## **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. |