Evidence-Informed Professional Development Rubric

User Guide

PURPOSE:

The Evidence-Informed Professional Development (PD) Rubric was developed by the Early Intervention Training Program (EITP) for the purpose of evaluating the quality of professional development offered to early intervention professionals in Illinois. The rubric contains seven primary components, which align with evidence-informed professional development and several supporting sub-components to promote professionals' use of evidence-informed practices. The reviewers use these components to rate the professional development materials based on content, clarity, engagement, inclusion of reflection and opportunities to practice skills during and outside of the formal learning experience.   The tool represents a compilation of research, including several identified components, which contribute to high-quality professional development. The primary components of the rubric taken together provide a foundation for guiding the development and implementation of evidence-informed professional development.   This rubric highlights the key features identified in research as necessary for professional development to effectively improve practitioner knowledge, skills, and practices in early intervention (Dunst, 2015).

The key features of evidence-informed professional development outlined by Dunst (2015) are as follows:

1. Professional development specialists' explicit explanation and illustration of the specific content knowledge and practice to be learned.
2. Active and authentic job-embedded practitioner opportunities to learn to use a practice and to engage in evaluation of their experiences.
3. Explicit inclusion of different types of practices for engaging practitioners in reflection on their understanding and mastery of practice
4. Coaching, mentoring or performance feedback by a professional development specialist during in-service training.
5. Ongoing follow-up supports by professional development specialists, coaches, supervisors, peers and so forth, to reinforce in-service learning sessions.
6. In-service professional development of sufficient duration and intensity to provide multiple opportunities to become proficient in the use of a practice.
7. In-service professional development that include all or most of the six sets of key features described earlier is more likely to be effective than professionals development including fewer features.

ABOUT THE TOOL:

This tool was designed to:
- evaluate identified curricula (see attached) related to Illinois' State Systemic Improvement Plan (SSIP)
- inform the development of new curricula
- guide revisions to current curricula (by PD specialists following a PD event)
- provide ongoing feedback and coaching to peers who provide professional development (this can be done post PD offerings to reflect on how to improve future offerings that are provided by both EITP trainers as well as SSIP Leadership Teams)
- be used as a plan of communication between the SSIP Performance and Leadership Teams to ensure that key components have been covered or to ensure that missing components are addressed post PD offering

- develop new curricula pertaining to the Child Outcome Summary (COS) Process and Evidence-Based Practices (EBP) with the SSIP leadership teams
- be used by the SSIP Leadership Teams to evaluate their own PD offerings outside of EITP
- assist SSIP Leadership Teams with developing engaging learning events to support EI teams using adult learning principles, reflective supervision, coaching and mentoring strategies

USING THE TOOL:

WHO:

The rubric was designed to be used by a minimum of three reviewers for each learning opportunity being reviewed. The review team consists of two EITP consultants/facilitators and one professional outside of EITP, as determined by the EITP Director or Assistant Director. Of the two EITP reviewers, one should be familiar (either facilitator or developer of the curriculum) and the other, unfamiliar with the curriculum being reviewed. The non-EITP reviewer does not need to be familiar with the specific curriculum, nor the content being reviewed, but must be generally familiar with evidence-informed professional development and early intervention.

Each team of three reviewers will have a lead reviewer who will facilitate the review discussion, ensuring the team reaches consensus for each primary component and the overall rating. Lead reviewers will rotate after a selected period of time, again, to be determined by the Director or Assistant Director of EITP.

MATERIALS:

Reviewers will need the following documents and materials to complete the review:

- EITP Evidence-Informed Professional Development User Guide
- EITP Evidence-Informed Professional Development Rubric
- Summary Sheet
- All curriculum-related materials, handouts, PowerPoints, etc.

DOCUMENTATION:

Materials are distributed to reviewers electronically. Reviewers may choose to document their ratings and comments electronically or in writing. All handwritten documentation must be legible. Upon completion, the Evidence-Informed PD Rubric is submitted electronically to the review leader. The review leader will complete the Summary Form during the meeting discussion and will then save and store all documentation in a designated folder in Box.

