

**Oklahoma State Department of Education  
Office of Standards and Curriculum**

**Essential Elements Rubric**

<b>Element 6, Indicator 6.1:</b> All teachers and school leadership collaboratively develop written individual professional development plans based on school goals.			
<b>6.1 Rubric</b>			
<b>1 = Little or no development and implementation</b>	<b>2 = Limited development or partial implementation</b>	<b>3 = Fully functioning at operational level of development and implementation</b>	<b>4 = Exemplary level of development and implementation</b>
School leadership and teachers rarely identify professional needs of individual teachers.	School leadership and teachers identify professional needs of individual teachers, but it is primarily through the evaluation process.	School leadership and teachers base decisions concerning professional development on the results of analysis of student achievement data and formal personnel evaluations.	School leadership and teachers base decisions concerning professional development on the results of analysis of student achievement data, formal personnel evaluations, and the school goals as identified in the comprehensive school improvement plan.
School leadership and teachers do not have a written individual professional development plan.	School leadership and teachers have a written individual professional development plan, but the plan is not based on school goals.	School leadership and teachers collaboratively develop a written individual professional development plan based on school goals.	School leadership and teachers collaboratively develop a written individual professional development plan that is aligned with school goals and faculty and student learning needs.

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**Essential Elements Rubric**

<b>Element 6, Indicator 6.2:</b> School leadership provides opportunities for teachers to share their teaching skills with other teachers to build instructional capacity.			
<b>6.2 Rubric</b>			
<b>1 = Little or no development and implementation</b>	<b>2 = Limited development or partial implementation</b>	<b>3 = Fully functioning at operational level of development and implementation</b>	<b>4 = Exemplary level of development and implementation</b>
School leadership provides few opportunities for teachers to share teaching skills during professional development.	School leader provides limited opportunities for teachers to share teaching skills during professional development.	School leadership provides multiple opportunities for teachers to share teaching skills during professional development.	School leadership schedules regular opportunities for teachers to develop and lead professional development.
Few teachers participate in study groups to build instructional capacity.	Some teachers participate in study groups, but the information is not shared with the rest of the staff.	Teachers participate in study groups and share the information with the rest of the staff.	School leadership and teachers collaboratively schedule regular meeting times for study groups and develop a formal process for sharing information with the rest of the staff.
School leadership provides few opportunities for teachers to participate in professional learning communities to collaborate, review student work, review best practices, and receive ongoing professional development and support.	School leadership provides some opportunities for teachers to participate in professional learning communities to collaborate, review student work, review best practices, and receive ongoing professional development and support.	School leadership provides sufficient opportunities for teachers to participate in professional learning communities to collaborate, review student work, review best practices, and receive ongoing professional development and support.	School leadership schedules protected time in professional learning communities to collaborate, review student work, review best practices, and receive ongoing professional development. School leadership takes an active role in the professional learning communities and monitors implementation of strategies recommended by professional learning communities.

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**Essential Elements Rubric**

<b>Element 6, Indicator 6.3:</b> School leadership provides professional development for individual teachers directly connected to the Oklahoma indicators of effective teaching.			
<b>6.3 Rubric</b>			
<b>1 = Little or no development and implementation</b>	<b>2 = Limited development or partial implementation</b>	<b>3 = Fully functioning at operational level of development and implementation</b>	<b>4 = Exemplary level of development and implementation</b>
School leadership does not provide professional development for individual teachers connected to the Oklahoma indicators of effective teaching.	School leadership provides professional development for individual teachers but it is not directly connected to the Oklahoma indicators of effective teaching.	School leadership provides professional development for individual teachers directly connected to the Oklahoma indicators of effective teaching.	School leadership forms decisions concerning professional development for individual teachers based on data connected to the Oklahoma indicators of effective teaching.

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**Essential Elements Rubric**

