



**Leadership Committee for  
English Education in  
Québec (LCEEQ)**

**Project Funding  
2024-2025**

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# Introduction

**The Leadership Committee for English Education in Québec (LCEEQ)** is a collaborative professional learning community established to promote educational leadership in response to the needs of the English Educational Community.

One of the primary responsibilities of the LCEEQ is the coordination of various funding programs aimed at building capacity within English schools, centres, colleges and universities to better meet the challenge of improved student learning and success. The funding programs that are included in this document are the:

1. Professional Development and Innovation Grants (PDIG)
2. John Killingbeck Teacher/Administrator Scholarship Program

Category A – Visiting Exemplary Sights

Category B – Bringing in an Expert into your Setting

Each of these two funding programs has its own unique characteristics but together they all contribute to increasing the knowledge base, the resources and the services available to the English Educational Community.

**Please note that all funding for 2024-2025 is contingent on confirmation of funds from the Ministry of Education.**

# **Professional Development and Innovation Grants (PDIG)**

## Guidelines

There is an on-line application detailed below (see page 8) . It is important that you familiarize yourself and your teammates with these guidelines before beginning the process.

### Background

Professional Development and Innovation Grants (PDIG) are available for teachers, Consultants, library personnel and administrators who are looking for ways to improve student achievement in Québec's English schools and centres. **Professional Development Grants** are intended to improve pedagogical practice. **Innovation Grants** are intended to support school teams to engage in systemic change within the school/centre in order to promote student success. Submissions should take into consideration the School Board's *Commitment to Success Plan* and the School's *Educational Project*.

### Objectives

Both categories of grants strive to improve student achievement in the English Educational Community. Although there is a distinction in the purpose of the funds, the application process is common to both.

**1- Professional Development Grants** focus on improving pedagogical practice. Your project should focus on the development of the teachers' expertise resulting in improved pedagogical practices or improved curriculum tools.

Projects may be initiated by teachers, library personnel, school/centre administrators and/or Consultants. This category is intended to provide release time necessary for **a minimum of 2 teachers** to collaborate on and participate in professional development activities relating to the Québec Education Program (QEP).

**2- Innovation Grants** focus on collaborative team efforts to create systemic change within the school/centre. This category is intended to provide release time necessary to pilot an innovative project designed to bring changes to the organization of the school, or to the learning environment. Examples of this type of project could include changes to the school timetable that would free up time for teacher PD, or the creation of new learning spaces for students with special needs, or parent outreach programs. The results should be sustainable after the initial year.

This category is intended to provide release time necessary for **a minimum of 2 school team members, including at least 1 teacher** to pilot an innovative project relating to school/centre success. Other team members may include school administrators and other non-teaching personnel.

### Target Audience

The Professional Development and Innovation Grants are available to public and private English schools in the youth, adult and vocational training sectors. Applicants are welcome to propose projects that include more than one Board.

## Funding

The funding for the grants is made possible by the Canada-Québec Entente and comes from Heritage Canada. The **DSRÉA** (Direction du soutien au réseau éducatif Anglophone), of the Ministry of Education manages the actual distribution of approved funds. The Leadership Committee for English Education in Québec (**LCEEQ**) administers the application, approval and reporting process for these grants.

PDIG funds are not available for the production of assessment instruments (e.g. formative or summative examinations, Evaluation Situations, etc.).

Any product that results from an approved PDIG grant must be accessible through the LCEEQ website for use by the entire English-speaking Educational Community.

