**PROFESSIONAL GROWTH PLAN DEVELOPMENT/SCORING RUBRIC**

This rubric is used to guide the development, implementation, and scoring of the PGP.

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| **GOAL** | **1**  **Unsatisfactory** | **2**  **Basic** | **3**  **Proficient** | **4**  **Distinguished** |
| **The Goal** | The goal is not stated, incomplete, or not focused on learning. | The goal focuses on a specific learning outcome that can lead to growth. | AND the outcome is measurable and achievable in the time indicated. | AND the outcome is relevant to improving professional practice. |
| **The Rationale** | The rationale fails to connect the learning to growth. | The rationale demonstrates an awareness of one’s professional strengths and needs. | AND knowledge about resources that provide opportunities for professional growth. | AND a commitment to seeking, developing, and continually refining practices. |
| **The Learning Activity** | The learning activity is not connected to the goal. | The learning activity connects specifically to the goal. | AND represents a commitment of time and effort to acquire new knowledge and skills. | AND has the potential to improve practice. |
| **Application of Learning** | There is no indication of how the learning will be used. | A plan for how and when the new knowledge and skills will be used is provided. | AND a description of how the practice will improve as a result of the learning is provided. | AND a plan for how the learning may be shared to support colleagues’ practice is provided. |
| **Progress In Completing the Learning Activity** | There is no information on how progress will be determined. | The steps needed to complete the learning activity are outlined. | AND the evidence of progress toward completion is identified. | AND evidence of implementation of learning is provided. |
| **Supports That Might Be Needed To Reach The Goal** | No supports are identified. | Supports are related to the learning activities. | AND are specific and realistic. | AND will assist with successful completion of the professional learning activity. |
| **Written Reflection (following the learning and implementation)** | Reflection is vague or only loosely related to his/her learning. | Reflection describes specific learning as a result of engaging in the activity. | AND explains the impact on the practice. | AND demonstrates a commitment to ongoing reflection and learning as a means of improving job performance. |