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 *minimal* 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 *partial* 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 *effective* 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 *consistent* 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

Score of 1	Score of 2	Score of 3	Score of 4
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	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	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	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

Score of 1	Score of 2	Score of 3	Score of 4
provided to support the implementation of the professional development plan. The preponderance of evidence for the 1-level criteria is *minimal* and/or *ineffective* throughout the response for Step 1. Evidence may also be missing.	provided to support the implementation of the professional development plan. The preponderance of evidence for the 2-level criteria is *limited* and/or *vague* throughout the response for Step 1.	provided to support the implementation of the professional development plan. The preponderance of evidence for the 3-level criteria is *appropriate* and *connected* throughout the response for Step 1.	provided to support the implementation of the professional development plan. The preponderance of evidence for the 4-level criteria is *insightful* and *tightly connected* throughout the response for Step 1.

Score of Zero for Step 1

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.

- 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 written response is attached as a standalone document rather than directly in the textboxes provided.
- There is a technical difficulty with the artifact attachment(s) (e.g., artifact is corrupt or will not open, is unreadable and/or indecipherable, or contains only hyperlinks).
- None of the following required artifacts are acceptable or attached to any of the Task 2 textboxes.
    - 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
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• the *inappropriate* involvement of individuals in the development of the prioritized list and *minimal* reasons for their selection	• the *limited* involvement of individuals in the development of the prioritized list and *partial* reasons for their selection	• the *appropriate* involvement of individuals in the development of the prioritized list and *clear* reasons for their selection	• the *thorough* involvement of individuals in the development of the prioritized list and *detailed* reasons for their selection
• an *ineffective* 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	• a *limited* 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	• an *informed* 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	• an *in-depth* 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
• *ineffective* 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	• *cursory* 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	• *accurate* 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	• *insightful* 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 *ineffective* connection between the prioritized needs and the goals of the building, district, and/or state	• a *sketchy* connection between the prioritized needs and the goals of the building, district, and/or state	• an *effective* connection between the prioritized needs and the goals of the building, district, and/or state	• a *significant* 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
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• the *inappropriate* selection of need(s) from the prioritized list, with an *illogical* rationale • the *inappropriate* development of goals for the professional development plan and the identification of an *illogical* plan for determining whether the goals are achieved • the *ineffective* identification of how the professional development will impact instructional practice and student learning • the *ineffective* identification of research to support the professional development, with a *minimal* connection between the research and the identified focus of the professional development plan	• the *loosely connected* selection of need(s) from the prioritized list, with a *confusing* rationale • the *incomplete* development of goals for the professional development plan and the identification of a *vague* plan for determining whether the goals are achieved • the *partial* identification of how the professional development will impact instructional practice and student learning • the *limited* identification of research to support the professional development, with an *uneven* connection between the research and the identified focus of the professional development plan	• the *appropriate* selection of need(s) from the prioritized list, with a *logical* rationale • the *appropriate* development of goals for the professional development plan and the identification of a *logical* plan for determining whether the goals are achieved • the *effective* identification of how the professional development will impact instructional practice and student learning • the *effective* identification of research to support the professional development, with an *appropriate* connection between the research and the identified focus of the professional development plan	• the *significant* selection of need(s) from the prioritized list, with an *extensive* rationale • the *insightful* development of goals for the professional development plan and the identification of an *extensive* plan for determining whether the goals are achieved • the *thorough* identification of how the professional development will impact instructional practice and student learning • the *substantive* identification of research to support the professional development, with a *thorough* 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
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• a *minimal* identification of other factors that influenced the creation of the building-level professional development plan • the *inappropriate* involvement of individuals in the creation of the professional development plan and a *minimal* rationale for choosing these individuals • ineffective follow-up that supports the implementation of the professional development plan, with an inappropriate rationale	• a *partial* identification of other factors that influenced the creation of the building-level professional development plan • the *limited* involvement of individuals in the creation of the professional development plan and a *partial* rationale for choosing these individuals • incomplete follow-up that supports the implementation of the professional development plan, with a limited rationale	• a *complete* identification of other factors that influenced the creation of the building-level professional development plan • the *appropriate* involvement of individuals in the creation of the professional development plan and a *clear* rationale for choosing these individuals • effective follow-up that supports the implementation of the professional development plan, with an appropriate rationale	• a *thorough* identification of other factors that influenced the creation of the building-level professional development plan • the *significant* involvement of individuals in the creation of the professional development plan and a *thorough* rationale for choosing these individuals • significant follow-up that supports the implementation of the professional development plan, with a thorough 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
A response at the 1-level provides *minimal* 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.	A response at the 2-level provides *partial* 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.	A response at the 3-level provides *effective* 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 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.	A response at the 4-level provides *consistent* 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.