### Eligible PDIG Expenses :

- Teacher substitution costs equal to time spent in meeting the requirements of the project.
- Transportation, lodging or meal expenses for team members who are working on a collaborative project and whose schools/centres are more than 50 km apart.
- Honoraria, transportation, lodging and meal expenses for a consultant from outside the School Board/Institution. **Only consultants who are NOT in the employ of public or non-profit private education will be permitted to claim a fee.**

### Reimbursement Rates :

Substitution subsidy	\$ 295/day \$147.50/half day	
Maximum hotel (12-18 hours with overnight)	\$151.00 (hotel, taxes)	
Maximum	Breakfast	\$13.75
	Lunch	\$18.90
	Dinner	\$28.50
Travel		\$0.55 / km
Consultant honoraria (not employed in the public or private education sector)		\$400 / day

### Ineligible PDIG Expenses:

Computer hardware and/or software, software licensing fees, Internet access fees, printing and/or photocopying, rental and/or purchase of equipment (including instruments), resource materials, art materials, registration fees for conferences and/or on-line courses, salary for additional personnel, travel expenses outside of Québec, and any other unlisted eligible expenses.

## **Awarding of Funds:**

The awarding of funds for expenses to the School Board/Private Institution is done in three instalments:

**The first instalment (25%)** is payable upon project acceptance. The process to make the claim will be included in the letter of acceptance.

If the first installment has been completely spent by January 31<sup>st</sup> then a **second installment** of 25% can be invoiced.

**The final installment (50%)** is payable upon the approval of the project report, by both the school administrator(s) involved and the LCEEQ. Payment will be based on actual costs, not the total originally approved. The process to make the final claim will be provided once the final report is approved.

## **Eligibility Criteria**

To qualify for a grant, a project proposal must:

1. Address the professional learning of the school/center personnel or organizational issues facing the school/centre.
2. Describe the goals of the project and provide a description and a daily plan of anticipated activities.
3. Provide a detailed “start” and “finish” date. The last meeting (i.e. the “finish” date) must take into consideration time to prepare the final report for approval. The “finish” date and the deadline for Final Reports should not be the same.  
  
Note that the monitoring of the journaling requirement will be guided by the stated “start” and “ finish” dates.
4. Describe how the outcomes of the project will be recognized and shared so as to benefit the community at large. **This is a critical element in the approval process as PDIG funds are intended to benefit the entire community and not a particular school or School Board.**
5. Relate to the mandate and strategic plan of the LCEEQ.

A **Project Evaluation Rubric** will be used to evaluate all project submissions. (Appendix B)

## Application Procedure

1. Review this project funding document carefully paying particular attention to **deadline dates**.

Read the **PDIG Application Overview (Appendix A)** and share it with your team members before you begin the online application.

If you do not have an LCEEQ account, you must create one. Follow the simple steps at <https://accounts.lceeq.ca/>

2. The project applicant, henceforth the **Project Manager**, may request a **maximum of six (6) release days per teacher** for any one given project. However, an individual teacher may be funded up to a maximum of eight (8) release days per academic year, thus allowing her/him to participate on more than one project.
3. The Project Manager must complete the **online grant application** found at LCEEQ.ca. Click on the Professional Development tab, and then select PDIG. The form may be edited. When complete it must be submitted. The school/centre administrator for each school/center included in the proposal also receives the application for online approval upon submission.

**IMPORTANT NOTE:** *Applications must be approved online by the school/centre administrator(s) by the stipulated deadline in order to be considered and evaluated.*

**Applications, approved by the school/centre administrator must be received on or before April 30, 2024.**

4. Following the evaluation process, the Project Manager may verify the status of the application on the LCEEQ website, to determine if the project is either **accepted** with a full grant amount or **refused**. The Project Manager will receive an electronic notice of the decision. It is expected that all proposals will be evaluated by **May 31, 2024**.

**IMPORTANT NOTE:** The evaluation team will not modify a proposal nor recommend changes. A proposal will either be accepted as presented or rejected.

