

## GREAT TEACHING AND LEADING RUBRIC

(revised 6/29/2016 for FY17 review)

|   |   |   |  |
|---|---|---|--|
| <b>Institution/Organization:</b>  |   | <b>Program Title:</b>   |  |
| <b>Reviewer:</b>  |   | <b>Date:</b>  |  |
| <b>ABSTRACT<br/>(3 Possible Points)</b>   |   |   |  |
| <b>Minimal<br/>1 Point</b>  | <b>Adequate<br/>2 points</b>  | <b>Excellent<br/>3 Points</b>   |  |
| <ul style="list-style-type: none"> <li>Overview of the program and the intended results is included, but not clear.</li> </ul>  | <ul style="list-style-type: none"> <li>Overview of the program and the intended results is vague.</li> </ul>  | <ul style="list-style-type: none"> <li>Overview of the program and the intended results is clear and concise.</li> </ul>  |  |
| <b>Comments:</b>  |   | <b>Points Assigned:</b>   |  |
| <b>PRIORITIES ADDRESSED –Weighted<br/>(Score x 3 = 9 Possible Points)</b>   |   |   |  |
| <b>Minimal<br/>1 Points</b>   | <b>Minimal<br/>1 Points</b>   | <b>Minimal<br/>1 Points</b>   |  |
| <ul style="list-style-type: none"> <li>Does not identify teachers, administrators, other licensed personnel, and/or pre-service candidates that will be served; or there is no plan for identifying the candidates that will be served.</li> <li>Priorities are not identified, and/or there is a not a clear explanation of how the priorities will be addressed.</li> </ul> | <ul style="list-style-type: none"> <li>Vaguely identifies teachers, administrators, other licensed personnel, and/or pre-service candidates that will be served; or the plan for identifying the candidates that will be served is vague.</li> <li>One (or more) of the priorities is identified but the explanation of how the priorities will be addressed is vague.</li> </ul> | <ul style="list-style-type: none"> <li>Clearly identifies teachers, administrators, other licensed personnel, and/or pre-service candidates that will be served; or the plan for identifying the candidates that will be served is clear and concise.</li> <li>One (or more) of the priorities is identified and there is a clear explanation of how the priorities will be addressed.</li> </ul> |  |
| <b>Comments:</b>  |   | <b>Points Assigned:</b>   |  |

| <b>GOALS/OBJECTIVES – Weighted<br/>(Score x 3 = 9 Possible Points)</b>  |   |   |
|---|---|---|
| <b>Minimal<br/>1 Points</b>   | <b>Adequate<br/>2 points</b>  | <b>Excellent<br/>3 Points</b>   |
| <ul style="list-style-type: none"> <li>Goals/objectives are unclear, unmeasurable, and not time-bound, and do not demonstrate progress.</li> <li>Goals/objectives don't clearly guide progress or measure impact of the work.</li> </ul>          | <ul style="list-style-type: none"> <li>Goals/objectives are vague, unmeasurable, and somewhat time-bound, and/or minimally demonstrate progress.</li> <li>Goals/objectives vaguely guide progress or minimally measure impact of the work.</li> </ul> | <ul style="list-style-type: none"> <li>Goals/objectives are specific, qualitatively or quantitatively measurable, and time-bound, and demonstrate progress.</li> <li>Goals/objectives clearly guide progress and measure impact of the work.</li> </ul> |
| <b>Comments:</b>  |   | <b>Points Assigned:</b>   |
| <b>TIMELINE<br/>(3 Possible Points)</b>   |   |   |
| <b>Minimal<br/>1 Point</b>  | <b>Adequate<br/>2 points</b>  | <b>Excellent<br/>3 Points</b>   |
| <ul style="list-style-type: none"> <li>Timeline of the professional learning experiences is not included or is neither clear nor realistic.</li> </ul>  | <ul style="list-style-type: none"> <li>Timeline of the professional learning experiences is vague or somewhat realistic.</li> </ul>   | <ul style="list-style-type: none"> <li>Timeline of the professional learning experiences is clear and realistic.</li> </ul>   |
| <b>Comments:</b>  |   | <b>Points Assigned:</b>   |
| <b>ACTION PLAN<br/>(3 Possible Points)</b>  |   |   |
| <b>Minimal<br/>1 Point</b>  | <b>Adequate<br/>2 points</b>  | <b>Excellent<br/>3 Points</b>   |
| <ul style="list-style-type: none"> <li>Activities/strategies are not specific and do not demonstrate how to achieve long and short term goals/objectives.</li> <li>Activities/strategies are not aligned to the designated priorities.</li> </ul> | <ul style="list-style-type: none"> <li>Activities/strategies are vague or minimally demonstrate how to achieve long and short term goals/objectives.</li> <li>Activities/strategies are loosely aligned to the designated priorities.</li> </ul>      | <ul style="list-style-type: none"> <li>Activities/strategies are specific and concise and demonstrate how to achieve long and short term goals/objectives.</li> <li>Activities/strategies are directly aligned to the designated priorities.</li> </ul> |
| <b>Comments:</b>  |   | <b>Points Assigned:</b>   |

