



U.S. Virgin Islands Coordinator Portfolio Guidebook

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Introduction

The U.S. Virgin Islands Department of Education (VIDE) has developed an Employee Effectiveness System (EES) to build and support effective employees to improve the quality of education and increase student performance throughout the territory. The coordinator evaluation process is part of the VIDE EES system. Within the context of this document, a coordinator is a district-based administrator who is employed within the Office of the Insular Superintendent, Division of Curriculum and Instruction, and whose roles and responsibilities include support to the district and its schools in areas of leadership, curriculum and instruction, subject-matter expertise, program design and management, and professional development.

The coordinator evaluation process for all coordinators in the U.S. Virgin Islands includes three measures: Observation, Coordinator Portfolio and Coordinator leadership Time. A complete description of the measures can be found in the *U.S. Virgin Islands Coordinator Guidebook* on the VIDE EES web portal at <http://tle.vide.vi>.

This guidebook provides information and forms needed to develop, share and score the **Coordinator Portfolio**. The Coordinator Portfolio is a coordinator-generated documentation of performance on the Coordinator Framework. The coordinator portfolio includes documentation of the completed Professional Growth Plan (PGP). The portfolio is assembled throughout the academic year and evaluated by the Director of Curriculum and Instruction near the end of the school year, but before the coordinator's summative evaluation meeting.

Throughout the guidebook, the following icons call attention to important ideas or features:



Terminology and Business Rules: Provides definitions of terms and procedures



Tools You Can Use: Points you to corresponding forms or protocols

The VIDE Division of Human Resources oversees annual implementation of the coordinator evaluation process. More information can be accessed on the VIDE EES web portal at <http://tle.vide.vi> or by contacting Human Resources at evalquestions@sttj.vk12.vi.

Coordinator Portfolio

All coordinators in the U.S. Virgin Islands are required to develop and present a portfolio as part of their annual evaluation. The Coordinator Portfolio is a collection of artifacts that demonstrate performance related to essential leadership practices and indicators detailed in the *Essential Practices of Coordinators* (Coordinator Framework). Artifacts are intended to represent coordinator practice, as opposed to being a random document collection only focused on accomplishments. Evidence for all of the practices, indicators, and elements in the Coordinator Framework must be provided in the Coordinator Portfolio. With input from educators on St. Thomas, St. John and St. Croix, the coordinator portfolio process was constructed to collect a set of common and individual unique artifacts to be systematically reviewed and scored.



What is a Portfolio?

A portfolio is a collection of strategically chosen artifacts created and used in the everyday routines of a coordinator, which are assembled and explained by the coordinator for the purpose of performance evaluation.

Portfolios are submitted and managed in **BriteLocker**, the electronic portfolio software accessed through **TalentEd**, the U.S. Virgin Islands Department of Education (VIDE) electronic performance management system. More information on TalentEd and BriteLocker can be accessed on the VIDE EES web portal at <http://tle.vide.vi> or by contacting Human Resources at evalquestions@sttj.vk12.vi.

Artifacts

An **authentic artifact** is a document, chart, plan, or other piece of evidence developed in the course of work and used by the coordinator routinely in leading programs, and demonstrates exemplar coordinator leadership practice. Because there are so many artifacts created through normal leadership practice of coordinators during a typical school year, “high density” artifacts, those that demonstrate a range of a coordinator’s performance related to all practices, indicators and elements of the Coordinator Framework, should be submitted. Selection of high density artifacts minimizes the amount of evidence collected and reviewed, yet together can represent all essential practices related to coordinator leadership practices.



A Coordinator Portfolio consists of required **common** artifacts all coordinators use as part of processes/procedures in U.S. Virgin Islands districts and schools, as well as **unique** artifacts used by a coordinator in his or her school or district context.

Both common and unique artifacts are included in a portfolio. A **common** artifact is a document that all coordinators use in required processes or procedures of district or school leadership in the U.S. Virgin Islands districts and schools.

A **unique** artifact is one that a coordinator identifies as exemplary of coordinator practice specific to his or her district and/or school. Unique artifacts may differ across portfolios, but can have a common theme. For example, all coordinators are asked to include an artifact related to community engagement, however, one coordinator's community engagement artifact may be a document related to a meeting, where another's could be a presentation on the role of community partnerships. Table 1 highlights the general characteristics of a high quality artifact. **Seven artifacts**, four common and three unique artifacts, are required for the Coordinator Portfolio.

