

PGP Rubric

This rubric is designed to be a guide when developing and completing the Professional Growth Plan (PGP).

The columns and statements are to prompt a discussion between the participant and the reviewer as to how 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
Goals & Rationale			
Aligned to appropriate "career level" benchmark(s) / strand(s)	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
Specific and measurable	Goals are not specific or measurable	Some goals are specific and measurable	All goals are specific and measurable
Define new learning / practices, not a continuation of past practice or job duties	Goals are continuation of past practice or job duties	Some goals lead to new learning/practices	All goals lead to new learning/practices
Relevant to professional development and / or student growth	Goals are not relevant to professional development or student growth	Some goals are relevant to professional development or student growth	All goals are relevant to professional development or student growth
Activities - <i>Formalized learning opportunities and professional development activities.</i>			
Aligned to goals	Activities are not aligned to goals	Some activities are aligned to goals	All activities are clearly aligned to goals
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

Valid and reliable to measure professional or student growth	Activities do not have any method to measure professional or student growth	Some activities are valid and reliable to measure professional or student growth	All activities are valid and reliable to measure professional or student growth
Varied and include at least the equivalent of 30 hours of growth activities	No variety of activities and less than the equivalent of 30 hours worth of activities	Some variety of activities, or less than the equivalent of 30 hours worth of activities	There are a variety of activities that include at least the equivalent of 30 hours of growth activities
New learning / practices / interventions / etc., not continuations of past practice or job duties	No new learning/practices associated with activities. Activities are continuation of past practice or job duties.	Some activities lead to new learning/practices / interventions, etc.	All activities lead to new learning/practices/ interventions, etc.
Evidence			
Aligned to Goals and Activities	Evidence is not aligned to goals or activities	Some evidence is aligned to goals and activities	All evidence is aligned to goals and activities
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
Valid and reliable to measure professional or student growth	Evidence is not valid and reliable to measure professional or student growth	Some evidence is valid and reliable to measure professional or student growth	All evidence is valid and reliable to measure professional or student growth
Demonstrates outcome / impact of growth activities	Evidence does not demonstrate outcome/impact of growth activities	Some evidence demonstrates outcome/impact of growth activities	All evidence demonstrates outcome/impact of growth activities
Reflection			
Reflection is well defined and detailed	Reflection is cursory. No detail regarding results of learning, or consideration of possible future learning.	Reflection demonstrates some growth or results of learning through the PGP, or does not consider future learning possibilities.	Reflection demonstrates growth and results of learning through the PGP. Considers future learning possibilities.