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# Assistant Principal Professional Growth Plan Rubric

Assistant Principals and Principals use this rubric to guide development and implementation of the PGP.

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| **GROWTH PERSONAL**  **LEARNING GOAL** | **Unsatisfactory** | | **Basic** | **Proficient** | **Distinguished** |
| **The Goal** | The SMART goal is either not stated, incomplete, or not focused on assistant principal learning. | | The SMART goal is specific and focuses on assistant principal learning relevant to assistant principal’s growth. | AND the SMART goal is relevant to improving or assistant principal leadership related to assistant principal’s growth. | AND the SMART goal is measurable and achievable in the time indicated. |
| **The Essential Practice** | The standard is not appropriate to the goal. | | The standard is appropriate to the goal. | AND practice indicator relates to the goal. | AND practice indicator informs professional learning activities. |
| **The Rationale** | The rationale does not support assistant principal’s learning relevant to the focus of assistant principal’s growth. | | The rationale supports assistant principal’s learning relevant to the focus of assistant principal’s growth. | AND supports improving assistant principal leadership related to the focus of assistant principal's growth. | AND supports improving assistant principal leadership to meet school needs based on data. |
| **The Learning Activity** | The learning activity is not connected to the assistant principal’s growth goal. | | The learning activity connects to the assistant principal’s growth goal. | AND could contribute to improving assistant principal leadership related to the assistant principal’s growth goal. | AND could contribute to improving assistant principal leadership to meet the school’s needs as they relate to the assistant principal’s growth goal. |
| **Application of assistant principal Learning** | Assistant principal does not indicate how the new knowledge and skills will be used. | | Assistant principal indicates how and when the new knowledge and skills will be used. | AND how the use of new knowledge and skills will improve assistant principal related to the focus of assistant principal’s growth goal. | AND how the use of new knowledge and skills will be shared to contribute to assistant principal leadership beyond the school. |
| **The Outcome(s)** | Outcome(s) is not specified or related to assistant principal learning activity. | | Outcome(s) identifies what the assistant principal will learn from the activity. | AND identifies how assistant principal leadership will improve as a result of the activity. | AND identifies how improved assistant principal leadership will result in school improvement. |
| **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 assistant principal leadership will be determined. | AND includes how changes in assistant principal leadership that support school improvement 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 school 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 assistant principal learning. | | The SMART goal is specific and focuses on collaborative assistant principal learning. | AND the SMART goal expands or adds to current effective assistant principal leadership. | AND the SMART goal is measurable and achievable in the time indicated. |
| **The Essential Practice** | The standard is not appropriate to the goal. | | The standard is appropriate to the goal. | AND practice indicator relates to the goal. | AND practice indicator informs assistant principal learning activities. |
| **The Rationale** | The rationale does not support the assistant principal’s learning. | | The rationale supports the individual assistant principal’s learning. | AND connects to collaborative learning among colleagues. | AND specifies the data used to identify school 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 assistant principal leadership. | AND addresses school needs. |
| **Application of assistant principal Learning** | Assistant principal does not indicate how the new knowledge and skills will be used. | | Assistant principal indicates how and when the new knowledge and skills will be used. | AND will expand on current effective assistant principal leadership. | AND will result in school improvement. |
| **The Outcome(s)** | Outcome(s) is not specified or related to assistant principal learning activity. | | Outcome(s) identifies what the individual assistant principal will learn from the activity. | AND how current effective assistant principal leadership will improve. | AND how improved assistant principal leadership will result in school improvement. |
| **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 school. |
| **PGP Implementation** | | | | | |
| **Overall Assistant Principal Professional Growth Plan** | There is no PGP or the PGP is incomplete. | | The PGP is at a basic level of development based on the PGP Rubric. | The PGP is at a proficient level of development based on the PGP Rubric. | The PGP is at a distinguished level of development based on the PGP Rubric. |
| **Evidence** | No evidence has been provided. | | Evidence indicates progress in completing the activities. | Evidence indicates activities were completed. | AND indicates goals were achieved. |
| **Assistant Principal Reflection** | There is no reflection is vague or does not relate to assistant principal’s learning. | | Reflection relates to the assistant principal’s learning. | AND addresses impact on assistant principal’s leadership practice. | AND addresses how the assistant principal’s leadership is impacting school improvement. |
| **Engagement** | The assistant principal made little or no attempt to engage in professional learning. | | The assistant principal engaged in the professional learning activities. | AND applied professional learning to the assistant principal’s leadership practice. | AND shared professional learning to contribute to a broader professional learning community. |