

TEACHER PROFESSIONAL GROWTH PLAN DEVELOPMENT RUBRIC SY15-16

Teachers and principals use this rubric to guide development of the TPGP.

GROWTH PERSONAL LEARNING GOAL	Unsatisfactory	Basic	Proficient	Distinguished
The Goal	The SMART goal is either not stated, incomplete, or not focused on teacher learning.	The SMART goal is specific and focuses on teacher learning relevant to teacher's growth.	AND the SMART goal is relevant to improving or teacher practice related to teacher's growth.	AND the SMART goal is measurable and achievable in the time indicated.
The Standard	The standard is not appropriate to the goal.	The standard is appropriate to the goal.	AND performance indicator relates to the goal.	AND performance indicator informs professional learning activities.
The Rationale	The rationale does not support teacher's learning relevant to the focus of teacher's growth.	The rationale supports teacher's learning relevant to the focus of teacher's growth.	AND supports improving teacher practice related to the focus of teacher's growth.	AND supports improving teacher practice to meet student needs based on classroom data.
The Learning Activity	The learning activity is not connected to the teacher's growth goal.	The learning activity connects to the teacher's growth goal.	AND could contribute to improving teacher practice related to the teacher's growth goal.	AND could contribute to improving teacher practice to meet student needs as they relate to the teacher's growth goal.
Application of Teacher Learning	Teacher does not indicate how the new knowledge and skills will be used.	Teacher indicates how and when the new knowledge and skills will be used.	AND how the use of new knowledge and skills will improve teacher practice related to the focus of teacher's growth goal.	AND how the use of new knowledge and skills will be shared to contribute to teacher practice beyond the classroom.
The Outcome(s)	Outcome(s) is not specified or related to teacher learning activity.	Outcome(s) identifies what the teacher will learn from the activity.	AND identifies how teacher practice will improve as a result of the activity.	AND identifies how teacher practice will improve student learning.
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 teacher practice will be determined.	AND includes how changes in teacher practice that support student learning 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 student 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 teacher learning.	The SMART goal is specific and focuses on collaborative teacher learning.	AND the SMART goal expands or adds to current effective teacher practice.	AND the SMART goal is measurable and achievable in the time indicated.
The Standard	The standard is not appropriate to the goal.	The standard is appropriate to the goal.	AND performance indicator relates to the goal.	AND performance indicator informs teacher learning activities.
The Rationale	The rationale does not support the teacher's learning.	The rationale supports the individual teacher's learning.	AND connects to collaborative learning among colleagues.	AND specifies the classroom data used to identify student 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 teacher practice.	AND addresses student needs.
Application of Teacher Learning	Teacher does not indicate how the new knowledge and skills will be used.	Teacher indicates how and when the new knowledge and skills will be used.	AND will expand on current effective teacher practice.	AND will improve student learning.
The Outcome(s)	Outcome(s) is not specified or related to teacher learning activity.	Outcome(s) identifies what the individual teacher will learn from the activity.	AND how current effective teacher practice will improve.	AND how improved teacher practice will impact student learning.
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 classroom.