

Professional Development System Evaluation Protocol – Faculty Level

1. Individual Teacher Level			SCORE
1.1	Planning		
1.1.1	Individual Needs Assessment	The faculty member reviews classroom-level reports of disaggregated student achievement data by content area and skills in addition to school initiatives, the SIP, teacher certification needs, professional growth interests, and other information to identify individual needs for additional professional development.	
1.1.2	Administrator Review	The faculty member meets with the school administrator to determine any additional training needs based on performance appraisal data and school or grade level priorities.	
1.1.3	Priority of Needs	First priority in determining professional development is given to needs identified through disaggregated classroom-level student achievement data.	
1.1.4	Individual Professional Development Plan	The Individual Professional Development Plan (IPDP) is directly related to specific student performance data for those areas to which the teacher is assigned, contains clearly defined training objectives, specifies measurable improvement in student performance resulting from the training activity, and includes an evaluation component documenting the expected student performance gains.	
1.1.5	Content	Training activities in the plan focus primarily on the SSS, subject content, teaching methods, technology, assessment and data analysis, classroom management, and school safety.	
1.1.6	Learning Communities	The faculty member participates in learning communities of adults whose goals are aligned with those of the school and district.	
1.2	Delivery		
1.2.1	Relevance of Professional Development	The training objectives of the delivered training reflect directly the objectives specified in the IPDP.	
1.2.2	Learning Strategies	The training uses learning strategies appropriate to the intended goal that apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback.	
1.2.3	Sustained Training	Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the faculty member.	
1.2.4	Use of Technology	Training is delivered through a variety of technologies that support individual learning.	
1.2.5	Time Resources	Sufficient time resources are available to implement the planned professional development.	
1.2.6	Coordinated Records	The school faculty can easily access the district-maintained up-to-date records for all professional development including certification and inservice points.	

Scoring Scale:

- 4: Excellent - Pervasive evidence that the district is implementing the standard (almost all faculty and schools, almost all components of the standard)
- 3: Good – Considerable evidence that the district is implementing the standard (observed in many faculty and school, many components of the standard)
- 2: Marginal – Some but inconsistent evidence that the district is implementing the standard (observed in a few faculty or schools, a few components of the standard)
- 1: Unacceptable – Little or no evidence that the district is implementing the standard.

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1.3	Follow-up		
1.3.1	Transfer to Students	The faculty member uses the knowledge and skills learned in training to instruct students in the classroom.	
1.3.2	Coaching and Mentoring	The trainers or others provide support and assistance through coaching and mentoring to the faculty member to ensure appropriate application of the knowledge and skills in the classroom that continues as needed until participants are implementing the new knowledge and skills correctly.	
1.3.3	Web-based Resources and Assistance	The district provides school administrators and faculty with follow-up web-based resources, assistance, and discussion groups related to the training completed.	
1.4	Evaluation		
1.4.1	Implementing the Plan	The faculty member and school administrator conduct an evaluation that documents that the IPDP was implemented as written or revised and the faculty member applied the newly learned knowledge and skills in the classroom.	
1.4.2	Student Changes	The faculty member documents the professional development accessed contributed to expected student performance gains.	
1.4.3	Evaluation Methods	Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, portfolios, and checklists of performance when appropriate.	
1.4.4	Action Research	Evaluations of the effect of training are incorporated into pilot studies and action research conducted by the teacher.	
1.4.5	Use of Results	The faculty member uses the results of the IPDP evaluation as part of the needs assessment process for the next school year’s IPDP development and to discontinue professional development if it does not demonstrate improvements in student performance.	

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