## **Coordinator Professional Growth Plan (PGP Rubric**

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

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| **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 practice 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** | 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. |