<b>Element 6, Indicator 6.4:</b> <i>School planning team uses goals for student learning to determine professional development priorities for all staff.</i>			
<b>6.4 Rubric</b>			
<b>1 = Little or no development and implementation</b>	<b>2 = Limited development or partial implementation</b>	<b>3 = Fully functioning at operational level of development and implementation</b>	<b>4 = Exemplary level of development and implementation</b>
School planning team rarely reviews student achievement data to determine priorities for school professional development.	School planning team reviews student achievement data but does not use the results to determine priorities for school professional development.	School planning team reviews student achievement data and uses the results to determine priorities for school professional development.	School planning team studies longitudinal comparisons of the collected data to identify emerging trends and sets priorities for school professional development.
School planning team provides professional development offerings that are random and not connected to the enhancement of professional practice, academic expectations, or student learning goals such as Smart Goals.	School planning team provides traditional professional development that is not focused on enhanced professional practice nor is tightly aligned with academic expectations and student learning goals such as Smart Goals.	School planning team provides high quality professional development that is focused on enhanced professional practice and aligned with academic expectations and student learning goals such as Smart Goals.	Collegial support and job-embedded coaching is provided to ensure teacher efficacy and enhanced professional practice that is observable in the classroom.
Few staff members participate in effective professional development that will update their content knowledge and integrate the acquired knowledge into classroom instruction to improve student learning.	Some staff members participate in effective professional development that will update their content knowledge and integrate the acquired knowledge into classroom instruction to improve student learning.	Staff members participate in effective professional development that will update their content knowledge and integrate the acquired knowledge into classroom instruction to improve student learning.	Staff members participate in effective professional development that will update their content knowledge and integrate the acquired knowledge into classroom instruction to improve student learning. Participants use knowledge gained through content area professional development to coach and mentor colleagues, providing practical support and encouragement for classroom-focused improvement.

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**Essential Elements Rubric**

<b>Element 6, Indicator 6.5:</b> All staff (principals, teachers, and paraprofessionals) participates in professional development that is high quality, ongoing, and job-embedded.			
<b>6.5 Rubric</b>			
<b>1 = Little or no development and implementation</b>	<b>2 = Limited development or partial implementation</b>	<b>3 = Fully functioning at operational level of development and implementation</b>	<b>4 = Exemplary level of development and implementation</b>
Few staff participates in high quality, job-embedded, and ongoing professional development through a variety of formats.	Some staff participates in high quality, job-embedded, and ongoing professional development through a variety of formats.	Staff participates in high quality, job-embedded, and ongoing professional development through a variety of formats.	Staff establishes small-group work teams to provide professional development by sharing responsibility for their own learning and providing assistance to one another through collegial support and coaching.
Staff receives inadequate time to reflect, discuss, and process new learning during professional development.	Staff occasionally receives time to reflect, discuss, and process new learning during professional development.	Staff regularly receives adequate time to reflect, discuss, and process new learning during professional development.	A formal policy provides staff with procedures to share reflections with colleagues..
Few staff receive job-embedded professional development with an emphasis on sustained and continuous growth.	Some staff receive job-embedded professional development with an emphasis on sustained and continuous growth.	Staff receives job-embedded professional development with an emphasis on sustained and continuous growth.	Staff shares responsibilities, by policy and practice, to construct and share ongoing and high quality professional development with emphasis on sustained and continuous growth.

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**Essential Elements Rubric**

<b>Element 6, Indicator 6.6:</b> <i>School planning team designs professional development that has a direct connection to the analysis of student achievement data.</i>			
<b>6.6 Rubric</b>			
<b>1 = Little or no development and implementation</b>	<b>2 = Limited development or partial implementation</b>	<b>3 = Fully functioning at operational level of development and implementation</b>	<b>4 = Exemplary level of development and implementation</b>
School planning team rarely designs ongoing professional development based on the analysis of student achievement data.	School planning team occasionally designs ongoing professional development based on the analysis of student achievement data.	School planning team designs ongoing professional development based on the analysis of student achievement data.	Ongoing professional development on the analysis of student achievement data is provided for all teachers.
School planning team rarely provides ongoing professional development based on the analysis of student achievement data.	School planning team occasionally provides ongoing professional development based on the analysis of student achievement data.	School planning team provides ongoing professional development based on the analysis of student achievement data.	School planning team provides ongoing professional development based on the analysis of student achievement data.
School planning team rarely collects data on the impact of professional development on student achievement.	School planning team occasionally collects data on the impact of professional development on student achievement.	School planning team collects data on the impact of professional development on student achievement.	School planning team collects data on the impact of professional development on student achievement.

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**Essential Elements Rubric**

