

Details Checklist

Cover Sheet

___ All questions are completed (number 5 can be blank if NOT a High School)

___ The Name of the activity matches the name on Form C

Staff Served

___ All questions are completed

Programming Details

___ All questions are completed

Rubric

8. From the 2006/2007 final approved Article 31 (18) PD Application copy and paste the data used to determine impact (question #17 on Form A). For each data point, indicate what impact (if any) the activity/series has had.

All data sources from the 2006/2007 final approved Article 31 (18) PD Application are included with both the projected impact and the actual 2007 data.		
Acceptable		Not Acceptable
All data sources from the 2006/2007 final approved Article 31 (18) PD Application are included with both the projected impact and the actual 2007 data.	<input type="checkbox"/> Some data sources from the 2006/2007 final approved Article 31 (18) Application are missing.	<input type="checkbox"/> No data is listed

9. Why did the committee decide to continue this activity/series?

The decision to continue is based on the data. Other information is also used to decide to continue			
Acceptable		Not Acceptable	
<input type="checkbox"/> The rationale includes explicit connections to the data AND includes other valid and reasonable rationale(s) for continuing the PD.	<input type="checkbox"/> The rationale includes explicit connections to the data.	<input type="checkbox"/> The connection to the data is not explicit OR only other rationale(s) are included with no connection to data.	<input type="checkbox"/> No connection to data and no other rationale(s) included.

10. Considering the monitoring and impact of the PD during the 2006/2007 SY, what are the goals for 2007/2008?

The goals address the need determined through the analysis of data (#8) and/or the other justification (#9)			
Corresponding Guidance: <i>Considering the data and other justifications, list the goals of this professional development activity/series.</i>			
Acceptable		Not Acceptable	
<input type="checkbox"/> All goals are connected to the data used to justify continuation (#8)	<input type="checkbox"/> The majority (more than half) of the goals are connected to the data used to justify continuation (#8)	<input type="checkbox"/> A limited amount (less than half) of goals are connected to the data used to justify continuation (#8)	<input type="checkbox"/> No goals are connected to the data used to justify continuation (#8)

11. List the specific School Improvement Plan goal(s) that this activity/series aligns with and explain how the activity/series supports that goal?

NOTE: For Form B (District 25%) substitute the District Strategic Plan for the School Improvement Plan

All references to the School Improvement Plan (SIP) include the specific goal name, the specific goal number, the specific page of the SIP where the reviewer can find the goal and if the goals are formatted with other numerical descriptors (i.e. Reading Goal 2.3) those are included as well.			
Corresponding Guidance: <i>refer directly to the specific School Improvement Plan goal(s) with which each proposed Professional Development aligns.</i>			
Acceptable		Not Acceptable	
<input type="checkbox"/> The Goal number, name, page reference and/or other numerical descriptor (if formatted in that manner) is included for ALL references of the SIP	<input type="checkbox"/> The Goal number and name is included for ALL references of the SIP.	<input type="checkbox"/> One or more references to the SIP do not include the name and goal number.	<input type="checkbox"/> No SIP connection is included

An explanation is included concerning how this activity/series connects to the SIP goal(s)			
Corresponding Guidance: <i>Explain with detail how this particular activity/series will support the attainment of that School Improvement Plan goal.</i>			
Acceptable		Not Acceptable	
<input type="checkbox"/> There is a clear explanation included that connects the activity/series with the attainment of the SIP goal.		<input type="checkbox"/> The explanation is not clear OR does not connect to the activity/series and/or the SIP goal.	<input type="checkbox"/> No explanation is given

12. Create a timeline that includes each major event in the series. For each event include when it will take place and who will train/facilitate the PD.

Article 31 PD Plan Scoring Rubric

June 2007

Details are included concerning who will administer the Professional Development including qualifications.			
Corresponding Guidance: <i>You must include all at least two qualifications for each individual providing/facilitating the PD. If the specific individual is not known the organization can be detailed including two qualifications they utilize when selecting PD providers OR if nothing is known yet a description of at least two minimum requirements that will be used when selecting a provider are detailed. If the individuals providing the PD are district/school employees simply indicate that. No qualifications are needed for employees If there are several PD experiences involved in the series be sure to include all.</i>			
Acceptable		Not Acceptable	
<input type="checkbox"/> All individuals providing PD for this activity series are included with at least two qualifications included. If the specific individual is not known the organization can be detailed including two qualifications they utilize when selecting PD providers OR if nothing is known yet a description of at least two minimum requirements that will be used when selecting a provider are detailed.	<input type="checkbox"/> All individuals providing PD for this activity/series and one qualification are included. If the specific individual is not known the organization can be detailed including one qualification they utilize when selecting PD providers OR if nothing is known yet a description of at least one minimum requirement that will be used when selecting a provider is detailed.	<input type="checkbox"/> No individuals, organizations or projected providers are included OR no qualifications are included	<input type="checkbox"/> No individuals or projected providers are included AND no qualifications are included

