

Self Assessment Rubric for Assessing Participant Proficiency in Implementing New Content and/or Skills Gained from Professional Development

Uses of New Information (Content/Skills)	Novice	Basic	Proficient	Distinguished
Improving Mastery of Content Knowledge	The educator does not share new content with colleagues; does not share new content with students	The educator mentions new content informally with colleagues; mentions new content informally with students	The educator explains new content to colleagues in the same department or grade; explains new content to students when appropriate, to align with standards and curricula	The educator explains new content to colleagues in the same building, district or region; explains new content to students as appropriate, making connections with current curriculum and standards as well as with previous lessons
Improving Instructional Practice	The educator does not demonstrate new skills to colleagues; does not demonstrate new skills to students	The educator demonstrates new skills informally to colleagues; demonstrates new skills informally to students	The educator demonstrates new skills to colleagues in the same department or grade; demonstrates new skills to students when appropriate, to align with standards and curricula	The educator demonstrates new skills to colleagues in the same building, district or region; demonstrates new skills to students as appropriate, making connections with current curriculum and standards as well as with previous lessons
Improving Assessment Strategies	The educator does not integrate new information to improve assessment strategies	The educator integrates new information to informally improve assessment strategies	The educator integrates new information to formally improve assessment strategies in the same department or grade	The educator integrates new information to formally improve assessment strategies, working with colleagues and administrators in the same building, district, region, and possibly state
Improving Analyzing and Using Data	The educator does not apply new information to improve analyzing and using data	The educator informally applies new information to improve analyzing and using data	The educator applies new information to formally improve analyzing and using data, working with colleagues in the same department or grade	The educator applies new information to formally improve analyzing and using data, working with colleagues and administrators in the same building, district, region, and possibly state
Improving Partnerships with Parents and Community Members	The educator does not use new information to improve partnerships with parents and community members	The educator uses new information to informally improve partnerships with parents and community members	The educator uses new information to formally improve partnerships with parents and community members	The educator uses new information to formally improve partnerships with parents and community members associated with the same building, district, region, and possibly state

Notes to Self: