

Wisconsin Personnel Development Model (WPDM) Rubric for Implementation

Introduction:

The purpose of this profile is to guide district/building administrators, professional development (PD) leadership teams, and PD providers in conducting a self-analysis of the effectiveness of their district/building professional development. By reviewing what is in place for PD at the district and building level, district leaders have an opportunity to make adjustments and add supports to ensure that the professional development provided to teachers results in improved instructional practices and increased student achievement. This rubric is offered as a tool to analyze and describe the status of PD plans, processes, and learning opportunities.

The rubric steps, dimensions, and descriptors follow the Wisconsin Personnel Development Model (WPDM). A description of the desired level of full implementation of effective practice is listed in the right column (Level 4). Four levels are offered to provide practitioners with descriptions that show progress from non-implementation on the left, with movement toward effective practices and procedures on the right. Ratings are offered to indicate the levels of attention that are needed to move from non-implementation to full implementation of the WPDM steps.

To complete this rubric, read the definition of the step and the descriptors for each dimension, and then highlight or mark the number that most reflects the status of your district. If your situation is best described by statements in more than one level, you may also underline items that describe your status. Space is provided to identify evidence sources that support the ratings at each step of the model.

Definitions & Key to the ratings:

4= Fully implemented, ready to showcase and use as an example for others

3= Adjustments and some refinement may be needed

2= Additional attention and effort needed to fully develop this element

1= Intensive technical assistance needed

Step 1: Collecting and Analyzing Student Data

Identifying student need is the first step in designing professional development intended to improve student learning. Collecting and analyzing information about student performance in areas of interest enables a district and/or school to set priorities. If professional development is to impact student learning, it must precisely align with student need.

Key to ratings (Full description on page 1)

4=Fully implemented 3=Some adjustments and refinement needed 2=Additional attention/effort needed 1=Intensive technical assistance needed

Dimension 1: Uses analysis of multiple sources of data.			
1	2	3	4
Only one source of data is provided with little or no analysis.	Scores are provided for multiple sources of data. Little analysis and interpretation are apparent.	Data are collected from multiple sources, but not analyzed and displayed in a way that makes data understandable to staff and families. Documentation includes a general summary of the findings with interpretation about patterns, trends, and implications. Analysis is general and of limited help in making decisions about practice.	Multiple sources of data are displayed in a way that facilitates dialogue with staff and is understandable to families. A written summary of findings about student achievement with interpretation about patterns, trends, and implications has been shared with faculty and families. Analysis provides enough detail to lead to decisions about practice.
Dimension 2: Analysis of subgroup data.			
1	2	3	4
There is no analysis of subgroup data—only scores are provided.	Analysis of subgroup data is reported in nonspecific terms so that conclusions about needs are difficult to make.	Analysis of subgroup data includes findings and implications for some, but not all subgroups represented in the district.	Analysis includes the general population as well as findings and implications for all subgroups represented in the district.

Dimension 3: Leadership team and administrator(s) use and interpret data.

<p style="text-align: center;">1</p> <p>Staff has not been engaged in the use of data.</p>	<p style="text-align: center;">2</p> <p>The leadership team has reviewed the data but has not worked with faculty on studying data and discussing implications.</p> <p>Data have been reported to staff and families without opportunities to discuss implications.</p>	<p style="text-align: center;">3</p> <p>The leadership team has worked with the data and formed some conclusions but administrators do not routinely model the interpretation and use of data.</p> <p>School administrator has reported findings to others with little discussion.</p> <p>The full faculty and families have not been engaged in dialogue about findings and implications.</p>	<p style="text-align: center;">4</p> <p>The leadership team, including the school administrators, has been fully engaged in sharing information about findings and actively model how to use and interpret data.</p> <p>The team has discussed the data and implications for instruction and student improvement.</p> <p>The leadership team has engaged the faculty in dialogue about the data and implications.</p> <p>Families are involved in and informed about the data gathering and interpretation process.</p>
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Check all Evidence Sources for this step:

- Surveys Participation in data retreats Intervention plans Decision-making rubrics
- Evidence of utilization of action plan results/data Participation logs for district, school, grade/subject team data retreats
- Team minutes showing analysis of data Assessments (State, District/Local, Classroom-Based, Individual Student)
- Formative and summative data analysis – using data to drive future decisions
- Documented communication with families about results of district data analysis
- Data displayed on website, newsletters, bulletin boards, showcases, board minutes
- Record of parent participation in professional development activities
- Documentation of professional development activities and staff participation aligned with data for decision making
- Other (please list):

Additional Notes:

Step 2: Goal Setting for Student Learning

Clear statements of expectations regarding student learning allow schools and districts to focus professional development resources and energy on achievable goals. The intent of professional development is to increase the learning of all students while attending to the learning needs of subgroups of students. If professional development content is to accomplish the desired increases in student learning, the goals for student learning must be explicit and concrete.

