

PROFESSIONAL GROWTH PLAN (PGP) RUBRIC

This rubric is designed as a guide when developing and completing the professional growth plan (PGP).

The columns and statements are to prompt discussion between the participant and the reviewer as to how to best define and describe the plan for professional growth. The participant should consult with the reviewer to modify the PGP so that both parties agree with what is needed to meet expectations.

Elements & Criteria	Does not meet expectation	Progressing toward expectation	Meets Expectation
Self-assessment and goal selection			
1. Self-assessment and area of focus.	Does not identify self-assessment used or area of focus selected	Identifies either self-assessment used or area of focus selected, but not both	Identifies self-assessment used and area of focus selected
2. Standards. Goals must align to the certificate standards at the career level benchmarks	Goals not aligned to appropriate standard or benchmarks/strands	Some but not all goals aligned to appropriate standard or benchmarks/strands	All goals clearly aligned to appropriate standards and benchmarks/strands
3. Professional growth goal(s).	Does not identify educator's goal(s) for professional growth. If identified, goal is not specific	Identifies educator's goal(s) for professional growth that is specific, but does not describe how the goal relates to self-assessment and focus area identified in question one	Identifies educator's goal(s) for professional growth that is specific and describes how it relates to both the self assessment and the focus area identified in question one
4. Intended outcomes. a. Define new learning / practices	Intended outcomes do not reflect new learning/practices	Some intended outcomes reflect new learning/practices	All intended outcomes reflect new learning/practices
b. Relevant to professional growth goal and student growth	Intended outcomes are not relevant to the professional growth goal and/or student growth	Some intended outcomes are relevant to the professional growth goal and/or student growth	All intended outcomes are relevant to the professional growth goal and student growth

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Professional growth action plan

Formalized learning opportunities and professional development activities.

5. Activities.				
a. Aligned to goals	Activities are not aligned to goals	Some activities are aligned to goals	All activities are clearly aligned to goals	
b. Well defined and detailed	Activities are not well defined or detailed	Some activities are well defined but may not be detailed	All activities are well defined and detailed	
c. Varied	No variety of activities	Some variety of activities	There are a variety of activities	
d. Indicate new learning / practices	No new learning/practices associated with activities	Some activities lead to new learning/practices	All activities lead to new learning/practices	
6. Proposed evidence				
a. Aligns to identified educator professional growth goal(s)	Proposed evidence does not align to identified educator professional growth goal(s)	Some proposed evidence aligns to identified educator professional growth goal(s)	All proposed evidence aligns to identified educator professional growth goal(s)	
b. Can be used to assess professional growth goal and impact on students	Proposed evidence cannot be used to assess professional growth goal and/or impact on students	Some proposed evidence can be used to assess professional growth goal and/or impact on students	All proposed evidence can be used to assess professional growth goal and/or impact on students	

Evidence and reflection

7. Evidence collected.				
a. Aligned to educator's professional growth goals	Evidence is not aligned to educator's professional growth goals	Some evidence is aligned to educator's professional growth goals	All evidence is aligned to educator's professional growth goals	
b. Well defined and detailed	Evidence is not well defined or detailed	Some evidence is well defined and detailed	All evidence is well defined and detailed	
c. Can be used to assess the professional growth goal and impact on students	Evidence cannot be used to assess the professional growth goal and/or impact on students	Some evidence can be used to assess the professional growth goal and/or impact on students	All evidence can be used to assess the professional growth goal and/or impact on students	

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students

8. Reflection. Well defined and detailed	Reflection is cursory. No detail regarding results of learning, or consideration of possible future professional learning	Reflection demonstrates some growth or results of learning through the PGP, and/or does not consider future professional learning possibilities	Reflection demonstrates growth and results of learning through the PGP. Considers future professional learning possibilities
Review			
Educator signature	Educator did not sign the PGP		Educator signed the PGP
Educator reviewer signature	PGP not signed by educator reviewer		PGP is signed by educator reviewer