

Missouri School Leader Performance Assessment (MoSLPA)

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 design a process for developing a prioritized list of significant professional development needs aligned with district and/or building goals using data sources; to involve individuals in developing the prioritized list; to connect the prioritized needs to the goals of the building or district and/or to a Comprehensive School Improvement Plan (CSIP); to select a professional development need from the prioritized list; to develop goals for professional development activities/ sessions and a plan for</p>	<p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the school leader candidate's ability to design a process for developing a prioritized list of significant professional development needs aligned with district and/or building goals using data sources; to involve individuals in developing the prioritized list; to connect the prioritized needs to the goals of the building or district and/or to a Comprehensive School Improvement Plan (CSIP); to select a professional development need from the prioritized list; to develop goals for professional development activities/ sessions and a plan for</p>	<p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the school leader candidate's ability to design a process for developing a prioritized list of significant professional development needs aligned with district and/or building goals using data sources; to involve individuals in developing the prioritized list; to connect the prioritized needs to the goals of the building or district and/or to a Comprehensive School Improvement Plan (CSIP); to select a professional development need from the prioritized list; to develop goals for professional development activities/</p>	<p>A response at the 4 level provides <i>consistent</i> evidence that demonstrates the school leader candidate's to design a process for developing a prioritized list of significant professional development needs aligned with district and/or building goals using data sources; to involve individuals in developing the prioritized list; to connect the prioritized needs to the goals of the building or district and/or to a Comprehensive School Improvement Plan (CSIP); to select a professional development need from the prioritized list; to develop goals for professional development activities/ sessions and a plan for</p>

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<p>determining whether the goals are achieved; to determine how the professional development will impact student learning; to identify research that supports the professional development to determine what other factors influence the planning of the building-level professional development activities/sessions; and to involve stakeholders in the planning of the professional development.</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>determining whether the goals are achieved; to determine how the professional development will impact student learning; to identify research that supports the professional development to determine what other factors influence the planning of the building-level professional development activities/sessions; and to involve stakeholders in the planning of the professional development.</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>sessions and a plan for determining whether the goals are achieved; to determine how the professional development will impact student learning; to identify research that supports the professional development to determine what other factors influence the planning of the building-level professional development activities/sessions; and to involve stakeholders in the planning of the professional development.</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>determining whether the goals are achieved; to determine how the professional development will impact student learning; to identify research that supports the professional development to determine what other factors influence the planning of the building-level professional development activities/sessions; and to involve stakeholders in the planning of the professional development.</p> <p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>thoroughly connected</i> throughout the response for Step 1.</p>
<p>For textbox 2.1.1, a response with a score of 1 provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>ineffective</i> process used to develop a prioritized list of significant professional development needs aligned with district and/or building goals, with <i>irrelevant</i> data sources • the involvement of <i>inappropriate</i> individuals in the 	<p>For textbox 2.1.1, a response with a score of 2 provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>weak</i> process used to develop a prioritized list of significant professional development needs aligned with district and/or building goals, with <i>limited</i> data sources • the <i>limited</i> involvement of individuals in the development 	<p>For textbox 2.1.1, a response with a score of 3 provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>effective</i> process used to develop a prioritized list of significant professional development needs aligned with district and/or building goals, with <i>relevant</i> data sources • the <i>appropriate</i> involvement of individuals in the development 	<p>For textbox 2.1.1, a response with a score of 4 provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>well-defined</i> process used to develop a prioritized list of significant professional development needs aligned with building and/or district goals, with <i>substantive</i> data sources • the <i>significant</i> involvement of individuals in the development

