



## PROFESSIONAL DEVELOPMENT LEAVE APPLICATION EVALUATION & SCORING RUBRIC

<b>Section I: Objectives/Outcomes</b>				
<i>The highest score awarded for these criteria is 10 points. The evaluator considers all four indicators.</i>				
<b>0 to 10 points possible</b>	<b>4</b>	<b>3</b>	<b>1-2</b>	<b>0</b>
<p>A) Provides a clear, measurable, and observable statement of product and/or process outcomes that demonstrate what will be accomplished at the conclusion of the Professional Development leave. Statements may take various forms (e.g., narratives, bulleted lists, charts). (4 points)</p>	<p>All outcomes are clear and measurable. Provides a complete list of outcomes to be accomplished by the end of the Professional Development leave.</p>	<p>Most outcomes are clear and measurable. Provides a list of outcomes to be accomplished by the end of the Professional Development leave.</p>	<p>Some outcomes are clear and measurable. Provides an incomplete list of outcomes to be accomplished by the end of the Professional Development leave.</p>	<p>None of the outcomes is clear and measurable. Does not provide a list of outcomes to be accomplished by the end of the Professional Development leave.</p>
<p>B) Demonstrates that the outcomes relate to the stated purpose of the Professional Development leave. (4 points)</p>	<p>All outcomes relate to the Professional Development purpose.</p>	<p>Most outcomes relate to the Professional Development purpose.</p>	<p>Some outcomes relate to the Professional Development purpose.</p>	<p>None of the outcomes relates to the Professional Development purpose.</p>
<p>C) Outcomes are significant and magnitude of project justifies the length of time requested. (2 points)</p>		<p>2 points: Outcomes and magnitude are appropriate.</p>	<p>1 point: Outcomes are mediocre and the magnitude is limited.</p>	<p>Outcomes lack relevance and magnitude is insufficient to justify length of time requested.</p>



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<b>Section II: Activities and Timeline</b>				
<i>The highest score awarded for these criteria is 30 points. The evaluator considers all four indicators.</i>				
<b>0 to 30 points possible</b>	<b>7-8</b>	<b>4-6</b>	<b>1-3</b>	<b>0</b>
A) Illustrates the connections between timeline and activities. (8 points)	Connections between timeline and activities are very well integrated, thoughtful, clear, and focused.	Connections between timeline and activities are integrated, thoughtful, clear, and focused.	Connections between timeline and activities need greater clarity, focus, or integration.	Connections between timeline and activities are unclear, unfocused, or unintegrated.
B) Provides sufficient detail and specificity to demonstrate activities can be completed within timeframe. (8 points)	Activities are very specific, thoughtful, and detailed.	Activities are specific, detailed, and thoughtful.	Activities are not specific, detailed or thoughtful enough.	Activities are not specific, detailed, or thoughtful.
C) Illustrates the connections between timeline/activities and the goals/purpose to be achieved. (8 points)	Activities and timeline demonstrate that purpose will be achieved.	Activities and timeline demonstrate that purpose will likely be achieved.	Activities and timeline do not clearly demonstrate that purpose will be achieved. Some questions are raised.	Activities and timeline do not demonstrate that purpose will be achieved. Many questions are raised.
D) Timeline reflects substantive activities that fill the leave period and realistically can be completed during the timeframe. (6 points)		Timeline contains important and sufficient activities that will likely be completed.	Substance and magnitude are not clearly demonstrated, or likelihood of completion within the timeframe is lacking.	Activities lack substance and magnitude to fill the requested leave period, or are unlikely to be completed in the timeframe.



