

# Educator Initiative Grant Evaluation Rubric/Checklist

The following rubric reflects the minimum expectations for a grant application. Use this as a guide when writing your proposal.	100 Total Points Possible
<p style="text-align: center;"><b>Project Need and Purpose</b></p> <ul style="list-style-type: none"> <li>• The project description clearly conveys the need for the project, using data to inform and support the need. (0 – 9 points)</li> <li>• The project identifies where it falls on the key transition points of the <a href="#">cradle-to-career continuum</a> and demonstrates how it prepares students for college and career readiness. (0 – 4 points)</li> <li>• The timeline reflects a logical sequence of project activities and indicates clearly when each major activity will start and end. (0 – 2 points)</li> </ul>	<b>15</b>
<p style="text-align: center;"><b>Educational Impact</b></p> <ul style="list-style-type: none"> <li>• The potential for significant impact on student achievement is evident and demonstrable. (0 – 10 points)</li> <li>• The project is aligned with <a href="#">Ohio's Learning Standards</a>, and major activities of the project are linked to identified, specific standards. (0 – 10 points)</li> <li>• The proposal advances social emotional learning for all students, and, for grades K through 3, links directly to identified <a href="#">Ohio's Learning Standards for Social Emotional Development</a>.</li> <li>• The proposal identifies and clearly explains the means that will be used to evaluate project outcomes. (0 – 10 points)</li> </ul>	<b>30</b>
<p style="text-align: center;"><b>Research-Based Professional Development</b></p> <ul style="list-style-type: none"> <li>• The project promotes collaborative effort and professional development among a group of educators using research-based training. (0 – 5 points)</li> <li>• The project clearly explains the professional development plan for the project, what research-based program or model will be used (e.g. Lucy Calkins, Danielson, Buck Institute, others, etc.) and who will provide ongoing coaching. (GAR Foundation's support of any teacher professional development requires a one-on-one coaching component.) (0-20 points)</li> <li>• The proposal indicates how educators will continue to develop their own learning as a result of the project. (0 – 5 points)</li> </ul>	<b>30</b>
<p style="text-align: center;"><b>Best Practices</b></p> <ul style="list-style-type: none"> <li>• The project is developmentally appropriate and shows evidence of creativity and innovation, critical thinking and problem solving, and the integration of technology. (0 – 5 points)</li> <li>• The project demonstrates the use of research-validated instructional practices, such as data analysis, formative assessment and differentiated instruction. (0 – 10 points)</li> <li>• The project has the likelihood of being sustained and/or replicated by others after funding is exhausted. (0 – 10 points)</li> </ul>	<b>25</b>