



Professional Learning Plan (PLP) Rubric

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|------------|--|---|--|---|---|
| Smart Goal | A goal for further study/work is unclear. | A goal for further study/work is underdeveloped. | A goal for further study/work is identified and described according to the criteria of a SMART Goal. | A goal for further study/work is clearly presented as a SMART Goal and is aligned with the ALA self-assessment and the school's strategic initiatives. | A goal for further study/work is clearly presented and detailed as a SMART goal which is closely aligned with the ALA self-assessment and the school's strategic initiatives designed to bring about transformational change. |
| Rationale | Little explanation is provided of how achieving this goal could benefit the participant, the students and/or the school. | Underdeveloped explanation of how achieving this goal could improve performance as a leader and manager of change, advance the school's initiatives, or improve learning and performance of others. | Explanation is given for why this goal will improve performance as a leader and manager of change, advance the school's initiatives, and improve student and adult learning and performance. | Explanation is given for why achieving this goal will improve performance as a leader and manager of systemic change, advance the school's strategic initiatives, and improve student and adult learning and performance. | Strong and clear explanation is given for why achieving this goal will improve performance as a leader and manager of systemic transformational change, advance the school's strategic initiatives, and improve student and adult learning and performance. |

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| Plan & Timeline | The strategies, actions, and/or schedule are inappropriate /irrelevant to achieving the goal. | Unclear or unfocused information given of the planned strategies, actions and/or schedule needed to achieve the goal. | Outline given of the planned strategies, actions, and schedule that will leverage the change needed to achieve the goal. | Description given of the planned systemic strategies, actions, and schedule to leverage the change needed to achieve the goal. | Clear and detailed description given of the planned transformational strategies, actions, and schedule to leverage the change needed to achieve the goal. |
| Results | Evidence is not identified or is inappropriate to measure change in leader performance, impact on the school's initiatives, and/or student and adult learning performance. | Limited evidence is identified to measure change in leader performance, impact on the school's initiatives, and/or student and adult learning performance. | Evidence is identified to measure improvement in performance as a leader and manager of change, advancement of the school's initiatives, and student and adult learning and performance. | Evidence is identified to measure improvement in performance as a leader and manager of systemic change, advancement of the school's strategic initiatives, and improvement in student and adult learning and performance. | Extensive evidence is identified to measure improvement in performance as a leader and manager of systemic transformational change, advancement of the school's strategic initiatives, and improvement in student and adult learning and performance. |