<p>development of the prioritized list and <i>minimal</i> reasons for their selection</p> <ul style="list-style-type: none"> • <i>little or no</i> connection between the prioritized needs and the goals of the building and/or district and/or CSIP 	<p>of the prioritized list and <i>weak</i> reasons for their selection</p> <ul style="list-style-type: none"> • a <i>weak</i> connection between the prioritized needs and the goals of the building and/or district and/or CSIP 	<p>of the prioritized list and <i>detailed</i> reasons for their selection</p> <ul style="list-style-type: none"> • an <i>effective</i> connection between the prioritized needs and the goals of the building and/or district and/or CSIP 	<p>of the prioritized list and <i>extensive</i> reasons for their selection</p> <ul style="list-style-type: none"> • a <i>thorough</i> connection between the prioritized needs and the goals of the building and/or district and/or CSIP
<p>For textbox 2.1.2, a response with a score of 1 provides evidence that includes the following:</p> <ul style="list-style-type: none"> • the selection of an <i>inappropriate</i> professional development need from the prioritized list with an illogical rationale • the development of <i>inappropriate</i> goals for professional development activities/sessions and the identification of an <i>illogical</i> process for determining whether the goals are achieved • <i>ineffective</i> identification of the impact of the professional development on student learning • the <i>incomplete</i> identification of research to support the professional development with <i>minimal</i> connection between the research and the identified focus 	<p>For textbox 2.1.2, a response with a score of 2 provides evidence that includes the following:</p> <ul style="list-style-type: none"> • the selection of an <i>ambiguous</i> professional development need from the prioritized list with a confusing rationale • the <i>weak</i> development of goals for professional development activities/sessions and the identification of a <i>vague</i> process for determining whether the goals are achieved • <i>partial</i> identification of the impact of the professional development on 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 	<p>For textbox 2.1.2, a response with a score of 3 provides evidence that includes the following:</p> <ul style="list-style-type: none"> • the <i>appropriate</i> selection of a professional development need from the prioritized list with a <i>logical</i> rationale • the <i>appropriate</i> development of goals for professional development activities/sessions and the identification of a <i>logical</i> process for determining whether the goals are achieved • <i>effective</i> identification of the impact of the professional development on 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 	<p>For textbox 2.1.2, a response with a score of 4 provides evidence that includes the following:</p> <ul style="list-style-type: none"> • the <i>significant</i> selection of a professional development need from the prioritized list with a well-defined rationale • the <i>insightful</i> development of goals for professional development activities/sessions and the identification of a <i>well-defined</i> process for determining whether the goals are achieved • <i>highly effective</i> identification of the impact of the professional development on 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

<ul style="list-style-type: none"> • an <i>incomplete</i> identification of other factors that influenced the development of the building-level professional development activities/sessions • the <i>inappropriate</i> involvement of stakeholders in the development/planning of the professional development and <i>minimal</i> rationale for that choice 	<ul style="list-style-type: none"> • a <i>partial</i> identification of other factors that influenced the development of the building-level professional development activities/sessions • the <i>limited</i> involvement of stakeholders in the development/planning of the professional development and a <i>partial</i> rationale for that choice 	<ul style="list-style-type: none"> • a <i>complete</i> identification of other factors that influenced the development of the building-level professional development activities/sessions • the <i>appropriate</i> involvement of stakeholders in the development/planning of the professional development and an <i>appropriate</i> rationale for their choice 	<ul style="list-style-type: none"> • a <i>thorough</i> identification of other factors that influenced the development of the building-level professional development activities/sessions • the <i>significant</i> involvement of stakeholders in the development/planning of the professional development and a <i>thorough</i> rationale for that choice
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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 identify the strategies/techniques used to communicate the importance of the professional development; to identify individuals to participate in the professional development; to identify approaches used to facilitate the professional development sessions; to identify the strategies used to engage the teachers; to identify student assignments that demonstrate the impact of the professional development on 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 identify the strategies/techniques used to communicate the importance of the professional development; to identify individuals to participate in the professional development; to identify approaches used to facilitate the professional development sessions; to identify the strategies used to engage the teachers; to identify student assignments that demonstrate the impact of the professional development on 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 identify the strategies/techniques used to communicate the importance of the professional development; to identify individuals to participate in the professional development; to identify approaches used to facilitate the professional development sessions; to identify the strategies used to engage the teachers; to identify student assignments that demonstrate the impact of the professional development on 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 identify the strategies/techniques used to communicate the importance of the professional development; to identify individuals to participate in the professional development; to identify approaches used to facilitate the professional development sessions; to identify the strategies used to engage the teachers; to identify student assignments that demonstrate the impact of the professional development on student learning; and to identify the connection between the assignment(s) and the professional development.</p>

