



ETS Performance Assessment for School Leaders (PASL)

Task 2: Supporting Continuous Professional Development

Rubric for 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
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	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	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	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



Rubric for Step 1 (continued)

<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</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</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</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</p>
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Rubric for Step 1 (continued)

<p>provided to support the implementation of the professional development plan.</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 1. Evidence may also be missing.</p>	<p>provided to support the implementation of the professional development plan.</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>provided to support the implementation of the professional development plan.</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>provided to support the implementation of the professional development plan.</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>
Score of Zero for Step 1			
<p>If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. A Zero is assigned to Step 1 for at least one of the following reasons.</p> <ul style="list-style-type: none">• No written response is in the Task 2—Step 1 textboxes.• The written response does not address any of the guiding prompts for Task 2—Step 1.• The artifact attachment contains only hyperlinks.• None of the following required artifacts are acceptable or attached to any of the Task 2 textboxes.<ul style="list-style-type: none">○ Representative page from the prioritized list○ Representative pages from the professional development plan○ Representative page from the research (e.g., a bibliography, a specific online resource, or a district source)			



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)

<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 • ineffective follow-up that supports the implementation of the professional development plan, with an inappropriate 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 • incomplete follow-up that supports the implementation of the professional development plan, with a limited 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 • effective follow-up that supports the implementation of the professional development plan, with an appropriate 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 • significant follow-up that supports the implementation of the professional development plan, with a thorough rationale
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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 demonstrate(s) 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 demonstrate(s) 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 demonstrate(s) 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 demonstrate(s) 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)

The preponderance of evidence for the 1-level criteria is minimal and/or ineffective throughout the response for Step 2. Evidence may also be missing.	The preponderance of evidence for the 2-level criteria is limited and/or vague 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.
<p style="text-align: center;">Score of Zero for Step 2</p> <p>If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. A Zero is assigned to Step 2 for at least one of the following reasons.</p> <ul style="list-style-type: none">• No written response is in the Task 2—Step 2 textbox.• The written response does not address any of the guiding prompts for Task 2—Step 2.• The artifact attachments contain only hyperlinks.• None of the following required artifacts are acceptable or attached to any of the Task 2 textboxes.<ul style="list-style-type: none">○ Representative page of an assignment given to teachers and/or students			



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)

<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 demonstrate(s) the impact that the professional development has 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 demonstrate(s) the impact that the professional development has 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 demonstrate(s) the impact that the professional development has 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 demonstrate(s) the impact that the professional development has on instructional practice and student learning, with a <i>significant</i> connection between the assignment(s) and the professional development
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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 that each participant's professional development had 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 that each participant's professional development had 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 that each participant's professional development had 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 that each participant's professional development had 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>



Rubric for Step 3 (continued)

Score of Zero for Step 3

If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. A Zero is assigned to Step 3 for at least one of the following reasons.

- **No written response is in the Task 2—Step 3 textbox.**
- **The written response does not address any of the guiding prompts for Task 2—Step 3.**
- **The artifact attachment contains only hyperlinks.**
- **None of the following required artifacts are acceptable or attached to any of the Task 2 textboxes.**
 - Representative page from a walk-through observation form completed for one teacher
 - Representative page of a student work sample from one student



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)

<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
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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)

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.
<p style="text-align: center;">Score of Zero for Step 4</p> <p>If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. A Zero is assigned to Step 4 for at least one of the following reasons.</p> <ul style="list-style-type: none">• No written response is in the Task 2—Step 4 textbox.• The written response does not address any of the guiding prompts for Task 2—Step 4.• The artifact attachments contain only hyperlinks.• None of the following required artifacts are acceptable or attached to any of the Task 2 textboxes.<ul style="list-style-type: none">○ Representative page from a feedback survey completed after the professional development			



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 <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 	<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 <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 	<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 <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 	<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 <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