

UCAPP 3.0 IL Professional Learning Facilitation Task Rubric 2021-2023 / CAEP & NELP Alignment

Name: Professional Learning Facilitation Task - Summer Year 2

	Emergent 14 (14.00%)	Developing 16 (16.00%)	Meets Expectations 18 (18.00%)	Advanced 20 (20.00%)
<p>Leadership to Support Teaching & Learning (20%)</p> <p><u>CAEP</u> RA 1.1 - Content & Pedagogical Knowledge</p> <ul style="list-style-type: none"> • data analysis for supportive environment <p><u>NELP</u> 1.2 2.1 7.3</p>	<ul style="list-style-type: none"> • No apparent connection to teaching or learning needs; • Could have been designed without any consideration of teacher and/or student needs or connection to school priorities 	<ul style="list-style-type: none"> • Limited data sources or analysis of student achievement; • Identified goals do not address teacher craft or student learning; • Plan/proposal does not identify performance success and/or does not set actionable goals; • Lacks alignment to school or district priorities 	<ul style="list-style-type: none"> • Professional learning plan addresses the instructional core; • Plan is informed by assessing teacher needs and analyzing student achievement data for aggregate population and subgroups; • Plan fosters high-quality instructional practices and services improve teacher craft and to support student learning; • Plan is aligned to school vision, mission, and/or campus improvement plan or initiatives; • Supported by system(s) of supervision and methods to monitor impact of learning opportunities 	<ul style="list-style-type: none"> • Professional learning plan recommendations solidly address elements of the instructional core identifying short and long-term learning outcomes designed to advance teacher craft to enable all students to succeed academically; • Design of professional learning plan utilizes multiple sources of data to clearly outline necessary learning with specific and measurable goals to achieve positive outcomes for improving instructional strategies that positively impact student achievement; • Plan specifically aligns to school and district teaching and learning improvement priorities and/or initiatives

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<p>Leadership to Support School Culture & Capacity (20%)</p> <p><u>CAEP</u> RA 1.1 - Content & Pedagogical Knowledge</p> <ul style="list-style-type: none"> • leading collaborative activities <p><u>NELP</u> 2.1 3.3 4.2 7.3</p>	<ul style="list-style-type: none"> • No apparent connection to school culture or capacity 	<ul style="list-style-type: none"> • Context and/or educator need not considered in design of professional learning outcomes; • Limited recognition of the importance of including students' cultural references in teaching/learning environment; • Limited team assembled to collaborate and design plan; • Professional learning plan/proposal has limited alignment to school improvement plan; 	<ul style="list-style-type: none"> • Professional learning outcomes are attentive to addressing needs of priority group(s) and/or special populations; • Fosters culture of growth, continuous improvement, and positive learning climate; • Plan was developed collaboratively by engaged and committed educators; • Promotes distributed leadership; • Proposed to or approved by stakeholders 	<ul style="list-style-type: none"> • Plan ensures an inclusive, culturally responsive, and safe learning environment that fosters a connected school culture for all stakeholders; • Plan seeks to develop cultural competence and cultural proficiency; • Builds on strengths and supports individual and organizational capacity; • Collaborative process fosters trust and professional rapport

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<p>Equity (20%)</p> <p>CAEP RA 1.1 - Content & Pedagogical Knowledge</p> <ul style="list-style-type: none"> ● application of dispositions /ethics <p>NELP 2.1 3.3 4.2</p>	<ul style="list-style-type: none"> ● Equity is not considered in designing professional learning plan; ● Does not provide professional learning to support improvement of teacher craft or student achievement, participation, service, and/or support outcomes in the learning environment 	<ul style="list-style-type: none"> ● Limited evidence of equity embedded within professional learning plan and goals; ● Limited strategies to address equity are referenced, but do not connect to the importance of improving teacher craft or student achievement, participation, service, and/or support outcomes in the learning environment 	<ul style="list-style-type: none"> ● Plan addresses equity issue(s) including but not limited to area(s) of service, support, participation and/or achievement; ● Promote culturally responsiveness awareness and practice within the learning environment; ● Central aim of professional learning plan is to further the efforts of improving equity in schools 	<ul style="list-style-type: none"> ● Plan demonstrates process for incorporating equity systematically across professional learning opportunities; ● Plan advocates for differentiated action(s) based on learner needs and provides support to promote achievement, participation, service, and/or support outcomes; ● Plan outlines methods for supervising for improvement of equitable teaching and learning;