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Section III: Contribution/Benefit					
<i>The highest score awarded for these criteria is 24 points. The evaluator considers both indicators.</i>					
0 to 24 points possible	11- 12	8-10	4-7	1-3	0
<b>A) Benefit to Applicant</b> Demonstrates how the purpose of the Professional Development project supports the personal and professional growth of the applicant. (12 points)	Includes substantial information demonstrating an increase in personal or professional knowledge that will contribute to greater job satisfaction, performance, or career goals.	Includes significant/clear information demonstrating an increase in personal or professional knowledge that may contribute to increased job satisfaction, performance, or career goals.	Includes sufficient information demonstrating an increase in personal or professional knowledge that may contribute to increased job satisfaction, performance, or career goals.	Includes minimal information demonstrating an increase in personal or professional knowledge that may contribute to increased job satisfaction, performance, or career goals.	Does not include information demonstrating an increase in personal or professional knowledge that may contribute to increased job satisfaction, performance, or career goals.
<b>B) Benefit to College/Institution</b> Demonstrates how the purpose or outcomes of this Professional Development project supports the mission, goals and/or priorities of the College. (12 points)	Includes substantial information demonstrating benefit to the College/Institution.	Includes significant/clear information demonstrating benefit to the College/Institution.	Includes sufficient information demonstrating benefit to the College/Institution.	Includes minimal information demonstrating benefit to the College/Institution.	Does not include information demonstrating benefit to the College/Institution.



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Section IV: Quality of Project plan					
<i>The highest score awarded for these criteria is 30 points. The evaluator considers all three indicators.</i>					
0 to 30 points possible	9-10	7-8	4-6	1-3	0
<b>A) Organization</b> Illustrates the cause and effect relationship between the purpose of the project plan and the benefits, the outcomes, and the timelines. (10 points)	The cause and effect relationship is thoroughly and extensively articulated: how the purpose results in the benefits/outcomes; how the purpose can be achieved through the Activities/Timeline.	The cause and effect relationship is complete and well-defined: how the purpose results in the benefits/outcomes; how the purpose can be achieved through the Activities/Timeline.	The cause and effect relationship is evident, but may lack clarity or specifics in how the purpose results in the benefits/outcomes; in how the purpose can be achieved through the Activities/ Timeline.	The cause and effect relationship is vague and lacks clarity or specifics in how the purpose results in the benefits/outcomes; in how the purpose can be accomplished through the Activities/ Timeline.	The cause and effect relationship is absent. No indication as to how the purpose results in the benefits/outcomes; how the purpose can be accomplished through the Activities/ Timeline.
<b>B) Thoroughness</b> Provides thoroughly developed concepts and specific details and/or examples. (10 points)	Concepts are extensively developed and integrated in original and innovative ways. Project plan contains great details/examples.	Concepts are fully developed and integrated in original and innovative ways. Project plan contains well-defined specific details/examples.	Most concepts are fully developed and integrated. Project plan contains many good details/examples.	Concepts lack full development and integration. Project plan contains some details and/or examples	Concepts are undeveloped and lack integration. Project plan does not contain sufficient details and/or examples.
<b>C) Clarity</b> The writing is coherent, logical, and effectively organized, with well-constructed sentences. (10 points)	Paragraphing, transitions between paragraphs and sequencing are exceptionally coherent and logical, creating superb bridges between ideas. Sentence structure communicates extremely effectively	Paragraphing, transitions between paragraphs and sequencing are remarkably coherent and logical, creating very effective bridges between ideas. Sentence structure communicates effectively.	Paragraphing, transitions between paragraphs and sequencing are coherent and logical, creating effective bridges between ideas. Sentence structure communicates effectively.	Paragraphing, transitions between paragraphs, and sequencing lack some coherence or logic, thus, not providing adequate bridging between ideas. Sentence structure does not consistently communicate effectively.	Paragraphing, transitions between paragraphs, and sequencing lack coherence and/or logic, thus, creating confusion between ideas. Sentence structure impedes the communication of ideas.



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<b>Section V: Recommendations</b> <i>The highest score awarded for this criterion is 6 points.</i>				
0 to 6 points possible	Fully Support 5-6	Support with Minor Reservations/Concerns 3-4	Support with Major Reservations/Concerns 1-2	Do Not Support 0
The level or strength of support from the department chair, dean, sponsor and/or colleague.	All candidates' recommendations indicate full support of candidate's Professional Development project plan.	Candidates' recommendation(s) indicate some minor concern about candidate's Professional Development project plan.	Candidates' recommendation(s) indicate some major concern(s) about candidate's Professional Development project plan.	Candidates' recommendation(s) do not indicate any support of candidate's Professional Development project plan.