

## Professional Learning Evaluation

Trainer:	Participant (optional):			
Date:	Location:			
<p><i>I can construct appropriately written learning targets to improve learner outcomes.</i></p> <hr style="width: 20%; margin-left: 0;"/> <p><i>I can use appropriately written learning targets to assess the effectiveness of professional learning.</i></p>	<p style="text-align: center;">1</p> <p>I need significantly more training to use this learning.</p>	<p style="text-align: center;">2</p> <p>I need follow up in the form of resources, discussion, etc., before applying this learning.</p>	<p style="text-align: center;">3</p> <p>With some coaching support, I can apply this learning in my work with schools.</p>	<p style="text-align: center;">4</p> <p>I can apply this learning effectively in my work with schools.</p>

## Observation Rubric

Name:				
Date:	Observer:			
<p><i>The trainer/ facilitator incorporates appropriately written learning targets in the professional learning.</i></p>	<p style="text-align: center;">1</p> <p>Participants are unable to state/ explain learning target(s) <u>OR</u> what they state is not a learning target.</p>	<p style="text-align: center;">2</p> <p>Participants state/explain the learning target(s) BUT learning target(s) lacks one of the two essential parts.</p>	<p style="text-align: center;">3</p> <p>Most Participants can state/explain the learning intention and success criteria for the PL.</p>	<p style="text-align: center;">4</p> <p>All Participants can clearly state/explain the learning intention and success criteria for the PL.</p>

## Observation Rubric

Name:				
Date:	Observer:			
<i>The facilitator uses appropriately written learning target(s) to assess the effectiveness of the professional learning.</i>	<b>1</b>  Success criteria rarely if ever used to access and monitor learning OR success criteria missing from learning target(s).	<b>2</b>  Presenter and/or participants attempt to use success criteria to assess and monitor participant learning, but success criteria stated poorly or lack the specificity for accurate assessment.	<b>3</b>  Presenter refers to success criteria in learning target(s) to assess and monitor participant learning.	<b>4</b>  Participants <u>and</u> presenter refer to success criteria in learning target(s) regularly to assess and monitor participant learning.

Learning Targets. (2013). GraduateFIRST professional learning Video series.

Dropbox link: [https://www.dropbox.com/sh/vbrsqgbm2guyzzu/3zlkt\\_gpyq](https://www.dropbox.com/sh/vbrsqgbm2guyzzu/3zlkt_gpyq)