The successful implementation of the LEA Scope of Work is vital to the achievement of Ohio’s Race to the Top Strategy. It is critical that the Scope of Work be a living, fluid document that is responsive to the reality of a multi-year implementation plan. Based on that reality, revisions will need to take place and a procedure must be provided. With this in mind, the following expectations will exist:

The following are guidelines for revising your document, so that the reader can delineate between deletions versus additions.

1. **All revisions** to an LEA Scope of Work for Year 4 must be done using strike thru of the existing text with revised text in **red font**. Please also use **red font** for any new text added during the revision.

2. All revisions done in fully approved sections must be **pre-approved by your Regional Specialist before submission**. Please, contact your Specialist to set up a meeting to discuss changes. The Regional Specialist will document the fact that a revision has taken place and that the changes were approved. At that point, you should upload your revised Year 4 Scope of Work to your Year 4 folder.

3. Guidelines for approval would include changes in timelines, improvement of performance measures or slight changes in course or approach. If **performance pay** in any form was a part of the original Scope of Work it may not be removed. **These changes should not impede compliance with Scope of Work assurances in any way. All RttT LEAs will fully implement OTES and OPES in Year 4.**

*Please come prepared at Spring Regionals to discuss any questions you may have for your application area revisions. ODE application area experts will be there to answer your questions.*
The successful implementation of the LEA Scope of Work is vital to the achievement of Ohio’s Race to the Top (RttT) Strategy. Equally critical is the LEA Excel budget template that is responsible for providing a multi-year view of all assurance areas within the RttT grant. The LEA Excel budget template is a unique document and differs from the budget allocation that is loaded annually into CCIP.

CCIP is primarily used for the current fiscal year and contains all historical budgeting and spending data. The Excel budget template exists in the RttT grant because it contains the four-year fiscal picture of a LEA’s RttT budget and can be easily communicated to non-CCIP users or public constituents. With this in mind, the following expectations will exist:

- ODE shall load the FY14 RttT budget allocation in CCIP (Year 4 in RttT) by June 22, 2013. The carryover funding from FY13 will automatically be loaded into CCIP via the processing and acceptance of the final expenditure report (FER) from FY13. FERs are to be filed between July 1, 2013 and September 30, 2013.

- ODE shall upload an Excel budget template (Year 4) for all participating RttT LEAs into the Collaboration Center (SharePoint) during the last week of June 2013. This uploaded Excel budget template will be placed into the “Budget-Year 4” folder in the Collaboration Center for each LEA.

- It shall be the responsibility of each participating RttT LEA to update the uploaded Excel budget template once the FY13 FER has been approved by ODE Grants Management and the carryover amount from FY13 has been loaded into the FY14 budget allocation in CCIP. When updating the Excel budget template, LEAs should ensure that their actual RttT expenditure amounts are included in the FY11, FY12 and FY13 columns of the template. The FY14 column will match the budget allocation amount in CCIP, which will include the approved FY13 carryover.

Steps to follow from June 2013 to September 2013 for participating RttT LEAs:

1. FY14 CCIP Budget Allocation shall be loaded into CCIP by June 22 in CCIP.

2. ODE shall upload a budget template into the Collaboration Center (SharePoint) by June 24 in the LEA’s “Budget-Year 4” folder.

3. LEAs may want to encumber FY13 funding for expenses to be incurred between July 2013 – September 2013.

4. LEAs shall kick-off their FY13 FER (final expenditure report) during the July 1 – September 30 timeframe.
5. Once ODE Grants Management approves the FY13 FER, LEAs shall update their budget template in the Collaboration Center. The budget template should be updated to include their actual RttT expenditure amounts in the FY11, FY12 and FY13 columns and their FY14 column will now include their approved FY13 carryover amount.

**RttT Budget Amendment Rules:**

1. FY13 budget allocations in CCIP should remain in a “final approved” status, especially on June 30, 2013 (last day of the state’s fiscal year).

