**Kentucky Rubric for Exemplary Professional Learning**

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| **Criteria for Effective Professional Learning (Standards for Professional Learning)** | **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| **Student data (Data)**  **How do student learning data inform determination of student learning needs?** | Gathers and analyzes multiple types and sources of student data (3 or more) and explains how the data analyses determine student learning needs. | Gathers and analyzes two types and sources of student data and explains how the data analyses determine student learning needs. | Gathers and analyzes one type or source of student data to determine student learning needs. | Fails to explain how student data are used to determine student learning needs. |
| **Educator Learning Factors (Resources, Data and Learning Community)**  **What factors or circumstances need to be considered in the planning and implementation of professional learning?** | Identifies and analyzes factors or circumstances (policies, resources, schedule, etc.) that contribute to the educator learning context and explains in detail how they are considered in planning and implementation of professional learning. | Identifies and analyzes factors or circumstances (policies, resources, schedule, etc.) that contribute to the educator learning context and explains how they influence planning of professional learning. | Identifies factors or circumstances (policies, resources, schedule, etc.) that contribute to the educator learning context. | Fails to identify, analyze, and explain factors or circumstances that contribute the educators’ learning context. |
| **Alignment of professional learning with school (CSIP) and district (CDIP)improvement plan(s) (Learning Community and Outcomes)**  **How does professional learning contribute to the achievement of school and/or district improvement plan goals?** | Makes explicit the alignment of team and/or school professional learning with district and school improvement plan(s). | Aligns team and/or school professional learning with district and school improvement plan(s). | Identifies the related goal(s) from the school or district improvement plan. | Fails to align team and/or school professional learning with school and district improvement plan(s). |
| **Outcomes for professional learning (Outcomes)**  **What specific changes are expected as a result of the professional learning for both educators and students?** | Develops measurable educator professional learning goals, based on student data, factors or circumstances of the educator learning context, and the school and/or district improvement plan(s), that specify changes in educator practice and student growth. | Develops educator professional learning goals, based on student data, factors or circumstances of the educator learning context, and the school and/or district improvement plans(s) that specify changes in educator practice. | Identifies topics for professional learning based on student data, factors or circumstances of the educator learning context, and the school and/or district improvement plans(s). | Fails to specify changes in educator practice and student growth as a result of professional learning. |
| **Professional learning practices (Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, Outcomes Standards)**  **What professional learning designs and implementation supports are appropriate for the intended outcomes?** | Uses available research and evidence to select or create professional learning designs and implementation support appropriate for professional learning outcomes. | Selects professional learning designs and implementation support appropriate for professional learning outcomes. | Selects professional learning designs appropriate for professional learning outcomes. | Fails to use research and evidence to select professional learning designs and implementation supports appropriate for the professional learning outcomes. |
| **Professional learning plan (Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, Outcomes Standards)**  **What is the professional learning plan including the underlying assumptions, resources, roles and responsibilities, and adherence to the standards for professional learning to achieve the intended goals?** | Creates a professional learning plan to achieve the intended outcomes that includes a logic model/theory of change or theory of action; integrates the Kentucky Standards for Professional Learning; specifies formative assessment and summative evaluation methods; defines roles and responsibilities; and allocates sufficient resources to achieve results. | Creates a professional learning plan to achieve the intended outcomes that integrates the Kentucky Standards for Professional Learning; defines roles and responsibilities; and allocates sufficient resources to achieve results. | Creates a professional learning plan to achieve the intended outcomes that integrates the Kentucky Standards for Professional Learning; defines roles and responsibilities; and identifies allocated resources. | Fails to create a professional learning plan to achieve the intended outcomes that includes a logic model/theory of change or theory of action; integrates the Kentucky Standards for Professional Learning; specifies formative assessment and summative evaluation methods; defines roles and responsibilities; and allocates sufficient resources to achieve results. |
| **Implements plan and evaluates progress (Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, Outcomes Standards)**  **How is the implementation of the professional learning plan monitored and evaluated?** | Enacts professional learning plan to achieve changes in educator practice and student growth; conducts formative assessment and summative evaluation of professional learning; adjusts plan based on data; sustains differentiated and personalized support for deep implementation; and reports on progress and results to multiple audiences. | Enacts professional learning plan to achieve changes in educator practice and student growth; adjusts plan as needed; sustains support for implementation; and reports on progress and results to multiple audiences. | Enacts professional learning plan to achieve changes in educator practice and student growth and reports on progress and results. | Fails to enact professional learning plan to achieve changes in educator practice and student growth; conduct formative assessment and summative evaluation of professional learning; adjust plan based on data; sustain differentiated and personalized support for deep implementation; and report on progress and results to multiple audiences. |