

## Assistant Principal Professional Growth Plan Development Rubric SY15-16

Assistant Principals and Principals use this rubric to guide development and implementation of the PGP.

<b>GROWTH PERSONAL LEARNING GOAL</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>The Goal</b>	The SMART goal is either not stated, incomplete, or not focused on assistant principal learning.	The SMART goal is specific and focuses on assistant principal learning relevant to assistant principal's growth.	AND the SMART goal is relevant to improving or assistant principal leadership related to assistant principal's growth.	AND the SMART goal is measurable and achievable in the time indicated.
<b>The Essential Practice</b>	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.
<b>The Rationale</b>	The rationale does not support assistant principal's learning relevant to the focus of assistant principal's growth.	The rationale supports assistant principal's learning relevant to the focus of assistant principal's growth.	AND supports improving assistant principal leadership related to the focus of assistant principal's growth.	AND supports improving assistant principal leadership to meet school needs based on data.
<b>The Learning Activity</b>	The learning activity is not connected to the assistant principal's growth goal.	The learning activity connects to the assistant principal's growth goal.	AND could contribute to improving assistant principal leadership related to the assistant principal's growth goal.	AND could contribute to improving assistant principal leadership to meet the school's needs as they relate to the assistant principal's growth goal.

<b>Application of assistant principal Learning</b>	Assistant principal does not indicate how the new knowledge and skills will be used.	Assistant principal indicates how and when the new knowledge and skills will be used.	AND how the use of new knowledge and skills will improve assistant principal related to the focus of assistant principal's growth goal.	AND how the use of new knowledge and skills will be shared to contribute to assistant principal leadership beyond the school.
<b>The Outcome(s)</b>	Outcome(s) is not specified or related to assistant principal learning activity.	Outcome(s) identifies what the assistant principal will learn from the activity.	AND identifies how assistant principal leadership will improve as a result of the activity.	AND identifies how improved assistant principal leadership will result in school improvement.
<b>Progress In Completing The Activity And Achieving The Goal</b>	It is unclear how progress will be determined.	Evidence is specified to determine if the learning activity is completed.	AND includes how changes in assistant principal leadership will be determined.	AND includes how changes in assistant principal leadership that support school improvement will be determined.
<b>Supports That Might Be Needed To Reach The Goal</b>	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 school needs so the goal can be achieved.
<b>COLLABORATIVE LEARNING GOAL</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>The Goal</b>	The SMART goal is either not stated, is incomplete, or is not focused on assistant principal learning.	The SMART goal is specific and focuses on collaborative assistant principal learning.	AND the SMART goal expands or adds to current effective assistant principal leadership.	AND the SMART goal is measurable and achievable in the time indicated.

<b>The Essential Practice</b>	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 assistant principal learning activities.
<b>The Rationale</b>	The rationale does not support the assistant principal's learning.	The rationale supports the individual assistant principal's learning.	AND connects to collaborative learning among colleagues.	AND specifies the data used to identify school needs.
<b>The Learning Activity</b>	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 assistant principal leadership.	AND addresses school needs.
<b>Application of assistant principal Learning</b>	Assistant principal does not indicate how the new knowledge and skills will be used.	Assistant principal indicates how and when the new knowledge and skills will be used.	AND will expand on current effective assistant principal leadership.	AND will result in school improvement.
<b>The Outcome(s)</b>	Outcome(s) is not specified or related to assistant principal learning activity.	Outcome(s) identifies what the individual assistant principal will learn from the activity.	AND how current effective assistant principal leadership will improve.	AND how improved assistant principal leadership will result in school improvement.
<b>Progress In Completing The Activity And Achieving The Goal</b>	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.
<b>Supports That Might Be Needed To Reach The Goal</b>	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 school.

<b>PGP Implementation</b>				
<b>Overall Assistant Principal Professional Growth Plan</b>	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.
<b>Evidence</b>	No evidence has been provided.	Evidence indicates progress in completing the activities.	Evidence indicates activities were completed.	AND indicates goals were achieved.
<b>Assistant Principal Reflection</b>	There is no reflection is vague or does not relate to assistant principal's learning.	Reflection relates to the assistant principal's learning.	AND addresses impact on assistant principal's leadership practice.	AND addresses how the assistant principal's leadership is impacting school improvement.
<b>Engagement</b>	The assistant principal made little or no attempt to engage in professional learning.	The assistant principal engaged in the professional learning activities.	AND applied professional learning to the assistant principal's leadership practice.	AND shared professional learning to contribute to a broader professional learning community.