FUND FOR TEACHERS

Proposal Scoring Criteria

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 of 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

Point	Strong Evidence	Point	Compelling Evidence
☐	Uses data and/or stories to paint a picture of teacher's students, and the school setting.	☐	Data and/or stories are highly connected to the teacher's gaps and learning needs.
☐	Identifies gaps in teacher's own practice, curriculum, or the school.	☐	Teacher shares student strengths and/or stories that indicate their readiness to learn.
☐	Articulates a clear need for teacher learning.	☐	The teacher's goals and/or problems of practice are significant challenges that do not have one clear answer or solution.

Fellowship Learning Plan

Point	Strong Evidence	Point	Compelling Evidence
☐	Outlines specific details of a summer learning plan and subsequent implementation.	☐	Learning experiences include opportunities to learn from experts outside of education.
☐	Connects each part of the learning and implementation to the teachers' learning goals.	☐	Plan demonstrates how the teacher will immerse themselves in real-world experiences that demand that they uncover and discover learning.
☐	Highlights areas for collaboration with experts, students and/or other educators.	☐	Plan represents a unique and fresh way to meet the teacher's learning goals.

Teacher Growth and Learning

Point	Strong Evidence	Point	Compelling Evidence
☐	Articulates how the teacher will nurture specific mindsets that will promote deep learning and maximize impact in the classroom/school.	☐	Articulates how the school and classroom conditions that make it possible to innovate and test possible solutions in your classroom/school.
☐	Documents specific strategies the teacher will use to promote reflection and deep learning throughout their learning experience.	☐	Articulates specific parts of the fellowship (learning experience and/or implementation) that will demand courage and risk taking, on the part of the teacher.

Student Growth and Learning

Point	Strong Evidence	Point	Compelling Evidence
☐	Teacher describes new student impact based on the fellowship experience, including, but not limited to new units, revised pedagogy, classroom /culture/ routines.	☐	Outlines in detail how the community (e.g. other students, teachers, stakeholders beyond the teacher's classroom) will be impacted by the implementation of the fellowship.
☐	The changes proposed are tightly aligned to the problem of practice outlined in the Fellowship Purpose section.	☐	Teacher describes how they will use their fellowship to inspire students to identify and solve large and/or small problems in their communities.

Budget Narrative

Point	Strong Evidence		
☐	Details research-based budget that adheres to the requirements of the categories of the grant guidelines.		
☐	Each budget item is related directly to needs defined in the Fellowship Purpose.		

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.