



ETS Performance Assessment for School Leaders (PASL)

Task 2: Supporting Continuous Professional Development

Rubric

Step 1: Designing Building-level Professional Development (Textboxes 2.1.1 and 2.1.2)

| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|---|---|---|--|
| <p>A response at the 1 level provides <i>minimal</i> evidence that demonstrates the school leader candidate’s ability to involve individuals in the development of a prioritized list of professional development needs; to design a process with the team to develop the prioritized list of significant professional development needs aligned with building, district, and/or state goals; to use data collected by the team to assist in prioritizing the list of significant professional needs aligned with building, district, and/or state goals; to connect the prioritized needs to the goals</p> | <p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the school leader candidate’s ability to involve individuals in the development of a prioritized list of professional development needs; to design a process with the team to develop the prioritized list of significant professional development needs aligned with building, district, and/or state goals; to use data collected by the team to assist in prioritizing the list of significant professional needs aligned with building, district, and/or state goals; to connect the prioritized needs to the goals</p> | <p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the school leader candidate’s ability to involve individuals in the development of a prioritized list of professional development needs; to design a process with the team to develop the prioritized list of significant professional development needs aligned with building, district, and/or state goals; to use data collected by the team to assist in prioritizing the list of significant professional needs aligned with building, district, and/or state goals; to connect the prioritized needs to the goals</p> | <p>A response at the 4 level provides <i>consistent</i> evidence that demonstrates the school leader candidate’s ability to involve individuals in the development of a prioritized list of professional development needs; to design a process with the team to develop the prioritized list of significant professional development needs aligned with building, district, and/or state goals; to use data collected by the team to assist in prioritizing the list of significant professional needs aligned with building, district, and/or state goals; to connect the prioritized needs to the goals</p> |



Rubric for Step 1 (continued)

| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|---|---|---|---|
| <p>of the building, district, and/or state; to select a professional development need or needs from the prioritized list; to develop goals for the professional development plan as well as a plan for determining whether the goals are achieved; to identify how the professional development will impact instructional practice and student learning; to identify research that supports the professional development plan and that has a connection between the research and the identified focus of the plan; to identify what other factors influenced the development of the building-level professional development plan; to involve individuals in the planning of the professional development plan; and to determine the follow-up that will be provided to support the implementation of the professional development plan.</p> | <p>of the building, district, and/or state; to select a professional development need or needs from the prioritized list; to develop goals for the professional development plan as well as a plan for determining whether the goals are achieved; to identify how the professional development will impact instructional practice and student learning; to identify research that supports the professional development plan and that has a connection between the research and the identified focus of the plan; to identify what other factors influenced the development of the building-level professional development plan; to involve individuals in the planning of the professional development plan; and to determine the follow-up that will be provided to support the implementation of the professional development plan.</p> | <p>of the building, district, and/or state; to select a professional development need or needs from the prioritized list; to develop goals for the professional development plan as well as a plan for determining whether the goals are achieved; to identify how the professional development will impact instructional practice and student learning; to identify research that supports the professional development plan and that has a connection between the research and the identified focus of the plan; to identify what other factors influenced the development of the building-level professional development plan; to involve individuals in the planning of the professional development plan; and to determine the follow-up that will be provided to support the implementation of the professional development plan.</p> | <p>of the building, district, and/or state; to select a professional development need or needs from the prioritized list; to develop goals for the professional development plan as well as a plan for determining whether the goals are achieved; to identify how the professional development will impact instructional practice and student learning; to identify research that supports the professional development plan and that has a connection between the research and the identified focus of the plan; to identify what other factors influenced the development of the building-level professional development plan; to involve individuals in the planning of the professional development plan; and to determine the follow-up that will be provided to support the implementation of the professional development plan.</p> |



| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|---|---|--|---|
| <p>The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 1. Evidence may also be missing.</p> | <p>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 1.</p> | <p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 1.</p> | <p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 1.</p> |



