Teacher Learning and Leadership Program Evaluation Worksheet

Single Applicant □  Group Application □

Applicant/Group Leader: ____________________________  Group size ________

Topic of Proposal: _____________________________________________________________

The committee is asked to review each Application for Funding to determine the strength of the proposal based on the criteria below.

<table>
<thead>
<tr>
<th>Criteria (based on the TLLP Guidelines)</th>
<th>Score</th>
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<tbody>
<tr>
<td>The extent to which the proposal is guided by the five characteristics of effective professional learning (1 to 2 principles = limited, 3 principles = good, 4-5 principles = strong).</td>
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<td>The quality of the proposal (i.e. to what extent the proposal is a strong learning and sharing project that is well thought out and realistic).</td>
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<td>The extent to which the topic would have an impact on student learning and development and reflect ministry/board/school goals.</td>
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<td>The potential of the plan for sharing with others in the school, board, and/or other boards (i.e. the potential for interest and replication on a larger scale).</td>
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<td>The background and experience the teacher/group of teachers brings to the subject matter or the project.</td>
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<td>The extent to which the project outcomes could be measured.</td>
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<td>The potential impact for the learning of other teachers.</td>
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**Overall rating**

Total funding requested:

Evaluated by: ____________________________
Characteristics of Effective Professional Learning

i) Coherent
Teacher professional learning is ultimately about best practices for student learning and development and occurs in the context of the ministry/board/school and parent/community/classroom continuum. Whether as part of required training, personal selection, or as the subject of an independent research initiative by an individual teacher or a professional learning community, and whether it is directly or indirectly job-embedded, the learning must have a positive impact on the students and school success.

ii) Attentive to Adult Learning Styles
Teachers come to each professional learning experience with a wide variety of skills, knowledge, education, teaching, and training background. As a result, when planning professional learning, adult learning principles should be addressed by:

- Considering the role of choice. Research supports the importance of choice and self-direction in personalizing the learning.
- Providing programming that is viewed as meaningful, relevant and substantive.
- Providing differentiation in the content and delivery models.
- Considering “best fit” within a culture of collaborative learning. The “one size fits all” approach may prove problematic in many circumstances. Effective learning must recognize and include the participants’ understanding and perspective in order to bring about a culture of reflection and transformation.
- Providing appropriate recognition for the successful completion of professional learning.

iii) Goal-oriented
Professional learning is enhanced when it is goal oriented and is clearly:

- Connected to improved student learning and achievement.
- Connected to daily practice (job embedded), both directly and indirectly.
- Situated within and respectful of varied contexts (i.e. relevant to ministry, board, school/community, classroom).

iv) Sustainable
Professional learning that will have impact in the classroom must:

- Be planned and progress over time (i.e. it is a process).
- Be supported by appropriate resources focused on its success.
- Involve the learners and allow time for practice (job embedded).
- Include time for self-assessment through reflection (construct/de-construct/re-construct thinking about practice) within its processes.
- Include, wherever possible, congruency in professional learning for other staff who support student learning (e.g. educational assistants, social workers, etc.).

v) Evidence-informed
Professional learning should consider and be built upon current research as well as both formal and informal data (e.g. quantitative, qualitative information). This approach would ensure up-to-date theories and practices are aligned with the needs of teachers and students. Evidence based professional learning activities also provide a baseline upon which outcomes can be measured.