## **Coordinator Observation Scoring Form**

**Professional Development Rubric**

**Shared Goals**

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| --- | --- | --- | --- | --- |
| 1=Unsatisfactory | 2=Basic | 3=Proficient  AND… | 4=Distinguished  AND… | Not Observed |
| Professional development (PD) outcomes are identified or are unclear. | Outcomes are identified to address teachers’ need(s) based on data, (e.g., student performance data, teacher performance data). | Are specific and relevant to teachers’ day-to-day work. | Are aligned with district and/or school goals or reflect best practices. | If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score. |

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

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**Content**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1=Unsatisfactory | 2=Basic | 3=Proficient | 4=Distinguished | Not Observed |
| Content does not match identified need(s). | Content matches identified needs and Is research-based and/or aligned with district or school focus. | Builds on teachers’ existing content knowledge to improve student learning. | Is aligned with the College and Career Readiness Standards (CCS), Next Generation Science Standards or other recognized standards or guidelines. | If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score. |

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

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**Adult Learning Strategies**

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| 1=Unsatisfactory | 2=Basic | 3=Proficient | 4=Distinguished | Not Observed |
| PD provides limited learning experiences that allow participants to transition from dependent to self-directing learners. | Uses the experiences of learners through discussions, simulations, problem-solving activities, case methods, peer-helping activities, etc. to transition from dependent to self-directing learners. | Tailors teaching and learning strategies according to principles of adult learning and/or participants’ background, learning style, motivation, needs, interests, and goals. | Supports participants’ to reflect on and critically assess their practices, and to make necessary adjustments. | If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score. |

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

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**Follow-up Support**

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| --- | --- | --- | --- | --- |
| 1=Unsatisfactory | 2=Basic | 3=Proficient | 4=Distinguished | Not Observed |
| Follow-up is not identified. | Identified follow-up includes a plan with actionable steps, ongoing support, and self-assessment of progress. | Includes on-site coaching and/or opportunities for virtual support. | Provides such opportunities for participants to offer demonstration lessons, analyze student work, attend progress meetings, create teaching videos, act as a peer coach and/or contribute to district wide initiatives. | If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score. |

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

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**Professional Development Delivery**

**Quality Teaching**

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| --- | --- | --- | --- | --- |
| 1=Unsatisfactory | 2=Basic | 3=Proficient | 4=Distinguished | Not Observed |
| PD lacks anticipatory/ warm-up activity followed by facilitated components with demonstrations and/or modeling. | PD includes facilitated components with demonstrations and/or modeling and interactive opportunities for guided and independent practice with feedback. | Includes multiple checks for understanding and bases adjustments on participant feedback. | Enhances participants’, instructional skills, assessment practices, and/or provides guidance for meaningful student engagement. | If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score. |

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

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**Materials and Resources**

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| --- | --- | --- | --- | --- |
| 1=Unsatisfactory | 2=Basic | 3=Proficient | 4=Distinguished | Not Observed |
| PD uses limited resources. | PD includes adequate and appropriate materials, including technology, if available. | Uses resources effectively to support participant learning. | Includes support to locate and access resources to support continued learning beyond the PD activity. | If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score. |

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

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**Effective Use of Time**

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| --- | --- | --- | --- | --- |
| 1=Unsatisfactory | 2=Basic | 3=Proficient | 4=Distinguished | Not Observed |
| Majority of time is not used for PD. | Majority of time is used for PD focused on learning. | Appropriate time is allocated to each segment of PD (e.g., warm-up, presentation, guided practice) ensuring completion of activities and closure. | Smooth transitions occur with opportunities for participant sharing and/or input. | If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score. |

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

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