

**How to score:** While you read each proposal, assign one point for each criterion found in the strong evidence column. Points from the compelling evidence column should only be awarded if the applicant receives **all the points** under the strong evidence category.

An excellent Fund for Teachers grant proposal will include all the criteria listed under “Strong Evidence” and some or all the “Compelling Evidence”. A good proposal will contain some of the Strong Evidence and none of the compelling evidence. A poor proposal will likely contain little-to-no strong or compelling evidence.

Fellowship Purpose and Overarching Goals			
Point	Strong Evidence	Point	Compelling Evidence
<input type="checkbox"/>	Teacher uses data and/or stories to identify significant learning needs of students.	<input type="checkbox"/>	Teacher paints a multi-dimensional picture of students including strengths, culture(s), and/or interests.
<input type="checkbox"/>	Teacher articulates a clear area for development or problem they intend to solve and outlines overarching goals of their fellowship.	<input type="checkbox"/>	Teacher’s needs, aspirations, and other details shared are relevant to overarching goals and to the needs and interests of their students.
Fellowship Learning Plan			
<input type="checkbox"/>	Teacher outlines a cohesive summer learning plan, articulating multiple learning experiences, each with clear and detailed rationale.	<input type="checkbox"/>	Summer learning plan is ambitious, including opportunities to learn from experts in and outside of education and immerse themselves in real-world experiences with potential for new discoveries.
<input type="checkbox"/>	Summer learning activities include rationale of how activities connect to teacher and student learning needs.	<input type="checkbox"/>	Summer learning plan includes a strong balance of activities connected to teacher and student learning needs, interests, and aspirations.
Teacher Growth and Learning			
<input type="checkbox"/>	Teacher identifies the personal and intellectual challenges connected to specific parts of their summer learning plan.	<input type="checkbox"/>	Teacher articulates the importance of learning about their students’ culture(s) as a teacher, and ways learning about different cultures will foster their own growth.
<input type="checkbox"/>	Teacher identifies tangible ways their fellowship will help them make learning experiences more relevant for students.	<input type="checkbox"/>	Teacher documents tangible strategies to promote reflection, meta-cognition, and other strategies to ensure continuous learning.
<input type="checkbox"/>	Teacher articulates the role of critical thinking and reflection throughout fellowship.		
The Student and Stakeholder Experience			
<input type="checkbox"/>	Teacher proposes new/refined student learning experiences that are more connected to students’ needs, interests, and/or aspirations.	<input type="checkbox"/>	Teacher proposes new/refined student learning experiences that center students and enable them to do authentic work of the discipline and engage in work that is cognitively challenging.
<input type="checkbox"/>	Teacher proposes ways they will build partnerships with different stakeholders (e.g. colleagues, parents, families, community leaders).	<input type="checkbox"/>	Teacher proposes innovative ways they will increase student agency and leadership, ensuring their students are building partnerships and collaborating with stakeholders to engage in their communities.
Budget Narrative			
<input type="checkbox"/>	Details research-based budget that adheres to the requirements of the categories of the grant guidelines.		
<input type="checkbox"/>	Each budget item is related directly to needs defined in the Fellowship Purpose and Plan.		

**Please Note:** Selection Committee Members complete their review online, where scores are tabulated automatically. They also receive training materials, detailed directions, and the application guidelines.