2. The last day to propose a budget revision for FY13 in CCIP is June 24, 2013.

3. If a budget revision is over 10% of their total grant allocation or greater than $100,000, LEAs should follow the RttT Amendment Rules (fill-out amendment form and forward to their RttT regional coordinator, update the budget template into SharePoint and update CCIP with the revised budget amounts).

4. If a budget revision is less than 10% of their total grant allocation or less than $100,000, LEAs should input a comment in the history log in CCIP describing “why” funds need to be moved and update CCIP with the revised budget amounts.
RttT Districts/Schools,

As one of your commitments in Application Area B, you are required to revise your curriculum to align to the New Learning Standards. Last spring at the regional RttT meetings, you were told you would have to submit evidence of your revised curriculum to ODE. In addition, we stated the Phase II Alignment Toolkit which focuses on curriculum revision could be used to inform your curriculum revision work.

RttT districts and schools will be able to submit their revised curriculum to ODE through the Collaboration Center. A folder titled revised curriculum will be added to your district/school folder for you to use. The revised curriculum folder will be available for population in the fall of 2013.

**Submission Requirements**

RttT districts/schools are required to submit evidence of a revised curriculum to fulfill this commitment. The submission should provide evidence of a revised curriculum at elementary, middle school and high school level in both English language arts and mathematics. We are encouraging districts to also include science and social studies. RttT districts/schools are not required to submit the entire curriculum.

Evidence of the curriculum revision can include any of the following:

- Curriculum maps;
- Pacing guides;
- Curriculum maps and unit organizer;
- Full curriculum; or
- A document(s) that represents a year in a glance including time frame for instruction, unit descriptions, standard/model curricula addressed, evidence of understanding and assessments used.

Within each folder a sample template for the curriculum map and an excel spreadsheet template for the curriculum map and unit organizer will be included as options for use, but not required.

**Resources**

Below are links to the alignment toolkit information for each of the content areas. The alignment toolkit Phase II is located on the ODE website under the resources section of each subject area and includes resources and a brief instructional video.

**English Language Arts**
http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=1699&Content=134797

**Mathematics**
http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=1704&Content=131849

**Science**
http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=1705&Content=131800

**Social Studies**
http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=1705&Content=131800

If you have questions, we encourage you to use the ODE contact information provided within each content area.
All RttT LEA’s will need to upload their Board Policy into the Collaboration Center by July 1, 2013.

As a reminder:

**ORC 3319.111** – No later than July 1, 2013, the board of education of each school district, in consultation with teachers employed by the board, shall adopt a standards-based teacher evaluation policy that conforms with the framework for evaluation of teachers developed under section 3319.112 of the Revised Code.

**Model Board Policy**
The ODE model board policy reflects recent changes contained in HB 153 and SB 316 and complies with Ohio Revised Code. Local boards are not required to adopt the ODE model policy – boards can use it as a guide, adopt portions or use the entire document.

[http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1230&ContentID=125739&Content=141008](http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1230&ContentID=125739&Content=141008)
Race to the Top
Local Education Agency (LEA)
Professional Development Plan
2013 – 2014
PD Plans are to be uploaded to the Year 4 folder in the Collaboration Center by June 14, 2013.

Suggestions for completing Year 4 Professional Development

1. Review the LEA’s Year 4 Scope of Work before beginning the Professional Development Plan.
2. Collect data from the implementation on your 2012-2013 professional development activities, using the PD data tool (which is attached to this document).
3. Review the sample goals on page 11 and 12 of this document before writing the Year 4 LEA Professional Development goals. It is recommended to use the SMART goal format. You may also wish to review the webinar that is available on the RttT webpage for assistance in writing appropriate professional development goals.
4. Write only three to five professional development goals focused on Year 4 only. **Professional development goals should be determined by an analysis of both student and educator data from that you collected in your PD data tool.**
5. Review to pp. 60-74 in the Standards for Ohio Educators, when responding to the questions.
6. Standard 6 summarizes the other standards and therefore is complex. Take time for reflection and address each question in Standard 6.
7. Be specific in the results the LEA hopes to achieve for each professional development standard. In other words, what is going to be the NEW learning that is a result of the professional development? What changes will occur in the learning environment and culture?
8. Be specific in how the LEA will know how the professional development has achieved the desired results. Be clear in pre- and post-data collection and evaluation to revise the Professional Development Plan.
Date:

