

## Learning Forward PA Rubric for Action Plan Assessment

	4	3	2	1
Goal Statement	The goal: - is stated in specific terms, uses -student achievement data to measure its outcome, -is attainable, -is relevant to the organization's needs, and -has an outlined time frame.	The goal is stated in specific terms yet three out of the remaining four criteria listed are present.	The goal is unclear and two criteria are listed.	The goal is unclear and one criteria is listed.
How will LEARNING COMMUNITIES be utilized?	The plan shows clear evidence of how LC's will be committed to promoting continuous improvement and collective responsibility throughout the organization, as well as aligning the goal with the rest of the aspects of this plan.	The plan shows evidence that the LC will be committed to promoting continuous improvement and collective responsibility throughout the organization, as well as aligning the goal with the plan. It is unclear as to how this will be done.	The plan shows little or sketchy evidence that the LC's will be committed to promoting continuous improvement and collective responsibility throughout the organization, as well as aligning the goal with the plan. Eg. One or more parts may be missing.	The plan does not show clear evidence of how LC's will be committed to promoting continuous improvement and collective responsibility throughout the organization; it does not align the goal with the rest of the aspects of this plan.
What role will LEADERSHIP serve?	The plan shows clear evidence of how it will require skillful leaders to develop capacity, advocate, and create support systems to implement the professional learning needed to breathe life into the action plan.	The plan shows evidence of how it will require skillful leaders to implement two of the three criteria for the professional learning needed to breathe life into the action plan. It is unclear as to how it will be done	The plan shows little or sketchy evidence regarding the criteria for the professional learning needed to breathe life into the action plan. It is unclear as to how this will be done.	The plan does not address how leadership will be involved.

What RESOURCES will be needed?	The plan shows clear evidence of how resources will be prioritized, monitored, and coordinated in order to support the action plan.	The plan shows evidence of how resources will support the action plan using two of the three criteria.	The plan shows evidence of how resources will support the action plan using one of the three criteria.	The plan does not show clear evidence of how resources will be prioritized, monitored and coordinated in order to support the action plan.
What DATA will you use to measure your goal?	The plan clearly states how it will use student, educator, and system data to plan, assess, and evaluate this plan.	The plan states how it will use data. It is unclear as to the type of data it will use. OR The plan states the type of data it will use. It is unclear as to how it will be used.	The plan is unclear as to the type of data it will use; and it is unclear as to how it will be used.	The plan does not address how it will use student, educator, and system data to plan, assess, and evaluate this plan.
What LEARNING DESIGNS will you use to keep staff learning in an ongoing manner?	The plan clearly states how it will integrate theories, models, and research to achieve the goal.	The plan states how it will integrate two of the three criteria (theories, models, and research) to achieve the goal.	The plan states how it will integrate one of the three criteria (theories models, and research) to achieve the goal. It is unclear as to how it will be used.	The plan is unclear as to how it will integrate theories, models, and research to achieve the goal.
How will you IMPLEMENT this plan to assure long-term change?	The plan clearly states how it will apply research on change and sustains support for implementation of professional learning for long-term <i>change</i> .	The plan clearly states how it will address one of the two criteria, and minimally states how it will address the other criteria- -Applying research on change and/or -Sustaining support for implementation of professional learning for long-term change.	The plan is minimal or is confused in addressing how it will apply research on change and sustains support for implementation of professional learning for long-term <i>change</i> .	The plan is unclear as to how it will apply research on change and sustain support for implementation of professional learning for long-term change.
What are your defined educator performance and student learning OUTCOMES going to be?	The plan clearly states how it will align its outcomes with educator performance and student curriculum standards.	The plan clearly states how it will address one of the two criteria, and minimally states how it will address the other criteria- -align its outcomes with educator performance, and/or -student curriculum standards.	The plan is minimal or is confused in addressing how it will align its outcomes with educator performance and student curriculum standards.	The plan is unclear as to how it will align its outcomes with educator performance and student curriculum standards.