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<p>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.</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 2.</p>	<p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 2.</p>	<p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>thoroughly connected</i> throughout the response for Step 2.</p>
<p>For textbox 2.2.1, a response with a score of 1 provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>inappropriate</i> identification of the strategies/techniques used to communicate the importance of the professional development, with <i>minimal</i> rationale for the choices • <i>ineffective</i> selection of individuals to participate in the professional development with <i>minimal</i> rationales • an <i>inappropriate</i> identification of the approaches used to facilitate the professional development, with <i>minimal</i> rationale for the choices • an <i>inappropriate</i> identification of the strategies used to engage the teachers, with <i>minimal</i> rationale for the selected strategies 	<p>For textbox 2.2.1, a response with a score of 2 provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>vague</i> identification of the strategies/techniques used to communicate the importance of the professional development, with a <i>weak</i> rationale for the choices • <i>limited</i> selection of individuals to participate in the professional development with <i>partial</i> rationales • a <i>vague</i> identification of the approaches used to facilitate the professional development, with a <i>weak</i> rationale for the choices • a <i>vague</i> identification of the strategies used to engage the teachers, with a <i>weak</i> rationale for the selected strategies 	<p>For textbox 2.2.1, a response with a score of 3 provides evidence that includes the following:</p> <ul style="list-style-type: none"> • an <i>appropriate</i> identification of the strategies/techniques used to communicate the importance of the professional development, with a <i>thoughtful</i> rationale for the choices • <i>effective</i> selection of individuals to participate in the professional development with <i>targeted</i> rationales • 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 engage the teachers, with an <i>effective</i> rationale for the selected strategies 	<p>For textbox 2.2.1, a response with a score of 4 provides evidence that includes the following:</p> <ul style="list-style-type: none"> • a <i>thorough</i> identification of the strategies/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 • 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 engage the teachers, with an <i>in-depth</i> rationale for the selected strategies

<ul style="list-style-type: none">• an <i>ineffective</i> identification of student assignments that demonstrate that the professional development had <i>minimal</i> impact on student learning, with <i>little or no</i> connection between the assignment(s) and the professional development	<ul style="list-style-type: none">• a <i>minimal</i> identification of student assignments that demonstrate that the professional development had a <i>limited</i> impact on student learning, with a <i>cursory</i> connection between the assignment(s) and the professional development	<ul style="list-style-type: none">• an <i>effective</i> identification of student assignments that demonstrate that the professional development had a <i>positive</i> impact on student learning, with an <i>informed</i> connection between the assignment(s) and the professional development	<ul style="list-style-type: none">• a <i>well-defined</i> identification of student assignments that demonstrate that the professional development had a <i>significant</i> impact on student learning, with a <i>significant</i> connection between the assignment(s) and the professional development
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Step 3: Analyzing Three Teachers' 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 teachers with different levels of experience to determine the effect of the professional development; to identify the method of follow-up provided for each teacher; to identify how the professional development influenced the instructional practices of each teacher; and to identify the impact of each teacher'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 teachers with different levels of experience to determine the effect of the professional development; to identify the method of follow-up provided for each teacher; to identify how the professional development influenced the instructional practices of each teacher; and to identify the impact of each teacher'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 teachers with different levels of experience to determine the effect of the professional development; to identify the method of follow-up provided for each teacher; to identify how the professional development influenced the instructional practices of each teacher; and to identify the impact of each teacher'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 teachers with different levels of experience to determine the effect of the professional development; to identify the method of follow-up provided for each teacher; to identify how the professional development influenced the instructional practices of each teacher; and to identify the impact of each teacher's professional development on student learning.</p> <p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>thoroughly connected</i> throughout the response for Step 3.</p>