5. **If funds remain after all accepted projects are accounted for**, a second round of applications may be launched. Applicants whose projects were refused in the first round may adjust them based on feedback provided and re-submit them for consideration. New submissions will also be entertained. The deadline for second applications, if such is available, will be **advertised at the launch of a second round**.
6. On the application form, the Project Manager will be required to indicate the date on which the proposed project will begin and end. It is not acceptable to provide a vague timeline (e.g. September to April) – more specific detail is expected. The team will be expected to complete the project in the approved timeframe. If unable to meet this commitment, the Project Manager will be expected to ask for special consideration. Each case will be determined on its own merit.

If the project cannot be completed due to unforeseen circumstances, it must be cancelled by the Project Manager. In exceptional cases, a timeline may be revised with the approval of the LCEEQ.



Since there may be changes in personnel between the time the grant is approved and the beginning of the new academic year, the Project Manager will be required to confirm the team members that will carry out the project as the school year begins.

7. **Throughout the process the team will be expected to make a journal entry after each meeting.** These may be prepared by any member of the team but must be confirmed by the Project Manager for the funds to be released.

**Failure to keep an updated, confirmed journal may result in project funds being rescinded and the School Board/Institution being responsible for outstanding expenses.**

### Report Procedure

- 1 Upon completion of the project, the Project Manager must complete the online Project Report. The school/centre administrator(s) also receives a copy of the report for online approval and must respect the established dates for approval.

The final report must be received **within sixty days (60) of the completion of the project or by May 6, 2025** whichever date comes first.

- 2 The Project Manager will be notified that the school/centre administrator has accepted the project report by the stipulated deadline and that the LCEEQ has also accepted the project report.

**IMPORTANT NOTE:** The Project Report must be approved by the school/centre administrator(s) and by the LCEEQ to receive reimbursement for eligible costs incurred. If the approved report is not received **within sixty days (60) of the completion of the project or by May 6, 2025**, whichever date comes first, *the balance of payment will be forfeited.*

### Evaluation Committee

To ensure that all projects adhere to the objectives and eligibility criteria established for the Professional Development and Innovation Grants, and that they are aligned with the Strategic Plan of the LCEEQ, a Committee will be established each year to evaluate project submissions.

The Evaluation Committee will consider each proposal on its own merit, using the targeted criteria described in the **Project Evaluation Rubric.** (Appendix B)

**John Killingbeck**  
**Teacher/Administrator**  
**Scholarship Program**

**Category A** – Visiting Exemplary Sights  
**Category B** – Bringing in an Expert into your Setting

## Guidelines

### Background

High-quality professional development (PD) available to teachers and administrators on an ongoing basis is a key component in curriculum implementation and successful student learning. One of the most effective forms of professional development for school personnel involves opportunities to reflect on practice, to share successful strategies and to learn from and with colleagues.

The **John Killingbeck Teacher/Administrator Scholarship Program** provides teachers, in-school administrators, and centre directors, with opportunities for short-term study visits to exemplary schools or centres to experience good practice, carry out research and share information with a network of other participants. These are **Category A** Grants.

An alternative to travel to visit another site would be to bring a professional into your setting to provide PD. An essential part of this project is on-going support throughout the school year for the educational leader(s) in the school/centre. These are **Category B** Grants.

### CATEGORY A PROJECTS

#### Objectives

- To expand the knowledge base of teachers and administrators in order to improve student learning.
- To create a network within the English Educational Community for the sharing of successful practices.

#### Target Audience

The **John Killingbeck Teacher/Administrator Scholarship Program** is open to teachers and administrators in the English sector, working in the youth, the adult, and the technical and vocational sectors.

#### Scholarships

Scholarships will be awarded to qualifying schools and centres. The scholarship funds are provided to help defray expenses incurred, such as:

- Travel to and from the host school or centre, as well as local travel during the stay
- Accommodation and meals
- Teacher substitution costs
- Hospitality contribution to the host school or centre

The scholarship funds **cannot be used** for the purchase of materials or equipment, nor to attend conferences or training session.