<b>Element 6, Indicator 6.7:</b> School leadership implements a clearly defined formal teacher evaluation process to ensure that all teachers are highly qualified and highly effective.			
<b>6.7 Rubric</b>			
<b>1 = Little or no development and implementation</b>	<b>2 = Limited development or partial implementation</b>	<b>3 = Fully functioning at operational level of development and implementation</b>	<b>4 = Exemplary level of development and implementation</b>
The local board of education does not have policy and/or procedures regarding the evaluation of personnel.	The local board of education has adopted policy and/or procedures regarding the evaluation of personnel, but the policies are not fully implemented by school leadership.	The local board of education has adopted policy, and school leadership has implemented procedures regarding the evaluation of all personnel that meet state requirements.	The local board of education has adopted policy and school leadership has implemented procedures regarding the evaluation of all personnel that surpasses state requirements (e.g., frequent, documented classroom walk-throughs).
School leadership does not inform certified staff members of the annual evaluation process.	School leadership distributes copies of the evaluation plan to certified personnel, but no opportunity for explanation and discussion is provided within the required timeframe.	School leadership meets with each certified staff member within 30 days following his/her first working day to explain and discuss the evaluation process.	Staff members regularly participate with school leadership in reviews of the evaluation process, including discussions and reflections that provide an impetus for individual professional growth.
School leadership, in the evaluation of certified personnel, does not focus on the student learning goals of the comprehensive school improvement plan nor the individual growth needs of staff members.	School leadership, in the evaluation of certified personnel, focuses on the student learning goals of the comprehensive school improvement plan or the individual growth needs of staff members, but not both.	School leadership, in the evaluation of certified personnel, focuses on the student learning goals of the comprehensive school improvement plan and the individual growth needs of staff members.	School leadership focuses the evaluation of certified personnel on the student learning goals of the comprehensive school improvement plan, the individual growth needs of staff members, and the projected long-term needs of the school and district.

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**Essential Elements Rubric**

<b>Element 6, Indicator 6.8:</b> School leadership implements a process for all staff to participate in reflective practice and collect schoolwide data to plan professional development.			
<b>6.8 Rubric</b>			
<b>1 = Little or no development and implementation</b>	<b>2 = Limited development or partial implementation</b>	<b>3 = Fully functioning at operational level of development and implementation</b>	<b>4 = Exemplary level of development and implementation</b>
School leadership has no process to collect schoolwide data to plan professional development.	School leadership has a process to collect schoolwide data, but it is not used to plan professional development.	School leadership implements a process to collect schoolwide data to plan professional development.	School leadership implements a process for all staff to collect schoolwide data to plan professional development. School leadership and staff design a means to disaggregate, analyze the data patterns, and plan professional development to provide interventions for student growth.
Few staff participates in reflective practice.	Some staff participates in reflective practice.	Staff participates in reflective practice.	All staff participates in reflective practice and implement resulting strategies in classrooms.

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**Essential Elements Rubric**

<b>Element 6, Indicator 6.9:</b> School leadership provides adequate time and appropriate fiscal resources for professional development.			
<b>6.9 Rubric</b>			
<b>1 = Little or no development and implementation</b>	<b>2 = Limited development or partial implementation</b>	<b>3 = Fully functioning at operational level of development and implementation</b>	<b>4 = Exemplary level of development and implementation</b>
School leadership rarely provides the appropriate and equitable allocation of professional development resources (e.g., funds, substitute teachers, professional training programs, curriculum, support staff).	School leadership occasionally provides the appropriate and equitable allocation of professional development resources (e.g., funds, substitute teachers, professional training programs, curriculum, support staff).	School leadership provides the appropriate and equitable allocation of professional development resources (e.g., funds, substitute teachers, professional training programs, curriculum, support staff).	School leadership evaluates and modifies policy as necessary to ensure professional development activities are focused on identified needs. School leadership monitors implementation of procedures to ensure professional development resources are appropriately and equitably allocated among all staff members.
School leadership does not provide adequate time for professional development.	School leadership provides minimal time for professional development.	School leadership provides adequate time for professional development.	School leadership collaborates with outside sources to obtain all possible funding and to maximize the impact of that funding on professional development.

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**Essential Elements Rubric**

<b>Element 6, Indicator 6.10:</b> All teachers participate in professional development that increases knowledge of child and adolescent development, encourages the use of effective pedagogy, supports techniques for increasing student motivation, and addresses the diverse needs of students in an effective manner.			
<b>6.10 Rubric</b>			
<b>1 = Little or no development and implementation</b>	<b>2 = Limited development or partial implementation</b>	<b>3 = Fully functioning at operational level of development and implementation</b>	<b>4 = Exemplary level of development and implementation</b>
Few teachers participate in professional development that increases knowledge of child and adolescent development.	Some teachers participate in professional development that increases knowledge of child and adolescent development.	Teachers participate in professional development that increases knowledge of child and adolescent development.	Teachers participate in professional development that increases knowledge of child and adolescent development and revise curriculum and instruction accordingly.
Few teachers participate in professional development that encourages the use of effective pedagogy.	Some teachers sometimes participate in professional development that encourages the use of effective pedagogy.	Teachers participate in professional development that encourages the use of effective pedagogy.	Teachers participate in professional development that encourages the use of effective pedagogy and revise curriculum and instruction accordingly.
Few teachers participate in professional development that supports techniques for increasing student motivation.	Some teachers sometimes participate in professional development that supports techniques for increasing student motivation.	Teachers participate in professional development that supports techniques for increasing student motivation.	Teachers participate in professional development that supports techniques for increasing student motivation and revise curriculum and instruction accordingly.
Few teachers participate in professional development that addresses the diverse needs of students in an effective manner.	Some teachers sometimes participate in professional development that addresses the diverse needs of students in an effective manner.	Teachers participate in professional development that addresses the diverse needs of students in an effective manner.	Teachers participate in professional development that addresses the diverse needs of students in an effective manner and revise curriculum and instruction accordingly.

