



Massachusetts Department of Elementary and Secondary Education Professional Development Self- Assessment Guidebook

For Teacher Professional Development Offerings

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Contents

Introduction.....	1
Purpose	1
Self-Assessment Process Overview	1
Instructions for Using This Toolkit.....	1
Part A: Alignment to Grades, Course Areas, and Priority Areas	3
Part B: Rubric for Determining Alignment With the Massachusetts Standards and Indicators of Effective Teaching Practice	4
Rubric	4
Instructions for Using the Rubric.....	4
Rubric for Determining Alignment With the Massachusetts Standards and Indicators of Effective Teaching Practice	6
Part C: Massachusetts Rubric and Interpretation Guide for Assessing Alignment with the Massachusetts HQPD Standards	11
Rubric	11
Instructions for Using the Rubric.....	11
Massachusetts Rubric for Determining Alignment to the Massachusetts Standards of HQPD.....	13
Interpretation Guide	23

Introduction

Purpose

This professional development self-assessment guidebook provides tools for analyzing professional development offerings' alignment with the following systems and standards:

- The Massachusetts Educator Evaluation System
- The Massachusetts High-Quality Professional Development Standards
- The Standards and Indicators of Effective Teaching Practice

Self-Assessment Process Overview

This guidebook walks through the self-assessment process and contains two professional development offering self-assessment rubrics:

- Rubric for Determining Alignment with the [Massachusetts] Standards and Indicators of Effective Teaching Practice
- Rubric for Determining Alignment with the Massachusetts High-Quality Professional Development Standards

It also contains an interpretation guide for understanding the resulting scores. See also the accompanying score sheet to record ratings.

Please set aside a time to complete the process (approximately one half to 1½ hours per offering).

Instructions for Using This Toolkit

Step 1: Identify the professional development offering to review.

Step 2: Gather and review key materials related to the offering or program, including course or session goals, learning objectives, agendas, evaluations or pre-assessments, slides, action plans, purchasing policies, syllabi, learning activities, resources, facilitator qualifications, assessments, and reports.

Step 3: Complete the first page of the rating worksheet. Enter relevant information about the offering and complete **Part A** of the Massachusetts Professional Development Self-Assessment Rating Worksheet for Teacher Professional Development Offerings.

Step 4: Use the Rubric for Determining Alignment with the Massachusetts Standards and Indicators of Effective Teaching Practice to determine how the professional development aligns with the ESE educator evaluation standards. Complete **Part B** of the Rating Worksheet.

Step 5: Use the Massachusetts High-Quality Professional Development Standards Offering Self-Assessment and Interpretation Guide to determine how the professional development aligns with the HQPD standards. Complete **Part C** of the Rating Worksheet.

Step 6: Review the interpretation guide to determine areas of strength and weakness.

Step 7: Use the results to inform modifications to the professional development based on ratings.

Part A: Alignment to Grades, Course Areas, and Priority Areas

Purpose: The purpose of Part A is to obtain information on the grades, subject areas, and priority areas where the professional development supports teachers' ability to teach.

Directions: Using the Massachusetts Professional Development Self-Assessment Rating Worksheet, indicate which grade(s), course area(s), or priority area(s) the professional development offering addresses. Be sure to check all that apply.

Part B: Rubric for Determining Alignment With the Massachusetts Standards and Indicators of Effective Teaching Practice

Rubric Design

The rubric describes three broad levels of alignment to the elements in the Massachusetts Educator Evaluation system. Table 1 describes the three possible ratings for each rubric element.