Table 1.
What Makes a Quality Artifact?

Weak Artifact Evidence	Moderate Artifact Evidence	Sufficient Artifact Evidence	Strong Artifact Evidence
Artifacts are provided, but it is not clear how the artifacts demonstrate evidence for the behaviors described in the element or artifacts are unlikely to display a range of practice, and no explanation is included.	Artifacts provide clear evidence for part of the behavioral descriptors in the element and a range of practice quality is likely to be observed. Artifacts require a rational for selection or explanation.	Artifacts provide clear evidence for more than half of the behavioral descriptors in the element, and an explanation is provided, as appropriate. A range of performance can be observed.	Artifacts provide clear evidence for all the behavioral descriptors in the element, and an explanation is provided, as appropriate. A range of performance can be observed.

Coordinator Portfolio Process

The Coordinator Portfolio process is similar to the assistant principal and principal portfolio processes in many ways. The Coordinator Portfolio process encourages reflection by the coordination and collaboration with his or her supervisor, the Director of Curriculum and Instruction. Each coordinator engages in planning, collecting artifacts and sharing a portfolio to demonstrate exemplar performance on all four essential practices in the Coordinator Framework. Figure 1 represents the portfolio process.



Figure 1: The Portfolio Process. This figure displays the portfolio process for all coordinators in the U.S. Virgin Islands.

Portfolio Planning

Portfolio planning occurs during the **Coordinator Evaluation Planning Meeting** at the beginning of the school year. The coordinator and Director of Curriculum and Instruction discuss the seven artifacts reflecting coordinator leadership practices to include in the portfolio, as well as expectations for portfolio submission and review. Portfolio artifacts, when viewed in combination, provide a complete picture of the coordinator’s leadership during the school year. The practices, indicators, and elements in the Coordinator Framework describe what that complete picture might look like (Table 2). The Coordinator Framework, previous coordinator evaluation data, and current coordinator practice can be used to inform the selection of the unique artifacts for a portfolio.

Table 2.
Example of Essential Practices of School Leadership Design

Essential Practices of Coordinators

Practice 1: Build Shared Purpose

The coordinator implements programs that align with the district's vision, thus ensuring that the vision is "lived" in the daily work of instructional staff.

Indicator 1.1: Implement a Program Aligned to the District Vision, Mission, Goals, and Initiatives

Element	Unsatisfactory The coordinator performing at the <i>unsatisfactory</i> level	Basic The coordinator performing at the <i>basic</i> level also...	Proficient The coordinator performing at the <i>proficient</i> level also...	Distinguished The coordinator performing at the <i>distinguished</i> level also...
A.	<ul style="list-style-type: none"> • Demonstrates a limited awareness of all programs in his or her area of focus, including those that he or she does not directly oversee, which are being implemented at school sites. Communicates the program mission and objectives to educators and other stakeholders. 	<ul style="list-style-type: none"> • Aligns programs and services that he or she oversees with district mission and annual objectives. • Gathers evidence of program accomplishments¹ to monitor program and service <ul style="list-style-type: none"> ○ contributions to the district vision and mission ○ degree to which the program meets its mission and objectives. ○ implementation fidelity and relative program alignment to school objectives 	<ul style="list-style-type: none"> • Shares evidence of program contributions to mission and vision attainment. • Engages school- and district-level staff and others in reflecting on program progress toward realizing the district vision and mission. • Engages school leadership in reflecting on school-based program fidelity 	<ul style="list-style-type: none"> • Coaches² other leaders on developing, enacting, and monitoring a program in support of the district mission and vision. • Contributes to district mission and vision setting and district improvement planning by participating on committees.

Elements combine to describe the indicator.

Practice is the biggest grain size.

Each Indicator describes part of the practice.

The following **Guiding Questions** can be used to plan the portfolio:

1. To what degree is the coordinator clear about the portfolio process?
2. To what degree could the artifacts the coordinator intends to collect represent all four essential practices?
3. When will the artifacts be collected? Does the timeline to collect artifacts allow for enough time to complete the portfolio by the due date?
4. What, if any, support does the coordinator need in collecting artifacts?
5. What information could be shared at the mid-year check-in meeting to demonstrate progress in completing the portfolio?

