

TEACHER PROFESSIONAL GROWTH PLAN RUBRIC

ELEMENT	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
SCHOOL GOAL				
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 the school focus.	AND the SMART goal is relevant to improving or strengthening teacher practice related to the school focus.	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 the school focus.	The rationale supports the school focus.	AND supports changing teacher practice.	AND supports changing teacher practice to meet student needs based on classroom data.
The Learning Activity	The learning activity is not connected to the teacher's goal.	The learning activity connects to the teacher's goal.	AND could contribute to changing teacher practice.	AND could contribute to changing teacher practice to meet 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 how the use of new knowledge and skills will change teacher practice.	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 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.

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GROWTH GOAL				
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.

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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.
EXTENSION GOAL				
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 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 teacher's learning.	The rationale supports teacher's learning.	AND supports expanding current effective teacher practice.	AND supports expanding current effective teacher practice to meet student needs based on classroom data.
The Learning Activity	The learning activity is not connected to the teacher's goal.	The learning activity connects to the teacher's goal.	AND contributes to expanding on current effective teacher practice.	AND contributes to expanding on current effective teacher practice to meet 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 indicates how and when the new knowledge and skills will be used to expand on current effective teacher practice.	AND how and when the expanded teacher practice will be used to improve student learning.
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 the learning will expand on current effective teacher practice.	AND how the expanded 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 explains how expansion on current effective teacher practice will be determined.	AND explains how the expanded teacher practice will improve student learning.

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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.

TPGP SCORING

	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED
OVERALL TEACHER PROFESSIONAL GROWTH PLAN	There is no TPGP or the TPGP is incomplete.	The TPGP is at a basic level of development based on the TPGP Rubric.	The TPGP is at a proficient level of development based on the TPGP Rubric.	The TPGP is at a distinguished level of development based on the TPGP Rubric.
EVIDENCE	No evidence has been provided.	Evidence indicates progress in completing the activities.	Evidence indicates activities were completed.	AND indicates goals were achieved.
TEACHER REFLECTION	Reflection is vague or does not relate to teacher's learning.	Reflection relates to the teacher's learning.	AND addresses impact on teacher's practice.	AND addresses how the teacher practice is impacting student learning.
ENGAGEMENT	The teacher made little or no attempt to engage in professional learning.	The teacher engaged in the professional learning activities.	AND applied professional learning to teacher practice.	AND shared professional learning to contribute to a broader professional learning community.