Table 1. Interpretation of Element Ratings

Rating	Interpretation	Description
0	The offering does not or was not designed to address this aspect of teaching practice.	<i>The content of the professional development offering addresses other aspects of teaching practice but not this one. In other words, neither the intended goals nor the design nor the implementation of the professional development either addresses or supports this aspect of teaching practice.</i>
1	The offering addresses this aspect of teaching practice to an extent.	<i>The goals, design, or implementation of the professional development either directly or indirectly supports teachers' knowledge of, or ability to implement, this aspect of teaching practice.</i>
2	The offering addresses this aspect of teaching practice <i>and</i> enhances participants' ability to apply it in practice.	<i>This professional development offering directly supports teachers' ability to apply this aspect of teaching practice in their classrooms by providing the opportunity for practice and feedback, either in real or simulated situations. *Requires evidence of application</i>

Please note: It is expected that individual offerings will be rated at the zero level for many elements of effective teaching practice. Such a rating should NOT be interpreted as evidence of low quality or even poor alignment. However, changes should be considered to the professional development if a "0" rating is given for every element on the rubric or if no element is given a "2" rating. Moreover, ESE Regional System of Support staff will be analyzing the self-assessment data for all offerings to identify duplication or gaps in content and may suggest changes to existing offerings or additional offerings to address alignment issues.

Instructions for Using the Rubric

Step 1: For each standard, review the indicators, elements, and descriptions.

Step 2: Choose the descriptor and related rating that best describe the PD offering.

Step 3: Select the appropriate item on the Self-Assessment Worksheet that reflects your rating, and briefly note any evidence that supports the rating if you have given this item the highest possible rating. (See attached guidelines for evidence selection).

Step 4: Repeat steps 1–3 for each rubric element.

Step 5: Record this information on the rating worksheet.

Step 6: Document any evidence to support ratings. Clearly indicate to what the evidence refers.

Step 7: Plan and implement changes to the professional development offering based on ratings as appropriate.

Rubric for Determining Alignment With the Massachusetts Standards and Indicators of Effective Teaching Practice

Standard I: Curriculum, Planning, and Assessment.

The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

Indicator	Elements	Description <i>The professional development teaches educators how to...</i>
Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.	I-A-1. Subject-Matter Knowledge	Demonstrate sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.
	I-A-2. Child and Adolescent Development	Demonstrate knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.
	I-A-3. Rigorous Standards-Based Unit Design	Design units of instruction with measurable outcomes and challenging tasks requiring higher order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.
	I-A-4. Well-Structured Lessons	Develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.
Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.	I-B-1. Variety of Assessment Methods	Design and administer a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards.
	I-B-2. Adjustments to Practice	Organize and analyze results from a variety of assessments to determine progress toward intended outcomes and use these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.
Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.	I-C-1. Analysis and Conclusions	Individually and with colleagues, draw appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning.
	I-C-2. Sharing Conclusions With Colleagues	Regularly share with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seek feedback from them about instructional or assessment practices that will support improved student learning.
	I-C-3. Sharing Conclusions With Students	Based on assessment results, provide descriptive feedback and engage students and families in constructive conversations that focus on how students can improve their performance.

Standard II: Teaching All Students.

The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Indicator	Elements	Description <i>The professional development teaches educators how to...</i>
Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	II-A-1. Quality of Effort and Work	Consistently define high expectations for the quality of student work and the perseverance and effort required to produce it (teachers will learn how to use exemplars, rubrics, and guided practice).
	II-A-2. Student Engagement	Consistently use instructional practices that are likely to motivate and engage most students during the lesson.
	II-A-3. Meeting Diverse Needs	Use appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.
Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.	II-B-1. Safe Learning Environment	Use rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.
	II-B-2. Collaborative Learning Environment	Develop students' interpersonal, group, and communication skills and provide opportunities for students to learn in groups with diverse peers.
	II-B-3. Student Motivation	Consistently create learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take academic risks; and challenge themselves to learn.
Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.	II-C-1. Respects Differences	Consistently use strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.
	II-C-2. Maintains Respectful Environment	Anticipate and respond appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.

Indicator	Elements	Description <i>The professional development teaches educators how to...</i>
Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.	II-D-1. Clear Expectations	Clearly communicate and consistently enforce specific standards for student work, effort, and behavior.
	II-D-2. High Expectations	Effectively model and reinforce ways that students can master challenging material through effective effort rather than having to depend on innate ability.
	II-D-3. Access to Knowledge	Consistently adapt instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.