A comprehensive timeline including when the professional development will take place (after school, during school, etc) is detailed		
Corresponding Guidance: <i>Be sure to include the timeline and when it will be happening (both over time and when the individual work sessions will occur).</i>		
Acceptable		Not Acceptable
<input type="checkbox"/> A timeline with a description AND a description of when each PD session will occur (after school, during school, embedded in the classroom) is included.		<input type="checkbox"/> A timeline is not included OR a description of when each PD session will occur (after school, during school, embedded in the classroom) is not included
		<input type="checkbox"/> A timeline is not included AND a description of when each PD session will occur (after school, during school, embedded in the classroom) is not included

13. How will the progress be monitored?

There is a detailed explanation regarding how this activity/series will be monitored during implementation. This includes at what points it will be monitored and who will be responsible.			
Corresponding Guidance: <i>As with good lesson planning- upon delivery the educator continually monitors the progress and makes changes if needed. Explain how the progress of this activity/series will be monitored. Include at least three monitoring checkpoints throughout the series and detail who will be responsible for the monitoring.</i>			
Acceptable		Not Acceptable	
<input type="checkbox"/> The monitoring plan is detailed and includes at least 3 checkpoints when the specific monitoring strategies will take place and who is responsible for each	<input type="checkbox"/> The monitoring plan is detailed and includes at least 2 checkpoints when the specific monitoring strategies will take place and who is responsible for each	<input type="checkbox"/> The monitoring plan includes 1 or no checkpoints when the specific monitoring strategies will take place OR does not include who is responsible for each	<input type="checkbox"/> The monitoring plan includes 1 or no checkpoints when the specific monitoring strategies will take place AND does not include who is responsible for each

14. Explain how this activity/series is embedded professional development.

The activity/series is connected to the work of the educator and there is ample time for the educator to learn the skill/knowledge, implement the skill/knowledge, reflect upon the skill/knowledge, and gauge impact on student learning.			
Corresponding Guidance: <i>The job embedded professional development process involves learning that is directly related to the work of the educator. Certainly, time to reflect is essential in the job-embedded model of professional development. Then, the skill is practiced in the work setting, reflected upon, and judged based on the impact on student achievement.</i>			
Acceptable		Not Acceptable	
<input type="checkbox"/> The description of the job-embedded nature verifies that the activity/series will allow the educators to learn a skill, implement the skill/knowledge, reflect upon the skill/knowledge, and gauge the impact on student learning	<input type="checkbox"/> The description of the job-embedded nature verifies that the activity/series will allow the educators to learn a skill, implement the skill/knowledge, reflect upon the skill/knowledge	<input type="checkbox"/> The description does not include one of the 3 required components (learn, implement, reflect)	<input type="checkbox"/> The description does not include 2 or more of the 3 required components (learn, implement, reflect)

15. How will you again determine if the activity/series had an impact on teacher instruction and ultimately on student achievement? Include all data sources you will use.

Article 31 PD Plan Scoring Rubric

June 2007

<p>There is a clear, detailed and concise plan to determine the impact on teacher instruction and ultimately on student achievement that specifically examines (when available) the data used to determine the need and other data sources that will help understand the impact.</p>			
<p>Corresponding Guidance: <i>In the end, PD must be evaluated to discern the impact on educator instruction and ultimately on student achievement. It is not simply a reiteration of the content. Evaluation needs to be focused to discern the impact on instruction. Was the information internalized? Did it affect student outcomes? Look to the data used to determine the need for this professional development activity/series. In most cases that data should definitely be examined to see if teacher instruction and student achievement were impacted in the way you desired in the planning stages. There may be additional data sources used to evaluate as well including (but not limited to) teacher reflections, informal observations, etc.</i></p>			
Acceptable		Not Acceptable	
<p><input type="checkbox"/> Includes how the impact on instruction will be determined AS WELL AS the consequent impact on student achievement. All the quantitative and qualitative data used to justify continuation are included (unless not available on a yearly basis), all but one source of anecdotal data, and other appropriate data sources not examined when determining the need are included.</p>	<p><input type="checkbox"/> Includes how the impact on instruction will be determined and all the quantitative data and all but one qualitative source and two anecdotal sources of data used to justify continuation are included (unless not available on a yearly basis)</p>	<p><input type="checkbox"/> There is no information concerning how the impact on instruction will be determined OR some of the data used to justify continuation are not included (and is available)</p>	<p><input type="checkbox"/> There is no plan detailing how the impact on instruction will be determined AND some of the data used justify continuation are not included (and is available).</p>

<p>The data sources are specific</p>			
<p>Corresponding Guidance: <i>Please provide the measurable data used to determine the need for each professional development activity/series. You must provide specific data sources.</i></p>			
Acceptable		Not Acceptable	
<p><input type="checkbox"/> If applicable, the specific data source document is cited and references to the specific test/chart/chapter/etc within the source/document are included in ALL data used.</p>	<p><input type="checkbox"/> If applicable, the specific data source document is cited and references to the specific test/chart/chapter/etc within the source/document are included in AT LEAST TWO of the data used.</p>	<p><input type="checkbox"/> If applicable, the specific data source document is cited and references to the specific test/chart/chapter/etc within the source/document are included in only ONE.</p>	<p><input type="checkbox"/> The specific data source document is cited and references to the specific test/chart/chapter/etc within the source/document are included in NONE of the data used.</p>

Article 31 PD Plan Scoring Rubric
June 2007