At the conclusion of the meeting, the coordinator and Director of Curriculum and Instruction review and finalize the **Coordinator Portfolio Planning Form** in *TalentEd* and schedule/confirm dates for the Mid-year Check-in and Portfolio Review.

Evidence Gathering

With input from coordinators and directors of curriculum and instruction from both school districts, the VIDE leadership identified the seven artifacts to be in the Coordinator Portfolio as part of the U.S. Virgin Islands coordinator evaluation process. The artifacts were chosen because they represent multiple aspects of coordinator leadership practices (dense) and they focus on important topics of leadership in the U. S. Virgin Islands. Both common and unique artifacts are included (Table 3).

Table 3.

Artifacts for Coordinator Portfolios

REQUIRED ARTIFACTS	TYPE OF ARTIFACT
1. Professional development evaluations	Common: All coordinators must include professional development evaluations.
2. Professional Growth Plan	Common: All coordinators must include a professional growth plan using the template in <i>TalentEd</i> , the VIDE electronic performance management system.
3. Monthly Report	Common: Each coordinator chooses a monthly report.
4. Annual Report	Common: Each coordinator includes an annual report.
5. Community Engagement	Unique: Each coordinator chooses an artifact related to community engagement.
6. Program Management	Unique: Each coordinator chooses an artifact related to managing programs he or she is responsible for.
7. Coordinator Choice	Unique: Each coordinator, in collaboration with the Director of Curriculum and Instruction, determines an artifact to be included.

Artifact 1: Professional Development Evaluations

An important aspect of a coordinator's work is providing professional development to teachers. In the U.S. Virgin Islands, **professional development encompasses all types of facilitated learning opportunities including credentials such as academic degrees to formal coursework, conferences and informal learning opportunities situated in practice.**

Coordinators can have a positive impact on student learning by helping teachers improve their teaching practices. Through professional development, coordinators are able to assist teachers' growth and improvement of instruction throughout a school or the district. As an artifact, professional development evaluations reflect evidence of

- **Coordinator Essential Practice 3. Manage Organizational Systems**
Indicator 3.2: Lead and Develop Personnel

Artifact 2: Professional Growth Plan

All coordinators are responsible for completing an annual Professional Growth Plan (PGP), which describes professional learning goals, evidence of completion of professional learning activities, and how learning is applied in district and/or school contexts.

The goal of the PGP is to advance a coordinator's leadership practice. The PGP process is designed to foster reflection, collaboration, and accountability. The process is the same as the professional growth plan process for principals and assistant principals. Each coordinator develops goals based on previous evaluation data, teacher and student performance and personal reflection using the Coordinator Framework. He or she identifies and completes professional learning activities to improve or grow in areas identified related to practices and indicators on the Coordinator Framework, applies the learning to current practice in district and/or school contexts, and reflects on knowledge and skills learned and their impact on the coordinator's practice, teacher practice, and/or student instruction.

The PGP is reflective of

- **Coordinator Essential Practice 4. Lead with Integrity**
Indicator 4.1: Demonstrate Personal and Professional Responsibility

Developing the PGP

Two goals must be included in the plan:

- **Growth Personal Learning Goal:** A personal learning goal for the coordinator that addresses an area of growth or improvement informed by self-reflection using the *Essential Practices of Coordinators*, previous evaluation results (if available), and other available data.
- **Collaborative Learning Goal:** A team of coordinators or the coordinator and other school leaders (cross district, cross school level, feeder group, PLC team, etc.) collaborate to identify a learning goal that focuses on a common area for growth. The team works together on learning and applying their learning to leadership practice and district and/or school results. The collaborative learning goal and rationale would be the same for all coordinators in the team; however, each coordinator is responsible for identifying and completing appropriate professional learning activities, collecting evidence, reflecting on learning, and using new skills and knowledge.

Goals should be written as **SMART** goals (specific, measurable, achievable, relevant, and time-bound). Table 4 explains the components of a SMART goal.

