

## Bow School District Mini-Grant Rubric Updated December 2011

Note on using this rubric: If a proposal exhibits all of the qualities listed in a particular box, it should be rated at that level. It does not necessarily need to satisfy the qualities described in the previous boxes.

**To be eligible for funding, scores must have a (1) in ALL categories.**

<i>Evaluation Criteria</i>	<i>Minimally Acceptable (1)</i>	<i>Average (2)</i>	<i>Above Average (3)</i>	<i>Excellent (4)</i>
<b>PD mini-grant deepens the content knowledge of teachers</b>	PD is directly connected to K-12 standards/ Bow School District Curriculum. Proposal includes a description of the content to be delivered.	PD is directly connected to K-12 standards/Bow School District Curriculum. An increase in the content knowledge of teachers will be documented	PD is directly connected to K-12 standards/Bow School District Curriculum. PD participants exhibit ability to apply teaching styles appropriate to a variety of audiences relative to this content.	PD is directly connected to K-12 standards/ Bow School District Curriculum. PD participants document the utilization of new content gained.
<b>PD mini-grant is based upon data &amp; evidence of teacher need</b>	Teacher formal or informal self-assessment is used as evidence.	Teacher observed evidence is used. At least one reference is made to classroom specific data.	Teacher observed evidence is used. More than one type of student data is referred to. Teacher needs data are mentioned.	Multiple types of data are used to identify very specific strands of student weakness. The PD opportunity directly addresses these strands.
<b>PD mini-grant promotes Professional Collaboration</b>	1 Building/1 Discipline collaborating in some capacity	Within 1 Building affecting multiple disciplines or grade levels	Across at least 2 Buildings	District wide
<b>PD mini-grant exceeds the normal teaching responsibilities.</b>	Must Exceed Normal Teaching and Job Responsibilities			
<b>PD leads to changes in practice, classroom climate and/or student learning</b>	Anticipate changes in teacher practice are described.	Anticipated changes in teacher practice are described. A classroom/instructional product will be used as a result.	Anticipated changes in teacher practice are described. Positive change in student achievement will be measured and documented.	A classroom/instructional product will be used as documentation of classroom change. Positive change in student achievement will be measured and documented. Multiple indicators are used.