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**Essential Elements Rubric**

<b>Element 6, Indicator 6.11:</b> <i>School leadership provides opportunities for teachers to actively participate in collaboration and to engage in peer observations to improve classroom practice across disciplines and programs.</i>			
<b>6.11 Rubric</b>			
<b>1 = Little or no development and implementation</b>	<b>2 = Limited development or partial implementation</b>	<b>3 = Fully functioning at operational level of development and implementation</b>	<b>4 = Exemplary level of development and implementation</b>
School leadership provides limited opportunities for teachers to actively participate in collaboration to improve classroom practice across disciplines and programs.	School leadership provides some opportunities for teachers to actively participate in collaboration to improve classroom practice across disciplines and programs.	School leadership provides multiple opportunities for teachers to actively participate in collaboration to improve classroom practice across disciplines and programs.	School leadership provides multiple opportunities for teachers to actively participate in collaboration and implement strategies in classrooms.
School leadership provides few scheduled times within the school day for teachers to engage in peer observations to improve classroom practice across disciplines and programs.	School leadership provides some scheduled times within the school day for teachers to engage in peer observations to improve classroom practice across disciplines and programs.	School leadership provides regularly scheduled times within the school day for teachers to engage in peer observations to improve classroom practice across disciplines and programs.	School leadership provides regularly scheduled times within the school day for teachers to engage in peer observations. Participants share information obtained from peer observations to improve classroom practice across disciplines and programs.

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**Essential Elements Rubric**

<b>Element 6, Indicator 6.12:</b> School planning team designs professional development that promotes effective classroom management skills.			
<b>6.12 Rubric</b>			
<b>1 = Little or no development and implementation</b>	<b>2 = Limited development or partial implementation</b>	<b>3 = Fully functioning at operational level of development and implementation</b>	<b>4 = Exemplary level of development and implementation</b>
School planning team seldom designs professional development that promotes effective classroom management skills.	School planning team sometimes designs professional development that promotes effective classroom management skills.	School planning team regularly designs professional development that promotes effective classroom management skills.	School planning team designs professional development that promotes effective classroom management skills, encourages implementation of best practices, and then measures effect with classroom walk-throughs.

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**Essential Elements Rubric**

<b>Element 6, Indicator 6.13:</b> <i>School leadership uses the evaluation process to provide teachers with follow-up and support to change behavior and instructional practices.</i>			
<b>6.13 Rubric</b>			
<b>1 = Little or no development and implementation</b>	<b>2 = Limited development or partial implementation</b>	<b>3 = Fully functioning at operational level of development and implementation</b>	<b>4 = Exemplary level of development and implementation</b>
School leadership seldom works with teachers to develop individual professional development goals during the evaluation process.	School leadership occasionally works with teachers to develop individual professional development goals during the evaluation process.	School leadership works with teachers to develop individual professional development goals during the evaluation process.	School leadership works with teachers to develop individual professional development goals during the evaluation process.
School leadership provides limited or no meaningful feedback to teachers as an integral part of the evaluation process to challenge teacher thinking and to change behavior.	School leadership provides occasional meaningful feedback to teachers as an integral part of the evaluation process to challenge teacher thinking and to change behavior.	School leadership provides regular, meaningful feedback to teachers as an integral part of the evaluation process to challenge teacher thinking and to change behavior.	School leadership and teachers engage in interactive discourse and establish an ongoing feedback loop focused on long-term strategic changes in teacher behavior and practice as an integral part of the evaluation process.
School leadership provides teachers with inadequate follow-up and support to ensure that the evaluation process results in improved instructional practice and higher student achievement.	School leadership provides teachers with occasional follow-up and support to ensure that the evaluation process results in improved instructional practice and higher student achievement.	School leadership provides teachers with adequate follow-up and support to ensure that the evaluation process results in improved instructional practice and higher student achievement.	School leadership provides teachers with exemplary follow-up and support to ensure that the evaluation process results in improved instructional practice (e.g., professional development, follow-up, fiscal resources, materials) and higher student achievement.