Response for Textbox 2.1.1

| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|---|---|---|--|
| <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>inappropriate</i> involvement of individuals in the development of the prioritized list and <i>minimal</i> reasons for their selection an <i>ineffective</i> process used by the team to develop the prioritized list of significant professional development needs that are aligned with building, district, and/or state goals <i>ineffective</i> use of appropriate data collected by the team to assist in prioritizing the list of significant professional development needs that are aligned with building, district, and/or state goals an <i>ineffective</i> connection between the prioritized needs and the goals of the building, district, and/or state | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>limited</i> involvement of individuals in the development of the prioritized list and <i>partial</i> reasons for their selection a <i>limited</i> process used by the team to develop the prioritized list of significant professional development needs that are aligned with building, district, and/or state goals <i>cursor</i>y use of appropriate data collected by the team to assist in prioritizing the list of significant professional development needs that are aligned with building, district, and/or state goals a <i>sketchy</i> connection between the prioritized needs and the goals of the building, district, and/or state | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>appropriate</i> involvement of individuals in the development of the prioritized list and <i>clear</i> reasons for their selection an <i>informed</i> process used by the team to develop the prioritized list of significant professional development needs that are aligned with building, district, and/or state goals <i>accurate</i> use of appropriate data collected by the team to assist in prioritizing the list of significant professional development needs that are aligned with building, district, and/or state goals an <i>effective</i> connection between the prioritized needs and the goals of the building, district, and/or state | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>thorough</i> involvement of individuals in the development of the prioritized list and <i>detailed</i> reasons for their selection an <i>in-depth</i> process used by the team to develop the prioritized list of significant professional development needs that are aligned with building, district, and/or state goals <i>insightful</i> use of appropriate data collected by the team to assist in prioritizing the list of significant professional development needs that are aligned with building, district, and/or state goals a <i>significant</i> connection between the prioritized needs and the goals of the building, district, and/or state |



Response for Textbox 2.1.2

| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|---|--|--|--|
| <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>inappropriate</i> selection of need(s) from the prioritized list with an <i>illogical</i> rationale the <i>inappropriate</i> development of goals for the professional development plan and the identification of an <i>illogical</i> plan for determining whether the goals are achieved the <i>ineffective</i> identification of how the professional development will impact instructional practice and student learning the <i>ineffective</i> identification of research to support the professional development, with a <i>minimal</i> connection between the research and the identified focus of the professional development plan | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>loosely connected</i> selection of need(s) from the prioritized list with a <i>confusing</i> rationale the <i>incomplete</i> development of goals for the professional development plan and the identification of a <i>vague</i> plan for determining whether the goals are achieved the <i>partial</i> identification of how the professional development will impact instructional practice and student learning the <i>limited</i> identification of research to support the professional development, with an <i>uneven</i> connection between the research and the identified focus of the professional development plan | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>appropriate</i> selection of need(s) from the prioritized list with a <i>logical</i> rationale the <i>appropriate</i> development of goals for the professional development plan and the identification of a <i>logical</i> plan for determining whether the goals are achieved the <i>effective</i> identification of how the professional development will impact instructional practice and student learning the <i>effective</i> identification of research to support the professional development, with an <i>appropriate</i> connection between the research and the identified focus of the professional development plan | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>significant</i> selection of need(s) from the prioritized list with an <i>extensive</i> rationale the <i>insightful</i> development of goals for the professional development plan and the identification of an <i>extensive</i> plan for determining whether the goals are achieved the <i>thorough</i> identification of how the professional development will impact instructional practice and student learning the <i>substantive</i> identification of research to support the professional development, with a <i>thorough</i> connection between the research and the identified focus of the professional development plan |



Response for Textbox 2.1.2 (continued)

| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|---|---|--|---|
| <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>minimal</i> identification of other factors that influenced the creation of the building-level professional development plan • the <i>inappropriate</i> involvement of individuals in the creation of the professional development plan and a <i>minimal</i> rationale for choosing these individuals • <i>ineffective</i> follow-up that supports the implementation of the professional development plan with an <i>inappropriate</i> rationale | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>partial</i> identification of other factors that influenced the creation of the building-level professional development plan • the <i>limited</i> involvement of individuals in the creation of the professional development plan and a <i>partial</i> rationale for choosing these individuals • <i>incomplete</i> follow-up that supports the implementation of the professional development plan with a <i>limited</i> rationale | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>complete</i> identification of other factors that influenced the creation of the building-level professional development plan • the <i>appropriate</i> involvement of individuals in the creation of the professional development plan and a <i>clear</i> rationale for choosing these individuals • <i>effective</i> follow-up that supports the implementation of the professional development plan with an <i>appropriate</i> rationale | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>thorough</i> identification of other factors that influenced the creation of the building-level professional development plan • the <i>significant</i> involvement of individuals in the creation of the professional development plan and a <i>thorough</i> rationale for choosing these individuals • <i>significant</i> follow-up that supports the implementation of the professional development plan with a <i>thorough</i> rationale |



