

CEHD Professional Growth and Development Rubric

Candidate's Name: _____ Evaluator's Signature: _____ Date: _____

Purpose of Instrument: The purpose of this instrument is to assess the candidate's ability to evaluate teaching and implementation of professional development.

Administration of Instrument: This rubric is implemented during coursework and field placements including methods and student teaching.

Criterion for Success: Candidates should score at least developing at CARDS 2 and score at least target at CARDS 3.

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions/ Suggestions
Evaluates Teaching and Implements Professional Development	Self-assesses performance relative to Kentucky's Teacher Performance Standards. KTPS 9; PGES Domain 4E				
	Fails to self-assess performance based on Kentucky's Teacher Standards/PGES.	Self-assesses performance loosely based on Kentucky's Teacher Standards/PGES.	Self-assesses performance based on Kentucky's Teacher Standards/PGES.	Self-assesses performance based on Kentucky's Teacher Standards/PGES and school/district professional development initiatives.	
	Identifies priorities for professional development based on data from self-assessment, student performance, and feedback from colleagues. KTPS 9; PGES Domain 4E				
	Fails to identify areas for professional development.	Identifies some areas for professional development based on data from self-assessment, student performance, and feedback from colleagues.	Identifies relevant areas for professional development based on data from self-assessment, student performance, and feedback from colleagues.	Identifies and prioritizes relevant areas for professional development based on data from self-assessment, student performance, and feedback from colleagues.	
	Designs a professional growth plan that addresses identified priorities. KTPS 9; PGES Domain 4E				
	Fails to design a plan for professional development based on data.	Designs a plan for professional development based on data from self-assessment, student performance, or feedback from colleagues.	Designs a plan for professional development based on data from self-assessment, student performance, and feedback from colleagues.	Designs a plan for professional development based on data from self-assessments, student performance, and feedback from colleagues that accesses multiple resources (e.g., conferences, study groups, research literature).	
	Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning. KTPS 9; PGES Domain 4E				
	Fails to provide evidence of professional growth through implementation of professional growth plan.	Provides evidence of professional growth through implementation of professional growth plan.	Provides and reflects upon evidence of professional growth through implementation of professional growth plan.	Provides and reflects upon evidence of ongoing professional growth through implementation of professional growth plan.	

Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions/ Suggestions
Holistic Assessment of Self-Evaluation of Teaching and Implementation of Professional Development KTPS 9				
Fails to identify areas for professional development, design a plan or provide evidence of professional growth through the implementation of a professional growth plan.	Identifies areas for professional development and designs a plan loosely based on data from self-assessment (KY Teaching Standards/PGES), student performance, or feedback from colleagues; provides evidence of professional growth through implementation of professional growth plan.	Identifies relevant areas for professional development and designs a plan based on data from self-assessment (KY Teaching Standards/PGES), student performance, and feedback from colleagues; implements and reflects upon evidence of professional growth.	Identifies relevant areas for professional development and designs a plan based on data from self-assessment (KY Teaching Standards/PGES/school/district professional development initiatives), student performance, and feedback from colleagues that accesses multiple resources; implements and reflects upon evidence of on-going professional growth.	