### Reimbursement Rates

Substitution (Category A ONLY)		\$ 295/day \$147.50/half day
Maximum hotel (12-18 hours with overnight)		\$151.00 (hotel taxes)
Maximum	Breakfast	\$13.75
	Lunch	\$18.90
	Dinner	\$28.50
Travel		\$0.55 / km < 5000 km \$0.49 / km > 5000 km

### Funding

To ensure the schools and centres throughout Québec have an opportunity to benefit from the **John Killingbeck Teacher/Administrator Scholarship Program**, changes have been made this year to the distribution of funds. Reasons for the change is to ensure compliance to Heritage Canada expectations and an equitable distribution of funding. **School Boards/Associations will need to show that the amount granted works towards the [MEQ's Strategic Plan](#). Funding amounts have not been confirmed and therefore the exact distribution of the amounts is not available.**

School Boards/Associations need to select and endorse the projects submitted by the schools and centres. Final approval of the projects and allocation of funds will now be determined by an Approval Committee established by the LCEEQ.

## Eligibility Criteria

To qualify for the **John Killingbeck Teacher/Administrator Scholarship Program**, school and centre teams must submit a study visit proposal that addresses the following criteria:

1. The Mandate and PD Plan of the LCEEQ and the MEQ Strategic Plan
2. Sustainability
3. Transferability
4. Reinvestment
5. Clarity of Presentation

A **rubric** has been developed based on the above criteria and will be used to evaluate all project submissions. A copy of the rubric may be found in **Appendix B** of this document.

In addition to the above five criteria, project submissions should focus on improving **teacher practice** and demonstrate a direct link with the **Quebec Education Program (QEP)** and the school or centre **Success Plan / Educational Project**.

## Application Procedure

Application for the **John Killingbeck Teacher/Administrator Scholarship Program** must be made using the **on-line Application Form** found on the LCEEQ website (LCEEQ.ca). On-line applications must be received by the LCEEQ by **April 30, 2024**.

The application procedure begins with the School Board/Association, which establishes a process to identify applicants from within its organization. The school or centre completes the on-line Application Form (to be found at LCEEQ.ca). Once completed, the form is automatically received by the School Board/Association. The School Board/ Association selects the projects for consideration and negotiates the amount of funding that can be dedicated to each based on its total scholarship allotment. The School Board/Association may decide to support one deserving project or divide its total allotment to support several projects. The School Board/Association then submits the finalized on-line Application Form to the LCEEQ for consideration.

Once the completed Application Form has been received by the LCEEQ, **The Approval Committee determines the approval of the project and a set amount of funding**. Projects will be evaluated using the criteria described in the rubric which can be found in Appendix B of this document. If there is a need for clarification, a representative from the Approval Committee will communicate directly with the applicant or the School Board/Association. Applicants and the School Board/Association will be informed of the final decision by **May 31, 2024**.

When completing your application, keep in mind that all approved study visits and reimbursement claims for the 2024-2025 school year are to be completed by April 30, 2025.

## Video-Clip

The video clip is the official record of the school or centre's study-visit. Once the video-clip has been produced and submitted to the Project Manager, it will be posted on the LCEEQ website and accessible to any school or centre in the English Educational Community.

The video-clip should summarize the study-visit in a 5-10 minute presentation/interview. The content of the clip should include the name of the school/centre as well as the name of the organization visited. The following three questions should be addressed in the clip:

- What was the focus/reason for this study-visit?
- What did you learn as a result of this study-visit?
- How do you intend to implement what you have learned in your school / centre?

The video clip and claim for reimbursement must be received by the Project Manager **on or before June 4, 2025** so that the request for payment can be made prior to **June 11, 2025**.

## CATEGORY B PROJECTS

### Objectives

- To assist schools or centres in addressing an area of concern.
- To help provide the expertise needed to build the capacity of the school/centre to address the identified concern.

*The area of concern could be a pedagogical, an andragogical or an organizational practice.*

*Funding provided would help bring expertise into the school or centre to work with the administrator(s) and leadership team.*

### Target Audience

Category B of the John Killingbeck Scholarship Program is open to school/centre administrators in the English sector, working in the youth, the adult, and the technical and vocational sectors.