Standard III: Family and Community Engagement.

The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

Indicator	Elements	Description <i>The professional development teaches educators how to...</i>
Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.	III-A-1. Parent/Family Engagement	Use a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.
Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.	III-B-1. Learning Expectations	Consistently provide parents with clear, user-friendly expectations for student learning and behavior.
	III-B-2. Curriculum Support	Regularly update parents on curriculum throughout the year and suggest strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.
Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.	III-C-1. Two-Way Communication	Regularly use two-way communication with families about student performance and learning and respond promptly and carefully to communications from families.
	III-C-2. Culturally Proficient Communication	Always communicate respectfully with families and demonstrate understanding of and sensitivity to different families' home language, culture, and values.

Standard IV: Professional Culture.

The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

Indicator	Elements	Description <i>The professional development teaches educators how to...</i>
Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.	IV-A-1. Reflective Practice	Regularly reflect on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and use insights gained to improve practice and student learning.
	IV-A-2. Goal Setting	Propose challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.
Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles	IV-B-1. Professional Learning and Growth	Consistently seek out and apply, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.
Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.	IV-C-1. Professional Collaboration	Consistently and effectively collaborate with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.
Indicator IV-D. Decision Making: Becomes involved in school-wide decision making, and takes an active role in school improvement planning.	IV-D-1. Decision Making	Consistently contribute relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.
Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.	IV-E-1. Shared Responsibility	Within and beyond the classroom, consistently reinforces school-wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.
Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.	IV-F-1. Judgment	Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.
	IV-F-2. Reliability and Responsibility	Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.

Part C: Massachusetts Rubric and Interpretation Guide for Assessing Alignment With the Massachusetts HQPD Standards

Rubric Design

The rubric describes four levels of offering quality, as measured by alignment to standards, along a continuum from Level 0 on the left to Level 3 on the right.

Table 2. Interpretation of Standard Ratings

Rating	Interpretation
3	The offering fully and accurately demonstrates this standard.
2	The offering needs minor refinement to demonstrate this standard.
1	The offering needs substantial refinement to demonstrate this standard.
0	The offering does not demonstrate this standard.

Please note: The more an existing or planned offering meets *each standard* of HQPD, the more likely it will achieve its goals.

Instructions for Using the Rubric

Step 1: For each standard, review the indicators, elements, and descriptions.

Step 2: Choose the descriptor and related rating that best describe the PD offering.

Step 3: Select the appropriate item on the Self-Assessment Worksheet that reflects your rating, and briefly note any evidence that supports the rating if you have given this item the highest possible rating.

Step 4: Repeat steps 1–3 for each rubric element.

Step 5: Add the ratings for each standard within each of the three categories (content, process, and context) to calculate a rating total for each category, and then sum these three figures to calculate a grand total rating for the offering. Record this information on the rating worksheet.

Step 6: Document any evidence to support ratings.

Step 7: Plan and implement changes to the professional development offering based on ratings as appropriate.

Massachusetts Rubric for Determining Alignment to the Massachusetts Standards of HQPD

Content Standards.

