

## Duval County Public School Individual Professional Development Rubric

Domain I Student Achievement Data	Unsatisfactory (0 Points)	Developing/Needs Improvement (.4 Point)	Effective (1.2 Points)	Highly Effective (2 Points)
<b>1.1.1. Individual Needs Assessment</b> <b>1.1.2. Administrator Review</b>	Based on available data (formal or informal assessments) the educator's IPDP: <ul style="list-style-type: none"> <li>Includes no evidence indicating use of classroom-level disaggregated student achievement data to identify student focus group(s).</li> <li>Does not identify student focus group(s) within a class/section for targeted instruction.</li> <li>Does not use data to analyze his/her professional practice to determine learning needs.</li> </ul>	Based on available data (formal or informal assessments) the educator's IPDP: <ul style="list-style-type: none"> <li>Includes limited evidence indicating use of classroom-level disaggregated student achievement data to identify student focus group(s)</li> <li>Uses one source of student data to make professional development decisions.</li> <li>Uses limited data to analyze his/her practice to determine professional learning needs.</li> </ul>	Based on available data (formal or informal assessments) the educator's IPDP: <ul style="list-style-type: none"> <li>Includes adequate evidence indicating use of classroom-level disaggregated student achievement data to identify student focus group(s)</li> <li>Uses two sources of student data to make professional development decisions.</li> <li>Uses data to analyze his/her practice to determine professional learning needs.</li> </ul>	Based on available data (formal or informal assessments) the educator's IPDP: <ul style="list-style-type: none"> <li>Includes convincing* evidence indicating use of data including classroom-level disaggregated student achievement data to identify student focus group(s)</li> <li>Uses three or more sources of student data to make professional development decisions.</li> <li>Uses data to analyze his/her practice to determine professional learning needs, building on prior year's professional development</li> </ul>
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*Convincing evidence includes classroom-level disaggregated student achievement data (informal and formal), school initiatives, School Improvement Plan, school and team goals and/or the results from the previous year's IPDP. Both formative and summative data may be included as well as behavioral data.				
Domain II Student Achievement SMART Goal	Unsatisfactory (0 Points)	Developing/Needs Improvement (.4 Point)	Effective (1.2 Points)	Highly Effective (2 Points)
	The educator's IPDP S.M.A.R.T goal: <ul style="list-style-type: none"> <li>Is not specific to student group(s) identified.</li> <li>Indicates inadequate or unrealistic measurable improvements that are expected as a result of the educator's professional learning.</li> <li>Is dependent upon results that may be received beyond the school year.</li> </ul>	The educator's IPDP S.M.A.R.T goal: <ul style="list-style-type: none"> <li>Is specific to the student group(s) identified.</li> <li>Indicates inadequate or unrealistic measurable student achievement improvements that are expected of identified student group(s) as a result of the educator's professional learning.</li> <li>Is dependent upon results that may be received beyond the school year.</li> </ul>	The educator's IPDP S.M.A.R.T goal: <ul style="list-style-type: none"> <li>Is specific to the student group(s) identified.</li> <li>Indicates measurable student achievement improvements that are expected of identified student groups as a result of the educator's professional learning.</li> <li>Provides a timeframe that allows for formative evaluation and necessary modifications during the year</li> </ul>	The educator's IPDP S.M.A.R.T goal: <ul style="list-style-type: none"> <li>Is specific to the individual students and/or student group(s) identified.</li> <li>Indicates measurable student achievement improvements that are expected of identified student group(s) as a result of the educator's professional learning.</li> <li>Provides a timeframe that allows for formative evaluation and necessary modifications during the year and is relevant to school, district, and or team/department initiatives.</li> </ul>
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Discussion Points:	<ol style="list-style-type: none"> <li>How was student achievement data reviewed and disaggregated?</li> <li>How will the goal(s) be accomplished?</li> <li>What outcomes (student/educator) would indicate success for both students and educator?</li> </ol>			
Domain III Professional Learning Goals	Unsatisfactory (0 Points)	Developing/Needs Improvement (.2 Point)	Effective (.6 Points)	Highly Effective (1 Points)
<b>3a: Educator Professional Learning Goal(s)</b> <b>1.1.3. IPDP</b>	The educator's learning goal(s): <ul style="list-style-type: none"> <li>Does not reflect the individual professional development needed to meet the identified S.M.A.R.T. Goal.</li> <li>Does not connect the achievement needs of the students to the educator's professional learning needs.</li> <li>Does not include research-based best practices and strategies.</li> </ul>	The educator's learning goal(s): <ul style="list-style-type: none"> <li>Does not consistently reflect the individual professional development needed to meet the identified S.M.A.R.T. Goal.</li> <li>Attempts to connect the achievement needs of the students to the educator's professional learning needs.</li> <li>Includes limited research-based best practices and strategies.</li> </ul>	The educator's learning goal(s): <ul style="list-style-type: none"> <li>Reflects the individual professional development needed to meet the identified S.M.A.R.T. Goal.</li> <li>Connects the achievement needs of the students to the educator's professional learning needs.</li> <li>Includes research-based best practices and strategies.</li> </ul>	The educator's learning goal(s): <ul style="list-style-type: none"> <li>Reflects the individual professional development needed to meet the identified S.M.A.R.T. Goal.</li> <li>Connects the achievement needs of the students to the educator's professional learning needs.</li> <li>Includes research-based best practices and strategies</li> <li>Reflects on the prior year's IPDP and or professional learning experiences to develop the current year's learning goals.</li> <li>Connects to educator's certification needs.</li> </ul>