In order to build the capacity of the school or centre to bring about change, **it is expected that the administrator who is applying for this program will receive the training or coaching on an on-going basis provided by the resource person(s) selected, and that a leadership team will be appointed to receive the training or coaching as well.** The objective of this coaching or training is that the change can be sustained over time.

*“Principals and Vice-Principals are critical to the development of excellent teaching, excellent schools and, ultimately, enhanced student achievement”*

*-The Ontario Institute for Educational Leadership (2008)*

*“School leadership has a greater influence on the capacity of the school to improve and on student learning when it is widely distributed.”*

*- Leithwood et al (2006)*

## Developing a Training Plan

**The main feature of this program is to provide ongoing training to administrators and their school/centre’s leadership team** in order to address an area for improvement in their school/centre. The funding provided by the LCEEQ will allow the administrator to bring an outside resource person or team into the school/centre to provide individualized training that is tailored to the needs of the participants.

The central task in the application process will be the development of a training plan to describe how the resource person or team will be employed, the duration of the training, and how the leadership team will be sharing their training with other members of the school/centre staff.

A conversation with the resource person or team identified could provide some ideas for PD delivery and how to maximize the available budget.

*Questions to consider when developing a training plan could include:*

- Is it important to have the resource person or team address the whole staff to get maximum buy in?*
- Will the resource person or team be working with the administrator and the members of the leadership team on an individual basis or in small groups?*
- Does the resource person or team have to be physically present or can some of the training be provided virtually?*

## Funding

A maximum of one (1) proposal will be selected for

each School Board/Association for the 2024-2025 academic year. A proposal cannot exceed an amount of \$15 000. The School Board/Association can submit a claim for reimbursement (with appropriate support documents) twice a year; once at mid-year, and the other no later than June 11, 2025.

Teacher release or resource materials **are not** an eligible expense under this option. **These expenses are deemed the School Board/Association's contribution to the success of the project.**

*This program receives funding from the Québec – Canada Entente and is dependent on a matching contribution from the School Board or Association.*

### Application Procedure

1. Review this funding document carefully, paying particular attention to deadline dates, eligibility requirements, and reporting responsibilities.  
The school/centre administrator is seen as the leader of this project and responsible for submitting the application and the impact report.
2. Complete the online application form which can be found on the LCEEQ website under the "Professional Development" tab at the top of the page.
3. The School Board or Association must indicate their support for the project.
4. Once submitted, a copy of the project proposal will be sent to the School Board/Association for their information and a copy will be forwarded to the LCEEQ Selection Committee for evaluation.

*It would be a good idea to share the project information document with the members of the leadership team selected.*

*If you do not have an LCEEQ account, you must create one. Follow the simple steps at <https://lceeq.ca/>*

### Selection Process

All project proposals will be received by a Selection Committee established by the LCEEQ and will be

*The rubric used by the selection committee will help*



evaluated using the criteria described in the rubric which can be found in Appendix C of this document.

The decision of the selection committee is final and will be communicated to the applicants and their School Board/Association.

*to determine if the proposal is evidence based, if it is coherent with the Quebec Program of Studies, if it can be sustained with the collective agreements in place, and if the benefits of the intervention will last.*  
**See Appendix C**

### Reporting Procedure

The school/centre administrator will complete an **Impact Report** at the end of the project that will not only provide data on participant engagement and satisfaction, but also provide data on the impact of the PD received on the targeted practice. Indicators to be measured by the school/centre administrator should address the following themes:

- Program Reach Indicators
- Participant Satisfaction Indicators
- Project Implementation Indicators

*A template of the Impact Report is included in **Appendix D** of this document to alert you to the information you will be asked to provide and to help anticipate the tools and strategies needed to provide feedback on the results of your initiative.*

### Deadlines - will have to be reviewed and changed here too

All applications for Category B of the John Killingbeck Program must be received no later than **April 30, 2024**.