Key to ratings (Full description on page 1)

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Dimension 4: Professional development goals are focused on student outcomes.			
<p>1</p> <p>PD goals are not based on student data and district goals.</p>	<p>2</p> <p>The PD goals include long and short term goals related to procedures and process rather than instruction. Goals focus on adult or systems variables rather than on student outcomes. (Example: how to administer assessments, culture of building, scheduling alternatives etc.).</p>	<p>3</p> <p>PD goals are related to district/school goals for improving student academic or behavioral outcomes. PD goals include long and short term goals, but do not include progress monitoring goals.</p>	<p>4</p> <p>Leadership team, including administrators and teachers, has identified professional development goals that are focused on improving student academic or behavioral outcomes.</p> <p>The team has set long and short term goals related to district/school goals for student learning.</p> <p>PD provides skill training and progress monitoring.</p>
Dimension 5: PD Goals are aligned with data.			
<p>1</p> <p>District goals are set but they are not aligned with data and do not include professional development components.</p>	<p>2</p> <p>There is no coupling among data, district goals, or PD goals.</p>	<p>3</p> <p>District goals are aligned with data, but the PD goals are not related to the district goals.</p>	<p>4</p> <p>District goals and PD goals are aligned with data. There is tight coupling among the data, district goals, and the PD goals.</p>

Dimension 6: PD Goals are specific and based on the PD model and district goals.

1 PD is a set of events without any goal. Lack of focus is evident.	2 PD goals are too narrow and limited to single strategy that will not accomplish improved outcomes for all students.	3 PD goals are broad. Lack of specificity makes it difficult to select the strategy/model that teachers need to learn to accomplish gains in student achievement.	4 PD goals are based on the PD model and district goals and have a specific focus.
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Dimension 7: There is a singular focus at the district/building for PD.

1 PD is a menu of training topic options.	2 There are more than 3 focus areas for PD.	3 There are 2-3 focus areas for PD that a faculty will need to address at one time.	4 There is a singular focus at the district/building for PD—faculty will be able to focus on one major area at a time. There are variations at the building level based on data.
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Check all Evidence Sources for this step:

- Annual professional development plan with explicit vision and goals directly related to student learning.
- Evidence of an identified professional development target (e.g. reading, math, social-emotional).
- Evidence that professional development is sustained, on-going, research-based and embedded in teachers’ practice (e.g. agendas for scheduled professional development activities)
- Surveys – professional development needs and perceptions of effectiveness
- Evidence of efforts to support staff application of new learning into instructional practice.
- Other (please list):

Additional Notes:

Step 3: Selecting Content

Content selected for collective study by schools and districts must be supported by evidence that it can accomplish the goals set for student learning. A district should be confident that the content they choose to study has been found to improve student achievement. A process for selecting content will include: a review of research on curricular and instructional innovations with a history of success in the areas identified for student improvement; a review of current knowledge and practices in the district/school; alignment with the Wisconsin Teaching Standards; and documentation that the practices are supported by scientifically-based research.

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Dimension 8: Administrators, teachers, and families were engaged in the decision making about the program, model, and strategy.			
1 Criteria and process for selection of content are unclear.	2 Content was chosen by central office and/or administration. Building leadership teams were not part of the process used to study the research base and make decisions.	3 Leadership teams chose the content following an appropriate process, but without input from staff, families and the community.	4 Content was selected based on student need and district or school goals. The leadership team used a decision-making process for selection of content based on evidence-based research. Appropriate criteria were used to judge the quality of research. Teachers, families, and the community were represented in the decision making about the appropriateness of the program, model, and strategy.
Dimension 9: Administrators and families are well informed about the program/model/strategy.			
1 Administrators and families are not involved in the selection of content.	2 Administrators consider the selection of content and the need to be familiar with the rationale for selection as someone else's responsibility.	3 Administrators know the strategy selected, and can explain the rationale and research that justifies the selection of these practices for study. They know what student outcomes will be accomplished.	4 Administrators are able to clearly articulate the PD program for the district or school; why this program, model, or strategy was selected, and what student outcomes will be accomplished.