Table 4.
Defining SMART Goals

S	Specific: States exactly what principals want to accomplish. Specify who, what, where, and why. Write a rationale for the goal based on previous performance and district or school direction.	Who will do what? Where will it be done? What activities will be completed? Where will the activities be completed?
M	Measurable: Describes how goal attainment will be demonstrated and evaluated.	What evidence will show activities are completed? How will learning be applied in practice? What evidence will show learning has been
A	Achievable: Explains why the goal is achievable, yet challenging.	What is the action-oriented verb? Why are the goals achievable and challenging?
R	Relevant: Describes how the goal will be applied in the school.	Why is the goal relevant to the work you do? How will the goal help you to be better at your job? How does the goal align to performance standards?
T	Time-bound: States when activities will be completed and when learning will be applied (and observable) in the school.	When will professional development activities occur? What are the deadlines for each activity? When will learning be applied in the school?

The PGP goals should focus on *the coordinator's professional practices* as defined by the Coordinator Framework (e.g., managing programs, providing professional development). By improving coordinator practices, changes in district- and school-level practices may result.

Professional Learning Activities

Professional learning activities, target completion dates, anticipated outcome and application of the learning are identified for each goal. When selecting professional learning activities, the coordinator and Director of Curriculum and Instruction should consider

formal activities including workshops, university courses, coaching, mentoring, action research, and Professional Learning Community activities that have a scope and sequence for attaining specific intents or goals. Informal professional development includes meetings, reading, or other open-ended activities that do not have a scope and sequence of actions or specific intents or goals.

Measures of Progress and Success

The coordinator and Director of Curriculum and Instruction also identify how progress towards achieving each goal will be demonstrated and how the coordinator can show the completion of each learning activity. The emphasis is not only on the learning, but applying the learning to improve practice and the broader practice of others in district and/or school contexts.

Completing the PGP

The PGP is discussed and finalized and during the **Coordinator Evaluation Planning Meeting** at the beginning of the school year. It may be revised on an as needed basis. Throughout the school year, the coordinator completes the professional learning activities, applies learning to meet goals, and collects evidence to demonstrate completion of the PGP. Evidence is uploaded into BriteLocker through TalentEd and the PGP is reviewed and rated as an artifact in the portfolio.

Artifact 3: Coordinator Monthly Report

A work group of coordinators from both school districts in the U.S. Virgin Islands identified coordinator monthly reports as an important focus of a coordinator's leadership practices. The monthly report reflects activities related to the essential practices of coordinators conducted during a specific month. The artifact reflects:

- **Coordinator Practice 2. Focus on Learning**
Indicator 2.1: Support Student Access to Effective Instructional Programs through Administration of District, Territory, and/or Federal Programs
- **Coordinator Practice 4. Lead with Integrity Indicator**
Indicator 4.1: Demonstrate Personal and Professional Responsibility

Artifact 4: Coordinator Annual Report

All coordinators are required to complete an annual report detailing the programs he or she managed throughout the year. The annual report is reflective of:

- **Coordinator Practice 1. Focus on Learning**
Indicator 2.1: Support Student Access to Effective Instructional Programs through Administration of District, Territory, and/or Federal Programs
- **Coordinator Practice 3. Manage Organizational Systems**
Indicator 3.1: Build and Maintain Program Systems
Indicator 3.2: Lead and Develop Personnel
- **Coordinator Practice 4. Lead with Integrity**
Indicator 4.1: Demonstrate Personal and Professional Responsibility

Artifact 5: Community Engagement

Another important aspect of a coordinator's role is establishing and sustaining partnerships with community organizations that provide supports to students. Coordinators often collaborate with school leaders or staff to expand the use of community resources to accomplish the district mission. An artifact related to community engagement reflects:

- **Coordinator Practice 3. Manage Organizational Systems**
Indicator 3.4: Mobilize Community Resources

Artifact 6: Program Management

A coordinator has a number of programs he or she is responsible for which includes aligning the programs to district vision and mission and gathering evidence of program accomplishments. He or she often engages school- and district-level staff and others in reflecting on program progress toward realizing the district vision and mission. An artifact related to program management reflects

- **Coordinator Practice 1. Build Shared Purpose**
Indicator 1.1: Implement a Program Aligned to the District Vision, Mission, Goals, and Initiative

Artifact 7: Choice Artifact

The seventh artifact is one the coordinator chooses to include. The coordinator in collaboration with the Director of Curriculum and Instruction, identifies the practice, indicator and artifact to be included in the portfolio during the Coordinator Evaluation Planning Meeting.

