

Award Guidelines and Rubric Professional Learning Award

Guidelines

Purpose

The annual Professional Learning Network Award recognizes an individual(s), institution, or organization for planning and implementing sustained professional development for educators and service providers in the PK-12 gifted education community *or* for educators and service providers in higher education focused on gifted and talented education.

Eligibility

- The application may relate to any age level (i.e., PK-12 or higher education) within the gifted education context, address any specific content area, have an interdisciplinary or multidisciplinary focus, and/or emphasize social emotional needs of gifted learners.
- Professional Learning was *sustained* through *ongoing* delivery at any time within March 31 - March 31 the year before the award application is completed.
 - The program engaged educators in multiple meaningful opportunities to master knowledge, skills, and/or dispositions in gifted education.
 - Sessions included face-to-face, virtual, and/or summer sessions.
 - Professional Learning provided interactive support for content, theoretical, and/or pedagogical strategies
 - Program alignment with NAGC standards.
- Applicants may submit a maximum of two Professional Learning programs per award year.
 - If a program has won this award previously, it is not eligible to be submitted again.

Application Documents

- A. written summary including Professional Learning purpose and goals, alignment with appropriate NAGC standards, description, outline, timeline, and evidence of impact on the gifted education community;
- B. representative program sample (e.g., PowerPoint, archived recording or webinar, participant reflection).
- C. No application fee is required.

Award Evaluation and Presentation

- Applications are evaluated by the Professional Learning Network Awards Committee with a rubric.
- The Professional Learning Award recipient(s) will be notified by September 1.
- The Professional Learning Award recipient(s) is encouraged to attend the annual NAGC convention for recognition.
- *Award recipients will be expected to write a submission for the Professional Learning December Blog post (submission due by December 1).*

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Rubric

Purpose, Goals, and Alignment with NAGC Standards				
Criteria	Exemplary	Proficient	Developing	No Evidence Of
1. Clarity of Purpose & Goals	<i>Purpose and goals are exceptionally clear, coherent, and compelling; directly address needs in gifted education across content, pedagogy, and/or affective domains.</i>	<i>Purpose and goals are clear and relevant to gifted education.</i>	<i>Purpose and goals are present but vague, incomplete, or inconsistently aligned with gifted education needs.</i>	<i>Purpose and goals are missing or unrelated to gifted education.</i>
2. Alignment with NAGC Standards	<i>Strong, explicit alignment with multiple NAGC standards; alignment is integrated throughout design, implementation, and evaluation.</i>	<i>Clear alignment with at least one NAGC standard; alignment is evident but not fully integrated.</i>	<i>Minimal or implied alignment with NAGC standards; connections are weak or underdeveloped.</i>	<i>No alignment with NAGC standards is provided or discernible.</i>
Evidence of Impact on Educators and the Gifted Community				
Criteria	Exemplary	Proficient	Developing	No Evidence Of
3. Impact on Educator Knowledge, Skills, and Dispositions	<i>Provides compelling, multi-source evidence (e.g., reflections, artifacts, assessments) demonstrating significant educator growth and application of learning.</i>	<i>Provides clear evidence of educator growth supported by at least one data source.</i>	<i>Provides limited or anecdotal evidence of educator impact.</i>	<i>No evidence of educator impact is provided.</i>
Program Design, Structure, and Delivery				
Criteria	Exemplary	Proficient	Developing	No Evidence Of

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<p>4. Sustained Professional Learning</p>	<p><i>Demonstrates a robust, ongoing program delivered across multiple formats (e.g., face-to-face, virtual, summer) with clear evidence of sustained engagement between March 31–March 31.</i></p>	<p><i>Shows sustained learning opportunities with at least two delivery formats and consistent engagement.</i></p>	<p><i>Indicates some ongoing learning but limited in duration, frequency, or delivery modes.</i></p>	<p><i>No evidence of sustained learning or timeframe does not meet eligibility criteria.</i></p>
<p>5. Interactive, High-Quality Learning Experiences</p>	<p>Provides rich, interactive, research-based learning that deepens educator knowledge, skills, and dispositions in gifted education.</p>	<p>Provides interactive learning experiences that support educator growth.</p>	<p>Provides limited interactivity or relies heavily on passive learning structures.</p>	<p>No interactive components or evidence of meaningful educator engagement.</p>
<p>6. Content, Pedagogy, and Affective Curriculum Integration</p>	<p><i>Skillfully integrates content, pedagogy, and/or affective curriculum to enhance gifted learners' experiences; demonstrates innovation and responsiveness to diverse needs.</i></p>	<p><i>Addresses at least one of the three areas with clear relevance to gifted learners.</i></p>	<p><i>Addresses gifted education superficially or inconsistently.</i></p>	<p><i>No connection to content, pedagogy, or affective curriculum for gifted learners.</i></p>