The knowledge and skills necessary to achieve high levels of student learning

Standard	Offering Indicators	Artifacts to Consider <i>Look for...</i>	Rating Descriptors			
			0	1	2	3
1. HQPD has clear goals and objectives relevant to desired student outcomes.	1.1 Professional development offering goals specify intended student outcomes. 1.2 Educator learning objectives specify changes in knowledge, skills, and practices necessary to achieve the intended student learning outcomes. 1.3 Objectives are written in S.M.A.R.T. format: <ul style="list-style-type: none"> ▪ Specific and Strategic ▪ Measureable ▪ Action Oriented ▪ Rigorous, Realistic, and Results Focused ▪ Timed and Tracked 	Explicitly stated outcomes, found in one or more of the following: <ul style="list-style-type: none"> ▪ Offering description ▪ Offering agendas ▪ Other handouts from the offering 	<i>The professional development offering has...</i>			
			Vague or no <ul style="list-style-type: none"> ▪ Goals for student outcomes <i>or</i> ▪ Learning objectives for educators. 	Goals or objectives stated in terms of processes <i>rather</i> than <ul style="list-style-type: none"> ▪ Clearly specified outcomes for students <i>or</i> ▪ Expected changes in educator knowledge, skills, or practices. 	<ul style="list-style-type: none"> ▪ Goals stated in terms of expected student outcomes and/or ▪ Educator learning objectives stated in terms of expected changes in educator knowledge, skills, and practices. 	<ul style="list-style-type: none"> ▪ Clearly stated goals that specify intended student outcomes aligned with adopted curriculum <i>and</i> ▪ Clearly stated educator learning objectives, stated in S.M.A.R.T. format that identify the changes expected in educator knowledge, skills, or practices.

Standard	Offering Indicators	Artifacts to Consider <i>Look for...</i>	Rating Descriptors			
			0	1	2	3
2. HQPD aligns with state, district, school, and/or educator goals or priorities.	2.1 Professional development offering goals align with educator performance standards; individual professional growth goals; and/or state, district, or school improvement priorities. 2.2 Professional development offering prepares educators to address state, district, school, and individual goals or priorities.	Alignment, demonstrated in one or more of the following: <ul style="list-style-type: none"> ▪ Alignment chart ▪ Presentation slides ▪ Strategic planning document ▪ Feedback form or survey results (questions about perceived alignment) ▪ Observation notes/records 	<i>The professional development offering...</i>			
			Does not align with <ul style="list-style-type: none"> ▪ state, ▪ district, ▪ school, <i>or</i> ▪ educators' individual goals and priorities. 	Loosely aligns with <ul style="list-style-type: none"> ▪ state, ▪ district, ▪ school, <i>or</i> ▪ educators' individual goals and priorities. 	Closely aligns with <ul style="list-style-type: none"> ▪ state, ▪ district, ▪ school, <i>or</i> ▪ educators' individual goals and priorities. 	Very closely aligns with <ul style="list-style-type: none"> ▪ state, ▪ district, ▪ school, <i>or</i> ▪ educators' individual goals and priorities and specifies what educators need to learn to meet those goals and priorities.

Process Standards.

The planning, design, and delivery of staff development

Standard	Offering Indicators	Artifacts to Consider <i>Look for...</i>	Rating Descriptors			
			0	1	2	3
3. HQPD is designed based on analyzing data relevant to the identified goals, objectives, and audience.	3.1 Student data from multiple sources ¹ inform decisions about professional development offering goals and learning objectives for the intended audience. 3.2 Educator data from multiple sources inform decisions about professional development offering goals and learning objectives for the intended audience.	Analysis of student and/or educator data and evidence of how that data was used , found in one or more of the following: <ul style="list-style-type: none"> ■ Needs assessment data ■ Planning documents ■ Presentation slides ■ Other documents 	<i>The developer of the professional development offering...</i>			
			Uses neither educator nor student data to make decisions about goals, learning objectives, or audience.	Uses student or educator data from a single source to make decisions about goals and learning objectives.	Uses student or educator data from multiple sources to make decisions about goals and learning objectives.	Uses student and educator data from multiple sources to make decisions about goals and learning objectives.

¹ Multiple sources can be varied sources (e.g., state assessment data, vendor assessment data, and formative assessment data) or the same source used over time (e.g., results of fall and winter benchmark assessments).