Rubric for Step 2: Implementing Building-level Professional Development (Textbox 2.2.1)

| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|---|---|---|--|
| <p>A response at the 1 level provides <i>minimal</i> evidence that demonstrates the school leader candidate’s ability to use strategies and/or techniques to communicate the importance of the professional development; to select individuals to participate in the professional development; to identify approaches used to facilitate the professional development sessions; to identify the strategies used to actively engage the participants; to identify an assignment(s) given to participants and/or students that demonstrates the impact of the professional development on instructional practice and student learning; and to identify the connection between the assignment(s) and the professional development.</p> | <p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the school leader candidate’s ability to use strategies and/or techniques to communicate the importance of the professional development; to select individuals to participate in the professional development; to identify approaches used to facilitate the professional development sessions; to identify the strategies used to actively engage the participants; to identify an assignment(s) given to participants and/or students that demonstrates the impact of the professional development on instructional practice and student learning; and to identify the connection between the assignment(s) and the professional development.</p> | <p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the school leader candidate’s ability to use strategies and/or techniques to communicate the importance of the professional development; to select individuals to participate in the professional development; to identify approaches used to facilitate the professional development sessions; to identify the strategies used to actively engage the participants; to identify an assignment(s) given to participants and/or students that demonstrates the impact of the professional development on instructional practice and student learning; and to identify the connection between the assignment(s) and the professional development.</p> | <p>A response at the 4 level provides <i>consistent</i> evidence that demonstrates the school leader candidate’s ability to use strategies and/or techniques to communicate the importance of the professional development; to select individuals to participate in the professional development; to identify approaches used to facilitate the professional development sessions; to identify the strategies used to actively engage the participants; to identify an assignment(s) given to participants and/or students that demonstrates the impact of the professional development on instructional practice and student learning; and to identify the connection between the assignment(s) and the professional development.</p> |



Rubric for Step 2 (continued)

| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|--|--|---|--|
| The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 2. Evidence may also be missing. | The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 2. | The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 2. | The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 2. |

Response for Textbox 2.2.1

| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|---|---|--|---|
| <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>inappropriate</i> strategies and/or techniques used to communicate the importance of the professional development, with a <i>minimal</i> rationale for the choices <i>ineffective</i> selection of individuals to participate in the professional development, with <i>minimal</i> rationales for the selections | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>vague</i> strategies and/or techniques used to communicate the importance of the professional development, with an <i>incomplete</i> rationale for the choices <i>limited</i> selection of individuals to participate in the professional development, with <i>partial</i> rationales for the selections | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>appropriate</i> strategies and/or techniques used to communicate the importance of the professional development, with a <i>relevant</i> rationale for the choices <i>appropriate</i> selection of individuals to participate in the professional development, with <i>effective</i> rationales for the selections | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>thorough</i> strategies and/or techniques used to communicate the importance of the professional development, with an <i>in-depth</i> rationale for the choices <i>significant</i> selection of individuals to participate in the professional development, with <i>thorough</i> rationales for the selections |



Response for Textbox 2.2.1 (continued)

| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|---|---|--|---|
| <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>inappropriate</i> identification of the approaches used to facilitate the professional development, with a <i>minimal</i> rationale for the choices • an <i>inappropriate</i> identification of the strategies used to actively engage the participants, with a <i>minimal</i> rationale for the selected strategies • an <i>ineffective</i> identification of an assignment(s) given to participants and/or students that demonstrates the impact of the professional development on instructional practice and student learning, with <i>little</i> or <i>no</i> connection between the assignment(s) and the professional development | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>vague</i> identification of the approaches used to facilitate the professional development, with a <i>confusing</i> rationale for the choices • a <i>vague</i> identification of the strategies used to actively engage the participants, with an <i>uneven</i> rationale for the selected strategies • a <i>partial</i> identification of an assignment(s) given to participants and/or students that demonstrates the impact of the professional development on instructional practice and student learning, with a <i> cursory</i> connection between the assignment(s) and the professional development | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>appropriate</i> identification of the approaches used to facilitate the professional development, with a <i>logical</i> rationale for the choices • an <i>appropriate</i> identification of the strategies used to actively engage the participants, with an <i>effective</i> rationale for the selected strategies • an <i>effective</i> identification of an assignment(s) given to participants and/or students that demonstrates the impact of the professional development on instructional practice and student learning, with an <i>informed</i> connection between the assignment(s) and the professional development | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>thorough</i> identification of the approaches used to facilitate the professional development, with an <i>in-depth</i> rationale for the choices • a <i>thorough</i> identification of the strategies used to actively engage the participants, with an <i>in-depth</i> rationale for the selected strategies • an <i>extensive</i> identification of an assignment(s) given to participants and/or students that demonstrates the impact of the professional development on instructional practice and student learning, with a <i>significant</i> connection between the assignment(s) and the professional development |