Name of LEA: IRN:

Address:

City: Zip:

RttT Region:

Names of team members completing the plan:

Title of lead team member:

Phone number of lead team member:

Email address of lead team member:
Race to the Top Collection and Reporting of Professional Development Plan Data Tool

Purpose:
The Ohio Race to the Top Scope of Work requires participating Local Educational Associations (LEAs) to annually submit a comprehensive professional development plan that meets the Ohio Professional Development Standards for all RttT-funded professional development. To that end, LEAs are also required to provide evidence of professional development impact, which must include the following:

- Documentation of participants’ reactions
- Documentation of participants’ learning (i.e. new knowledge and skills)
- Participants’ use of new knowledge and skills
- Impact on the organization (i.e. organizational climate; collaborative learning opportunities)
- Student learning outcomes

Reporting on evidence of professional development impact in Year 3 will assist the LEA in planning professional development for Year 4.

Directions:
Please use the tool below to report on the data collected and analyzed from the LEA’s implementation of the Year 3 Professional Development plan. Complete responses for Components 1 through 5.
## Race to the Top Collection and Reporting of Professional Development Plan Data

### Component 1: Participants’ Reactions: *Initial satisfaction with the experience*

<table>
<thead>
<tr>
<th>How were the data collected for Component 1? (Check all that apply)</th>
<th>To which PD standard(s) do the data relate? (Check all that apply)</th>
<th>What do the data results indicate about participants’ reactions?</th>
<th>How will the data results be used to inform professional development planning in Yr. 4?</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Surveys</td>
<td>□</td>
<td>Standard 1 □</td>
<td></td>
</tr>
<tr>
<td>▪ Written reflections</td>
<td>□</td>
<td>Standard 2 □</td>
<td></td>
</tr>
<tr>
<td>▪ Questionnaires</td>
<td>□</td>
<td>Standard 3 □</td>
<td></td>
</tr>
<tr>
<td>▪ Other</td>
<td>□</td>
<td>Standard 4 □</td>
<td></td>
</tr>
</tbody>
</table>

| Standard 5 □ |  |
| Standard 6 □ |  |
## Component 2: Participants’ Learning: Changes in participants’ knowledge and skills that reflect new learning

<table>
<thead>
<tr>
<th>How were the data collected for Component 2? (Check all that apply)</th>
<th>To which PD standard(s) do the data relate? (Check all that apply)</th>
<th>What do the data results indicate about participants’ learning?</th>
<th>How will the data results be used to inform professional development planning in Yr. 4?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lesson Plans</td>
<td>Standard 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Coaching Logs</td>
<td>Standard 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Portfolios</td>
<td>Standard 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Written reflections</td>
<td>Standard 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Observation notes</td>
<td>Standard 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Other</td>
<td>Standard 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Component 3: Organization Support & Change:
Organization’s advocacy/support for and accommodation/facilitation of professional development

<table>
<thead>
<tr>
<th>How were the data collected for Component 3? (Check all that apply)</th>
<th>To which PD standard(s) do the data relate? (Check all that apply)</th>
<th>What do the data results indicate about organization support and change?</th>
<th>How will the data results be used to inform professional development planning in Yr. 4?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation of meeting protocols</td>
<td>Standard 1</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Questionnaires</td>
<td>Standard 2</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Portfolios</td>
<td>Standard 3</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Written reflections</td>
<td>Standard 4</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Interviews</td>
<td>Standard 5</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>LEA records</td>
<td>Standard 6</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