HOW:

1. The professional most familiar with the curriculum, either the developer or facilitator, should create a folder in Box, such as "Review Folder" and include all appropriate materials the review team will need in order to fully review the curriculum.
2. The three reviewers will independently review all materials located in the review folder, such as the PowerPoint, speaker notes, user guide, supplementary materials, etc. developed as part of the curriculum.
3. Using these materials, reviewers will be responsible for determining the ratings for each of the primary components, after all sub-components have been rated. Reviewers will determine the ratings based on a three-point scale, consisting of "Not Apparent" (0), "Emerging" (1) and "Evident" (2). Reviewers should see below examples and criteria for determining these ratings. The reviewers will independently document their ratings on the *EITP Evidence-Based Professionals Development Rubric.*
4. When rating each category, the reviewers must provide documentation of supporting evidence that the subcomponents/components exist in the materials supplied in the column of the rubric titled 'Evidence'. Evidence can be examples of included activities, assignments, discussion topics, etc.
5. The three reviewers will meet, either online or in person and discuss their findings for each of the primary and subcomponents (as necessary). At the end of the conversation, the review team will choose which category best describes the curriculum: (a) evidence-informed, (b) satisfactory or (c) needs updating (see 'Summary Sheet' for definitions of each of the three categories). During this discussion, the lead reviewer will be responsible for recording the ratings as well as the changes the team agrees should be made by the developer/facilitator to align the learning opportunity more closely with evidence-informed standards and save all documents (three rubrics and summary sheet) in Box.
6. Any changes the team agrees should be made to the curriculum can be completed by the professional on the review team representing the developer or facilitator.

CONSIDERATIONS:

When reviewing **curricula that spans across multiple learning opportunities**, such as EITP's linked series or 'institutes' where learners participate in 3-5 sessions over time with activities to be completed in between sessions, the reviewers will consider and evaluate the learning experience as a whole. However, the reviewers will also document when components in the rubric are observed or absent for each session. Furthermore, it is essential for the reviewer to observe and document their findings in sequential order so they capture the essence of the entire PD experience.

Evidence-informed professional development learning opportunities include all or most of the six components described. However, not all PD experiences have the same learning objectives or duration. The entire checklist is most applicable to PD experiences that are intended to change behavior and occur over multiple learning opportunities, across several weeks. Some learning opportunities may be introductions to content/concepts or intended to build awareness and may not require all of the components. Therefore, the first three components on the checklist are likely to be more applicable for PD experiences of shorter intensity and duration.

SSIP related curricula will be reviewed first, followed by new curricula in the future. For the purposes of SSIP, two learning opportunities will be reviewed per quarter until all SSIP identified curricula is reviewed.

Examples of Rubric Subcomponents

1. Professional Development provides explicit explanation and illustration of the specific content knowledge and practice(s) to be learned				
Sub-Component	Examples	Not Apparent Criteria (0)	Emerging criteria (1)	Evident criteria (2)
1a. The outcomes are clear and can be evaluated (introduce)	✓Description and goals are provided on the website ✓Agenda is provided prior to the training	✓No agenda or training description provided	✓Training description provided with no detail	✓Agenda and training description provided prior to offering
1b. The outcomes match the identified needs of the group (introduce)	✓PD explains how the topic is related to the initiative being implemented	✓No evidence of match between identified needs and training	✓Some evidence of match between identified needs and training	✓Training matches most identified needs
1c.The content can easily be understood; adapted to needs and level of audience (illustrate)	✓PD defines instructional practices in ways that are meaningful to attendees ✓Content includes ideas for modifying for diverse learners ✓Content begins with basic practices and adds more complex practices as day progresses	✓No flexibility provided to presenter to adjust curriculum based on trainee response/feedback to make the information easily understood	✓Some flexibility provided for presenter to adjust curriculum based on trainee response/feedback to make the information easily understood	✓Presenter can adjust curriculum based on trainee response/ feedback; provides notes after the training about adjustments made to make the information more easily understood
1d. References and links to evidence base and expected outcome of practice illustrate WHY new practices are better (illustrate)	✓PD provides a list of references supporting evidence-based practices	✓No references are provided to indicate why practices are better understood	✓At least two references are provided throughout the entire PD illustrating why practices are better understood	✓Resource guides are included with the PD offering, with multiple resources illustrating why practices are better understood
1e. Links to outcomes and HOW the participant's practice will be improved by using the new practice/process (Illustrate)	✓PD shares research and shows that the use of the practice(s) improve outcomes for children and families	✓No research is shared	✓ Research is shared, but the practice is not linked to improved outcomes for children and families	✓Research is shared and linked to improved outcomes for children and families
1f. Illustrates how practices are aligned with desired professional competencies [Illinois EI Principles]	✓PD shows how the practice(s) align with the Illinois EI principles	✓Content/practices are not related or aligned with Illinois EI principles	✓Some of the content/practices are related or aligned with the Illinois EI principles	✓Nearly all content/practices are related or aligned with the Illinois EI principles