Standard	Offering Indicators	Artifacts to Consider <i>Look for...</i>	Rating Descriptors			
			0	1	2	3
4. HQPD is assessed to ensure that it is meeting the targeted goals and objectives.	4.1 Formative assessment using multiple sources of data ² measures progress toward professional development goals and learning objectives for the intended audience. 4.2 Summative evaluation measures the attainment of professional development goals and learning objectives. 4.3 Data from formative assessment and summative evaluations inform efforts to improve the quality and results of professional development.	Examples of how providers assess the effectiveness of the professional development, assess teacher learning, and modify the offering in response to data, found in one or more of the following: <ul style="list-style-type: none"> ▪ Knowledge-based pre- and post-assessments ▪ Formative and summative assessments ▪ Feedback forms or surveys ▪ Follow-up classroom observations or walkthroughs ▪ Facilitator's guides that include formative assessments ▪ Copies of materials that have been revised based on data analysis ▪ Annotated agenda showing adjustments made "on the fly" ▪ External offering evaluation report 	<i>The professional development offering facilitator...</i>			
			Uses neither <ul style="list-style-type: none"> ▪ Formative assessment to measure progress toward goals and learning objectives nor ▪ Summative evaluation to measure attainment of professional development goals and learning objectives. 	Uses either <ul style="list-style-type: none"> ▪ Formative assessment to measure progress toward goals and learning objectives or ▪ Summative evaluation to measure attainment of professional development goals and learning objectives. 	Uses both <ul style="list-style-type: none"> ▪ Formative assessment using multiple data sources to measure progress toward goals and learning objectives and ▪ Summative evaluation to measure attainment of professional development goals and learning objectives. 	Uses <ul style="list-style-type: none"> ▪ Formative assessment using multiple data sources to measure progress toward goals and learning objectives and ▪ Summative evaluation to measure attainment of professional development goals and learning objectives and ▪ Findings from formative and summative evaluations to improve the quality and results of professional development.

² Multiple sources of formative data can be multiple formative assessments or the same formative assessment administered multiple times. In some cases, formative assessments can be easily observed (e.g., sticky notes posted during an activity), while in others they are print material (e.g., exit tickets).

Standard	Offering Indicators	Artifacts to Consider <i>Look for...</i>	Rating Descriptors			
			0	1	2	3
5. HQPD promotes collaboration among educators to encourage sharing of ideas and working together to achieve identifiable goals and objectives.	5.1 Professional development includes collaboration among educators to generate relevant, role-specific applications of their learning. 5.2 Skillful, prepared facilitators use protocols, processes, and strategies to facilitate collaboration during and after professional development to support implementation of learning.	Descriptions or outlines of collaborative strategies or group work, found in one or more of the following: <ul style="list-style-type: none"> ■ Agenda ■ Presentation slides ■ Facilitator guide ■ Activity handouts ■ Course syllabus ■ Feedback form or survey results ■ Records of observations 	<i>The professional development offering facilitator...</i>			
			Does not integrate collaboration into the learning session to support implementation.	Recommends that educators collaborate.	Incorporates loosely structured collaboration to support relevant, role-specific implementation of learning.	Uses protocols, processes, and strategies to engage educators in highly structured collaboration to support relevant, role-specific implementation of learning.

Standard	Offering Indicators	Artifacts to Consider <i>Look for...</i>	Rating Descriptors			
			0	1	2	3
6. HQPD advances an educator's ability to apply learning from the professional development to the learner's particular content and context.	6.1 Professional development includes multiple opportunities for educators to practice their learning and receive feedback. 6.2 Professional development supports educators in identifying multiple applications of their learning within their everyday workplace responsibilities.	Descriptions of activities or follow-up opportunities to apply learning , found in one or more of the following: <ul style="list-style-type: none"> ▪ Agenda ▪ Presentation slides ▪ Facilitator guide ▪ Activity handouts ▪ Course syllabus ▪ Feedback form or survey results ▪ Observation notes and records 	<i>The professional development offering...</i>			
			Does not include opportunities for learners to <ul style="list-style-type: none"> ▪ Practice their learning or ▪ Identify ways to apply their learning. 	Provides limited opportunities for learners to <ul style="list-style-type: none"> ▪ Practice their learning or ▪ Identify ways to apply their learning. 	Provides some opportunities for learners to <ul style="list-style-type: none"> ▪ Practice and receive feedback on their learning and ▪ Identify ways to apply learning within their daily work. 	Provides multiple and varied opportunities for learners to <ul style="list-style-type: none"> ▪ Practice and receive high-quality feedback³ on their learning and ▪ Identify ways to apply learning within their daily work.