The LCEEQ will communicate the results of the selection process to all applicants by **May 31, 2024**

Projects that have been approved by the LCEEQ must be completed during the 2024-2025 school year and the Impact Report must be submitted within sixty days (60) of the completion of the project or by **June 4, 2025**, whichever date comes first.

All invoices with supporting documents must be submitted no later than **June 11<sup>th</sup>, 2025**

**Important Note:** *The Impact Report must be received and approved by the LCEEQ before the School Board/Association can be reimbursed for the costs incurred by the project.*

### Project Manager

In order to assure a coordination of the **John Killingbeck Teacher/Administrator Scholarship Program** and support for school and centre teams, the LCEEQ has appointed a Project Manager, **Jill Robinson**, to assume the following responsibilities:

- Inform the English Educational Community of this offer (information document, information sessions, etc.)
- Assist scholarship schools in selecting a host school when asked
- Address issues and / or concerns raised by participants in the program
- Ensure the preparation of participants for their study visit (briefing, training, clear expectations, etc.)
- Assist schools and centres with the production of their video-clips following their completed study visits
- Evaluate the impact and success of the program and report to the LCEEQ
- Update scholarship program information on the LCEEQ website on a regular basis.

# Appendices

### PDIG Application Overview

Before you begin your PDIG application, please note that you will need the following information:

- Team member email addresses (we only accept Board/Organization addresses)
- Administrator/Supervisor email address(es).

The application is divided into 3 sections:

- General Info & Team members (everyone involved in your project)
- Project Description (all about your project, its goals, and the planned activities)
- Budget

**You may save and come back to the application repeatedly while the process is open.**

Please ensure that you have read the LCEEQ Funding Information document and have reviewed the rubric for PDIG applications. (Appendix B)

Should you require support, our support team is available via [help@lceeq.ca](mailto:help@lceeq.ca) or by using our contact form. They will be happy to be of assistance.

### Form Summary

**Project Name:** This will be the identifier for your project.

**Start and Finish Date:** Indicate the anticipated time period for your project. Detail required.

If you are unable to complete the project in the proposed timeframe, the Project Manager may ask for special consideration. Each case will be determined on its own merit.

If the project cannot be completed due to unforeseen circumstances, it must be cancelled by the Project Manager. In exceptional cases, a timeline may be revised with the approval of the LCEEQ.

**Note:** The project needs to be finished early enough for a project report to be generated before the report submission deadline.

**Applicant information:** This information is pre-filled based on your LCEEQ account information, please be sure this information is accurate or make the necessary change(s).

**Number of release days requested:**

Type in the number of release days requested. This number will be applied to each team member requiring substitution days. You may request half days, indicated by using a decimal point. Note that there is a maximum of six (6) release days/teacher/project and a maximum of eight (8) release days per teacher across all PDIG projects, so be sure to check with your team members to know if they are applying for any other projects.

**Team Members:**

You will automatically be entered as a team member. Be sure to edit your information as needed. To add additional team members, please enter their school Board/Organization e-mail address, then click "Add team member", fill in the appropriate information and "Confirm". Use the "No substitution required" field if no release days are needed for a particular team member.

**Supervising Administrator(s):**

Each submission must be approved by an Administrator or Supervisor from each school/centre involved in the proposal. Provide us with their e-mail address and upon submission, your application will be sent automatically to that individual for approval.

**PROJECT DESCRIPTION:**

**Project Summary:**

Let us know what is exciting about your project and why it is important to you.

**Subject Area(s) of the Project:**

Select up to three (3). Once you have made your selections, click on the "Subject Areas" heading to collapse this field to give you more space, click again to expand.

**Level of the Project:**

Select all that apply.

### **Project Goals:**

Describe the need(s) addressed by this project: why is this project important to the greater English Educational Community?