Coordinators should collect artifacts throughout the school year, rather than waiting until the third quarter. Waiting to the last minute can result in an incomplete collection of documents put together haphazardly that do not reflect exemplar performance. All artifacts for the

Coordinator Portfolio must be uploaded into **BriteLocker** through *TalentED*. Information and access to **BriteLocker** can be found on the VIDE EES web portal at <http://tle.vide.vi> or by contacting Human Resources staff at evalquestions@sttj.k12.vi.

Mid-year Check-in

During the Mid-year Check-In Meeting, the coordinator and Director of Curriculum and Instruction discuss work on the Coordinator Portfolio. It is an opportunity to share progress in artifact collection and on PGP professional learning activities, discuss challenges, and identify possible solutions. The conversation focuses on supports needed to ensure successful completion of the portfolio. The following **Guiding Questions** can be used to facilitate the Mid-Year Check-In meeting:

1. Do artifacts collected thus far provide the expected evidence? Is the evidence clear? If not, what adaptations can be made so that the appropriate evidence will be collected?
2. Do artifacts collected thus far provide evidence for all or most of the essential practices? If current artifacts suggest not all essential practices will be represented, what changes can be made to ensure evidence for all artifacts is collected before the portfolio presentation meeting?
3. What evidence do the artifacts collected at this point suggest about the coordinator's mastery of the essential practices? What changes in practice need to be made or what additional supports are needed for mastery?
4. What other information needs to be shared so that the artifacts can be evaluated fairly?
5. Are there steps the coordinator should take to change prior practice and make the artifacts stronger?

Portfolio Review

The coordinator and Director of Curriculum and Instruction meet to review the Coordinator Portfolio at the **Portfolio Review Meeting**, which occurs during the fourth quarter of the school year. The meeting is an opportunity for the coordinator to share and answer questions to ensure the Director of Curriculum and Instruction understands the artifacts and their relationships to the coordinator's essential practices. Artifacts and explanations should provide clear evidence of behaviors described in the elements of one or more indicators of the Coordinator Framework.

The discussion focuses on how effectively the artifact and explanation work *together* to demonstrate exemplar performance for the specific essential practice. The discussion also includes the coordinator's reflection on his or her performance, as indicated by the artifact and

explanation. It is critical that a thorough explanation is provided so the Director of Curriculum and Instruction has enough information to fairly score the portfolio.

Scoring the Coordinator Portfolio

Evidence provided through the portfolio comprises one of the three measures used in the calculation of the final summative score for the coordinator's evaluation (Table 5).

Table 5.

*Alignment between the Coordinator Evaluation Measures and the Essential Practices of Coordinators Framework**

	Five Essential Practices of School Leadership Framework				
Measures	Build shared purpose	Focus on learning	Manage organizational resources	Connect with community	Lead with integrity
Portfolio					
Observation					
School Leadership Time					

*The table shows the alignment with the professional development observation. If the coordinator and Director of Curriculum and Instruction decide the second observation will be a different area related to the coordinator's role and responsibilities, the observation may align to the other practices.

The **Coordinator Portfolio Scoring Form** is used to score the Coordinator Portfolio. The Director of Curriculum and Instruction scores the essential practice based on the evidence provided by the artifacts and the explanation provided by the coordinator during the Portfolio Review Meeting. A score is assigned to each essential practice in the Coordinator Framework based on the evidence. The practice scores are used with other measures to determine summative scores for each of the coordinator essential practices.

Forms required to complete the portfolio process are included in the appendix. More information can be found on the VIDE EES web portal at <http://tle.vide.vi> or by contacting the VIDE Division of Human Resources at evalquestions@sttj.k12.vi.

Appendix

Coordinator Portfolio Planning Form SY15-16

The Coordinator Portfolio is a coordinator-generated documentation of performance on each standard that is evaluated annually by the directors of curriculum and instruction. A total of **seven artifacts** are required. The **coordinator** completes this form and submits it **prior** to the Evaluation Planning Meeting.

During the Coordinator Evaluation Planning Meeting, the coordinator and the Director of Curriculum and Instruction identify possible artifacts for Community Engagement, Program Management and one artifact, practice and indicator for the coordinator's choosing.

