

**Texas Success Initiative Professional Development Program
Online PD Modules
Scoring Rubric Form for Evaluation of Reflection Forms**

The reflection rubric is designed to be used for the evaluation and scoring of the self-reflection submitted in conjunction with the reflection sheet, as well as the required documents for your completed online PD module. The rubric was designed for the purpose of completing a scoring method called focused holistic scoring. Focused holistic scoring results in a single numerical score that is based upon the overall quality of the written response in relation to performance requirements.

Educator Name	_____		
Address	_____		
City, State, ZIP	_____		
Phone Number	_____	Email address:	_____
Administrator Name	_____		
Date reflection received by Credential Staff	_____		
Reviewer # 1	_____	Date Reviewed	_____
Reviewer # 2	_____	Date Reviewed	_____

Other reviewers as needed list name and date reviewed.
Attach communications requesting additional or clarifying information.

Component 1 – Activity Overview	Component Requirements
The reflection provides a summary of the selected professional development activity.	The adult educator describes the selected professional development activity and its mode of delivery. The summary includes, but is not limited to, information related to the date of delivery, time on task, tools, course materials, content addressed and course or activity assessment requirements and submitted assignments.

Circle the description that best describes the information provided in the reflection.

Component 1 Indicators	Cannot be Scored (1)	Below the Standard (3)	At the Standard (5)
Description of the mode of delivery for the professional development activity.	Reflection contains little or no description of the mode of delivery for the professional development activity.	Reflection contains insufficient detail or does not thoroughly describe the mode of delivery for the professional development activity.	Reflection contains sufficient detail to articulate the mode of delivery for the professional development activity.
Description of the time requirements to complete the activity, personal time commitment outside of the formal activity and course material requirements related to the professional development activity.	Reflection contains little or no detail addressing the time and/or course material requirements related to the professional development activity.	Reflection contains insufficient detail or does not thoroughly describe the time and/or course material requirements related to the professional development activity.	Reflection contains sufficient detail to articulate the time and course material requirements related to the professional development activity.
Explanation of the content addressed by the professional development activity.	Reflection contains little or no information to describe the content addressed by the professional development activity.	Reflection contains insufficient detail or does not thoroughly describe the content addressed by the professional development activity.	Reflection contains sufficient detail to articulate the content addressed by the professional development activity.
Explanation of any assignments and assessments required of the professional development activity participant.	Reflection contains little or no detail describing the required assignments and assessments required of the professional development activity participant.	Reflection contains insufficient detail or does not thoroughly describe the required assignments and assessments required of the professional development activity participant.	Reflection contains sufficient detail to articulate the required assignments and assessments required of professional development activity participants.

Total the points awarded for each indicator above and divide by 3 to obtain Component 1 score.

Comments about component 1	Deficiencies to be addressed before resubmission	Component 1 score		
		Reviewer # 1	Reviewer # 2	Additional Reviewer

Component 2 – Practical Application of Knowledge	Component Requirements
The reflection explains the specific steps that the adult educator has taken to effectively apply new knowledge and skills obtained through completion of the professional development activity as it relates to the adult educator’s content area or educational setting.	The adult educator articulates the processes and procedures used to effectively apply new knowledge and skills to the educator’s content area or educational setting. The adult educator discusses any modifications needed to adapt new knowledge and skills for implementation and identifies how the new knowledge or skill is/is not applicable to and is/is not appropriate for use in the adult educators specific educational setting.

Circle the description that best describes the information provided in the reflection.

Component 2 Indicators	Cannot be Scored (1)	Below the Standard (3)	At the Standard (5)
Explanation of the processes and procedures used for the implementation of new knowledge or skill in an educational setting.	Reflection contains little or no detail related to the processes and procedures used for the implementation of new knowledge or skill in an educational setting.	Reflection contains insufficient detail or does not thoroughly describe the processes and procedures used for the implementation of new knowledge or skill in an educational setting.	Reflection contains sufficient detail to articulate the processes and procedures used for the implementation of new knowledge or skill in an educational setting.
Explanation of any modification to instructional practice that have been made in order to implement new knowledge or skill in an educational setting.	Reflection does not explain the use of, or absence of, modification needed to adapt new knowledge or skill for implementation in an education setting.	Reflection does not sufficiently explain any modification needed to adapt new knowledge or skill for implementation in an educational setting.	Reflection sufficiently explains any modification needed to adapt new knowledge or skill for implementation in an educational setting.
Explanation of how the new knowledge or skill is/is not applicable to and is/is not appropriate for use in the specific educational setting of the adult educator.	Reflection contains little or no supporting detail to show that the new knowledge or skill is/is not applicable to and is/is not appropriate for use in the specific educational setting of the adult educator.	Reflection contains insufficient detail or does not thoroughly describe how the new knowledge of skill is/is not applicable to and is/is not appropriate for use in the specific educational setting of the adult educator.	Reflection contains sufficient detail to articulate that the new knowledge or skill is/is not applicable to and is/is not appropriate for use in the specific educational setting of the adult educator.
Explanation of timeline of implementation of the activity assigned in the PD module	Reflection contains little or no supporting detail to show the timeline of implementation and is/is not appropriate for use in the specific educational setting.	Reflection contains insufficient detail or does not thoroughly describe the timeline of implementation and is/is not appropriate for use in the specific educational setting.	Reflection contains sufficient detail to articulate the timeline of implementation and is/is not appropriate for use in the specific educational setting.