<p>For textbox 2.3.1, a response with a score of 1 provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>incomplete</i> selection of three teachers with different levels of experience to determine the effect of the professional development, with <i>inappropriate</i> rationales for the choice of each teacher <i>minimal</i> identification of the method of follow-up provided for each teacher, with an <i>inappropriate</i> rationale <i>minimal</i> identification of how the professional development influenced the instructional practices of each teacher, with <i>irrelevant</i> examples of the influence <i>minimal</i> identification of the impact of each teacher’s professional development on student learning, with <i>incomplete</i> examples from the student work sample to support the conclusions 	<p>For textbox 2.3.1, a response with a score of 2 provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>illogical</i> selection of three teachers with different levels of experience to determine the effect of the professional development, with <i>limited</i> rationales for the choice of each teacher <i> cursory</i> identification of the method of follow-up provided for each teacher, with a <i>vague</i> rationale <i>confusing</i> identification of how the professional development influenced the instructional practices of each teacher, with <i>weak</i> examples of the influence <i> cursory</i> identification of the impact of each teacher’s professional development on student learning, with <i>limited</i> examples from the student work sample to support the conclusions 	<p>For textbox 2.3.1, a response with a score of 3 provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>logical</i> selection of three teachers with different levels of experience to determine the effect of the professional development, with <i>appropriate</i> rationales for the choice of each teacher <i>detailed</i> identification of the method of follow-up provided for each teacher, with an <i>appropriate</i> rationale <i>appropriate</i> identification of how the professional development influenced the instructional practices of each teacher, with <i>relevant</i> examples of the influence <i>complete</i> identification of the impact of each teacher’s professional development on student learning, with <i>specific</i> examples from the student work sample to support the conclusions 	<p>For textbox 2.3.1, a response with a score of 4 provides evidence that includes the following:</p> <ul style="list-style-type: none"> the <i>informed</i> selection of three teachers with different levels of experience to determine the effect of the professional development, with <i>thorough</i> rationales for the choice of each teacher <i>well-defined</i> identification of the method of follow-up provided for each teacher, with an <i>extensive</i> rationale <i>insightful</i> identification of how the professional development influenced the instructional practices of each teacher, with <i>significant</i> examples of the influence <i>thorough</i> identification of the impact of each teacher’s professional development on student learning, with <i>significant</i> examples from the student work sample to support the conclusions
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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 use the results of the survey to determine the effectiveness of the professional development; to identify modifications to the current professional development process; and to consider all aspects of the professional development experience in order to identify the impact the experience will have on future professional development work.</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 4. 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 use the results of the survey to determine the effectiveness of the professional development; to identify modifications to the current professional development process; and to consider all aspects of the professional development experience in order to identify the impact the experience will have on future professional development work.</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 4.</p>	<p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the school leader candidate's ability to use the results of the survey to determine the effectiveness of the professional development; to identify modifications to the current professional development process; and to consider all aspects of the professional development experience in order to identify the impact the experience will have on future professional development work.</p> <p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 4.</p>	<p>A response at the 4 level provides <i>consistent</i> evidence that demonstrates the school leader candidate's ability to use the results of the survey to determine the effectiveness of the professional development; to identify modifications to the current professional development process; and to consider all aspects of the professional development experience in order to identify the impact the experience will have on future professional development work.</p> <p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>thoroughly connected</i> throughout the response for Step 4.</p>
<p>For textbox 2.4.1, a response with a score of 1 provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>disjointed</i> reflection about the results of the feedback survey 	<p>For textbox 2.4.1, a response with a score of 2 provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>limited</i> reflection about the results of the feedback survey 	<p>For textbox 2.4.1, a response with a score of 3 provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>thoughtful</i> reflection about the results of the feedback survey 	<p>For textbox 2.4.1, a response with a score of 4 provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>insightful</i> reflection about the results of the feedback survey

<p>to determine the effectiveness of the professional development, with <i>minimal</i> supporting examples</p> <ul style="list-style-type: none"> • <i>minimal</i> identification of modifications that could be made to the current professional development process, with a <i>minimal</i> rationale • <i>minimal</i> identification of the impact that the experience will have on the candidate's future professional development work based on all aspects of the professional development 	<p>to determine the effectiveness of the professional development, with <i>weak</i> supporting examples</p> <ul style="list-style-type: none"> • <i>partial</i> identification of modifications to the current professional development process, with a <i>partial</i> rationale • <i>partial</i> identification of the impact that the experience will have on the candidate's future professional development work based on all aspects of the professional development 	<p>to determine the effectiveness of the professional development, with <i>effective</i> supporting examples</p> <ul style="list-style-type: none"> • the <i>complete</i> identification of modifications to be made to the current professional development process, with an <i>effective</i> rationale • <i>thoughtful</i> identification of the impact that the experience will have on the candidate's future professional development work based on all aspects of the professional development 	<p>to determine the effectiveness of the professional development, with <i>substantive</i> supporting examples</p> <ul style="list-style-type: none"> • <i>well-defined</i> identification of modifications to be made to the current professional development process, with an <i>extensive</i> rationale • <i>insightful</i> identification of the impact that the experience will have on the candidate's future professional development work based on all aspects of the professional development
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