Artifact 1: Professional development evaluations

- **Manage Organizational Systems** Indicator 3.2: Lead and Develop Personnel

Artifact 2: Coordinator Professional Growth Plan

- **Lead with Integrity**, Indicator 4.1: Demonstrate Personal and Professional Responsibility

Artifact 3: Coordinator Monthly Report

- **Focus on Learning** Indicator 2.1: Support Student Access to Effective Instructional Programs through Administration of District, Territory, and/or Federal Programs
- **Lead with Integrity** Indicator 4.1: Demonstrate Personal and Professional Responsibility

Artifact 4: Coordinator Annual Report

- **Focus on Learning** Indicator 2.1: Support Student Access to Effective Instructional Programs through Administration of District, Territory, and/or Federal Programs
- **Manage Organizational Systems** Indicator 3.1: Build and Maintain Program Systems and Indicator 3.2: Lead and Develop Personnel
- **Lead with Integrity** Indicator 4.1: Demonstrate Personal and Professional Responsibility

Artifact 5: Community Engagement

- **Manage Organizational Systems** Indicator 3.4: Mobilize Community Resources

List possible artifact

Artifact 6: Program Management

- **Build Shared Purpose** Indicator 1.1: Implement a Program Aligned to the District Vision, Mission, Goals, and Initiatives

List possible artifact

Artifact 7: Coordinator Choice

Coordinator Essential Practice:

Choose an item.

Select the Coordinator Essential Practice that will be demonstrated by the artifact.

Coordinator Essential Practice Indicator:

Choose an item.

Select Indicator related to the Coordinator Essential Practice.

Coordinator Professional Growth Plan SY15-16

Instructions

The Coordinator Professional Growth Planning (PGP) is designed to facilitate the coordinator's professional development. The coordinator uses it to set professional learning goals, as well as to track and reflect on professional learning and the impact on practice. The Director of Curriculum and Instruction uses it to review progress and score the coordinator's PGP at the conclusion of the evaluation cycle.

The coordinator completes and submits the PGP before the Evaluation Planning Meeting.

Two goals must be included in the plan:

- **Growth Personal Learning Goal:** A personal learning goal for the coordinator that addresses an area of growth or improvement informed by self-reflection using the *Five Essential Practices of Coordinators*, previous evaluation results (if available), and other available data.
- **Collaborative Learning Goal:** A team of coordinators or the coordinator and other school leaders (cross district, cross school level, feeder group, PLC team, etc.) collaborate to identify a learning goal that focuses on a common area for growth. The team works together on learning and applying their learning to leadership practice and district and/or school results. The collaborative learning goal and rationale would be the same for all coordinators in the team; however, each coordinator is responsible for identifying and completing appropriate professional learning activities, collecting evidence, reflecting on learning, and using new skills and knowledge.

Goals should be written as **SMART** goals (specific, measurable, achievable, relevant, and time-bound).

Goal 1 – Growth Personal Learning Goal

SMART Goal

- A personal learning goal for the coordinator that addresses an area of growth or improvement informed by self-reflection using the *Five Essential Practices of Coordinators*, previous evaluation results (if available), and other available data.

--

Coordinator Essential Practice Addressed:

Choose an item.

Coordinator Essential Practice Indicator Addressed:

Choose an item.

Rationale: Why was this goal chosen?

Professional Learning Activity

Proposed Professional Learning Activity	Application: What will I do with the knowledge and skills I have learned to change my leadership practice?	Outcomes: How will the changed leadership practice impact district and/or school performance?	Target Completion Date
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How will I know that I am making progress and achieving my goal?

What supports might I need to complete the activity and achieve my goal?

Goal 2 – Collaborative Learning Goal

SMART Goal

A team of coordinators or the coordinator and other school leaders (cross district, cross school level, feeder group, PLC team, etc.) collaborate to identify a learning goal that focuses on a common area for growth.

Coordinator Essential Practice Addressed:

Choose an item.

Coordinator Essential Practice Indicator Addressed:

Choose an item.

Rationale: Why was this goal chosen?

Professional Learning Activity

Proposed Professional Learning Activity	Application: What will I do with the knowledge and skills I have learned to change my leadership practice?	Outcomes: How will the changed leadership practice impact district and/or school performance?	Target Completion Date
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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How will I know that I am making progress and achieving my goal?