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Discussion Points	<ol style="list-style-type: none"> <li>Describe the professional learning in which you plan to participate.</li> <li>What is the research basis that shows how the professional learning will contribute to greater student learning?</li> <li>What practices will you need to enhance/develop to contribute to student achievement goals?</li> </ol>			

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Domain III Professional Learning Goals	Unsatisfactory (0 Points)	Developing/Needs Improvement (.2 Point)	Effective (.6 Points)	Highly Effective (1 Points)
<b>3b: Related Professional Objectives and Learning Activities</b> <b>1.2.1. Learning Communities</b> <b>1.2.3. Learning Strategies</b> <b>1.2.4. Sustained Professional Learning</b>	<b>The educator provides little or no documentation to support:</b> <ul style="list-style-type: none"> <li>On-going participation in professional learning (i.e., PLCs, webinars, professional readings, data analysis) aligned with individual, school and district goals for student achievement.</li> <li>Professional learning that is focused on developing content knowledge and research-based instructional strategies and interventions aligned with district and state initiatives.</li> <li>Professional learning that uses strategies aligned with the educator's goals and objectives.</li> </ul>	<b>The educator provides limited documentation to support:</b> <ul style="list-style-type: none"> <li>On-going participation in professional learning (i.e. PLCs, webinars, professional readings, data analysis) aligned with individual, school and district goals for student achievement.</li> <li>Professional learning that is focused on developing content knowledge and research-based instructional strategies and interventions aligned with district and state initiatives.</li> <li>Professional learning that uses strategies aligned with the educator's goals and objectives.</li> </ul>	<b>The educator provides adequate documentation to support:</b> <ul style="list-style-type: none"> <li>On-going participation in professional learning (i.e. PLCs, webinars, professional readings, data analysis) aligned with individual, school and district goals for student achievement.</li> <li>Professional learning that is focused on developing content knowledge and research-based instructional strategies and interventions aligned with district and state initiatives.</li> <li>Professional learning that uses strategies aligned with the educator's goals and objectives.</li> </ul>	<b>The educator provides extensive documentation to support:</b> <ul style="list-style-type: none"> <li>On-going participation in professional learning (i.e. PLCs, webinars, professional readings, data analysis) aligned with individual, school and district goals for student achievement.</li> <li>Professional learning that is focused on developing content knowledge and research-based instructional strategies and interventions aligned with district and state initiatives.</li> <li>Professional learning that uses strategies aligned with the educator's goals and objectives.</li> </ul>
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Discussion Points:	<b>1. Discuss your professional learning experiences (learning communities, content-based learned strategies, peer/mentoring, coaching, alignment to school/team goals and or initiatives, etc.,)</b>			
Domain IV Professional Learning and Instructional Strategies	Unsatisfactory (0 Points)	Developing/Needs Improvement (.4 Point)	Effective (1.2 Points)	Highly Effective (2 Points)
<b>Implementation of Learned Professional Practices</b> <b>1.3.1. Implementation of Learning</b> <b>1.3.2. Coaching and Mentoring</b> <b>1.2.5. Use of Technology</b> <b>1.3.3. Web-based Resources</b>	The educator's documentation indicates that the educator: <ul style="list-style-type: none"> <li>Does not apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve his/her practice.</li> <li>Does not accept support from a coach, peer, and/or mentor</li> <li>Does not change his/her practice(s) after coach, peer, and/or mentor support.</li> <li>Utilizes little or no technology and web-based resources (as available) to support and enhance newly acquired knowledge, skills, and practices.</li> </ul>	The educator's documentation indicates that the educator: <ul style="list-style-type: none"> <li>Applies a minimal amount of the newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice.</li> <li>Accepts limited support from a coach, peer, and/or mentor (as needed) with implementation of professional learning.</li> <li>Has limited success in attempting to change his/her practice(s) after coach, peer, and or mentor support.</li> <li>Utilizes limited technology and web-based resources (as available) to support and enhance newly acquired knowledge, skills, and practices.