---
How many educators received professional development aligned to the Common Core standards and the state revised standards? (Please identify both the total number of Staff in your district AND the number of staff that Participated)

<table>
<thead>
<tr>
<th>Total Number in District</th>
<th>Total Number Attending Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Teachers</td>
</tr>
<tr>
<td>Admin</td>
<td>Admin</td>
</tr>
<tr>
<td>Curriculum Advisers</td>
<td>Curriculum Advisers</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td>List other:</td>
<td>List other:</td>
</tr>
<tr>
<td></td>
<td>State level</td>
</tr>
<tr>
<td></td>
<td>Regional level</td>
</tr>
<tr>
<td></td>
<td>District level</td>
</tr>
<tr>
<td></td>
<td>Building level</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td>Model Curricula</td>
</tr>
<tr>
<td></td>
<td>Alignment Tool Toolkit</td>
</tr>
<tr>
<td></td>
<td>Crosswalks and Comparative Analysis Documents</td>
</tr>
<tr>
<td></td>
<td>K-8 Standards Progressions</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td>Curriculum Revision</td>
</tr>
<tr>
<td></td>
<td>Digging Deeper Into Standards</td>
</tr>
<tr>
<td></td>
<td>Instructional Practices</td>
</tr>
<tr>
<td></td>
<td>Formative Instruction</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

Component 4: Participants’ Use of New Knowledge & Skills: Degree and quality of implementation of new learning

How were the data collected for Component 4? (Check all that apply)

- Lesson plans
- Coaching logs
- Portfolios
- Written reflections
- Observation notes
- Other

To which PD standard(s) do the data relate? (Check all that apply)

- Standard 1
- Standard 2
- Standard 3
- Standard 4
- Standard 5
- Standard 6

What do the data results indicate about participants’ use of new knowledge and skills?

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Standard 2</th>
<th>Standard 3</th>
<th>Standard 4</th>
<th>Standard 5</th>
<th>Standard 6</th>
</tr>
</thead>
</table>

How will the data results be used to inform professional development planning in Yr. 4?

- Curriculum Revision
- Digging Deeper Into Standards
- Instructional Practices
- Formative Instruction
- Other
<table>
<thead>
<tr>
<th>How were the data collected for Component 5? (Check all that apply)</th>
<th>To which PD standard(s) do the data relate? (Check all that apply)</th>
<th>What do the data results indicate about student learning outcomes?</th>
<th>How will the data results be used to inform professional development planning in Yr. 4?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student work samples</td>
<td>Standard 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviews with students and parents</td>
<td>Standard 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student records</td>
<td>Standard 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student portfolios</td>
<td>Standard 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School records</td>
<td>Standard 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Standard 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the table below, please identify the **LEA’s Race to the Top (RttT) goals** from the LEA’s Scope of Work most relevant for Year 4. Sample RttT goals are provided on page 11 and 12.

**Race to the Top SOW Goals – Year 4**

<table>
<thead>
<tr>
<th>Year 4 RttT Goals</th>
<th>LEA Name:</th>
<th>IRN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In the table below, please identify the LEA’s Year 4 professional development goals. LEAs should align their Year 4 professional development goals with their Year 4 RttT SOW goals. Sample professional development goals are provided on page 11 and 12.

**Race to the Top Professional Development Goals – Year 4**

<table>
<thead>
<tr>
<th>The LEA will:</th>
<th>State an Intention to Engage in New Learning</th>
<th>Describe an Area of Focus for the New Learning</th>
<th>Include the Rationale</th>
<th>Predicted Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>June 2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>June 2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>June 2014</td>
</tr>
</tbody>
</table>
### Race to the Top Year 4 SOW Goals – SAMPLE