³ For the purposes of this rubric, **high-quality feedback** on educators' practice of their learning is specific, timely, usable, and based on authentic evidence (such as observations of practice, student achievement data, measures of student engagement, etc.). It consists of information on an educator's progress toward accomplishing the professional learning goals and offers actionable information for continued improvement. High-quality feedback moreover involves effective questioning and professional conversation, rather than simply a one-way transfer of information or recommendations.

Standard	Offering Indicators	Artifacts to Consider Look for...	Rating Descriptors			
			0	1	2	3
7. HQPD models good pedagogical practice and applies knowledge of adult learning theory to engage educators. ⁴	7.1 Professional development uses effective, research-based, adult learning strategies. 7.2 Professional development incorporates strategies to actively engage learners. 7.3 Professional development facilitators model the practices needed to attain goals and learning objectives. 7.4 Professional development includes personalizing and differentiating to meet educators' unique learning needs.	Evidence of how research-based adult learning practices were employed in the design and implementation of professional development, found in one or more of the following: <ul style="list-style-type: none"> ▪ Feedback form or survey results (questions related to the quality of facilitator's practice and the teacher's perception of engagement) ▪ Facilitator's guides ▪ Observation notes and records ▪ External evaluation reports 	<i>The professional development offering...</i>			
			Fails to incorporate research-based adult learning strategies that promote active engagement.	Incorporates <ul style="list-style-type: none"> ▪ Research-based adult learning strategies that promote active engagement. 	Incorporates <ul style="list-style-type: none"> ▪ Research-based adult learning strategies that promote active engagement and ▪ Modeling of practices and ▪ Choices in learning experiences. 	Incorporates <ul style="list-style-type: none"> ▪ Research-based adult learning strategies that promote active engagement and ▪ Modeling of practices and ▪ Personalization and differentiation to meet educators' unique learning needs.

⁴ Note that the difference between a 2 and 3 rating is whether learners are given a choice in content or activities based on either personal preference or their own understanding of their needs, or whether the offering was specifically designed to differentiate learning experiences based on a formal or informal assessment of learner needs (the latter should receive a 3 rating; the former should receive a 2).

Context Standards.

Organizational structure and support

Standard	Offering Indicators	Artifacts to Consider <i>Look for...</i>	Rating Descriptors			
			0	1	2	3
8. HQPD uses resources to ensure that the identified goals and objectives are met.	8.1 Sufficient resources (time, funding, staff, materials, facilities, technology, etc.) are available over time to attain professional development goals and learning objectives. 8.2 Professional development resources are allocated equitably to address high-priority needs.	Information on the logistics of offerings, found in one or more of the following: <ul style="list-style-type: none"> ■ Feedback form or survey data (questions about resources) ■ Calendar of professional development offerings ■ Professional development sign-up procedures ■ External offering evaluation reports ■ List of required and desired resources 	<i>Resources allocated to support the professional development offering...</i>			
			Are insufficient to attain identified goals and learning objectives.	Are available and allocated to attain identified goals and learning objectives.	Are available, allocated equitably, and based on high-priority needs to attain identified goals and learning objectives.	Are sufficient, available, allocated equitably based on high-priority needs, and are sustained over time to attain goals and learning objectives.

