2025 Show-Me Professional Learning Conference Program Proposal Scoring Guide

Show-Me Conference Strands

- **Learning communities:** Creating, sustaining, and evaluating school-based learning teams
- **Data-driven learning:** Using data to improve professional learning, instruction, curriculum, and assessment
- **Effective leadership:** Strengthening leadership skills across different roles – teacher, instructional coach, and administrator
- **Effective strategies for professional learning:** Developing skills for planning, facilitating, presenting, and convening a wide variety of professional-learning experiences
- **Instructional coaching:** Implementing effective coaching practices and models to impact student learning positively
- **Teaching and learning practices:** Applying research-based strategies (differentiated instruction, Response to Intervention, etc.) to improve student performance in literacy, math, or science
- **Recruitment and retention:** Accelerating new-educator competence and developing mentors to help them remain in the field

Writing Guide

1. Prepare a draft of your responses to the questions. When you are ready, cut and paste your responses into the final proposal form.
2. Make sure your abstract offers a clear, concise description by addressing what participants can expect to learn and how they will benefit from your session. (These are used in the conference program as the session descriptions.)
3. Select content and processes that are appropriate for practitioners who attend this session. Conference attendees include mainly teachers, teacher leaders, PDC members, principals, and other leadership positions.

Scoring Guide

1. PARTICIPANT OUTCOMES: To what degree are the participant outcomes clearly defined? (1-4 points)

4 points	3 points	2 points	1 point
Defines KNOWLEDGE AND SKILLS participants will gain as a result of this session.	Defines KNOWLEDGE OR SKILLS participants will gain as a result of this session.	Combines KNOWLEDGE, SKILLS, and PROCESS outcomes.	Defines only PROCESS outcomes.

2. SESSION ALIGNMENT: To what degree does the proposal address the selected conference strand and topic(s)? (1-4 points)

4 points	3 points	2 points	1 point
Session CLEARLY ALIGNS with strand and topic(s); SUBSTANTIVE CONNECTION between session topic(s) and LEARNING FORWARD purpose.	Session ALIGNS with strand and topic(s); CLEAR CONNECTION between session topic(s) and LEARNING FORWARD purpose.	Session SOMEWHAT ALIGNS with strand and topic(s); PARTIAL CONNECTION between session topic(s) and LEARNING FORWARD purpose.	Session NOT ALIGNED with strand and topic(s); LITTLE CONNECTION between session topic(s) and LEARNING FORWARD purpose.

3. SESSION ALIGNMENT: To what degree is the session relevant to conference attendees? (1-4 points)

4 points	3 points	2 points	1 point
SIGNIFICANT relevance to teacher leaders, principals, AND central office administrators.	SIGNIFICANT relevance to teacher leaders, principals, OR central office administrators.	SOME relevance to teacher leaders, principals, OR central office administrators.	LIMITED relevance to teacher leaders, principals, OR central office administrators.

4. SESSION PROCESS: To what degree are the content and processes aligned with the intended outcomes as well as consistent with high-quality professional learning? (1-8 points)

7-8 points	5-6 points	3-4 points	1-2 points
ALL CONTENT aligns with intended outcomes; ALL PROCESS ACTIVITIES align with intended outcomes; APPROPRIATE time for ALL activities to achieve intended outcomes.	MOST CONTENT aligns with intended outcomes; MOST PROCESS ACTIVITIES align with intended outcomes; APPROPRIATE time for MOST activities to achieve intended outcomes.	SOME CONTENT aligns with intended outcomes; SOME PROCESS ACTIVITIES align with intended outcomes; APPROPRIATE time for SOME activities to achieve intended outcomes.	CONTENT DOES NOT align with intended outcomes; PROCESS ACTIVITIES DO NOT align with intended outcomes; FEW activities to achieve intended outcomes.