

## PALM Application Rubric

	Excellent (1)	Average (3)	Poor (5)
<b>Mentor Selection</b>	<ul style="list-style-type: none"> <li>• Mentor is skilled in active learning strategies and evidence-based teaching</li> <li>• Mentor’s practices align specifically with the principles outlined in Vision and Change</li> <li>• Mentor has been recognized (either formally or informally) within the education community for these skills</li> <li>• Mentor has agreed to and encouraged this experience</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor has demonstrated some active learning strategies and evidence-based teaching</li> <li>• Mentor is familiar with Vision and Change</li> <li>• Mentor has agreed to and encouraged this experience</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor has not clearly demonstrated experience with active learning strategies or evidence-based teaching aligning with the principles of Vision and Change</li> <li>• Mentor has agreed to the experience but is not particularly encouraging or enthusiastic about mentoring</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Applicant has clearly defined the active learning methods or strategies to be learned from this mentorship</li> <li>• Applicant has established specific goals to be achieved as a result of this mentorship</li> </ul>	<ul style="list-style-type: none"> <li>• Applicant has defined some methods and goals to be learned and achieved through this mentorship, but they could be clearer or more specific</li> </ul>	<ul style="list-style-type: none"> <li>• Applicant has a vague or nebulous description of active learning methods and goals from this mentorship, but nothing is clearly or specifically defined</li> </ul>
<b>Plan for Mentoring Interactions</b>	<ul style="list-style-type: none"> <li>• Proposal contains considerable detail about frequency, duration, type of interaction between Fellow and mentor (e.g. X times a month by phone or teleconference? Y number of days in person? observing video of mentor teaching before visiting mentor?)</li> </ul>	<ul style="list-style-type: none"> <li>• Proposal contains some information about frequency, duration, and type of interaction between Fellow and mentor.</li> </ul>	<ul style="list-style-type: none"> <li>• Proposal contains little or no about frequency, duration, type of interaction between Fellow and mentor, or plan seems unreasonable.</li> </ul>
<b>Plan for Dissemination</b>	<ul style="list-style-type: none"> <li>• Proposal includes appropriate and well-defined mechanism for disseminating materials beyond own classroom (e.g. departmental, media streams, publication)</li> </ul>	<ul style="list-style-type: none"> <li>• Proposal includes partial mechanism for disseminating materials beyond own classroom (e.g. departmental, media streams, publication)</li> </ul>	<ul style="list-style-type: none"> <li>• Proposal does not include appropriate mechanism for disseminating materials beyond own classroom (e.g. departmental, media streams, publication)</li> </ul>

<p><b>Budget</b></p>	<ul style="list-style-type: none"> <li>Proposed costs are reasonable and well defined, and properly reflect the immersion experience</li> </ul>	<ul style="list-style-type: none"> <li>Proposed costs and/or room and board costs are reasonable but not well-defined</li> </ul>	<ul style="list-style-type: none"> <li>Proposed costs and/or room and board costs are not reasonable given the intended mentoring location and are not well-defined</li> </ul>
<p><b>Plan for Implementation</b></p>	<ul style="list-style-type: none"> <li>Classroom setting is well-defined and a reasonable timeline within nine months has been established</li> <li>Proposal includes detailed description of materials to be developed with guidance and feedback from mentor</li> <li>Proposal includes mention of working with mentor to assess how changes in teaching strategy affected classroom and student engagement, learning, or retention</li> </ul>	<ul style="list-style-type: none"> <li>Classroom setting and timeline are defined</li> <li>Proposal includes some description of materials to be developed with guidance and feedback from mentor</li> <li>Proposal vaguely mentions working with mentor to assess how changes in teaching strategy affected classroom and student engagement, learning, or retention.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom setting and/or timeline for implementation are not well-defined, are not reasonable, or fall outside the nine-month deadline</li> <li>Proposal describes some methods that will be developed or changed as a result of mentorship, but no detailed description of materials or curriculum is provided</li> <li>Proposal includes no mention of working with mentor to assess how changes in teaching strategy affected classroom and student engagement, learning, or retention</li> </ul>
<p><b>Support and Sustainability</b></p>	<ul style="list-style-type: none"> <li>Proposal includes a letter of recommendation indicating that PALM is likely to have a sustained and lasting effect on the Fellow's pedagogical practices</li> <li>If applicant is a postdoc, letter of recommendation shows support of advisor</li> <li>Proposal includes a set of reasonable goals to sustain use of new skills and materials</li> </ul>	<ul style="list-style-type: none"> <li>Proposal includes a letter of recommendation; if applicant is a postdoc, letter of recommendation shows support of advisor</li> <li>Proposal alludes to sustained use of new skills and materials</li> </ul>	<ul style="list-style-type: none"> <li>Proposal does not include a letter of recommendation Proposal does not refer to sustained use of new skills and materials</li> </ul>