Total the points awarded for each indicator above and divide by 3 to obtain Component 2 score.

Comments about component 2	Deficiencies to be addressed before resubmission	Component 2 core		
		Reviewer # 1	Reviewer # 2	Additional Reviewer

Component 3 – Self Evaluation	Component Requirements
The reflection demonstrates the ability of the adult educator to use critical reflection to explain the outcomes of implementation and to evaluate instructional effectiveness and student learning outcomes.	The adult educator articulates the outcomes related to the implementation of new knowledge or skills in an educational setting. The adult educator summarizes and provides evidence of the outcomes in terms of both instructional effectiveness and student learning. The educator addresses both the strengths and/or weaknesses of implementation. The teacher identifies any areas in need of improvement before continued implementation.

Circle the description that best describes the information provided in the reflection.

Component 3 Indicators	Cannot be Scored (1)	Below the Standard (3)	At the Standard (5)
Explanation of the outcomes after the implementation of new knowledge or skill in an educational setting.	Reflection contains little or no detail of the student learning and instructional outcomes associated with the implementation of new knowledge or skill in an education setting. Reflection provides only an evaluative statement.	Reflection contains insufficient detail or does not thoroughly describe the student learning and instructional outcomes associated with the implementation of new knowledge or skill in an educational setting.	Reflection contains sufficient detail to articulate the student learning and instructional outcomes associated with the implementation of new knowledge or skill in an educational setting.
Description of instructional effectiveness and evidence of student learning related to the implementation of new knowledge or skill in an educational setting.	Reflection contains little or no detail focusing on instructional effectiveness and provides no evidence of student learning after of the implementation of new knowledge of skill in an educational setting.	Reflection contains insufficient detail or does not thoroughly describe the instructional effectiveness and/or provides insufficient evidence of student learning after of the implementation of new knowledge of skill in an educational setting.	Reflection contains sufficient detail to articulate the instructional effectiveness and provides evidence of student learning after the implementation of new knowledge or skill in an educational setting.
Identification of strengths and/or weaknesses relating to the implementation of new knowledge or skill in an educational setting. The reflection contains an analysis of any areas in need of improvement before continued implementation.	Reflection contains little or no discussion or analysis of the strengths and/or weaknesses and areas in need of improvement before continued implementation.	Reflection contains insufficient discussion or analysis of the strengths and/or weaknesses and areas in need of improvement before continued implementation.	Reflection contains sufficient discussion and analysis of the strengths and/or weaknesses and areas in need of improvement before continued implementation.

Total the points awarded for each indicator above and divide by 3 to obtain Component 3 score.

Comments about component 3	Deficiencies to be addressed before resubmission	Component 3 score		
		Reviewer # 1	Reviewer # 2	Additional Reviewer

First Submission**Each component average score must be 5 to receive credit towards a certificate. Change the denominator if more than two reviewers are required.**

Component 1 average	Component 2 average	Component 3 average
____ / 2 = <input type="text"/>	____ / 2 = <input type="text"/>	____ / 2 = <input type="text"/>

First Submission	Reflection recommended for approval
Reviewer # 1 recommendation	
Reviewer # 2 recommendation	
Additional reviewer recommendations	

Second Submission**Each component average score must be 5 to receive credit towards a certificate. Change the denominator if more than two reviewers are required.**

Component 1 average	Component 2 average	Component 3 average
____ / 2 = <input type="text"/>	____ / 2 = <input type="text"/>	____ / 2 = <input type="text"/>

Second Submission	Reflection recommended for approval
Reviewer # 1 recommendation	
Reviewer # 2 recommendation	
Additional reviewer recommendations	