1g. Provides extensive evidence of the connection between PD content and use in fieldwork (illustrate)	✓PD has participants brainstorm the ways the practice(s) will impact children and families ✓Examples of how content impacted someone's practice are included	✓No examples are given of the practice/content in the field	✓A few examples are given of the practice/content in the field	✓Many examples are given of the practice/content in the field
1h. Has narrow enough focus to allow for in-depth understanding of practices taught (illustrate)	✓Small number of practices/concepts are covered in multiple ways ✓Participants work together to formulate definitions of practices and then goes over with the entire group	✓Many concepts covered however not in depth or detail	✓Some concepts covered in depth or detail	✓Most concepts covered in depth or detail
1i. Participants have an opportunity to actively try out and do the practice (practice)	✓Participants perform a mock session using the new practice(s) ✓Participants have opportunities to try out components of the practice before trying out the entire practice	✓No opportunities to try out the practice/s	✓Some opportunities to try out the practice/s	✓Many opportunities to try out the practice/s are embedded throughout the offering
1j. Includes examples, demonstrations, and/or illustrations of what the practices looks like (illustrate)	✓PD includes authentic video examples of the practice(s) being used ✓PD includes opportunities for participants to complete demonstrations/role-play using the practice(s)	✓No examples, demonstrations and/or illustrations of the practice(s)	✓At least one example, demonstration and/or illustration of the practice(s) is provided	✓Many examples, demonstrations and/or illustrations of the target practice(s) are present throughout the PD offering

2. Professional development has explicit inclusion of different types of practices for engaging practitioners in reflection on their understanding and mastery of practice				
Sub-Component	Examples	Not Apparent Criteria (0)	Emerging criteria (1)	Evident criteria (2)
2a. Includes research/reading by a published author on practice (practice)	✓ Articles for pre-reading are emailed in advance of PD offering ✓ Reading assignment with homework is part of offering ✓ Optional reading assignment is given following the PD offering allowing participants to further enhance their practice post PD offering	✓ No reading assigned	✓ At least one reading assigned that the participant can use with a family	✓ More than one reading assigned with multiple opportunities to use the information in their practice
2b. Includes observation of practices (practice)	✓ Participants practice identifying various practices from sample videos	✓ No observation of practice/s	✓ At least one observation of practice/s	✓ Multiple observation of practice/s
2c. Includes performance-based group discussion (practice)	✓ Participants strategize how to apply the knowledge from PD offering to their own practice ✓ Participants discuss current practices and how it differs from new practice	✓ No group discussions during offering	✓ At least one opportunity for group discussions	✓ More than one opportunity for group discussions
2d. Includes collective participation, i.e. group reflection (practice)	✓ In groups, participants share experiences related to using the practice ✓ In a small or large group, participants engage in discussion and reflect on a video they watched that illustrates a practice they are learning about	✓ No opportunity for reflection	✓ At least one opportunity for reflection	✓ More than one opportunity for reflection

2. Professional development has explicit inclusion of different types of practices for engaging practitioners in reflection on their understanding and mastery of practice				
Sub-Component	Examples	Not Apparent Criteria (0)	Emerging criteria (1)	Evident criteria (2)
2e. Includes self-assessment with performance-based standards, comparing their performance with standard practices (evaluate)	✓Participants complete a checklist about their use of the identified practices ✓Participants reflect on the use of the practice that occurred prior to PD offering	✓No opportunity for self-assessment with performance-based standards during offering	✓At least one opportunity for self-assessment with performance-based standards during offering	✓ Multiple opportunities embedded throughout the offering for self-assessment with performance-based standards during offering
2f. Includes practitioner-participant reflective conversations (evaluate)	✓PD specialist and participants reflect on self-assessments ✓Participants complete reflective activity with peers	✓No reflective conversations	✓ At least one opportunity for participants to gain others' perspectives on their performance	✓Multiple opportunities for participants to gain others' perspectives on their performance
2g. Includes journaling or self-reflection (evaluate)	✓Participants engage in journaling to reflect on their use of practice(s)	✓No journaling/self-reflection	✓Optional journaling/self-reflection embedded in offering	✓Journaling/self-reflection required for the offering

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				
Sub-Component	Examples	Not Apparent Criteria (0)	Emerging criteria (1)	Evident criteria (2)
3a. Includes time for the participant to develop a plan for using the new practice (practice)	✓Participants develop action plan to use the new practice(s)	✓No opportunity to develop action plan	✓Optional opportunity to develop action plan	✓Action plan is required and embedded in the offering
3b. Includes opportunities for the participant to examine their OWN practices and how they differ from recommended practices (evaluate)	✓Participants are divided into groups and discuss current practice(s) and develop "looks like and doesn't look like" charts	✓ No opportunity provided	✓ At least one opportunity provided in the offering	✓ More than one opportunity provided during the offering