<table>
<thead>
<tr>
<th>Year 4 RttT Goals</th>
<th>LEA Name: ABDC</th>
<th>IRN: 00000</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1</strong></td>
<td>The LEA will implement rigorous new content standards including the common core, align all curriculum to new standards, and implement high quality assessments which support the standards.</td>
<td></td>
</tr>
<tr>
<td><strong>Goal 2</strong></td>
<td>The LEA will implement and support a comprehensive integrated system that will collect student data, provide tools for the analysis of that data and make it available at the instructional level (IIS)</td>
<td></td>
</tr>
<tr>
<td><strong>Goal 3</strong></td>
<td>The LEA will implement a comprehensive system of evaluation that includes multiple measures with student growth as a significant factor for both teachers and principals.</td>
<td></td>
</tr>
</tbody>
</table>
Race to the Top Professional Development Goals Year 4 – SAMPLE

<table>
<thead>
<tr>
<th>The LEA will:</th>
<th>State an Intention to Engage in New Learning</th>
<th>Describe an Area of Focus for the New Learning</th>
<th>Include the Rationale</th>
<th>Predict a Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>continue to deepen educators’ understanding and implementation</em></td>
<td><em>of the Common Core and new state standards</em></td>
<td><em>to increase relevance and rigor in lesson design and student assessments</em></td>
<td><em>June 2014</em></td>
</tr>
<tr>
<td></td>
<td><em>ensure that quality data are used</em></td>
<td><em>to monitor student progress and design professional learning</em></td>
<td><em>which informs instruction, provides effective instructional support, and positively impacts the LEA organization</em></td>
<td><em>June 2014</em></td>
</tr>
<tr>
<td></td>
<td><em>develop and implement a comprehensive system for professional growth</em></td>
<td><em>that uses student and educator data</em></td>
<td><em>to support and expand educator effectiveness that impacts student learning outcomes</em></td>
<td><em>June 2014</em></td>
</tr>
</tbody>
</table>
### Do not complete – Rubric for reviewer purposes only

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Adequate</th>
<th>Needs Revision</th>
<th>Score for PD Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points each</td>
<td>1 point each</td>
<td>0 points each</td>
<td></td>
</tr>
</tbody>
</table>

**Exemplary**
- The PD goals align with RttT goals; **and** clearly state an intention for new learning.

**Adequate**
- The PD goals align with RttT goals, but the intention for new learning is unclear; **OR** the intention for new learning is clear, but the PD goals do not align with RttT goals.

**Needs Revision**
- The PD goals do not align with RttT goals or no intention for new learning is provided.

**Score for PD Goals**
- Total = _____ of 6
  - 5-6 Exemplary
  - 3-4 Adequate
  - 0-2 Needs Revision
Standard 1: High Quality Professional Development (HQPD) is a purposeful, structured and continuous process that occurs over time.

Please answer each of the following questions. Information should be typed directly into the gray boxes that follow the questions.

- How will the professional development goals be aligned to the LEA’s RttT goals and communicated to participants?
- How will professional development activities be connected to each other and integrated with one another?
- How will the professional development plan demonstrate a continuous process that occurs over time?
Do not complete – Rubric for reviewer purposes only

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Adequate</th>
<th>Needs Revision</th>
<th>Score for Standard 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points each</td>
<td>1 point each</td>
<td>0 points each</td>
<td></td>
</tr>
</tbody>
</table>

- **PD goals and vision align with LEA’s RttT goals and are clearly communicated to participants**
- **PD goals and vision align to LEA’s RttT goals but there is no plan for communication of goals**
- **PD goals and vision are not aligned to LEA’s RttT goals**

- **Activities are systematically planned and designed to form an integrated whole**
- **Includes several connected activities**
- **Includes one or two isolated activities**

- **PD content is revised, based on evaluation and student impact data**
- **Includes a continuous process of planning, implementation, reflection, and evaluation**
- **Process includes only some of the following elements: planning, implementation, reflection or evaluation**

Total = ________ of 6

- 5-6 Exemplary
- 3-4 Adequate
- 0-2 Needs Revision
High Quality Professional Development (HQPD) is informed by multiple sources of data.