Standard	Offering Indicators	Artifacts to Consider <i>Look for...</i>	Rating Descriptors			
			0	1	2	3
9. HQPD is taught or facilitated by a professional who is knowledgeable about the identified objectives.	9.1 Skillful, prepared facilitators with content expertise lead professional development. 9.2 Facilitators of professional development seek and use feedback, coaching, and other supports to improve their knowledge, skills, and practice as leaders of learning.	Information about the facilitator's credentials and experience , found in one or more of the following: <ul style="list-style-type: none"> ▪ Résumés, curricula vitae, or certification records ▪ Feedback form or survey data (questions about the facilitator's skills and knowledge) ▪ Observation notes and records ▪ Facilitator interview notes 	<i>The professional development offering facilitators...</i>			
			<ul style="list-style-type: none"> ▪ Lack skill⁵ and preparation; ▪ Lack sufficient content knowledge. 	<ul style="list-style-type: none"> ▪ Have sufficient content knowledge but insufficient skill or preparation; or ▪ Have sufficient skill and preparation but insufficient content knowledge. 	<ul style="list-style-type: none"> ▪ Are skillful and prepared; ▪ Are deeply knowledgeable about the content; and ▪ Seek feedback, coaching, and other supports. 	<ul style="list-style-type: none"> ▪ Are skillful and prepared; ▪ Are deeply knowledgeable about the content; and ▪ Use feedback, coaching, and other supports to refine their practice as leaders of learning.

⁵ The term "skill" in these rating descriptions refers to skill in facilitating professional learning.

Standard	Offering Indicators	Artifacts to Consider <i>Look for...</i>	Rating Descriptors			
			0	1	2	3
10. HQPD sessions connect and build on one another to provide a coherent and useful learning experience.	10.1 Professional development incorporates strategies to connect new learning with learners' past learning and experiences. 10.2 Individual professional development sessions or meetings link together logically and sequentially to help educators attain goals and learning objectives.	Demonstration of connections between professional learning and other experiences , shown in one or more of the following: <ul style="list-style-type: none"> ■ Professional development syllabus or scope and sequence ■ Webinar sequences ■ Agendas ■ Observation notes and records 	<i>Professional development sessions...</i>			
			Do not connect with one another or with learners' past learning or experiences.	Include a review of previous sessions.	Link logically and sequentially to one another to help learners attain the learning goals and objectives.	Link logically and sequentially to one another and build on learners' past learning and experiences to help them attain the goals and learning objectives.

Interpretation Guide

After recording ratings on the Massachusetts Professional Development Self-Assessment Rating Worksheet, use Tables 3 and 4 to interpret the category ratings and total rating.

Table 3. Interpretation of Category Ratings

Content Standards		Process Standards		Context Standards	
Rating	Interpretation	Rating	Interpretation	Rating	Interpretation
6	The offering fully meets all the content standards, and no improvements to the content are needed.	15	The offering fully meets all the process standards, and no improvements to the process are needed.	9	The offering fully meets all the context standards, and no improvements to the context are needed.
4–5	The offering meets some of the content standards and should be reviewed and improved as needed to ensure that all content standards are met fully.	10–14	The offering meets some of the process standards and should be reviewed and improved as needed to ensure that all process standards are met fully.	6–8	The offering meets some of the context standards and should be reviewed and improved as needed to ensure that all context standards are met fully.
2–3	The offering shows minimal evidence of meeting the content standards, and major improvements to the content are needed to ensure that content standards are met.	5–9	The offering shows minimal evidence of meeting the process standards, and major improvements to the process are needed to ensure that process standards are met.	3–5	The offering shows minimal evidence of meeting the context standards, and major improvements to the context are needed to ensure that context standards are met.
0–1	The offering shows little to no evidence of meeting the content standards and needs to be redesigned to ensure that content standards are met.	0–4	The offering shows little to no evidence of meeting the process standards and needs to be redesigned to ensure that process standards are met.	0–2	The offering shows little to no evidence of meeting the context standards and needs to be redesigned to ensure that context standards are met.

The more an existing or planned offering meets **each set of standards** of HQPD, the more likely it will achieve its goals.

Table 4. Interpretation of Total Ratings

Rating	Interpretation
30	The offering fully meets the standards of HQPD.
20–29	The offering needs minor improvement to meet the standards of HQPD.
10–19	The offering needs major improvement to meet the standards of HQPD.
0–9	The offering needs to be redesigned to meet the standards of HQPD.

After rating the professional development offering using the rubric, use the rubric to make recommendations for refining, adjusting, or changing the course or session.