Coordinator Professional Development Observation Rubric

Within the context of this document, a coordinator is a district-based administrator who is employed within the Office of the Insular Superintendent, Division of Curriculum and Instruction, and whose roles and responsibilities include support to the district and its schools in areas of leadership, curriculum and instruction, subject-matter expertise, program design and management, and professional development

The U.S. Virgin Islands Department of Education coordinators agree that professional development encompasses all types of facilitated learning opportunities including credentials such as academic degrees to formal coursework, conferences and informal learning opportunities situated in practice.

This rubric is used to guide and evaluate professional development provided by the coordinators.

Indicator	Unsatisfactory	Basic	Proficient And…	Distinguished And…
Professional Development Design				
Shared Goals	Professional development (PD) outcomes are identified or are unclear.	Outcomes are identified to address teachers' need(s) based on data, (e.g., student performance data, teacher performance data).	Are specific and relevant to teachers' day-to-day work.	Are aligned with district and/or school goals or reflect best practices.
Content	Content does not match identified need(s).	Content matches identified needs and Is research-based and/or aligned with district or school focus.	Builds on teachers' existing content knowledge to improve student learning.	Is aligned with the College and Career Readiness Standards (CCS), Next Generation Science Standards or other recognized standards or guidelines.

Indicator	Unsatisfactory	Basic	Proficient And…	Distinguished And…
Adult Learning Strategies	PD provides limited learning experiences that allow participants to transition from dependent to self-directing learners.	Uses the experiences of learners through discussions, simulations, problem-solving activities, case methods, peer-helping activities, etc. to transition from dependent to self-directing learners.	Tailors teaching and learning strategies according to principles of adult learning and/or participants' background, learning style, motivation, needs, interests, and goals.	Supports participants' to reflect on and critically assess their practices, and to make necessary adjustments.
Follow-up Support	Follow-up is not identified.	Identified follow-up includes a plan with actionable steps, ongoing support, and self-assessment of progress.	Includes on-site coaching and/or opportunities for virtual support.	Provides such opportunities for participants to offer demonstration lessons, analyze student work, attend progress meetings, create teaching videos, act as a peer coach and/or contribute to district wide initiatives.
Professional Development Delivery				
Quality Teaching	PD lacks anticipatory/ warm-up activity followed by facilitated components with demonstrations and/or modeling.	PD includes facilitated components with demonstrations and/or modeling and interactive opportunities for guided and independent practice with feedback.	Includes multiple checks for understanding and bases adjustments on participant feedback.	Enhances participants', instructional skills, assessment practices, and/or provides guidance for meaningful student engagement. .
Materials and Resources	PD uses limited resources.	PD includes adequate and appropriate materials, including technology, if available	Uses resources effectively to support participant learning.	Includes support to locate and access resources to support continued learning beyond the PD activity.
Effective Use of Time	Majority of time is not used for PD	Majority of time is used for PD focused on learning.	Appropriate time is allocated to each segment of PD (e.g., warm-up, presentation, guided practice) ensuring completion of activities and closure.	Smooth transitions occur with opportunities for participant sharing and/or input.

The rubric was created from the following documents:

Learning Forward (2001). *Standards for Professional Learning: Quick Reference Guide*. Retrieved from
http://learningforward.org/docs/pdf/standardsreferenceguide.pdf

Green Dot Public Schools. *Professional Development Rubric.* Retrieved from chrome-
extension://gbkeegbaiigmenfmjfclcdgdpimamgkj/views/app.html

A Framework for Professional Development. Retrieved from http://www.p12.nysed.gov/ciai/tqpd/documents/PDFrameworkPDF.pdf

Guide to High-Quality Professional Development for Baltimore County Public Schools http://www.bcps.org/offices/dpd/pdf/HQPD-Guide.pdf