Rubric for Step 3: Analyzing Three Participants' Responses (Textbox 2.3.1)

| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|--|--|---|---|
| <p>A response at the 1 level provides <i>minimal</i> evidence that demonstrates the school leader candidate's ability to select three participants with different levels of experience to determine the effect of the professional development; to identify how the professional development influenced the instructional practices of each participant; to identify the follow-up provided for each participant; and to identify the impact of each participant's professional development on student learning.</p> <p>The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 3. Evidence may also be missing.</p> | <p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the school leader candidate's ability to select three participants with different levels of experience to determine the effect of the professional development; to identify how the professional development influenced the instructional practices of each participant; to identify the follow-up provided for each participant; and to identify the impact of each participant's professional development on student learning.</p> <p>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 3.</p> | <p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the school leader candidate's ability to select three participants with different levels of experience to determine the effect of the professional development; to identify how the professional development influenced the instructional practices of each participant; to identify the follow-up provided for each participant; and to identify the impact of each participant's professional development on student learning.</p> <p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 3.</p> | <p>A response at the 4 level provides <i>consistent</i> evidence that demonstrates the school leader candidate's ability to select three participants with different levels of experience to determine the effect of the professional development; to identify how the professional development influenced the instructional practices of each participant; to identify the follow-up provided for each participant; and to identify the impact of each participant's professional development on student learning.</p> <p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 3.</p> |



Response for Textbox 2.3.1

| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|---|---|---|--|
| <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>ineffective</i> selection of three participants with different levels of experience to determine the effect of the professional development, with <i>inappropriate</i> rationales for the selection of each participant <i>minimal</i> identification of how the professional development influenced the instructional practices of each participant, with <i>irrelevant</i> examples of the influence, including those from the walk-through observation form <i>minimal</i> identification of the method of follow-up provided for each participant, with an <i>inappropriate</i> rationale | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>incomplete</i> selection of three participants with different levels of experience to determine the effect of the professional development, with <i>limited</i> rationales for the selection of each participant <i>confusing</i> identification of how the professional development influenced the instructional practices of each participant, with <i>uneven</i> examples of the influence, including those from the walk-through observation form <i>limited</i> identification of the method of follow-up provided for each participant, with a <i>partial</i> rationale | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>logical</i> selection of three participants with different levels of experience to determine the effect of the professional development, with <i>appropriate</i> rationales for the selection of each participant <i>appropriate</i> identification of how the professional development influenced the instructional practices of each participant, with <i>relevant</i> examples of the influence, including those from the walk-through observation form <i>informed</i> identification of the follow-up provided for each participant, with a <i>connected</i> rationale | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>significant</i> selection of three participants with different levels of experience to determine the effect of the professional development, with <i>thorough</i> rationales for the selection of each participant <i>insightful</i> identification of how the professional development influenced the instructional practices of each participant, with <i>significant</i> examples of the influence, including those from the walk-through observation form <i>thorough</i> identification of the method of follow-up provided for each participant, with a <i>significant</i> rationale |



Response for Textbox 2.3.1 (continued)

| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|---|--|---|--|
| <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>minimal</i> identification of the impact of each participant's professional development on student learning, with <i>ineffective</i> examples from the student work sample to support the conclusions | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i> cursory</i> identification of the impact of each participant's professional development on student learning, with <i>limited</i> examples from the student work sample to support the conclusions | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>complete</i> identification of the impact of each participant's professional development on student learning, with <i>relevant</i> examples from the student work sample to support the conclusions | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>thorough</i> identification of the impact of each participant's professional development on student learning, with <i>significant</i> examples from the student work sample to support the conclusions |