To better describe your project and its associated goals, break it down into blocks of time – either full days or half days – whatever works best for you. Give the section a title and use the text box below to describe your activities and associated goals. Select the “+Add a day, activity & related goals” button to add another section.

**It is important to note that a critical element in the evaluation process for the PDIG Project applications is the impact the proposal will have on the larger English-speaking Educational Community. In order for a PDIG proposal to be accepted it must be deemed to benefit the wider community and not only the team that completes the project.**

**In order to meet this criteria, it is important that the applicant makes it very clear how the outcome of the project will be made available to the wider community.**

### **Project Assessment:**

Enumerate the gains in teachers’ expertise and how those gains will be assessed.

### **Project Outcome:**

Describe how you will record the outcomes of your project and how you plan to share your results with other teachers in your school/centre and school board. It is important to give this section of the application some careful thought since the **Reinvestment Criteria** (see the rubric in Appendix B) resonates with the LCEEQ’s mission to provide resources and support to the entire English Educational Community.

It is also important to note that all approved projects will be required to submit a Final Report, which will include a request for a copy of materials and resources produced by the project team. These will be posted on the LCEEQ website. The journaling process used throughout the process will assist you in preparing the Final Report.

## **BUDGET**

### **Detailed Budget:**

Substitution days are automatically calculated based on team members and requested days, and this cannot be adjusted here. If you would like to adjust the requested days, please do so in the “Project Info and Team Members” section and your changes will be reflected in the budget.

If and only if team members are working on a collaborative project and their home schools/centres are more than 50km apart, use the drop-down menu to add additional budget items. The rates are pre-filled; simply add the quantity requested and the calculation will be done for you.

If you would like to remove an item, leave the quantity blank and click away and it will be removed. If there is a special circumstance and the budget items specified do not cover it, choose “Other” from the dropdown menu and fill in the information. Then insert an explanation in the “Supplementary Budget” section.

### **Supplementary Budget Comments (optional)**

Use this section only if you feel there are special circumstances regarding your budget that you would like to explain.

If you are now ready to fill out the online application form go to <https://lceeq.ca> and click on *Professional Development* at the top of the home page.

## Rubric for the Evaluation of PDIG and John Killingbeck Category A Submissions

## Appendix B

CRITERIA	LEVEL 5 EXEMPLARY	LEVEL 4 THOROUGH	LEVEL 3 ACCEPTABLE	LEVEL 2 PARTIAL	LEVEL 1 MINIMAL
<b>Mandate and Strategic Plan of the LCEEQ*</b>	The project is related to multiple components of the LCEEQ mandate & strategic plan.	The project is related to a specific component of the LCEEQ mandate & strategic plan.	The project is generally related to the LCEEQ mandate & strategic plan but not to any specific component.	The project was created without any reference to the LCEEQ mandate & strategic plan but could be reworked.	The project was created without any reference to the LCEEQ mandate & strategic plan.
<b>Sustainability</b>	The project offers concrete, long-term impact which is measurable.	The project has long-term impact and is measurable.	The project has some long-term impact and may be measurable.	The project has no evident long-term impact and is not measurable.	The project has no long-term impact and is not measurable.
<b>Transferability</b>	The project must potentially impact the entire English educational community.	The project applies to the needs of most (2/3) schools and centres.	The project applies to the needs of a specific school board or a minimal number of private sector schools.	The project reflects the needs of only a small number of schools.	The project does not reflect the current needs of the English educational community.
<b>Reinvestment</b>	The project demonstrates a commitment to reinvest and share resources/experience with the entire English educational community.	The project demonstrates a commitment to reinvest and share resources/experience with other schools or centres in their school board or association.	The project demonstrates a commitment to reinvest and share resources/experience within their home school or centre.	The project has no evident commitment to reinvest and share resources/experience but could be modified to address this criterion.	The project demonstrates no commitment to reinvest and share resources/experience.
<b>Clarity of Purpose</b>	In terms of clarity of purpose, the project presentation is very comprehensive.	In terms of clarity of purpose, the project presentation includes sufficient detail in key areas to be considered very satisfactory.	In terms of clarity of purpose, the project presentation includes sufficient detail to be considered satisfactory.	In terms of clarity of purpose, the project presentation requires considerable strengthening.	In terms of clarity of purpose, the project presentation is considered unacceptable.

