



Evidence-Informed Professional Development Rubric

Developed by the Early Intervention Training Program at the University of Illinois

Primary Component	Sub-components	Not Apparent (0)	Emerging (1)	Evident (2)	Evidence/Comments/ Suggestions
1. Professional Development provides explicit explanation and illustration of the specific content knowledge and practice(s) to be learned	1a. The outcomes are clear and can be evaluated (introduce)				
	1b. The outcomes match the identified needs of the group (introduce)				
	1c. The content can easily be understood; adapted to needs and level of audience (illustrate)				
	1d. References and links to evidence base and expected outcome of practice illustrate WHY new practices are better (illustrate)				
	1e. Links to outcomes and HOW the participant's practice will be improved by using the new practice/process (Illustrate)				
	1f. Illustrates how practices are aligned with desired professional competencies [Illinois EI Principles]				
	1g. Provides extensive evidence of the connection between PD content and use in fieldwork (illustrate)				
	1h. Has narrow enough focus to allow for in-depth understanding of practices taught (illustrate)				
	1i. Participants have an opportunity to actively try out and do the practice (practice)				
	1j. Includes examples, demonstrations, and/or illustrations of what the practices looks like (illustrate)				

* Grey shading in evidence section indicates the subcomponent is not applicable for one-day trainings or online modules, so review can skip those sections

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2. Professional development has explicit inclusion of different types of practices for engaging practitioners in reflection on their understanding and mastery of practice	2a. Includes research/reading by a published author on practice (practice)				
	2b. Includes observation of practices (practice)				
	2c. Includes performance-based group discussion (practice)				
	2d. Includes collective participation, i.e. group reflection (practice)				
	2e. Includes self-assessment with performance-based standards, comparing their performance with standard practices (evaluate)				
	2f. Includes practitioner-participant reflective conversations (evaluate)				
	2g. Includes journaling or self-reflection (evaluate)				
3. Professional development includes active and authentic job-embedded practitioner opportunities to learn to use targeted practice(s) and to engage in evaluation of their experiences	3a. Includes time for the participant to develop a plan for using the new practice (practice)				
	3b. Includes opportunities for the participant to examine their OWN practices and how they differ from recommended practices (evaluate)				
	3c. Has opportunity for the participant to engage in thinking about their OWN experiences using the practices (evaluate)				
	3d. During training, participants have an opportunity to assess what was done, what happened, and what worked when the practice was implemented (evaluate)				

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4. Coaching, mentoring, or performance feedback by a professional development specialist is included during in-service professional development	4a. Has opportunity for participants to individually critique their own performance (evaluate)				
	4b. Provides opportunities for reflection with peers during in-service training (evaluate)				
	4c. Includes performance feedback from PD provider (evaluate)				
5. Ongoing follow-up supports by professional development specialists, coaches, supervisors, peers, and so forth, is available to reinforce in-service learning sessions	5a. States expectation for completing job-embedded activities between the linked sessions				
	5b. Provides participants with additional online support/other resources (outside of face-to-face training)				
	5c. Includes a post-training resource package of activities for use by Leadership Teams as they conduct ongoing follow-up				
6. In-service professional development of sufficient duration and intensity to provide multiple opportunities to become proficient in the use of the practice (Note at least 20 hours over 15-20 weeks is ideal)					

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