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 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 *appropriate* and *connected* throughout the response for Step 2.	The preponderance of evidence for the 4-level criteria is *insightful* and *tightly connected* throughout the response for Step 2.

Score of Zero for Step 2

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.

- **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 written response is attached as a standalone document rather than directly in the textbox provided.**
- **There is a technical difficulty with the artifact attachment (e.g., artifact is corrupt or will not open, is unreadable and/or indecipherable, or contains only hyperlinks).**
- **None of the following required artifacts are acceptable or attached to any of the Task 2 textboxes.**
  - 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
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• *inappropriate* strategies and/or techniques used to communicate the importance of the professional development, with a *minimal* rationale for the choices • *ineffective* selection of individuals to participate in the professional development, with *minimal* rationales for the selections	• *vague* strategies and/or techniques used to communicate the importance of the professional development, with an *incomplete* rationale for the choices • *limited* selection of individuals to participate in the professional development, with *partial* rationales for the selections	• *appropriate* strategies and/or techniques used to communicate the importance of the professional development, with a *relevant* rationale for the choices • *appropriate* selection of individuals to participate in the professional development, with *effective* rationales for the selections	• *thorough* strategies and/or techniques used to communicate the importance of the professional development, with an *in-depth* rationale for the choices • *significant* selection of individuals to participate in the professional development, with *thorough* rationales for the selections

Response for Textbox 2.2.1 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• an *inappropriate* identification of the approaches used to facilitate the professional development, with a *minimal* rationale for the choices • an *inappropriate* identification of the strategies used to actively engage the participants, with a *minimal* rationale for the selected strategies • an *ineffective* 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 *little* or *no* connection between the assignment(s) and the professional development	• a *vague* identification of the approaches used to facilitate the professional development, with a *confusing* rationale for the choices • a *vague* identification of the strategies used to actively engage the participants, with an *uneven* rationale for the selected strategies • a *partial* 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 *cursory* connection between the assignment(s) and the professional development	• an *appropriate* identification of the approaches used to facilitate the professional development, with a *logical* rationale for the choices • an *appropriate* identification of the strategies used to actively engage the participants, with an *effective* rationale for the selected strategies • an *effective* 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 *informed* connection between the assignment(s) and the professional development	• a *thorough* identification of the approaches used to facilitate the professional development, with an *in-depth* rationale for the choices • a *thorough* identification of the strategies used to actively engage the participants, with an *in-depth* rationale for the selected strategies • an *extensive* 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 *significant* 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
A response at the 1-level provides *minimal* 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. The preponderance of evidence for the 1-level criteria is *minimal* and/or *ineffective* throughout the response for Step 3. Evidence may also be missing.	A response at the 2-level provides *partial* 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. The preponderance of evidence for the 2-level criteria is *limited* and/or *vague* throughout the response for Step 3.	A response at the 3-level provides *effective* 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. The preponderance of evidence for the 3-level criteria is *appropriate* and *connected* throughout the response for Step 3.	A response at the 4-level provides *consistent* 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. The preponderance of evidence for the 4-level criteria is *insightful* and *tightly connected* throughout the response for Step 3.

