planning. Technology use has little if any connection to staff development designs.	Some optional staff development designs are offered in addition to workshop formats. Follow-up activities occur infrequently. Technology seldom is used as a part of staff development activities.	Several optional staff development designs are offered to support staff learning. A few designs provide opportunities for practice, feedback and implementation support. Some follow-up is available for selected innovations. Planning for technology support occasionally is a part of staff development design.	Educators regularly participate in a variety of staff development designs that facilitate staff learning, practice and implementation. Well planned follow-up activities are incorporated in most major change initiatives. Technology is frequently integrated to support and monitor staff learning.	
Learning Staff development that improves the learning for all students by applying knowledge about human learning and change	Most staff development activities are presented without regard for differences in adult learning needs. Practice and feedback are not part of training. The change process is not considered.	Occasionally, staff development activities include opportunities for choice. Practice and feedback occur, but are not systematically incorporated. The change process receives little attention.	Learning styles, experience and skill levels are considered in the planning and delivery of staff development opportunities. Educators have some differentiated options that occasionally include practice and feedback. Some consideration of the stages in the change process is a part of planning.	Staff development options are specifically designed to accommodate and differentiate for adult learning styles, experiences and skill levels. Staff regularly experience opportunities for practice and feedback. Consideration of the adult learner's responses to the change process is systematically incorporated into staff development planning.	

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Collaboration Staff Development that improves the learning for all students provides educators with the knowledge and skills to collaborate.	Educators work in isolation and are not encouraged to collaborate. Educators who work in teams avoid controversial issues and conflict. Technology is not used by the staff as a resource.	Educators work in groups but minimal training is provided to provide staff skills in group processes. Conflict is allowed to fester or is avoided and is not resolved. Technology is not seen as a tool for collaboration purposes.	Staff development is provided to prepare staff to work collaboratively Conflict is talked about and is often resolved. Technology is used in some situations as a resource for collaboration.	Educators have the structures and training to be skillful members of a variety of groups. Educators have and use skills to surface and productively manage conflict and reach consensus decisions. Educators know how to use technology for different forms of collaboration.	
Content					
Quality Teaching Staff Development that improves the learning for all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.	Staff development opportunities occur sporadically without regard to needs for developing deeper content knowledge. Instruction is focused on covering the curriculum Classroom assessment is used to support grades for progress reporting.	Opportunities are offered for educators to increase content knowledge but most are associated with implementation of new curriculum. Occasional staff development for instructional skills occurs but is independent of improvement plans and content area. Staff development efforts occasionally provide educators with knowledge of some classroom assessment strategies.	Staff has opportunities to develop knowledge of their content area. Several opportunities are available to learn and practice instructional skills but most are independent of content areas Some staff development is available regarding classroom assessment methods and some educators are beginning to regularly use assessment strategies to monitor gains in student learning.	Staff have many opportunities to develop deep knowledge of their content. Staff development expands instructional methods appropriate to specific content areas. Educators learn and implement classroom assessment skills that allow them to regularly monitor gains in student learning.	

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