Professional Learning Planning and Evaluation Rubric

Contents

TN | Department of Education

Overview

The Tennessee Professional Learning Planning and Evaluation Rubric will support districts as they design, develop and deliver effective professional learning to equip teachers and administrators with the knowledge and skills to help students successfully embark upon their chosen path in life.

Introduction

Tennessee recognizes the importance of high-quality professional learning in a continuous improvement process to support positive student outcomes. We seek to reinforce what it means to select, plan, implement and evaluate professional learning opportunities. This goal is accomplished by recognizing high-quality professional learning practices based upon research and supporting leaders and educators to reach those standards. Further, success depends on empowering districts to design, develop and deliver professional learning that creates results.

This recommended rubric is aligned with the goals of the department's strategic plan and vision, *Tennessee Succeeds (2017)*, and with the Tennessee Professional Learning Standards as stated in State Board of Education Policy 5.2. It is recognized that professional learning opportunities provided by districts will vary across Tennessee based on school, educator, and district needs. The rubric design addresses each of the TN PL Standards and is intended to assist decision makers in determining alignment with state standards and district needs, program evaluation, and ultimately impact.

The leadership practices embedded in the indicators and descriptors of this rubric are specifically designed for professional learning programs, practices, plans, and events.

The Professional Learning Planning and Evaluation rubric is:
- voluntary, and the content and process can be customized to fit the needs of individual districts
- aligned to the department's strategic plan and the TEAM teacher and administrator evaluation models
- Intended as a tool for districts to use to both plan and evaluate the quality and effectiveness of professional learning
- focused primarily on improving educator effectiveness in order to increase student achievement
- intended to engage educators in reflective dialogue to improve practice
- designed to support opportunities for improvement, offering guidance to district leaders on professional learning for all
- developed to establish a culture of support for educator growth
- intended to support school leaders in selecting professional learning that drives results for students and educators.

The Professional Learning Planning and Evaluation rubric is not:
- mandatory
- a checklist
- Intended as a tool for districts to use to evaluate educators for accountability purposes
- inclusive of all salient aspects of high quality professional learning

Professional Learning Council
In collaboration with the department, and drawing on their professional experience and expertise, the members of the Professional Learning Council developed the rubric in alignment with the Tennessee Professional Development standards.

Members of the Professional Learning Council:
- *Robbie Mitchell, Executive Director of Academic Strategy and Operations, Tennessee Department of Education*
- *Machel Mills, Director of Professional Learning Systems, Tennessee Department of Education*
- *Kaneal Alexander, Director of Training, Tennessee Department of Education*
- *Deborah Boyd, Dean, Director of Graduate Studies, and Professor of Education, Lipscomb University*
- *Laurette Carle, Professional Development Director, Williamson County Schools*
- *Ulla Carr, Career & Technical Education Facilitator, Knox County*
- *Carla Cushman, Associate Professor of Educational Leadership and Director of Master's Degree Programs in Education, Union University*
- *Michael Garren, Deputy Director of Schools, Loudon County Schools*
- *Jaime Greene, Instructional Coach, Hamblen County Schools*
- *Sharon Harper, Executive Director of Southeast CORE, Tennessee Department of Education*
- *Job Iles, Assistant Principal, Blount County Schools*
- *Sonya Johnson, Advisor, Shelby County Schools*
- *Susan Jones, Director of Networks and Partnerships, Tennessee Department of Education*
- *Melissa McConnell, Principal, Collierville School District*
- *Misty Mercer, Instructional Coach, Greene County Schools*
- *Meagan Miller, Instructional Coach, Knox County Schools*
- *Jill Pope, Teacher, Maryville City Schools*
- *Sharon Roberts, Chief Strategy Officer, State Collaborative on Reforming Education*
- *Catherine Stephens, Associate Director of Schools for Teaching and Learning, Franklin Special School District*
- *Deloris Wilson, Instructional Supervisor, Gibson County Special School District*

In addition to input from the council and colleagues statewide, the following scholars conducted a thorough review of the rubric and provided extensive feedback to inform the final draft:
- Dr. Matthew Clifford, Principal Researcher at American Institutes for Research (AIR)
- Stephanie Hirsh, Executive Director of Learning Forward

Research-based resources supporting the professional Learning rubric include:
- American Institutes for Research
- Learning Forward, *What is Good Professional Development?,* 2015
- Tennessee Standards for Professional Learning, 2012
- Tennessee's Teacher Leader Standards, 2011
- Tennessee Administrator Evaluation Rubric, 2010
- Thomas Guskey, *Evaluating Professional Development,* 2000, 2006
- TN Education Research Alliance, *Reimagining State Support for Professional Learning,* 2017
- Learning Forward, *Innovation Configuration Maps and Standards Assessment Inventory*