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	Emergent 10.5 (10.50%)	Developing 12 (12.00%)	Meets Expectations 13.5 (13.50%)	Advanced 15 (15.00%)
<p>Inquiry Cycle (15%)</p> <p>CAEP RA 1.1 - Content & Pedagogical Knowledge</p> <ul style="list-style-type: none"> • application of data literacy <p>NELP 1.2 3.3 7.3 7.4</p>	<ul style="list-style-type: none"> • Omission of essential steps required to collect data/evidence in which to define plan for professional learning; • Proposal is not shared with team 	<ul style="list-style-type: none"> • Implements steps with limited strategy or coherence; • Limited description of data, process, and judgment considerations for identifying goals and learning that targets teacher's professional needs; • Proposal presented to select few with little attention to feedback provided; • Reflection vaguely describes leadership learning around process of defining professional learning opportunities 	<ul style="list-style-type: none"> • Implements cycle of inquiry to deepen understanding of and action to support professional learning and capacity development; • Virtual Proposal provides overview of the design and intended outcomes for professional learning to a team; • Team feedback on proposal is taken into consideration for improvements and/or adjustments; • Provides a clear description of data, process, and judgment for identifying: 1) specific and measurable goals, and 2) targets for teacher's and students' learning needs; • Outlines vision for support systems to monitor impact on student achievement results; -Reflection describes leadership learning around planning professional learning opportunities for educators that targets building teacher capacity to successfully impact student learning 	<ul style="list-style-type: none"> • Highlights of the inquiry process effectively defines how collaborative professional learning requires leaders to maintain focus on continuous improvement, promote collective responsibility, and support alignment of individual, team, school, and district goals; • Creating a true learning community where inquiry becomes everybody's work; • Plan identifies the multifaceted approach to guide ongoing action by facilitating strategic discussions, promoting reflection, and leading analysis of data/evidence around the most effective instructional practices for teachers to improve their craft to meet the learning needs of all students; • "Making the (virtual) pitch" provided the strategically selected team a solid understanding of the professional learning plan and the short and long-term goals clearly outlined; • Proposed action plan was responsive to team feedback which promoted growth and opportunities to revise/improve plan to deepen understanding of professional learning purpose and outcomes

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Personal Leadership (15%)	<ul style="list-style-type: none"> No apparent self-awareness of leadership skills and dispositions needed to successfully complete task 	<ul style="list-style-type: none"> Applies limited or disconnected knowledge & skill to practice; Attempts to align leadership actions with their espoused theory of action; Does not describe a connection between effort and leadership development plan goal(s) 	<ul style="list-style-type: none"> Tested espoused theory of action during the process; Used the task to focus on reflecting on LDP goals; Reflection outlines lessons learned around instructional leadership responsibilities in planning professional learning opportunities 	<ul style="list-style-type: none"> Reflection describes how espoused theory of action and/or leadership development plan goal(s) will be revised/updated based on takeaways from the experience; Reflection clearly describes lessons learned and how they will inform future leadership effort

	Emergent 7 (7.00%)	Developing 8 (8.00%)	Meets Expectations 9 (9.00%)	Advanced 10 (10.00%)
Language Mechanics & Expression (10%)	<ul style="list-style-type: none"> Overall submission demonstrates organization and/or expression that is vague and is below standard for a school leader 	<ul style="list-style-type: none"> Written plan and presentation organization and/or expression limits the readability or clarity of the ideas and/or does not meet standard expected of a school leader 	<ul style="list-style-type: none"> Professional learning plan, virtual pitch, and leadership reflection provided organization and expression effectively; Clearly communicated a plan of improvement that meets standard for a school or district level leader. 	<ul style="list-style-type: none"> Professional learning plan, presentation, and leadership reflection delivers strong organization and expression, exceeding standard for a school or district level leader; -Persuasively articulates the process, outcomes, and lessons learned.