		Information has not been communicated to the faculty, families and community.	This information is communicated to the faculty, families and community.
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Dimension 10: Content is well grounded in research base.

1	2	3	4
Content was selected based on testimonial data or studies/articles without a research foundation. No apparent research base or studies were used.	A list of references is provided, but these sources have never been reviewed to check the type of intervention, population, effect, size, etc.	Content is research related. Practices listed may be based on research done on single strategies, but this combination of strategies has never been evaluated using an experimental or quasi-experimental design.	Content is well grounded in research base—strategies are supported with studies that meet definitions of scientifically-based research. A documented source was used to make sure research is of high quality.

Check all Evidence Sources for this step:

- Participation in data retreats.
- Documentation of identification process for research or evidence-based curricula and strategies.
- Clearly defined rationale for the selection of the professional development activities that is communicated to school staff and families.
- List of resources containing research-based strategies available for teachers.
- Other (please list):

Additional Notes:

Step 4: Designing Action Plans for Professional Development or Training and Learning Opportunities

The professional development process must ensure that teachers have adequate opportunities to learn and implement new curriculums, instructional strategies, and assessments. Teachers need to have sufficient workshop and workplace supports to develop a deep understanding of the theory of the strategy/model they are learning. Professional development design will build in time for teachers to learn together and to collaborate with each other. If teachers have opportunities to learn new content and implement it in their classrooms, the investment in professional development will pay off in increased student learning. *If professional development is based on powerful and proven content and implemented as designed, students will benefit.*

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Dimension 11: Design includes theory, demonstration, practice, feedback and coaching.			
<p>1</p> <p>The district plan does not provide details about the design. There is no building plan.</p>	<p>2</p> <p>There is a building and a district PD plan, but plans do not include all of the components of effective PD.</p>	<p>3</p> <p>Plan references elements of effective PD (theory, demonstration, practice, feedback, coaching) but lacks description about how these will be provided.</p>	<p>4</p> <p>An action plan or building/district plan has been developed. The design for PD includes details about the workshop and workplace supports including:</p> <ul style="list-style-type: none"> • Theory • Demonstration • Practice • Feedback • Coaching
Dimension 12: Adequate time for training is provided.			
<p>1</p> <p>Design doesn't address time.</p>	<p>2</p> <p>Time is limited. Design focuses on theory.</p>	<p>3</p> <p>Time is provided but is not adequate to fully support practice, feedback and peer coaching for all teachers.</p>	<p>4</p> <p>Design describes how time will be made available for intensive PD training.</p> <p>Training is distributed and occurs intermittently throughout the school year.</p> <p>Adequate time for training is provided.</p>

Dimension 13: All teachers responsible for instruction are included in training and learning opportunities and collaboration.			
<p>1</p> <p>Professional development is optional—teachers engage on voluntary basis.</p>	<p>2</p> <p>A few teachers participate in training with the intent of "training-the-trainer" without provisions for supporting the scaling up.</p>	<p>3</p> <p>Subset of faculty is included in training and learning and collaboration.</p>	<p>4</p> <p>There is an expectation that all teachers are engaged in professional learning.</p> <p>All teachers responsible for instruction are included in training and learning opportunities and collaboration.</p> <p>Parents are included in appropriate professional development activities.</p>
Dimension 14: Training and learning opportunities are distributed throughout the year.			
<p>1</p> <p>In-service days are used as work days and for other non-PD purposes.</p>	<p>2</p> <p>Training and learning opportunities occur monthly or less.</p>	<p>3</p> <p>Training and learning is distributed throughout the year but not on a regularly scheduled basis.</p>	<p>4</p> <p>Training and learning opportunities are distributed throughout the year.</p> <p>PD time is provided on a regular basis, using combinations of scheduling options. (Examples: early release or late start faculty meetings, common planning time, etc.).</p>
Dimension 15: Training and learning opportunities are adjusted and refined based on data.			
<p>1</p> <p>PD is exclusively a lecture that focuses on theory.</p>	<p>2</p> <p>PD focuses on theory and includes demonstration but does not involve practice, feedback or coaching.</p>	<p>3</p> <p>Training and learning opportunities are varied and include all design elements; theory, demonstration, practice, feedback and coaching but are</p>	<p>4</p> <p>Training and learning opportunities focus on gaining knowledge through exploration of theory using discussion, readings and lecture.</p>

