

NBCT Leadership Grant Scoring Rubric

	4	3	2	1	0
Teacher Leadership Challenge	Proposal clearly articulates a compelling and descriptive need.	Proposal articulates need with some detail.	Proposal provides a vague and non-descript need.	Proposal has unclear need.	Proposal doesn't articulate the need.
Goals and Outcomes	<p>Proposal goals clearly state direct learning outcomes for teacher participants</p> <p>Proposal goals clearly state learning outcomes for students.</p> <p>Proposal contains an exceptionally clear plan for gathering evidence of success.</p>	<p>Proposal goals state learning outcomes for teacher participants with some detail.</p> <p>Proposal goals state learning outcomes for students with some detail.</p> <p>Proposal contains a plan for gathering evidence of success with some detail.</p>	<p>Proposal learning outcomes for teacher participants are vague.</p> <p>Proposal learning outcomes for students vague.</p> <p>Proposal plan for gathering evidence of success is vague.</p>	<p>Proposal learning outcomes for teacher participants is unclear.</p> <p>Proposal learning outcomes for students is unclear.</p> <p>Proposal plan for gathering evidence of success is unclear.</p>	Nothing is provided.
Implementation	Grant activities and timelines are clearly described and logically link to expected outcomes. Participants identified can logically impact identified student learning challenges on a broad scale. Grant activities clearly utilize elements of effective professional development.	Grant activities and timelines are described and link to expected outcomes. Participants can demonstrate impact on identified student learning challenges. Grant activities utilize one or more elements of effective professional development.	Grant activities or timelines are vague but link to expected outcomes. Participants demonstrate indirect impact on identified student learning challenges. Grant activities utilize one element of effective professional development.	Grant activities and timelines are vague and unconnected to expected outcomes. Participants are not able to demonstrate impact on student learning challenges. Unclear explanation of how grant activities utilize one element of effective professional development.	Proposal doesn't address this.

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Connections	Proposal makes explicit connections to the CSTP Teacher Leadership Framework. Proposal makes explicit connections to the Learning Forward Professional Learning Standards.	Proposal makes some connections to the CSTP Teacher Leadership Framework and Learning Forward Standards.	Proposal makes loose connections to the CSTP Teacher Leadership Framework and Learning Forward Standards.	Proposal provides little connection to the CSTP Teacher Leadership Framework and the Learning Forward Standards.	There are no connections made.
Budget ** proposal will not be considered without this section	Budget items are very clearly defined and balanced. All expenditures are essential to meeting stated outcomes. Budget items clearly link to grant activities.	Budget items are defined. All expenditures are important to meeting stated outcomes. Budget items link to grant activities.	Budget items are defined but vague. Some expenditures are important to meeting stated outcomes. Link between budget and grant activities are weak or unclear.	Budget items are not defined. Expenditures do not link to stated outcomes. Some expenditures are not allowable expenses.	Little to no detail or information.
Sustainability	5 points for articulating a possible sustainability plan to continue grant work.				
Administrator Support Form -- proposal will not be considered without this form.					