</li> </ul>	The educator's documentation indicates that the educator: <ul style="list-style-type: none"> <li>Applies newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice.</li> <li>Seeks support (as needed) from a coach, peer, and/or mentor with implementation of professional learning.</li> <li>Successfully changes his/her practice(s) after coach, peer, and/or mentor support.</li> <li>Utilizes a few technology and web-based resources (as available) to support and enhance newly acquired knowledge, skills, and practices.</li> </ul>	The educator's documentation indicates that the educator: <ul style="list-style-type: none"> <li>Applies newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice.</li> <li>Seeks support (as needed) from a coach, peer, and/or mentor with implementation of professional learning.</li> <li>Successfully changes his/her practices after coach, peer, and/or mentor support and is available to serve as a mentor or peer coach, providing colleagues with support to implement professional learning.</li> <li>Utilizes multiple forms of technology and web-based resources (as available) to support and enhance newly acquired knowledge, skills, and practices.</li> </ul>
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Discussion Points:	<b>1. How did the professional learning objectives you completed align with your intended goals?</b> <b>2. Describe how technology was used in the received professional learning and classroom implementation.</b> <b>3. Describe any coaching or mentoring you received and or provided following your professional learning.</b> <b>4. How did your professional practice changes as a result of your professional learning?</b>			
Domain V Professional Learning	Unsatisfactory (0 Points)	Developing/Needs Improvement (.4 Point)	Effective (1.2 Points)	Highly Effective (2 Points)
<b>Results/Changes in Educator Practices</b> <b>1.4.2 Changes in Educator Practice</b> <b>1.4.3 Changes in Students</b> <b>1.4.4 Evaluation Methods</b>	<ul style="list-style-type: none"> <li>Does not document and evaluate the impact of all professional learning on his or her practice.</li> <li>Does not determine the degree to which his or her professional learning contributed to student performance gains as measured by assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>Provides little evidence of evaluating the impact of all professional learning on his or her practice through reflection, assessment, collaborative protocols for examining educator practice, work samples, peer visits, and/or professional portfolios.</li> <li>Provides little evidence that determines the impact to which his or her professional learning contributed to student performance gains as measured by assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>Provides adequate evidence of evaluating impact of all professional learning on his or her practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.</li> <li>Provides adequate evidence that determines the impact to which his or her professional learning contributed to student performance gains as measured by assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>Provides extensive evidence of evaluating of impact of all professional learning on his or her practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.</li> <li>Clearly determines the degree his or her professional learning contributed to student performance gains as measured by assessment data.</li> </ul>

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<p><b>Results/Changes in Educator Practices</b>  <b>1.4.2 Changes in Educator Practice</b>  <b>1.4.3 Changes in Students</b>  <b>1.4.4 Evaluation Methods</b></p>	<ul style="list-style-type: none"> <li>• Does not use summative and formative data from state or national standardized student achievement measures, when available, or other measures* of student learning and behavior to assess the impact of professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides little evidence of using summative and formative data from state or national standardized student achievement measures, when available, or other measures* of student learning and behavior to assess the impact of professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides adequate evidence of using summative and formative data from state or national standardized student achievement measures, when available, or other measures* of student learning and behavior to assess the impact of professional learning.</li> <li>• The educator uses the results of the IPDP evaluation as part of a continuous improvement process to develop and revise professional learning goals based on student performance results and documented teaching practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides extensive evidence of using summative and formative data from state or national standardized student achievement measures, when available, or other measures* of student learning and behavior to assess the impact of professional learning.</li> <li>• The educator uses the results of the IPDP evaluation as part of a continuous improvement process to develop and revise professional learning goals based on student performance results and documented teaching practice.</li> </ul>
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	*District achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work			
<b>Discussion Points:</b>	<p><b>Discussion Points:</b>  <b>1. In considering the results of summative as well as formative assessments, including teacher observations, linked with the Student Achievement SMART Goal, how did students improve as a result of your professional learning and its application to your classroom?</b></p>			