Learning Communities

Professional learning that increases educator effectiveness and results for all students …
occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

	Transforming	Performing	Developing	Emerging
Commitment to Continuous Improvement	Consistently involves participants in structured collaboration and group problem solving on student achievement issues relative to the professional learning goal.	Usually involves participants in collaboration and group problem solving on student achievement issues relative to the professional learning goal.	Sometimes encourages participants to work collaboratively in the learning process.	Rarely invites participants to work collaboratively in the learning process.
	Consistently provides strategies and resources to support the continuous improvement of participants relative to the desired outcome(s).	Usually provides strategies and resources to support the continuous improvement of participants relative to the desired outcome(s).	Sometimes provides strategies and resources to support the continuous improvement of participants relative to the desired outcome(s).	Rarely provides strategies and resources to support the continuous improvement of participants relative to the desired outcome(s).
Commitment to Collective Responsibility	All participants commit to both individual and collective implementation as outlined in desired outcomes.	Most participants commit to both individual and collective implementation as outlined in desire outcomes.	Participants are expected to implement changes in instruction relative to the desired outcomes.	Participants are encouraged to implement changes in instruction relative to the desired outcomes.
Commitment to Goal Alignment	Consistently create goals that are aligned with school, system, and state goals.	Usually create goals that are aligned with school, system, and state goals.	Sometimes create goals that are aligned with school, system, and state goals.	Rarely create goals that are aligned with school, system, and state goals.
	Consistently provides opportunities to reflect on the learning process in a collegial manner around specific goals.	Usually provides opportunities to reflect on the learning process in a collegial manner around specific goals.	Sometimes provides opportunities to reflect on the learning process and progress toward specific goals.	Rarely provides opportunities to reflect on the learning process and progress toward specific goals.

Leadership

Professional learning that increases educator effectiveness and results for all students …
requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

	Transforming	Performing	Developing	Emerging
Develop Capacity for Learning and Leading	Leaders consistently • develop expertise in others about effective professional learning, • set and communicate high expectations aligned to school and system goals, and • use data to provide frequent and constructive feedback to learners.	Leaders usually • develop expertise in others about professional learning, • set and communicate high expectations aligned to school and system goals, and • use data to provide constructive feedback to learners.	Leaders sometime • develop expertise in others about professional learning, • set and communicate high expectations aligned to school and system goals, and • use data to provide feedback to learners.	Leaders rarely • develop expertise in others about professional learning, • set and communicate high expectations aligned to school and system goals, and • use data to provide feedback to learners.
	Leaders consistently participate in professional learning as observers/active participants to develop their capacity and model for others.	Leaders usually participate in professional learning as observers and/or active participants.	Leaders sometime attend professional learning but are not active participants.	Leaders rarely attend professional learning.
	Planned professional learning results in shared leadership and increased collaboration leading to student learning.	Planned professional learning addresses both shared leadership/ collaboration and student learning.	Planned professional learning addresses either shared leadership/ collaboration or student learning.	Planned professional learning rarely addresses shared leadership/ collaboration or student learning.
Advocate for Professional Learning	Leaders consistently advocate for professional learning, ensure it links to student learning, and make their own learning visible.	Leaders usually ensure professional learning is linked to student learning and make their own learning visible.	Leaders sometime link professional learning to student learning.	Leaders rarely link professional learning to student learning.
Create Support Systems and Structures	Leaders create and/or connect to existing support systems and structures to ensure the successful implementation of professional learning that increases student learning.	Leaders plan support systems and structures that assist implementation of professional learning that increases student learning.	Leaders provide some planning to support implementation of professional learning that increases student learning.	Leaders provide limited planning to support implementation of professional learning.

Resources
Professional learning that increases educator effectiveness and results for all students …
requires prioritizing, monitoring, and coordinating resources for educator learning.