\*LCEEQ Strategic Plan: [https://lceeq.ca/sites/lceeq/files/media/documents/LCEEQ\\_Strategic%20Plan%202021-2023%20.pdf](https://lceeq.ca/sites/lceeq/files/media/documents/LCEEQ_Strategic%20Plan%202021-2023%20.pdf)



## Rubric for the Evaluation of John Killingbeck Category B Submissions

## Appendix C

Criteria	Exemplary	Acceptable	Partial	Minimal
<b>Demonstrate a need through data</b>	The proposal references local data to validate a clear need and supports the choice of the proposed change with evidence.	The proposal references wider, contextual data to demonstrate a need and supports the choice of the proposed change with references.	The proposal does not support the need using data but does make reference to general trends.	The proposal does not provide any clear support of a need.
<b>Sustainability</b>	The proposal discusses clear, measurable steps to promote long-term, effective change in practice.	The proposal discusses measurable steps to maintain the effect of the change in practice.	Although the proposal discusses steps to maintain the effect of the change in practice, these may not be measurable.	The proposal does not discuss how to the change in practice will be maintained past its inception.
<b>Québec Context</b>	The proposal suggests adaptations to the change in practice such that it can be implemented in the broader Québec context.	The proposal suggested adaptations to the change in practice that are limited to the context of the School Board/Association.	The proposal suggested adaptations to the change in practice that are limited to the context of the School/Centre.	The proposal does not suggest any adaptations to the proposed practice.
<b>Clarity</b>	The project is clearly presented with anticipated outcomes, implementation steps, and a reasonable budget.	The project is presented with anticipated outcomes, implementation steps, but the budget seems inappropriate.	The project is presented with unclear outcomes and/or implementation steps, and a budget.	The project proposal is unclear and leaves many unanswered questions.

**John Killingbeck Scholarship Program – Category B**

**Impact Report Template**

**Instruction:**

*The school or center administrator must submit an Impact Report at the end of the project that will not only provide data on participant engagement and satisfaction, but also provide data on the impact of the PD on the targeted practice and student learning. The feedback received will be used by the LCEEQ to gauge the viability of this new funding program.*

*Statements made in responding to the questions listed below should, where appropriate, be supported by solid data. This evidence-based approach implies that tools and strategies must be developed to validate the need the PD is meant to address, and to measure the progress being made throughout the project. The use of staff surveys, student performance scores, or reflection logs kept by the members of the leadership team, can provide needed data. The effort made at the beginning of the project to develop these strategies and tools will pay off in the end.*

**Impact Indicators:**

<b>Program Reach Indicators</b>
<ul style="list-style-type: none"><li>➤ Who received the training offered?</li><li>➤ How will this experience support the leadership team in sustaining the targeted practice?</li></ul>
<b>Participant Satisfaction Indicators</b>
<ul style="list-style-type: none"><li>➤ What PD needs for the school/centre administrator were addressed by this project?</li><li>➤ How were the members of the leadership team engaged in the PD being offered?</li><li>➤ Did the content/support meet the project’s goals?</li></ul>

### **Project Implementation Indicators**

- Was the training plan described in the original application carried out? (If not, explain how it was modified.)
- Rate the effectiveness of the resource person(s). Would you recommend the resource person(s) to another school/centre?
- What were the results of this initiative and what evidence support's this view?
- What are the potential next steps to ensure the sustainability of the targeted change?

Notes