--

What supports might I need to complete the activity and achieve my goal?

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Smart Goal Quality Checklist

		Yes	No
Specific	The plan for attaining professional learning goals is clear. It identifies one or more formal professional learning activities, where the activities will occur, what scope and sequence of the activities are, who will support learning, what resources are needed, how learning will be applied in practice, and what evidence will be provided to show activities have been completed.		
Measurable	Criteria for completion of the professional development activities are clearly measurable because specific evidence of completion is identified. Criteria for applying learning to leadership practices also are clearly measurable because specific evidence for applying learning to leadership practices has been identified.		
Achievable	The rationale for selecting professional learning activities is ambitious but attainable, given the leader's career trajectory, available time, learning preferences, and resources. The proposed application of learning to practice also is ambitious and attainable, given the leader's career trajectory, time, and school context.		
Relevant	The rationale for the goal is clearly linked to summative ratings on performance evaluations and school or district leadership improvement plans. Application of learning is linked to performance levels in the Five Essential Practices of School Leadership Framework and school or district improvement objectives.		
Time-bound	Times, dates, and benchmarks for professional development and application of learning have been defined. Professional development and application of learning occurs within one school year.		

Coordinator Professional Growth Plan Development Rubric SY15-16

Coordinators and Directors of Curriculum and Instruction use this rubric to guide development and implementation of the PGP.

GROWTH PERSONAL LEARNING GOAL	Unsatisfactory	Basic	Proficient	Distinguished
The Goal	The SMART goal is either not stated, incomplete, or not focused on coordinator learning.	The SMART goal is specific and focuses on coordinator learning relevant to coordinator's growth.	AND the SMART goal is relevant to improving or coordinator leadership related to coordinator'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 coordinator's learning relevant to the focus of coordinator's growth.	The rationale supports coordinator's learning relevant to the focus of coordinator's growth.	AND supports improving coordinator leadership related to the focus of coordinator's growth.	AND supports improving coordinator leadership to meet school needs based on data.
The Learning Activity	The learning activity is not connected to the coordinator's growth goal.	The learning activity connects to the coordinator's growth goal.	AND could contribute to improving coordinator leadership related to the coordinator's growth goal.	AND could contribute to improving coordinator leadership to meet the school's needs as they relate to the coordinator's growth goal.
Application of Coordinator Learning	Coordinator does not indicate how the new knowledge and skills will be used.	Coordinator indicates how and when the new knowledge and skills will be used.	AND how the use of new knowledge and skills will improve coordinator related to the focus of coordinator's growth goal.	AND how the use of new knowledge and skills will be shared to contribute to coordinator leadership beyond the district and/or school.

The Outcome(s)	Outcome(s) is not specified or related to coordinator learning activity.	Outcome(s) identifies what the coordinator will learn from the activity.	AND identifies how coordinator leadership will improve as a result of the activity.	AND identifies how improved coordinator leadership will result in district and/or 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 coordinator leadership will be determined.	AND includes how changes in coordinator leadership that support district and/or 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 district and/or 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 coordinator learning.	The SMART goal is specific and focuses on collaborative coordinator learning.	AND the SMART goal expands or adds to current effective coordinator 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 coordinator learning activities.
The Rationale	The rationale does not support the coordinator's learning.	The rationale supports the individual coordinator's learning.	AND connects to collaborative learning among colleagues.	AND specifies the data used to identify district and/or 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 coordinator leadership.	AND addresses district and/or school needs.

Application of Coordinator Learning	Coordinator does not indicate how the new knowledge and skills will be used.	Coordinator indicates how and when the new knowledge and skills will be used.	AND will expand on current effective coordinator leadership.	AND will result in district and/or school improvement.
The Outcome(s)	Outcome(s) is not specified or related to coordinator learning activity.	Outcome(s) identifies what the individual coordinator will learn from the activity.	AND how current effective coordinator leadership will improve.	AND how improved coordinator leadership will result in district and/or 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 district and/or school.
PGP IMPLEMENTATION				
Overall Coordinator 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.
Coordinator Reflection	There is no reflection is vague or does not relate to coordinator's learning.	Reflection relates to the coordinator's learning.	AND addresses impact on coordinator's leadership practice.	AND addresses how the coordinator's leadership is impacting school improvement.
Engagement	The coordinator made little or no attempt to engage in professional learning.	The coordinator engaged in the professional learning activities.	AND applied professional learning to the coordinator's leadership practice.	AND shared professional learning to contribute to a broader professional learning community.

