

PROPOSAL REVIEW PROCESS

Submissions

Please limit submissions to two proposals. If two proposals are submitted, at least one of the proposals should include a second presenter who is employed full-time by a school system. You will be notified by May 1, 2005 regarding the status of your proposal. Thank you and good luck!

Scoring

Proposals are reviewed by NSDC staff, members of the Annual Conference Planning Committee, and members of the local Host Committee. Each proposal is read by three to five reviewers and scored using the following criteria: To see scoring rubric.

1. To what degree does the proposal address the descriptors in the selected conference strand? 1-8 points
2. Is the content relevant to the participants of the conference and to the field of staff development? 1-8 points
3. Does the presenter clearly identify what the participants will know and be able to do as a result of their attendance at the session? 1-10 points
4. Are the presentation time, content, and process aligned with the intended outcomes as well as consistent with quality staff development design? 1-10 points
5. Does the presenter support the topic with appropriate research? 1-5 points
6. Is the proposal complete and in the required format? 1-3 points
7. Up to six additional points will be added to the proposal score if the presenters include district or school-based personnel who have implemented the content or skills and can show positive results. 1-6 points

1. To what degree does the proposal address the descriptions in the selected conference critical issue?

8 -fully addresses all aspects of the strand	7 -fully addresses 1-3 aspects of the strand	6 -clearly addresses 2-3 aspects of the strand	5 -clearly addresses 1 aspect of the strand	4 -slightly addresses 2-3 aspects of the strand	3 -slightly addresses 1 aspect of the strand	2 -attention to the strand is weak	1 -does not address a strand
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2. Is the content relevant to the participants of the conference and to the field of staff developer?

8 -The content is clearly relevant to all participants in role of "staff developer." Content assists all school and district leaders with staff development responsibilities. It is very clear that intended audience is all educators when serving in a "staff development" capacity. The audience is not for immediate teacher and student use, rather it is for those who help others to improve performance	7 -The content is connected to the needs and interests of most groups with staff development responsibilities.	6 -The content is connected to the needs and interests of many groups with staff development responsibilities. Content will be helpful to most school and district leaders with staff development responsibilities. It is clear that intended audience is all educators when serving in a "staff development" capacity. The audience is not for immediate teacher and student use, rather it is mostly for those who help others to improve performance	5 -The content is connected to the needs and interests of some groups with staff development responsibilities.	4 -The content is connected to the needs and interests of few groups with staff development responsibilities. Content will be helpful to many school and district leaders with staff development responsibilities. It is somewhat clear that intended audience is all educators when serving in a "staff development" capacity. The audience is not for immediate teacher and student use, rather it is somewhat for those who help others to improve performance	3 -Participants attending session with a staff development responsibility will have to "stretch" to find the connection to the field.	2 -The session is really for teachers or principals with little attention to providing tools, resources, or content from a staff developer perspective. Content will be helpful to some school and district leaders with staff development responsibilities. It is not clear that intended audience is all educators when serving in a "staff development" capacity. The audience is for immediate teacher and student use, and the secondary audience is for those who help others to improve performance	1 -There is no relationship between the content and the work of staff development leaders. Content will be helpful to few school and district leaders with staff development responsibilities.
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3. Does the presenter clearly identify what the participants will know and be able to do as a result of their attendance at the session?