	Transforming	Performing	Developing	Emerging
Prioritize Human, Fiscal, Material, Technology, and Time Resources	Is designed to consistently and equitably provide for high quality and fidelity though: • scheduling that allows for successful implementation, job-embedded learning time, and follow-up; • ongoing, collaborative planning and implementation time; • technology and/or physical materials needed for successful implementation; and • an atmosphere of support for practice in a non-threatening way that allows for risk-taking.	Is designed to usually and equitably provide for high quality and fidelity though: • scheduling that allows for successful implementation and follow-up; • ongoing, collaborative planning and implementation time; and • technology and/or physical materials needed for successful implementation.	Sometimes provides for high quality and fidelity though: • scheduling that allows for successful implementation and follow-up; • ongoing, collaborative planning and implementation time; and • technology and/or physical materials needed for successful implementation.	Rarely provides for high quality and fidelity though: • scheduling that allows for successful implementation and follow-up; • ongoing planning and implementation time; and • technology and/or physical materials needed for successful implementation.
Monitor and Coordinate Resources	Consistently coordinates, tracks, and monitors all professional learning resources, including human, fiscal, material, technology, and time resources.	Usually coordinates, tracks, and monitors all professional learning resources, including human, fiscal, material, technology, and time resources.	Sometimes coordinates, tracks, and monitors professional learning resources, including human, fiscal, material, technology, and time resources.	Rarely coordinates, tracks, and monitors professional learning resources, including human, fiscal, material, technology, and time resources.

Data

Professional learning that increases educator effectiveness and results for all students …
uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

	Transforming	Performing	Developing	Emerging
Analyze Data	Consistently engages educators to assist them in developing knowledge and skills in accessing, organizing, and displaying data for all educational levels. Consistently fosters analysis and interpretation of multiple data sources to make informed decisions at all educational levels. Consistently analyzes, interprets, and links multiple forms of student, educator, and system or school data to determine and inform professional learning decisions.	Usually engages educators to assist them in developing knowledge and skills in accessing, organizing, and displaying data for various educational levels. Usually fosters analysis and interpretation of multiple data sources to make informed decisions to make system or school decisions. Usually analyzes, interprets, and links multiple data sources to inform professional learning decisions.	Sometimes engages educators to assist them in developing knowledge and skills in accessing, organizing, and displaying data for system or school levels. Sometimes fosters analysis and interpretation of system or school data. Sometimes analyzes, interprets, and links multiple data sources to inform professional learning decisions.	Rarely engages educators to assist them in developing knowledge and skills in accessing, organizing, and displaying data for system or school levels. Rarely fosters analysis and interpretation of system or school data. Rarely analyzes, interprets, and links multiple data sources to inform professional learning decisions.

Assess Progress	Consistently engages staff, system, and school leaders, and participants to: • establish a systemic process to assess progress using quantitative or qualitative data toward professional learning benchmarks and goals; • collect, analyze, and interpret formative data to assess progress toward professional learning goals; • formulate conclusions about enhancers and barriers to progress and celebrates progress toward professional learning goals; and • analyze progress to make ongoing, needed adjustments in professional learning.	Usually engages some educator stakeholders to: • establish a plan to assess progress using quantitative or qualitative data toward professional learning benchmarks and goals; • collect, analyze, and interpret formative data to assess progress toward professional learning goals; • formulates and reports conclusions regarding progress toward them; and • analyze progress and make ongoing, needed adjustments in professional learning.	Sometimes engages some educator stakeholders to: • establish a plan to assess progress using quantitative or qualitative data toward professional learning benchmarks and goals; • collect, analyze, and interpret formative data to assess progress toward professional learning goals; • formulates and reports conclusions regarding progress toward them; and • analyze progress and make ongoing, needed adjustments in professional learning.	Rarely engages educator stakeholders to: • establish a plan to assess progress using quantitative or qualitative data toward professional learning benchmarks and goals; • collect, analyze, and interpret formative data to assess progress toward professional learning goals; • formulates and reports conclusions regarding progress toward them; and • analyze progress and make ongoing, needed adjustments in professional learning.

Evaluate Professional Learning	Consistently engages educator stakeholders to:	Usually engages educator stakeholders to:	Sometimes engages educator stakeholders to:	Rarely engages educator stakeholders to:
	• develop plans for summative professional learning evaluations that include a logic model/ theory of change; goals, benchmarks and formative data; other measures; and dissemination strategies. • evaluate the effectiveness and results of professional learning with regard to educator data (knowledge, skills, dispositions, and practices), student data, and system or school data (i.e. culture, organizational structures, policies, and processes). • analyze and interpret evaluation results and identify needed improvements in professional learning.	• develop plans for summative professional learning evaluations that include a logic model/ theory of change; goals, benchmarks and formative data; other measures; and dissemination strategies. • evaluate the effectiveness of professional learning with regard to educator data (knowledge, skills, dispositions, and practices), student data, and system or school data (i.e. culture, organizational structures, policies, and processes). • analyze and interpret-evaluation results and identify needed improvements in professional learning.	• develop plans for summative professional learning evaluations that include a logic model/ theory of change; goals, benchmarks or formative data; other measures and dissemination strategies. • evaluate the effectiveness of professional learning with regard to educator data (knowledge, skills, dispositions, and practices), student data, and system or school data (i.e. culture, organizational structures, policies, and processes). • analyze and interpret-evaluation results and identify needed improvements in professional learning.	• develop plans for summative professional learning evaluations that include a logic model/ theory of change; goals, benchmarks or formative data; other measures and dissemination strategies. • evaluate the effectiveness of professional learning with regard to educator data (knowledge, skills, dispositions, and practices), student data, and system or school data (i.e. culture, organizational structures, policies, and processes). • analyze and interpret-evaluation results and identify needed improvements in professional learning.