Coordinator Portfolio Scoring Form SY15-16

Instructions: A Coordinator Portfolio is one of the measures used to determine a coordinator's summative evaluation rating. **The Director of Curriculum and Instruction uses this form to score the Coordinator Portfolio during or soon after the Portfolio Review Meeting.**

The following scale is used to score each Essential Practice of School Leadership. Refer to the descriptions in the *Five Essential Practices of School Leadership Framework* document accessible on VIDE EES web portal at <http://tle.vide.vi>. Indicate what artifact(s) provided evidence for each practice and the rationale for the score.

Practice Scoring Scale

1 = Unsatisfactory 2 = Basic 3 = Proficient 4 = Distinguished

1. Build Shared Purpose

Indicator 1.1: Implement a Program Aligned to the District Vision, Mission, Goals, and Initiatives

Choose an item.

Rationale for Score

Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

2. Focus on Learning

Indicator 2.1: Support Student Access to Effective Instructional Programs through Administration of District, Territory, and/or Federal Programs

Choose an item.

Rationale for Score

Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

3. Manage Organizational Systems

Indicator 3.1: Manage the Organizational Structure

Indicator 3.2: Lead and Develop Personnel

Indicator 3.3: Manage Resources

Indicator 3.4: Mobilizing Community Resources

Choose an item.

Rationale for Score

Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

4. Leadership Practice 4: Lead with Integrity

Indicator 4.1: Demonstrate Personal and Professional Responsibility

Choose an item.

Rationale for Score

Indicate what artifact(s) provided evidence of the rating for this practice and the rationale for the rating.

Total Coordinator Portfolio Score

Average of 4 practice scores

Other Comments (Optional)

Coordinator Portfolio Quick Reference Guide

All coordinators are required to develop and present a portfolio as part of their annual evaluation.

Required Elements

Seven Portfolio Artifacts	Related Essential Practices of School Leadership
1. Professional development evaluations	Manage Organizational Systems Indicator 3.2: Lead and Develop Personnel
2. Coordinator Professional Growth Plan (PGP)	Lead with Integrity Indicator 4.1: Demonstrate Personal and Professional Responsibility
3. Coordinator Monthly Report	Focus on Learning Indicator 2.1: Support Student Access to Effective Instructional Programs through Administration of District, Territory, and/or Federal Programs Lead with Integrity Indicator 4.1: Demonstrate Personal and Professional Responsibility
4. Coordinator Annual Report	Focus on Learning Indicator 2.1: Support Student Access to Effective Instructional Programs through Administration of District, Territory, and/or Federal Programs Manage Organizational Systems Indicator 3.1: Build and Maintain Program Systems and Indicator 3.2: Lead and Develop Personnel Lead with Integrity Indicator 4.1: Demonstrate Personal and Professional Responsibility
5. Community Engagement	Manage Organizational Systems Indicator 3.4: Mobilize Community Resources
6. Program Management	Build Shared Purpose Indicator 1.1: Implement a Program Aligned to the District Vision, Mission, Goals, and Initiatives
7. Choice Artifact	Coordinator chooses an artifact and indicates the practices and indicators demonstrated by the artifact

Portfolio Process and General Timeline

Step	What Is Done	When It Is Done
Develop the PGP	Coordinators develop the PGP.	At the beginning of the school year
Portfolio Planning	Coordinators and Directors of Curriculum and Instruction plan contents of portfolio and finalize the PGP.	At the beginning of the school year
Collect Evidence	Coordinators collect artifacts and implement the PGP.	Throughout the school year
Check progress	Coordinators and Directors of Curriculum and Instruction check on progress and adjust the PGP as needed.	At the end of the second quarter
Portfolio Review	Coordinators share the portfolio with the Directors of Curriculum and Instruction, who evaluates the artifacts in relation to the <i>Five Essential Practices of Coordinators</i> practices and indicators.	Near the end of the fourth quarter



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