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				
Sub-Component	Examples	Not Apparent Criteria (0)	Emerging criteria (1)	Evident criteria (2)
3c. Has opportunity for the participant to engage in thinking about their OWN experiences using the practices (evaluate)	✓Participants are asked to share their success or challenges with using the identified practice(s) with a family that they know ✓Participants are asked to reflect on what they may see as stumbling blocks using the new practice	✓No opportunity provided to engage in thinking about experience using the practice(s) in the offering	✓ At least one opportunity provided to engage in thinking about experience using the practice(s) in the offering	✓More than one opportunity provided in the offering to engage in thinking about experiences using the practice(s)
3d. During training, participants have an opportunity to assess what was done, what happened, and what worked when the practice was implemented (evaluate)	✓In groups participants reflect on videotape of practice(s) that was tried in between sessions ✓Participants reflect on video of others completing the practice	✓ No video reflection	✓ At least one video reflection in the offering	✓ More than one video reflections in the offering

4. Coaching, mentoring, or performance feedback by a professional development specialist is included during in-service professional development				
Sub-Component	Examples	Not Apparent Criteria (0)	Emerging criteria (1)	Evident criteria (2)
4a. Has opportunity for participants to individually critique their own performance (evaluate)	✓Participants reflect on their own practice after watching their own video of the practice ✓Participants try out the practice in a mock situation and then reflect on their use of the practice	✓ No opportunity to reflect on their own practice	✓ At least one opportunity to reflect on their own practice in the offering	✓ Multiple opportunities to reflect on their own practice throughout the offering

4. Coaching, mentoring, or performance feedback by a professional development specialist is included during in-service professional development				
Sub-Component	Examples	Not Apparent Criteria (0)	Emerging criteria (1)	Evident criteria (2)
4b. Provides opportunities for reflection with peers during in-service training (evaluate)	✓Once the participant has an opportunity to reflect on their own practice(s), they engage in group conversation and questions about their use of the practice ✓Participants have an opportunity to watch a video of their own practices with peers and reflect	✓No opportunity to reflect with peers on own practice	✓ At least one opportunity to reflect with peers on their own practice	✓More than one opportunity to reflect with peers on own practice
4c. Includes performance feedback from PD provider (evaluate)	✓PD specialist will provide written feedback on use of practice written individually to the practitioner	✓No written or verbal feedback provided	✓Written or verbal feedback provided at least once	✓Written or verbal feedback is provided multiple times

5. Ongoing follow-up supports by professional development specialists, coaches, supervisors, peers, and so forth, is available to reinforce in-service learning sessions				
Sub-Component	Examples	Not Apparent Criteria (0)	Emerging criteria (1)	Evident criteria (2)
5a. States expectation for completing job-embedded activities between the linked sessions	✓PD offering description clearly states that practitioners will need to complete assignments between sessions and clearly states that practitioner must be working with families	✓No assignments given between sessions	✓At least one assignment given between most sessions	✓More than one assignment given between most sessions or assignments given between each linked session

5. Ongoing follow-up supports by professional development specialists, coaches, supervisors, peers, and so forth, is available to reinforce in-service learning sessions				
Sub-Component	Examples	Not Apparent Criteria (0)	Emerging criteria (1)	Evident criteria (2)
5b. Provides participants with additional online support/other resources (outside of face-to-face training)	✓Participants are given supplemental training packet with resources that are available after training e.g. websites, online trainings etc. ✓Participants are shown/given information about resources that can be explored outside of the training	✓No supplemental packet provided	✓Supplemental packet provided	✓Supplemental packet provided along with resource guides including suggestions for where to find additional information
5c. Includes a post-training resource package of activities for use by Leadership Teams as they conduct ongoing follow-up	✓Participants/Leadership Teams are given supplemental resource packages that they can use for additional information/activities after PD offering is completed	✓No post-training packet given	✓At least one post-training packet given	✓Post-training packet has several activities to use for 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)				
Sub-Component	Examples	Not Apparent Criteria (0)	Emerging criteria (1)	Evident criteria (2)
	✓PD offerings are linked over several days with time in between to engage and video tape the new practice(s)	✓ Offering is one day only and no follow-up is suggested or provided	✓ Offering is over several days and no follow-up or opportunities to try out the practice are suggested or provided	✓Offering is over several days with opportunities to try out the practice between each of the sessions OR ✓Offering is one day and feedback and support is provided following the training

References

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