<p>10-The outcomes specify what participants will know and what they will be able to do at the conclusion of the session. The outcomes do not specify processes that presenter will use to engage participants. The number and depth of outcomes is appropriate for the length of the session and the overall outcomes (knowledge, skill, deeper understanding)</p>	<p>8-Most outcomes specify what participants will know and what they will be able to do at the conclusion of the session. The outcomes do not specify processes that presenter will use to engage participants. The number and depth of most outcomes are appropriate for the length of the session and the overall outcomes (knowledge, skill, deeper understanding)</p>	<p>6-Some outcomes specify what participants will know and what they will be able to do at the conclusion of the session. Other outcomes specify processes that presenter will use to engage participants. The number and depth of most outcomes are appropriate for the length of the session and the overall outcomes (knowledge, skill, deeper understanding)</p>	<p>4-A few outcomes specify what participants will know and what they will be able to do at the conclusion of the session. Other outcomes specify processes that presenter will use to engage participants. The number and depth of some outcomes are appropriate for the length of the session and the overall outcome (knowledge, skill, deeper understanding)</p>	<p>2-All outcomes refer to processes presenter will use to engage participants.</p>	<p>0-No new knowledge or skills are offered in the outcomes.</p>		
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4. Are the presentation time, content, and process aligned with the intended outcomes as well as consistent with quality staff development design?

<p>10-It is very clear that the time, content, and processes allocated will result in participants achieving the intended outcomes. There is a logical sequence in the proposed agenda format. The proposed strategies are appropriate for the desired outcomes. The proposed agenda offers participants opportunities for discussion, questions, and reflection. Activities are scheduled for appropriate lengths of time.</p>	<p>8-It is clear that the time, content, and processes allocated will result in participants achieving the intended outcomes. Most of the proposed strategies are appropriate for the desired outcomes. Most of the activities are scheduled for appropriate lengths of time.</p>	<p>6-It is somewhat clear that the time, content, and processes allocated will result in participants achieving the intended outcomes. Many of the proposed strategies are appropriate for the desired outcomes. Many of the activities are scheduled for appropriate lengths of time.</p>	<p>4-It is not clear as to how the time, content, and processes allocated will result in participants achieving the intended outcomes. Some of the proposed strategies are appropriate for the desired outcomes. Some of the activities are scheduled for appropriate lengths of time.</p>	<p>2-The design appears to lack an appreciation for knowledge about adult learners and powerful learning designs. The activities chosen are not appropriate to the outcomes and/or exceed or underestimate the time that one would view as reasonable to be completed. Few of the proposed strategies are appropriate for the desired outcomes. Few of the activities are scheduled for appropriate lengths of time.</p>	<p>0-There is no connection between the agenda and the outcomes. The proposed strategies are not appropriate for the desired outcomes. Activities are not scheduled for appropriate lengths of time.</p>		
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5. Does the presenter support the topic with appropriate research?

5-The proposal includes 3-5 relevant research citations with an appropriate explanation of the connection for each.	4-The presenter offers 1-2 relevant research citations with an appropriate explanation of the connection for each.	3-The presenter offers several research citations but the connection to the presentation is not specified.	2-The presenter offers a few research citations but the connection to the presentation is not clear.	1-Only one research citation is included. No explanation is offered.			
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6. Is the proposal complete and in the required format?

3-Proposal is complete. All sections are answered. All blanks on co-presenters are complete.	2-Proposal appears complete. Some blank information related to co-presenters.	1-Proposal lacks information in one or more areas.					
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7. Up to six additional points will be added to the proposal score if the presenters include district or school-based personnel who have implemented the content or skills and can show positive results.

6 - Presentation is by a team (4+) of district and school practitioners who claim to not only share a process but have results to demonstrate impact. Presentation moves beyond "telling stories" to "teaching skills" or "building capacity".	5 - Presentation team includes at least one district and one school-based leader who will share processes as well as results. Presentation moves beyond "telling stories" to "teaching skills" or "building capacity".	4 - Presentation team includes two or more people from the district office or a school who will share processes as well as results. Presentation moves beyond "telling stories" to "teaching skills" or "building capacity".	3 - Presentation team includes at least one district or school practitioner and one outside technical assistance partner who will share processes as well as results. Presentation moves beyond "telling stories" to "teaching skills" or "building capacity".	2 - Presentation is primarily a "case study" of best practices as implemented and described by two or more district or school-based practitioners.	1 - Presentation is primarily a "case study" of best practices as implemented and described by 1 district or school-based practitioner.		
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