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Rubric for Part 5

| Criteria | Exemplary | Acceptable | Developing |
|--|---|---|---|
| Candidate designs a comprehensive, professional development program (ELCC 1.3 a) | Candidate designs and explains a comprehensive, complete, and detailed professional development program that is based on the analysis of quantitative data (students' achievement), teachers' needs, and analysis of instructional strategies. In the design, candidate cites students' achievement data, includes excerpts from interviews to illustrate teachers' needs and other artifacts for illustration. | Candidate designs a professional development program that is based on the analysis of two of these components: quantitative data (students' achievement), teachers' needs, analysis of instructional strategies. In the design, candidate cites or includes artifacts for illustration. | Candidate fails to design a complete professional development program. |
| Candidate designs a professional development program that is based on theory of change. ELCC 2.3 b | Candidate designs and explains a transformational change plan and detailed professional development program based on theory of change. Candidate cites and explains 2 or more specific ideas for support. | Candidate designs a transformational change plan and complete professional development program based on theory of change. Candidate cites and explains 1 specific idea for support. | Candidate designs a professional development program that is not based on theory of change. |
| Candidate design a professional growth plan to increase the capacity of school staff that reflects national professional development standards ELCC 2.3c | Candidate designs and explains a professional growth plan to increase the capacity of school staff that reflects national professional development standards by using and citing all 7 standards for professional learning . | Candidate designs a professional growth plan to increase the capacity of school staff that reflects national professional development standards by citing most of the 7 standards for professional learning . | Candidate fails to design a professional growth plan to increase the capacity of school staff that reflects national professional development standards. Plan cites 3 or less standards for professional learning . |

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| Candidate works collaboratively with school staff to improve teaching and learning (ELCC 2.3 a) | Candidate works collaboratively with school staff to improve teaching and learning by designing and explaining a comprehensive and detailed professional development program that describes “buy in” strategies, duration, frequency, monitoring strategies, and support of the program. Design includes examples for each of them. | Candidate works collaboratively with school staff to improve teaching and learning by designing a correct professional development program that describes 4 of these: “buy in” strategies, duration/frequency, monitoring strategies, and support of the program. | Candidate fails to work collaboratively with school staff to improve teaching and learning. |
| Design uses differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction (ELCC 2.3.c), | Candidate designs a program that uses differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction by sharing and explaining more than 3 links to sites where teachers can find technology tools for instruction and assessment of the topics identified as area/s of concern. | Candidate designs a program that uses differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction by sharing 3 links to sites where teachers can find technology tools for instruction and assessment of the topics identified as area/s of concern. | Candidate fails to design a program that uses differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction. |

Course Syllabus Management Team

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