Learning Designs

Professional learning that increases educator effectiveness and results for all students ...
integrates theories, research, and models of adult learning to achieve its intended outcomes.

	Transforming	Performing	Developing	Emerging
Apply Learning Theories, Research, and Models	Consistently uses theories, research, and models of adult learning to shape learning designs. Consistently uses technology to maximize and extend learning opportunities for educators. When planning, consistently addresses learning needs identified or informed by analysis of student and educator data.	Usually uses theories, research, and models of adult learning to shape learning designs. Usually uses technology to maximize and extend learning opportunities for educators. When planning, usually addresses needs identified or informed by analysis of student and educator data.	Sometimes uses theories, research, and models of adult learning to shape learning designs. Sometimes uses technology to maximize and extend learning opportunities for educators. When planning, sometimes addresses learning needs identified or informed by analysis of student and educator data.	Rarely uses theories, research, and models of adult learning to shape learning designs. Rarely uses technology to maximize and extend learning opportunities for educators. When planning, rarely addresses learning needs identified or informed by analysis of student and educator data.
Select Learning Design	Consistently considers educators' learning characteristics and preferences. Consistently selects learning designs that facilitate educator learning. Consistently considers all learning process phases, from knowledge and skill acquisition to application, reflection, refinement, assessment, and evaluation.	Usually considers educators' learning characteristics and preferences. Usually selects learning designs that facilitate educator learning. Usually considers all learning process phases, from knowledge and skill acquisition to application, reflection, refinement, assessment, and evaluation.	Sometimes considers educators' learning characteristics and preferences. Sometimes selects learning designs that facilitate educator learning. Sometimes considers learning process phases, from knowledge and skill acquisition to application, reflection, refinement, assessment, and evaluation.	Rarely considers educators' learning characteristics and preferences. Rarely selects learning designs that facilitate educator learning. Rarely considers learning process phases, from knowledge and skill acquisition to application, reflection, refinement, assessment, and evaluation.

Promote Active Engagement	Participants consistently build knowledge, develop skills to transform practice, challenge attitudes and beliefs, and inspire action.	Participants usually build knowledge and develop skills to transform practice, challenge attitudes and beliefs, and inspire action.	Participants sometimes build knowledge and develop skills to transform practice, challenge attitudes and beliefs, and inspire action.	Participants rarely build knowledge and develop skills.
	Consistently encourages educators to construct personal meaning through active engagement.	Usually encourages educators to construct personal meaning through active engagement.	Sometimes encourages educators to construct personal meaning through active engagement.	Rarely encourages educators to construct personal meaning through active engagement.
	Consistently encourages educators to identify authentic applications for their learning through active engagement.	Usually encourages educators to identify authentic applications for their learning through active engagement.	Sometimes encourages educators to identify authentic applications for their learning through active engagement.	Rarely encourages educators to identify authentic applications for their learning through active engagement.

Implementation

Professional learning that increases educator effectiveness and results for all students...
integrates theories, research, and models of human learning to achieve its intended outcomes