		not routinely adjusted and refined to address needs identified from student and teacher data.	Demonstration or modeling of skills is used to facilitate learning and an understanding of the theory followed by the practice of the skill under simulated conditions in settings that closely approximate the workplace and include coaching and feedback. Once the skill is implemented in the classroom, student data and teacher implementation data is collected and training/learning opportunities adjusted and refined based on the data.
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Dimension 16: Plan includes details for involving and informing parents.

1 Parents are not included in the plan.	2 Parents are informed on some aspects of professional development, but not involved in implementation of the plan.	3 Parents are informed about some aspects of the program but not all. The plan has some parent involvement but not as full partners and not in all stages. Educator training in working with parents is lacking.	4 The action plan details how parents will be involved and informed about all stages of the cycle. The plan includes training for parents on all aspects, particularly on how to help at home. Educators are trained on how to work with parents. Parents are informed in their native language.
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Check all evidence sources for this step:

- Building and district action plans for professional development which includes practice and support activities.
- Evidence that parents were informed and involved in understanding the outcomes of professional development activities.
- Timeline for professional development activities over the course of the school year.
- Other (please list):

Additional Notes:

Step 5: Collaboration/Implementation

Professional development is a continuous process rather than a one-time event. To be able to transfer new learning into the classroom, teachers need multiple opportunities to see demonstrations, plan together, work out problems, rehearse new lessons, develop materials, engage in peer coaching, and observe each other. The collaborative routines needed for supporting these actions must be planned for, supported, and monitored. What staff developers learn from the study of implementation will inform decisions about future training, the need for support, and adjustments in the learning opportunities. If new content is to be learned and implemented in classrooms so that students benefit, teachers need ongoing training, the collegiality of peers as they plan and develop lessons and materials and study their implementation, and interim measures to judge the success of their efforts.

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Dimension 17: Adequate time is provided for collaboration related to effective PD.			
1 There is no specific schedule for collaborative meeting time.	2 Time planned for collaboration is insufficient to support implementation of collaborative activities related to effective PD. Meetings are less than 30 minutes.	3 Time is provided for collaboration, but meetings do not address PD implementation issues based on student and teacher data.	4 Adequate time for collaboration is provided. Teachers meet frequently (about once a week) for approximately 30 minutes to participate in collaborative activities such as developing lessons, sharing experiences and insights and to problem-solve difficulties with implementation of new learning. A schedule is established and announced to all staff.
Dimension 18: The PD implementation plan describes what the teachers will be studying and putting in place in the classroom.			
1 There is no PD implementation plan that addresses new learning of skills by the teachers.	2 The PD implementation plan describes what the teachers will be studying and putting into practice in the classroom. Teachers are unclear about the details of the plan.	3 The implementation plan describes what the teachers will be studying and putting into practice in the classroom and includes expectations for frequency of use. The plan is clear to each teacher but has not been	4 The implementation plan describes what the teachers will be studying and putting into practice in the classroom and includes expectations for frequency of use.

		shared with others in the school, families or community.	<p>The plan is clear to each teacher involved in implementation.</p> <p>The implementation plan is shared with others in the school, families, and community.</p>
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Check all evidence sources for this step:

- Evidence of professional learning community: norms, meeting agendas and minutes, collaborative work
- Regularly scheduled meetings to discuss student work at grade level and in problem solving teams.
- Evidence that instructional leaders support teacher growth in regard to professional development initiatives (e.g. attendance at grade level meetings; allocation of time)
- Other (please list):

Additional Notes:

Step 6: Ongoing Data Collection and Analysis

Data collection and analysis begins the process of determining effective PD and must be ongoing throughout the various steps. Step 6 reminds us of the importance of adjusting instruction and determining if students are meeting benchmarks.