Please answer each of the following questions. Information should be typed directly into the gray boxes that follow the questions

- What types of student data will be collected and analyzed to inform professional development content and processes?
- What types of educator data will be collected and analyzed to inform professional development content and processes?
- How will research be identified and used to inform professional development content and processes?
- How will data from prior professional development experiences be used to inform future professional development content and processes?
Do not complete – Rubric for reviewer purposes only

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Adequate</th>
<th>Needs Revision</th>
<th>Score for Standard 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points each</td>
<td>1 point each</td>
<td>0 points each</td>
<td></td>
</tr>
</tbody>
</table>

- **Exemplary**
  - Analyzes multiple sources of student data, including student growth data, to inform PD content and processes
  - Examines only one source of student achievement data to inform PD content and processes
  - Rarely collects or uses student achievement data to inform PD content and processes
- **Adequate**
  - Analyzes multiple sources of educator data, including instructional practice data, to inform PD content and processes
  - Examines only one source of educator data to inform PD content and processes
  - Rarely collects or uses educator data to inform PD content and processes
- **Needs Revision**
  - Uses current, multiple sources of research to inform PD content and processes
  - Uses only one source of research to inform PD content and processes
  - Rarely references research to inform PD content and processes
  - Analyzes data from prior PD experiences to inform future PD content and processes
  - Collects data from previous PD experiences
  - Dismisses data from prior PD experiences

Total = _________ of 8
7-8 Exemplary
4-6 Adequate
0-3 Needs revision
High Quality Professional Development (HQPD) is collaborative.

Please answer each of the following questions. Information should be typed directly into the gray boxes that follow the questions.

- How will professional development be structured to provide collaborative opportunities for educators?
- How will professional development encourage the use of educator teams?
- How will communication strategies broaden educator collaboration in professional development?
Do not complete – Rubric for reviewer purposes only

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Adequate</th>
<th>Needs Revision</th>
<th>Score for Standard 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 points each</td>
<td>1 point each</td>
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</table>

- Provides guidance and protected time that allows educators to effectively collaborate for instructional improvement
- Provides protected time that allows educators to collaborate
- Rarely provides opportunities for collaboration

- Uses educator teams to facilitate planning, delivery and evaluation of PD
- Allows educator teams to have input in planning, delivering or evaluating PD
- Uses others to plan, deliver or evaluate PD

- Includes ongoing use of a variety of communication strategies (including technology) to broaden educator collaboration
- Includes occasional use of communication strategies to broaden educator collaboration
- Fails to use communication strategies to broaden educator collaboration

Total = ______ of 6
5-6 Exemplary
3-4 Adequate
0-2 Needs revision
High Quality Professional Development (HQPD) includes varied learning experiences that accommodate individual educators’ knowledge and skills.

Please answer each of the following questions. Information should be typed directly into the gray boxes that follow the questions.

- How will professional development be designed to meet the needs of adult learners?
- How will learning experiences meet the needs of individual educators?
- How will technology be used to deliver professional development?
### Do not complete – Rubric for reviewer purposes only

<table>
<thead>
<tr>
<th>Exemplary</th>
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<th>Needs Revision</th>
<th>Score for Standard 4</th>
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<tbody>
<tr>
<td>2 points each</td>
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<tr>
<td>• Provides variety in the design, delivery, intensity, and duration of learning experiences according to needs of adult learners</td>
<td>• Attempts to vary learning experiences</td>
<td>• Fails to vary learning experiences</td>
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<tr>
<td>• Reflects a structured set of learning experiences, logically sequenced, and matched with individual educator’s goals and needs</td>
<td>• Attempts to organize or match learning experiences with individual educator’s goals and needs</td>
<td>• Fails to organize or match learning experiences with individual educator’s goals and needs</td>
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</tr>
<tr>
<td>• Technology is used to deliver PD, when appropriate</td>
<td>• Technology is not used to its full capacity to deliver PD</td>
<td>• Technology is never used to deliver PD</td>
<td></td>
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</tbody>
</table>

Total = _____ of 6
5-6 Exemplary
3-4 Adequate
0-2 Needs revision
High Quality Professional Development (HQPD) is evaluated by its short- and long-term impact on professional practice and achievement of all students.

