

TEACHER/PRINCIPAL EVALUATION MODEL INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN REVIEW RUBRIC

Element/Category	Unsatisfactory	Basic	Proficient	Exemplary
Quality and rigor of the Individual Professional Development Plan	The Plan contains inadequate or unclear goals and/or the sequence of activities is not clearly designed to achieve the proposed goals. The Plan has little alignment to the most recent summative evaluation and shows little likelihood of leading to a positive change in job performance.	The Plan contains clear professional development goals and outlines a sequence of activities, but the goals and/or activities are not particularly rigorous or challenging. The Plan is generally aligned to the most recent summative evaluation results. It shows intent to lead to a positive change in job performance, but needs refinement.	The Plan is clear and comprehensive. It is aligned to the most recent summative evaluation results and proposes a sequence of appropriate activities leading to accomplishment of the goals. It is designed to lead to a positive change in job performance.	The Plan is comprehensive, clear, rigorous, and stretches the capacity of the educator in its requirements. It is aligned to the most recent summative evaluation and proposes a challenging sequence of activities. It is designed to lead to a long-term change in job performance. The Plan can serve as a model for other educators.

Element/Category	Unsatisfactory	Basic	Proficient	Exemplary
<p>Effectiveness in implementing the Individual Professional Development Plan activities</p>	<p>Many of the Plan’s proposed activities have not been implemented and results of those that have are inconsistent or inadequate. Very little improvement has been made during the implementation period. Completion of professional development activities has been haphazard.</p>	<p>Many of the Plan’s activities have been implemented, but some have not, or results have been inconsistent. Only a few improvements have been made during the implementation process. There has been little collaboration with the evaluator during the implementation period. There is evidence of completion of only some of the proposed activities.</p>	<p>The Plan’s activities have been implemented with fidelity and professionalism. Based on reflection, improvements to the Plan have been made as appropriate during the implementation period. There has been ongoing collaboration with the evaluator during the implementation process. There is clear evidence of completion of all or nearly all of the proposed activities.</p>	<p>The Plan’s activities have been implemented with exemplary fidelity and professionalism. Continued reflection on the goals has led to improvement in the Plan throughout the implementation period. There has been extensive collaboration with the evaluator during the implementation period. There is clear evidence of completion of the proposed activities.</p>

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Accomplishment of the Individual Professional Development Plan's goals.	The Plan's goals have not been met to a satisfactory degree. Proposed activities have not been completed or have been completed haphazardly. Little reflection has been done in order to make the Plan more effective. The Plan has not led to a positive change in job performance.	The Plan's goals have not been met or nearly met. Some gaps in completion of the proposed activities exist. Some reflection on the Plan has been done, but more work needs to be done in order to make the Plan effective. There is limited evidence to date that the Plan has led to a positive change in job performance.	The Plan's goals have been met or nearly met on an overall basis. The educator has reflected on the Plan and offered suggestions for further professional development. There is evidence that completion of the Plan has led to a positive change in job performance.	The Plan's goals have been met or exceeded in all respects. The educator's reflection on the Plan and suggestions for further professional development have been exemplary. There is evidence that completion of the Plan has led to a significant, positive, and lasting change in job performance. The results can serve as a model to other district educators.