

**Pennsylvania Staff Development Council
Best Practices in Staff Development Award Rubric**

Awards Scoring Rubric	Exceeds the Standard	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Alignment to NSCD Standards	Program addresses the three strands of NSDC standards design that results in a program that provides support for teacher learning and student achievement to the degree that it has become institutionalized and is ongoing.	Program addresses the three strands of NSDC standards that results in a program that provides support for teacher learning and student achievement.	Program partially addresses the three strands of NSDC standards of effective design and results in a program that is currently primarily supporting teacher knowledge.	Program does not address the three strands of NSDC standards in its design or implementation.
Alignment to Academic Standards	Program is aligned to both the national standards as well as state standards in content and process.	Program aligns to national standards or state standards in content and process.	Program lacks clarity in its alignment to national standards or state standards.	Program demonstrates little or no alignment to national standards or state standards.
Alignment to District and School Goals	Program demonstrates a direct and seamless connection between a district's comprehensive improvement plan and a specific school improvement plan.	Program clearly shows a correlation between a district comprehensive improvement plan and a specific school improvement plan.	Program correlation is sporadic with alignment only with district or school, not both.	Program demonstrates no evidence that there is a relationship to a school improvement plan or district comprehensive improvement plan.
Impact on Student Achievement	Program data demonstrates a positive impact on student achievement on both formal and informal measures in multiple areas such as (but not limited to) diversity, gender, standardized tests, attendance, behavior,	Program data demonstrates positive impact on student achievement on both formal and informal measures.	Program presents limited data to determine positive impact upon student achievement and/or that impact has had positive results.	Data, formal or informal, has not been provided to demonstrate impact on student achievement.
Research-based Support	Program designers have synthesized research and evaluated other programs in order to find a specific program that provides a direct correlation between components, goals and student achievement applicable to their school.	Formal research indicates a direct correlation between goals, components and student achievement applicable to their school.	Program research suggests a limited correlation between components, goals, and student achievement.	Program lacks formal research to support its claims to affect student achievement.