Rubric for Step 3 (continued)

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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 written response is attached as a standalone document rather than directly in the textboxes provided.**
- **There is a technical difficulty with the artifact attachment(s) (e.g., artifact is corrupt or will not open, is unreadable and/or indecipherable, or 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

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Response for Textbox 2.3.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• the *ineffective* selection of three participants with different levels of experience to determine the effect of the professional development, with *inappropriate* rationales for the selection of each participant • *minimal* identification of how the professional development influenced the instructional practices of each participant, with *irrelevant* examples of the influence, including those from the walk-through observation form • *minimal* identification of the method of follow-up provided for each participant, with an *inappropriate* rationale	• the *incomplete* selection of three participants with different levels of experience to determine the effect of the professional development, with *limited* rationales for the selection of each participant • *confusing* identification of how the professional development influenced the instructional practices of each participant, with *uneven* examples of the influence, including those from the walk-through observation form • *limited* identification of the method of follow-up provided for each participant, with a *partial* rationale	• the *logical* selection of three participants with different levels of experience to determine the effect of the professional development, with *appropriate* rationales for the selection of each participant • *appropriate* identification of how the professional development influenced the instructional practices of each participant, with *relevant* examples of the influence, including those from the walk-through observation form • *informed* identification of the follow-up provided for each participant, with a *connected* rationale	• the *significant* selection of three participants with different levels of experience to determine the effect of the professional development, with *thorough* rationales for the selection of each participant • *insightful* identification of how the professional development influenced the instructional practices of each participant, with *significant* examples of the influence, including those from the walk-through observation form • *thorough* identification of the method of follow-up provided for each participant, with a *significant* rationale

Response for Textbox 2.3.1 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: • *minimal* identification of the impact of each participant's professional development on student learning, with *ineffective* examples from the student work sample to support the conclusions	Response provides evidence that includes the following: • *cursory* identification of the impact of each participant's professional development on student learning, with *limited* examples from the student work sample to support the conclusions	Response provides evidence that includes the following: • *complete* identification of the impact of each participant's professional development on student learning, with *relevant* examples from the student work sample to support the conclusions	Response provides evidence that includes the following: • *thorough* identification of the impact of each participant's professional development on student learning, with *significant* 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
A response at the 1-level provides *minimal* 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.	A response at the 2-level provides *partial* 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.	A response at the 3-level provides *effective* 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.	A response at the 4-level provides *consistent* 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.

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

Score of Zero for Step 4
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.   - 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 written response is attached as a standalone document rather than directly in the textbox provided.   - There is a technical difficulty with the artifact attachment (e.g., artifact is corrupt or will not open, is unreadable and/or indecipherable, or contains only hyperlinks).   - None of the following required artifacts are acceptable or attached to any of the Task 2 textboxes.   - 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
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• *minimal* conclusions drawn from the results of the feedback survey to determine the effectiveness of the professional development, with *minimal* examples from the survey to support the reflection	• *limited* conclusions drawn from the results of the feedback survey to determine the effectiveness of the professional development, with *incomplete* examples from the survey to support the reflection	• *effective* conclusions drawn from the results of the feedback survey to determine the effectiveness of the professional development, with *informed* examples from the survey to support the reflection	• *insightful* conclusions drawn from the results of the feedback survey to determine the effectiveness of the professional development, with *substantive* examples from the survey to support the reflection
• *little or no* identification of modifications to be made to the current professional development process, with a *trivial* rationale based on all aspects for the professional development experience	• *partial* identification of modifications to be made to the current professional development process, with a *loosely connected* rationale based on all aspects for the professional development experience	• *relevant* identification of modifications to be made to the current professional development process, with an *effective* rationale based on all aspects for the professional development experience	• *detailed* identification of modifications to be made to the current professional development process, with an *extensive* rationale based on all aspects for the professional development experience
• *minimal* identification of the implications on all aspects of the professional development experience that will support continuous professional development	• *partial* identification of the implications on all aspects of the professional development experience that will support continuous professional development	• *effective* identification of the implications on all aspects of the professional development experience that will support continuous professional development	• *insightful* identification of the implications on all aspects of the professional development experience that will support continuous professional development
• *inappropriate* 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	• *minimal* 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	• *appropriate* 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	• *significant* 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