

Principal Professional Growth Plan Development Rubric SY15-16

Principals and superintendents 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 principal learning.	The SMART goal is specific and focuses on principal learning relevant to principal's growth.	AND the SMART goal is relevant to improving or principal leadership related to principal'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 principal's learning relevant to the focus of principal's growth.	The rationale supports principal's learning relevant to the focus of principal's growth.	AND supports improving principal leadership related to the focus of principal's growth.	AND supports improving principal leadership to meet school needs based on data.
The Learning Activity	The learning activity is not connected to the principal's growth goal.	The learning activity connects to the principal's growth goal.	AND could contribute to improving principal leadership related to the principal's growth goal.	AND could contribute to improving principal leadership to meet the school's needs as they relate to the principal's growth goal.
Application of Principal Learning	Principal does not indicate how the new knowledge and skills will be used.	Principal indicates how and when the new knowledge and skills will be used.	AND how the use of new knowledge and skills will improve principal related to the focus of principal's growth goal.	AND how the use of new knowledge and skills will be shared to contribute to principal leadership beyond the school.
The Outcome(s)	Outcome(s) is not specified or related to principal learning activity.	Outcome(s) identifies what the principal will learn from the activity.	AND identifies how principal leadership will improve as a result of the activity.	AND identifies how improved principal leadership will result in 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 principal leadership will be determined.	AND includes how changes in principal leadership that support 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 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 principal learning.	The SMART goal is specific and focuses on collaborative principal learning.	AND the SMART goal expands or adds to current effective principal 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 principal learning activities.
The Rationale	The rationale does not support the principal's learning.	The rationale supports the individual principal's learning.	AND connects to collaborative learning among colleagues.	AND specifies the data used to identify 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 principal leadership.	AND addresses school needs.
Application of Principal Learning	Principal does not indicate how the new knowledge and skills will be used.	Principal indicates how and when the new knowledge and skills will be used.	AND will expand on current effective principal leadership.	AND will result in school improvement.
The Outcome(s)	Outcome(s) is not specified or related to principal learning activity.	Outcome(s) identifies what the individual principal will learn from the activity.	AND how current effective principal leadership will improve.	AND how improved principal leadership will result in 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 school.
PGP IMPLEMENTATION	Unsatisfactory	Basic	Proficient	Distinguished
OVERALL PRINCIPAL 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.
PRINCIPAL REFLECTION	Reflection is vague or does not relate to principal's learning.	Reflection relates to the principal's learning.	AND addresses impact on principal's leadership practice.	AND addresses how the principal's leadership is impacting school improvement.
ENGAGEMENT	The principal made little or no attempt to engage in professional learning.	The principal engaged in the professional learning activities.	AND applied professional learning to the principal's leadership practice.	AND shared professional learning to contribute to a broader professional learning community.