Rubric for Step 4: Reflecting on Building-level Professional Development (Textbox 2.4.1)

| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|---|---|---|--|
| <p>A response at the 1 level provides <i>minimal</i> evidence that demonstrates the school leader candidate’s ability to draw conclusions from the results of a feedback survey to determine the effectiveness of the professional development; to identify modifications based on all aspects of the professional development experience that could be made to the current professional development process; to identify the implications on all aspects of the professional development experience that will support continuous professional development; and to reflect on all aspects of the professional development experience to determine how the experience might have a long-term impact on improving the school culture.</p> | <p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the school leader candidate’s ability to draw conclusions from the results of a feedback survey to determine the effectiveness of the professional development; to identify modifications based on all aspects of the professional development experience that could be made to the current professional development process; to identify the implications on all aspects of the professional development experience that will support continuous professional development; and to reflect on all aspects of the professional development experience to determine how the experience might have a long-term impact on improving the school culture.</p> | <p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the school leader candidate’s ability to draw conclusions from the results of a feedback survey to determine the effectiveness of the professional development; to identify modifications based on all aspects of the professional development experience that could be made to the current professional development process; to identify the implications on all aspects of the professional development experience that will support continuous professional development; and to reflect on all aspects of the professional development experience to determine how the experience might have a long-term impact on improving the school culture.</p> | <p>A response at the 4 level provides <i>consistent</i> evidence that demonstrates the school leader candidate’s ability to draw conclusions from the results of a feedback survey to determine the effectiveness of the professional development; to identify modifications based on all aspects of the professional development experience that could be made to the current professional development process; to identify the implications on all aspects of the professional development experience that will support continuous professional development; and to reflect on all aspects of the professional development experience to determine how the experience might have a long-term impact on improving the school culture.</p> |



Rubric for Step 4 (continued)

| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|--|--|---|--|
| The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 4. Evidence may also be missing. | The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 4. | The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 4. | The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 4. |

Response for Textbox 2.4.1

| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|--|--|--|--|
| <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>minimal</i> conclusions drawn from the results of the feedback survey to determine the effectiveness of the professional development, with <i>minimal</i> examples from the survey to support the reflection <i>little or no</i> identification of modifications to be made to the current professional development process, with a <i>trivial</i> rationale based on all aspects for the professional development experience | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>limited</i> conclusions drawn from the results of the feedback survey to determine the effectiveness of the professional development, with <i>incomplete</i> examples from the survey to support the reflection <i>partial</i> identification of modifications to be made to the current professional development process, with a <i>loosely connected</i> rationale based on all aspects for the professional development experience | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>effective</i> conclusions drawn from the results of the feedback survey to determine the effectiveness of the professional development, with <i>informed</i> examples from the survey to support the reflection <i>relevant</i> identification of modifications to be made to the current professional development process, with an <i>effective</i> rationale based on all aspects for the professional development experience | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>insightful</i> conclusions drawn from the results of the feedback survey to determine the effectiveness of the professional development, with <i>substantive</i> examples from the survey to support the reflection <i>detailed</i> identification of modifications to be made to the current professional development process, with an <i>extensive</i> rationale based on all aspects for the professional development experience |



| Score of 1 | Score of 2 | Score of 3 | Score of 4 |
|---|---|---|--|
| <ul style="list-style-type: none">• <i>minimal</i> identification of the implications on all aspects of the professional development experience that will support continuous professional development• <i>inappropriate</i> reflection on all aspects of the professional development plan to determine how the experience might have a long-term impact on improving the school culture | <ul style="list-style-type: none">• <i>partial</i> identification of the implications on all aspects of the professional development experience that will support continuous professional development• <i>minimal</i> reflection on all aspects of the professional development plan to determine how the experience might have a long-term impact on improving the school culture | <ul style="list-style-type: none">• <i>effective</i> identification of the implications on all aspects of the professional development experience that will support continuous professional development• <i>appropriate</i> reflection on all aspects of the professional development plan to determine how the experience might have a long-term impact on improving the school culture | <ul style="list-style-type: none">• <i>insightful</i> identification of the implications on all aspects of the professional development experience that will support continuous professional development• <i>significant</i> reflection on all aspects of the professional development plan to determine how the experience might have a long-term impact on improving the school culture |

Copyright © 2016 by Educational Testing Service. All rights reserved. ETS and the ETS logo are registered trademarks of Educational Testing Service (ETS) in the United States and other countries.