Key to ratings (Full description on page 1)

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Dimension 19: Formative assessments are in place.			
<p style="text-align: center;">1</p> <p>The plan does not address formative assessment.</p>	<p style="text-align: center;">2</p> <p>Plan suggests formative assessment procedures will be done.</p>	<p style="text-align: center;">3</p> <p>Student progress is assessed, but the assessments don't align with the content being presented.</p> <p>Families are informed about the data collection process but not the results.</p>	<p style="text-align: center;">4</p> <p>A plan is in place that describes how students will be assessed to see if they are responding to instruction that is the focus of the PD initiative (formative).</p> <p>The assessment aligns well with the content being presented. Families are informed of the data collection process and the results.</p>
Dimension 20: Formative assessments are scheduled.			
<p style="text-align: center;">1</p> <p>Formative assessment of PD goals is mentioned in the plan but data collection is not on a specific schedule.</p>	<p style="text-align: center;">2</p> <p>Formative assessments have been identified and scheduled.</p> <p>Assessments are conducted too often. Students have not had enough time to learn the skill being measured.</p>	<p style="text-align: center;">3</p> <p>Formative assessments have been identified and scheduled</p> <p>Assessments are scheduled too far apart to yield data in a way that can be used to change the PD or to adjust instruction.</p>	<p style="text-align: center;">4</p> <p>Formative data are collected frequently enough to shape decisions about future PD.</p> <p>The frequency of assessments is often enough to be sensitive to changes in student learning.</p>

Dimension 21: Formative data are used to plan future training and supports for students.

1	2	3	4
There is limited use of formative data.	Data are used for accountability, but not planning and adjusting PD and instruction.	Data is collected and interpreted by leadership team. Data informs some decisions, but not routinely used to shape PD or change instructional practices.	PD leadership team analyzes formative data and facilitates dialogue about the findings with staff. Data are used to plan future training and identify additional supports or adjustments in instruction for students.

Check all evidence sources for this step:

- Common assessments of student work.
- Regularly grade level meetings to discuss student work.
- Other (please list):

Additional Notes:

Step 7: Program Evaluation

The effectiveness of professional development is judged by student learning outcomes. Determination of the efficacy of a professional development program is based on two factors: whether or not the content was implemented as planned and whether or not students acquired the desired knowledge/skills/behaviors. This judgment is based on both formative and summative evaluation data. The quality of the evaluation is contingent upon having clearly stated goals that target an improvement in student performance. A professional development program is successful when it achieves its student learning goals.

Key to ratings (Full description on page 1)

4=Fully implemented 3=Some adjustments and refinement needed 2=Additional attention/effort needed 1=Intensive technical assistance needed

Descriptor 22: Summative data tells us what was accomplished-changes that occurred in educators, the organization and student learning.			
1 Summative evaluation report is vague.	2 The summative evaluation report provides general information about the educators and organization but does not address changes in student learning.	3 The summative evaluation report provides general information about the educators and organization and tells us what was accomplished in regard to changes in student learning.	4 The summative evaluation report tells us what was accomplished. The data tells us about the change in the practice of the educators, the change in the organization and the change in student learning.
Dimension 23: Summative data includes positive and negative results of PD and the information is used to plan the next cycle of professional development.			
1 No summative plan - decisions on future cycle of PD are based on opinions about efficacy of PD.	2 Decisions on future PD include general findings regarding student results.	3 Summative evaluation includes only state data. Data are used to judge efficacy of PD. Analysis includes test scores, but not teacher implementation. Findings are used to make decisions about next steps.	4 Summative evaluation includes analysis of state, district and building data, including end of the year review of formative data. Teacher implementation data are considered when interpreting student results. Summative data are used to plan the next cycle of professional development. Data about family background

			and participation is collected.
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Descriptor 24: Summative data is shared with faculty, families and the community.

1 Analysis is not in a format that can be reported to faculty or stakeholders. No information is shared.	2 Evaluation findings are developed into a report, but are not communicated to others.	3 Faculty is informed about the outcomes and next steps. Community and families receive little or no information about the outcomes of professional development.	4 Faculty, family and community are informed about the outcomes of the evaluation of professional development and informed of decisions for next steps.
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Check all evidence sources for this step:

- Annual summative student outcome data report that includes state, district and school level data.
- Teacher implementation data of professional development training.
- Other (please list):

Additional Notes:

Note: Adapted from an unpublished document developed by Beverly Showers; the present rubric includes modifications by Deborah Bilzing as part of her Doctoral Dissertation and by Kathy Laffin for the Wisconsin State Personnel Development Grant (SPDG) in April 2009.