	Transforming	Performing	Developing	Emerging
Plan for Implementation	Stakeholders develop and communicate a long-term implementation plan that includes full alignment of resources (staff, materials, time, and technology) to initiate and sustain implementation, evidenced by clear and measureable outcomes. Participants set short-term and long-term goals aligned with the implementation plan, incrementally using multiple measures to monitor and assess implementation. Short-term and long-term successes are consistently communicated and celebrated with all stakeholders.	Stakeholders develop and communicate a long-term implementation plan that includes some alignment of resources (staff, materials, time, and technology) to initiate and sustain implementation, evidenced by clear outcomes. Participants set goals aligned with the implementation plan, incrementally using multiple measures to monitor and assess implementation. Successes are usually communicated to all stakeholders.	Stakeholders develop and communicate an implementation plan that addresses some alignment of resources (staff, materials, time, and technology) to initiate implementation. Participants set goals aligned with the implementation plan, incrementally using multiple measures to monitor and assess implementation. Successes are sometimes communicated to all stakeholders.	Stakeholders have a general idea of how implementation of key learnings will be supported. Participants are encouraged to set clear goals using only anecdotal evidence to monitor and assess implementation of key learnings. Successes are rarely communicated to all stakeholders.
Sustain Implementation	Clear structures at district-level and school-level provide ongoing support and follow up to sustain implementation. Successful implementation is consistently evidenced by clear and measureable outcomes. Delivery of professional learning consistently builds on prior learning.	Clear structures at district-level and school-level provide support and follow up to sustain implementation. Successful implementation is usually evidenced by clear and measureable outcomes. Delivery of professional learning usually builds on prior learning	Structures at district-level and school-level provide limited support and follow up to sustain implementation. Successful implementation is sometimes evidenced by clear and measureable outcomes. Delivery of professional learning sometimes builds on prior learning.	Some structures exist at district **or** school level to sustain implementation. Implementation is rarely evidenced by clear and measureable outcomes. Delivery of professional learning rarely builds on prior learning.
Provide Constructive Feedback	Implementation is advanced by an ongoing cycle of feedback and reflection on current	Implementation is advanced by an ongoing cycle of feedback and reflection as participants	Implementation sometimes includes a cycle feedback and reflection as participants apply	Implementation rarely includes time for feedback and reflection

	strengths and weaknesses as participants apply their learning and refine their practice. Feedback to participants is focused and specific, and it supports continuous improvement.	apply their learning and refine their practice.	their learning and refine their practice.	by participants.

Outcomes
**Professional learning that increases educator effectiveness and results for all students …
aligns its outcomes with educator performance and student curriculum standards.**

	Transforming	Performing	Developing	Emerging
Meet Performance Standards	Alignment to all of the following is consistently and clearly articulated and evident throughout delivery: • Student learning standards and/or district goals • Learning needs of all students • Professional needs of teachers as indicated by the evaluation process.	Alignment to the following is usually articulated and evident throughout delivery: • Student learning standards and/or district goals • Learning needs of students • Professional needs of teachers as indicated by the evaluation process.	Alignment to the following is sometimes articulated: • Student learning standards and/or district goals • Learning needs of students • Professional needs of teachers as indicated by the evaluation process.	Alignment of the following is rarely articulated: • Student learning standards • Learning needs of students
Addresses Learning Outcomes	Learning for participants consistently focuses on student learning outcomes and leads to positive change in practice and increased student achievement.	Learning for participants usually focuses on student learning outcomes and could lead to positive change in practice and increased student achievement.	Learning for participants sometimes focuses on student learning outcomes or could lead to positive change in practice and increased student achievement.	Learning for participants rarely focuses on student learning outcomes or leads to positive change in practice or increased student achievement.
Build Coherence	Activity consistently builds on participants' prior knowledge and aligns with overarching goals for teacher growth. A comprehensive and coherent plan has been developed and communicated to extend participants' learning through more advanced learning opportunities and/or job embedded application to improve instructional practice.	Activity usually builds on participants' prior knowledge and aligns with overarching goals for teacher growth. A detailed and coherent plan has been developed and communicated to extend participants' learning through more advanced learning opportunities and/or job embedded application to improve instructional practice	Activity sometimes builds on participants' prior knowledge and aligns with overarching goals for teacher growth. A basic plan has been developed and communicated to extend participant's learning through more advanced learning opportunities and/or job embedded application to improve instructional practice.	Activity rarely builds on participants' prior knowledge and aligns with overarching goals for teacher growth. An outline has been developed to extend participant's learning through more advanced learning opportunities and/or job embedded application to improve instructional practice.

Glossary of Terms

For our purposes in this rubric:

- **Transforming**
  - Evidence indicates positive, systemic changes in teaching and learning.
- **Performing**
  - Evidence indicates professional learning meets the standard and is producing positive results.
- **Developing**
  - Evidence indicates significant progress toward meeting the standard.
- **Emerging**
  - Evidence indicates beginning efforts toward meeting the standard.

Growth Mindset: People believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. (*Mindset: The New Psychology of Success,* Carol Dweck, 2006).

Personalized Learning: Meeting the learner at their current level of understanding and moving them to mastery.

Shared Leadership: A district or school leader's ability to maximize all of the human resources in an organization by strategically developing and supporting educators and giving them an opportunity to take leadership positions in their areas of expertise.