New York State Teacher Center Standards
Program Rubric

Please rate the degree to which each of the criteria relates to your Center by circling the appropriate level below. In the space for "evidence", provide examples to illustrate your rating. Indicate the next steps your Center might take to move to the next level.

Criteria	exemplary	proficient	developing	emerging
1) PB members and staff apply knowledge of current research in professional development.	The proposed professional development process & content includes application of new knowledge, skills & reflection, and is based upon specific current research .	The proposed professional development process & content includes opportunities for application of new knowledge, skills & reflection.	The proposed professional development process & content is based on research but does not include opportunities for application of new knowledge, skills & reflection.	The proposed professional development process and content is not based on current research and does not include opportunities for application.
Possible Evidence: PB and staff: subscribes to and reads educational journals attends PD conferences and shares information with constituents uses student data to determine teacher learner priorities offers PD opportunities based on data analysis, formative classroom assessment, data collection, and data driven planning	**Your Evidence:** What led you to your above assessment? Please, provide examples to support and illustrate your thinking. **Next Steps:** How do you propose to move to the next level? What steps might your Center take?			

Criteria	exemplary	proficient	developing	emerging
2) PB members and staff use a variety of strategies and techniques for identifying the professional growth needs of constituents.	Uses a variety of strategies and techniques **yearly** for identifying the professional growth needs of constituents.	Uses a variety of strategies and/or techniques for identifying the professional growth needs of constituents.	Uses one strategy and/or technique for identifying the professional growth needs of constituents.	Rarely or never identifies the professional growth needs of constituents.

Possible Evidence:

Uses and reviews workshop/course feedback forms

Conducts an annual needs assessment

Uses information and aligns with Professional Development Plans

Conducts informal conversations about PD needs

Conducts focus groups

Your Evidence: What led you to your above assessment? Please, provide examples to support and illustrate your thinking.

Next Steps: How do you propose to move to the next level? What steps might your Center take?

Criteria	exemplary	proficient	developing	emerging
3) PB members and staff design and implement a variety of activities and programs responsive to needs assessment and evaluation data.	A variety of PD activities and programs are explicitly linked to planned and regularly collected needs assessment and evaluation data.	One or two activities and programs are linked to planned and regularly collected needs assessment and evaluation data.	A variety of PD activities and programs are offered, but not linked to planned and regularly collected needs assessment and evaluation data.	A variety of PD activities and programs are not offered.

Possible Evidence: Course and workshop offerings Mini-grants Conference grants Logic models District professional development grants New teacher training PLCs sponsored	**Your Evidence:** What led you to your above assessment? Please, provide examples to support and illustrate your thinking. **Next Steps:** How do you propose to move to the next level? What steps might your Center take?

Criteria	exemplary	proficient	developing	emerging
4) PB members and staff align local needs with state initiatives, standards and assessments.	All PD is designed to align local needs with state initiatives, standards and assessments.	Some PD is designed to align local needs with state initiatives, standards and assessments.	PD may align local needs with state initiatives, standards and assessments, but is not designed with that intent.	PD does not align local needs with state initiatives, standards and assessments.

Possible Evidence: Offer workshops on mentoring; NYS assessments scoring training; Thinkfinity; etc. Supports districts in their work to prioritize the curriculum and develop content maps Ties PD with the work of Regional School Support Centers within districts	**Your Evidence:** What led you to your above assessment? Please, provide examples to support and illustrate your thinking. **Next Steps:** How do you propose to move to the next level? What steps might your Center take?

Criteria	exemplary	proficient	developing	emerging
5) PB members and staff enable teachers to participate in collaborative program design.	Offers a variety of official opportunities each year that enable teachers to participate in collaborative program design.	Regularly offers some opportunities that enable teachers to participate in collaborative program design.	Sometimes offers opportunities that enable teachers to participate in collaborative program design.	Does not offer opportunities that enable teachers to participate in collaborative program design.

Possible Evidence: Work with teacher facilitators/presenters to design programs Work together to design effective evaluation of programs Teachers submit program ideas or work with the Center's Program Committee Design Your Own PD programs	**Your Evidence:** What led you to your above assessment? Please, provide examples to support and illustrate your thinking. **Next Steps:** How do you propose to move to the next level? What steps might your Center take?

Criteria	exemplary	proficient	developing	emerging
6) PB members and staff address educators' needs at different stages of their careers by providing opportunities for reflection and inquiry.	Reflection and inquiry is built into PD that is designed for the different career stages of educators.	PD is designed for the different career stages of educators, and reflection and inquiry may be present.	PD is designed for the different career stages of educators. Reflection and inquiry is not present.	PD is not designed to address educators' needs at different stages of their careers.

Possible Evidence: Content specific network meetings Study groups within a single district or building Action research grants Mentoring & induction programs Professional learning communities Peer review opportunities for new teachers Collegial Circles	**Your Evidence:** What led you to your above assessment? Please, provide examples to support and illustrate your thinking. **Next Steps:** How do you propose to move to the next level? What steps might your Center take?

Criteria	exemplary	proficient	developing	emerging
7) PB members and staff collaborate with school districts and other organizations and agencies to enhance the range of program opportunities.	Collaborates on numerous occasions with school districts outside the LEA and other organizations and agencies to enhance the range of program opportunities.	Sometimes collaborates with school districts outside the LEA and other organizations and agencies to enhance the range of program opportunities.	Collaborates with LEA to provide program opportunities.	Does not collaborate with school districts, LEA and other organizations and agencies to provide program opportunities.

Possible Evidence: Co-sponsored workshops with area teacher centers Work with TC Network to provide conferences or programs Higher Ed. collaborations Outside grants Collaborate with BOCES Staff Development, SETRC, CIS and Model Schools to offer seamless support to districts	**Your Evidence:** What led you to your above assessment? Please, provide examples to support and illustrate your thinking. **Next Steps:** How do you propose to move to the next level? What steps might your Center take?

Criteria	exemplary	proficient	developing	emerging
8) Policy Board members and staff use student data to identify professional development needs.	Comprehensive plans exist and are used to utilize student data to identify professional development needs.	Some plans exist to use student data to identify professional development needs.	Student data is sometimes used to identify professional development needs.	Student data is not used to identify professional development needs.

Possible Evidence: Collect and review districts PDPs Utilize state test data Refer to and use SED's list of schools in need of improvement Conference with district's administrators and teachers to determine students' needs and plan aligned PD.	**Your Evidence:** What led you to your above assessment? Please, provide examples to support and illustrate your thinking. **Next Steps:** How do you propose to move to the next level? What steps might your Center take?