



## Learning Forward Team Grant

### SCORING RUBRIC

<b>Clear and Complete Document Criteria</b>	<b>Y/N</b>
Application complete including contact information, proposal, Action Plan Template, Budget Template, and signed Statement of Commitment. Please circle any application elements not completed.	
Includes separate Letter of Support (if required in application).	
The support letter is from the applicant's chief executive or direct supervisor and strongly endorses the candidate. The letter contains clear evidence of district support for the candidate's goals, actions, time commitment, and travel and utilization of learning to improve professional learning and student achievement within the candidate's team, school or district.	
The applicant is a Learning Forward member. Member number:	

<b>Criteria</b>	<b>Exceptional (5)</b>	<b>Acceptable (3)</b>	<b>Low (0)</b>	<b>Score</b>
<b>Clearly Articulated Professional Learning Goal(s).</b> <b>[Questions 1 and 2]</b>	Proposal includes clear statement of professional learning goals based on referenced data/evidence. Specific actions or behaviors as a result of accomplishing the goal(s) are clearly articulated. Goals and expected behaviors are aligned with a clear vision for effective professional learning practice.	Proposal includes professional learning goal(s) or data/ evidence used to identify the goal(s) and expected behaviors , but lacks vision and/or deep understanding of effective professional learning practice.	Proposal fails to include clear professional learning goal(s) or data/ evidence used to identify the goal(s) and behaviors expected. or goals, data/evidence, and behaviors are vague or confusing. Proposal does not indicate an understanding of effective professional learning.	
<b>Aligned Actions and Action Plan Template</b> <b>[Question 3]</b>	Actions are aligned with clearly articulated goal(s) based on the Standards for Professional Learning, the Learning Forward definition of professional learning, and/or recent research. They reflect a deep understanding of effective professional learning practice. The Action Plan Template is complete, clear, and logical, and reflects an appropriate timeline.	Actions align with goal(s) and are loosely aligned to professional learning standards and research.  Action Plan Template lacks specific details, which reflects only a minimal understanding of effective professional learning practice.	Actions do not align with stated goal(s). Lacks reference to Learning Forward standards and/or research references to inform the strategies and Action Plan. Action Plan indicates lack of understanding of effective professional learning practice.	

<p><b>Clear and Aligned Budget Plan</b> [Question 4]</p>	<p>Budget Plan is complete and aligns with stated goal(s). There is a clear indication of congruency between expenditures and the Action Plan. Expenditures reflect a good understanding of effective professional learning practice and effective use of resources. The budget plan shows strong alignment to the action plan.</p>	<p>Budget Plan is complete and aligns with stated goal(s). There is a general indication of how funds will support the Action Plan. Expenditures suggested do not always reflect a good understanding of effective professional learning practice. The budget plan shows some alignment to the action plan.</p>	<p>Budget Plan does not align with stated goal(s) or lacks specificity. It does not indicate how the funds will support the Action Plan. Budget template is incomplete. Resources are not aligned to the goals. The budget plan shows no alignment to the action plan.</p>	
<p><b>Sound Evaluation Plan</b> [Question 5]</p>	<p>Clear articulation of anticipated specific results. Strong elements of a plan for collecting data and evidence. Plan reflects a good understanding of the role of data collection and evaluation in the change process. The proposal indicates specific evidence that will be collected indicating changes in adult practice that lead to increased student learning.</p>	<p>Good understanding of anticipated specific results or success. Plan for collecting data is included, but lacks detail. Plan shows some understanding of the role of data collection and evaluation in the change process. The proposal suggests possible evidence to be collected which will indicate impact on professional practice that leads to student learning</p>	<p>No clear understanding of anticipated specific results or success. No plan for collecting data or evidence of progress.</p>	
<p><b>Impact on Professional Practice that leads to increased Student Learning</b> [Question 6]</p>	<p>Proposal shows understanding that the goal of professional learning is ultimately to benefit student learning, either in the long term or short term. It makes a direct link between the proposed activities and expenditures to some impact on professional practice that leads to increased student learning. The proposal indicates specific evidence that will be collected indicating changes in adult practice that lead to increased student learning. The scope of the plan is both doable and has a high probability of being sustained at the end of the grant period.</p>	<p>Proposal shows understanding that the goal of professional learning is ultimately to benefit student learning, either in the long term or short term. It makes an attempt to link proposed activities and expenditures to some impact on student learning. The scope of the plan is doable. Sustainability is not evident.</p>	<p>No connection to impacting student learning can be anticipated in the short or long term. The scope of the plan is not doable.</p>	
<p><b>Total score</b></p>				

**Applicant's Name** \_\_\_\_\_

**Scholarship or Grant** \_\_\_\_\_

**Total Score** \_\_\_\_\_

**Reviewer's Signature** \_\_\_\_\_