Please answer each of the following questions. Information should be typed directly into the gray boxes that follow the questions.

- What types of student data will be used to assess the effectiveness of professional development?
- How will evidence of impact of professional development on educators’ new knowledge and skills be measured?
- How will evidence of impact of professional development on school culture and organizational change be measured?
Do not complete – Rubric for reviewer purposes only

<table>
<thead>
<tr>
<th>Exemplary</th>
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<th>Needs Revision</th>
<th>Score for Standard 5</th>
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<tr>
<td>2 points each</td>
<td>1 point each</td>
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</table>

- Uses formative and summative data on student achievement and student growth to assess effectiveness of PD
- Uses only summative data on student achievement and student growth to assess effectiveness of PD
- Uses no data on student achievement to assess effectiveness of PD

- Analyzes impact of educators’ new knowledge and skills on changes in professional practice
- Documents changes in educators’ professional practice
- Fails to document changes in educators’ professional practice

- Analyzes impact of PD on school culture and organizational change
- Documents evidence of impact of PD on school culture and organizational change
- Fails to include evidence of impact of PD on school culture and organizational change

Total = _____ of 6

5-6 Exemplary
3-4 Adequate
0-2 Needs Revision
High Quality Professional Development (HQPD) results in the acquisition, enhancement or refinement of skills and knowledge.

Please answer each of the following questions. Information should be typed directly into the gray boxes that follow the questions.

- How will the professional development be aligned to and support local, state, and national standards?
- How will best research and best practices be studied, evaluated, and integrated into professional development?
- How will professional development be structured to provide opportunities for educators to strengthen, refine, or replace previous knowledge and skills?
- How will professional development advance educators’ understanding and use of educational theories to adapt instructional strategies for diverse learners?
- How will professional development advance educators’ ability to analyze results of various types of assessment used to determine levels of student learning?
- How will professional development provide opportunities for educators to learn how to engage families and communities in the learning process?
Do not complete – Rubric for reviewer purposes only

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<th>Score for Standard 6</th>
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<tr>
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<tr>
<td>• PD aligns to, supports the understanding and use of local, state, and national standards</td>
<td>• PD aligns to local, state and national standards</td>
<td>• PD is not aligned to local, state and national standards</td>
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<tr>
<td>• Supports the study, evaluation, and integration of relevant and current best practices and research into practice</td>
<td>• Includes evidence of content-specific, relevant and current best practices and research to advance educator learning</td>
<td>• Provides no evidence of relevant or current best practices</td>
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<tr>
<td>• PD opportunities provide educators protected time to strengthen, refine, or replace previous knowledge and skills.</td>
<td>• PD opportunities provide educators time to implement new knowledge and skills</td>
<td>PD opportunities do not provide educators time to implement new knowledge and skills</td>
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<td>• Advances educators’ understanding and use of educational theories to adapt instructional strategies to meet the varied needs of diverse learners</td>
<td>• Advances educators’ ability to use relevant instructional practices to meet the varied needs of diverse learners</td>
<td>• Fails to address the varied needs of diverse learners</td>
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<td>• Ensures that educators learn to analyze various types of assessment results to determine levels of student learning</td>
<td>• Ensures that educators understand and use various types of assessments that measure student learning</td>
<td>• Fails to use assessments that measure student learning</td>
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<td>• Advances educators’ ability to learn how to engage students, families and communities in the learning process</td>
<td>• Advances educators’ ability to learn and use methods to communicate effectively with families and communities</td>
<td>• Fails to address communication with students, families or communities</td>
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<td>0-5 Needs revision</td>
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