

Proposal Reviewer Rubric

The following rubric ensures that your proposal is **objectively scored**. Your personal information, including affiliation, is not seen by the proposal reviewers. Each statement associated with each feature is differently weighted.

| FEATURES | CRITERIA |
|-----------------|--|
| Relevant (A) | The session DOES align with WIDA’s mission, vision, and values |
| | The session MARGINALLY aligns with WIDA’s mission, vision, and values |
| | The session DOES NOT align with WIDA’s mission, vision, and values |
| Engaging (B) | The session WILL engage participants in meaningful learning |
| | The session SOMEWHAT engage participants in meaningful learning |
| | The session WILL NOT engage participants in meaningful learning |
| Intentional (C) | The session’s objectives and outcomes WILL encourage reflection on research to practice for learning language |
| | The session’s objectives and outcomes SOMEWHAT encourage reflection on research to practice for learning language |
| | The session’s objectives and outcomes WILL NOT encourage reflection on research to practice for learning language |
| Applicable (D) | The session’s resources CAN be applied after the conference |
| | The session’s resources COULD be applied after the conference |
| | The session’s resources CAN NOT be applied after the conference |

(A) The WIDA **Mission** is to advance academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

The WIDA **Vision** is to be the most trusted resource in the education of Prekindergarten through Grade 12 language learners.

The WIDA **Values** are:

- Can Do Philosophy: believing in the assets, contributions, and potential of linguistically diverse students
- Collaboration: facilitating interaction among educators, state and local educational agencies, researchers, policy-makers, and experts worldwide
- Innovation: drawing from research and practice to find the best solutions for students and educators
- Service: exceeding expectations with friendly and knowledgeable support of our customers and stakeholders

(B) Consider **educator experiences** and **meaning making**.

Meaningful professional development involves educators as whole persons - their values, beliefs, and assumptions about teaching (Cranton & King, 2003, p. 33). Creating an environment where educators are comfortable with active involvement and critical reflection is often complex and requires teachers to be willing to take risks (King, 2004). Effective teacher professional development must include personal, critical reflection, active participation, and willingness to share and challenge other perspectives. Most importantly, a supportive, accepting environment must be in place (King, 2004). King (2004) also points out the challenge of this critical evaluation of teachers' own ideas. Professional development must strive to help teachers learn to talk about their practices and experiences. It must enable teachers to share their knowledge of experience with one another. Then, these practical ideas must be effectively generalized into applicable concepts for other teachers (Riley & Roach, 2006).

Beavers, A. (2009). Teachers As Learners: Implications Of Adult Education For Professional Development. *Journal Of College Teaching & Learning*, 6(7), 25-30.

(C) When data support the success of a practice, it is referred to as a research-based practice or scientifically based practice. As good consumers of information, we must keep in mind that a particular practice that has worked for someone within a given set of variables may or may not yield the same results across educational environments.

Connecticut State Education Resource Center (SERC)

(D) **Three R's for Implementing New Ideas**

So you're all pumped up after an amazing conference session. Who isn't? But before you storm in and turn your organization's strategic initiatives upside down in the name of progress, take a seat, take a breath, and spend some "quality" time and critically look at the ideas you are revved up about. Run your ideas and takeaways through the three R's of implementation to determine which ones should be brought to the table at your next staff meeting.

1) **Relevant**

Identify which elements of a session are applicable to your association, always keeping in mind your available resources – meaning you, your staff and/or volunteers. A conference speaker should know the audience, and therefore tailor their content to be relevant to that audience. It is important to be able to identify the ideas presented that actually apply to the work your organization does.

2) **Realistic**

"Keeping it Real" is a major key to successfully implementing new ideas. Establishing unrealistic goals and strategies can be just as demoralizing as not having any at all. Getting inspired by 10 amazing ideas during a conference can be exhilarating; but how about selecting one or two to start with? It is important to build momentum and a real sense of accomplishment when you tackle big hairy idea.

Brainstorm with your team. What is everyone capable of doing today? Are there areas where they could be more efficient? What is needed to tackle the new ideas you are

proposing? Review and address any challenges or roadblocks you envision before moving forward.

3) **Refine**

Refine what you have learned to fit within your organization's existing current strategies. You don't have to follow verbatim the tips and strategies a conference speaker shares with you. In fact, you will probably find that you will be more successful by tweaking these ideas and "making them your own."

Rick Rutherford, "How to Avoid PCSD: Post Conference Stress Disorder"