

Coordinator Professional Growth Plan Development Rubric SY15-16

Coordinators and Directors of Curriculum and Instruction use this rubric to guide development and implementation of the PGP.

GROWTH PERSONAL LEARNING GOAL	Unsatisfactory	Basic	Proficient	Distinguished
The Goal	The SMART goal is either not stated, incomplete, or not focused on coordinator learning.	The SMART goal is specific and focuses on coordinator learning relevant to coordinator's growth.	AND the SMART goal is relevant to improving or coordinator leadership related to coordinator's growth.	AND the SMART goal is measurable and achievable in the time indicated.
The Essential Practice	The standard is not appropriate to the goal.	The standard is appropriate to the goal.	AND practice indicator relates to the goal.	AND practice indicator informs professional learning activities.
The Rationale	The rationale does not support coordinator's learning relevant to the focus of coordinator's growth.	The rationale supports coordinator's learning relevant to the focus of coordinator's growth.	AND supports improving coordinator leadership related to the focus of coordinator's growth.	AND supports improving coordinator leadership to meet school needs based on data.
The Learning Activity	The learning activity is not connected to the coordinator's growth goal.	The learning activity connects to the coordinator's growth goal.	AND could contribute to improving coordinator leadership related to the coordinator's growth goal.	AND could contribute to improving coordinator leadership to meet the school's needs as they relate to the coordinator's growth goal.
Application of Coordinator Learning	Coordinator does not indicate how the new knowledge and skills will be used.	Coordinator indicates how and when the new knowledge and skills will be used.	AND how the use of new knowledge and skills will improve coordinator related to the focus of coordinator's growth goal.	AND how the use of new knowledge and skills will be shared to contribute to coordinator leadership beyond the district and/or school.
The Outcome(s)	Outcome(s) is not specified or related to coordinator learning activity.	Outcome(s) identifies what the coordinator will learn from the activity.	AND identifies how coordinator leadership will improve as a result of the activity.	AND identifies how improved coordinator leadership will result in district and/or school improvement.

Progress In Completing The Activity And Achieving The Goal	It is unclear how progress will be determined.	Evidence is specified to determine if the learning activity is completed.	AND includes how changes in coordinator leadership will be determined.	AND includes how changes in coordinator leadership that support district and/or school improvement will be determined.
Supports That Might Be Needed To Reach The Goal	Supports are vague or unrelated.	Supports are realistic and related to the goal.	AND support successful completion of the professional learning activities.	AND support application of the learning to meet district and/or school needs so the goal can be achieved.
COLLABORATIVE LEARNING GOAL	Unsatisfactory	Basic	Proficient	Distinguished
The Goal	The SMART goal is either not stated, is incomplete, or is not focused on coordinator learning.	The SMART goal is specific and focuses on collaborative coordinator learning.	AND the SMART goal expands or adds to current effective coordinator leadership.	AND the SMART goal is measurable and achievable in the time indicated.
The Essential Practice	The standard is not appropriate to the goal.	The standard is appropriate to the goal.	AND practice indicator relates to the goal.	AND practice indicator informs coordinator learning activities.
The Rationale	The rationale does not support the coordinator's learning.	The rationale supports the individual coordinator's learning.	AND connects to collaborative learning among colleagues.	AND specifies the data used to identify district and/or school needs.
The Learning Activity	The learning activity is not connected to the collaborative goal.	The learning activity connects to the collaborative goal.	AND contributes to expanding on current effective coordinator leadership.	AND addresses district and/or school needs.
Application of Coordinator Learning	Coordinator does not indicate how the new knowledge and skills will be used.	Coordinator indicates how and when the new knowledge and skills will be used.	AND will expand on current effective coordinator leadership.	AND will result in district and/or school improvement.
The Outcome(s)	Outcome(s) is not specified or related to coordinator learning activity.	Outcome(s) identifies what the individual coordinator will learn from the activity.	AND how current effective coordinator leadership will improve.	AND how improved coordinator leadership will result in district and/or school improvement.

Progress In Completing The Activity And Achieving The Goal	It is unclear how progress will be determined.	Evidence of the completed learning activity is specified.	AND evidence of progress toward completion is specified.	AND a plan for individual and collaborative reflection is included.
Supports That Might Be Needed To Reach The Goal	Supports are vague or unrelated.	Supports are realistic and related to the collaborative goal.	AND sustain successful completion of the professional learning activities.	AND assist with application in the district and/or school.
PGP Implementation				
Overall Coordinator Professional Growth Plan	There is no PGP or the PGP is incomplete.	The PGP is at a basic level of development based on the PGP Rubric.	The PGP is at a proficient level of development based on the PGP Rubric.	The PGP is at a distinguished level of development based on the PGP Rubric.
Evidence	No evidence has been provided.	Evidence indicates progress in completing the activities.	Evidence indicates activities were completed.	AND indicates goals were achieved.
Coordinator Reflection	There is no reflection is vague or does not relate to coordinator's learning.	Reflection relates to the coordinator's learning.	AND addresses impact on coordinator's leadership practice.	AND addresses how the coordinator's leadership is impacting school improvement.
Engagement	The coordinator made little or no attempt to engage in professional learning.	The coordinator engaged in the professional learning activities.	AND applied professional learning to the coordinator's leadership practice.	AND shared professional learning to contribute to a broader professional learning community.