| <b>HUMAN CAPITAL/CAPACITY<br/>(3 Possible Points)</b>  |   |   |
|--|---|---|
| <b>Minimal<br/>1 Point</b>   | <b>Adequate<br/>2 points</b>  | <b>Excellent<br/>3 Points</b>   |
| <ul style="list-style-type: none"> <li>• Roles, including how staff responsibilities relate to the goals/objectives of the program, are not identified.</li> <li>• There is no explanation about how available resources will be leveraged to coordinate services to support the program.</li> <li>• One-page vitae for all team members, program management, faculty, staff, and/or consultants involved are not included.</li> </ul> | <ul style="list-style-type: none"> <li>• Roles are identified, but don't include how staff responsibilities relate to the goals/objectives of the program.</li> <li>• Explanation about how available resources will be leveraged to coordinate services to support the program is unclear.</li> <li>• One-page vitae for some team members, program management, faculty, staff, and/or consultants involved are included.</li> </ul> | <ul style="list-style-type: none"> <li>• Roles, including how staff responsibilities relate to the goals/objectives of the program, are identified and specific.</li> <li>• Explanation about how available resources will be leveraged to coordinate services to support the program is specific and clear.</li> <li>• One-page vitae for all team members, program management, faculty, staff, and/or consultants involved are included.</li> </ul> |
| <b>RESEARCH BASE – Weighted<br/>(Score x 3 = 9 Possible Points)</b>  |   |   |
| <b>Minimal<br/>1 Point</b>   | <b>Adequate<br/>2 points</b>  | <b>Excellent<br/>3 Points</b>   |
| <ul style="list-style-type: none"> <li>• Doesn't provide convincing evidence-based research of how program activities are expected to strengthen the quality of instruction and improve academic achievement and professional learning standards.</li> </ul>   | <ul style="list-style-type: none"> <li>• Somewhat convincing and/or non-evidence-based research of how program activities are expected to strengthen the quality of instruction and improve academic achievement and professional learning standards.</li> </ul>  | <ul style="list-style-type: none"> <li>• Convincing evidence-based research of how program activities are expected to strengthen the quality of instruction and improve academic achievement and professional learning standards.</li> </ul>  |
| <b>Comments:</b>   |   | <b>Points Assigned:</b>   |

| <b>EFFECTIVENESS MEASURES – Weighted</b><br>(Score x 3 = 9 Possible Points)   |  |   |
|---|--|---|
| <b>Minimal<br/>1 Point</b>  | <b>Adequate<br/>2 points</b>   | <b>Excellent<br/>3 Points</b>   |
| <ul style="list-style-type: none"> <li>Plan for assessing changes in teacher, administrator, other licensed personnel, or pre-service candidate knowledge/practice is not included.</li> <li>No clear student achievement measures.</li> <li>Does not track the recruitment, selection or retention of effective teachers and principals.</li> </ul>          | <ul style="list-style-type: none"> <li>Plan for assessing changes in teacher, administrator, other licensed personnel, or pre-service candidate knowledge/practice is vague.</li> <li>Student achievement measures are vague.</li> <li>Somewhat tracks the recruitment, selection and retention of effective teachers and principals.</li> </ul>     | <ul style="list-style-type: none"> <li>Plan for assessing changes in teacher, administrator, other licensed personnel, or pre-service candidate knowledge/practice is clear.</li> <li>Clear student achievement measures are identified.</li> <li>Clearly tracks the recruitment, selection and/or retention of effective teachers and principals.</li> </ul> |
| <b>Comments:</b>  |  | <b>Points Assigned:</b>   |
| <b>OUTCOMES ACCOUNTABILITY PLAN – Weighted</b><br>(Score x 3 = 9 Possible Points)   |  |   |
| <b>Minimal<br/>1 Point</b>  | <b>Adequate<br/>2 points</b>   | <b>Excellent<br/>3 Points</b>   |
| <ul style="list-style-type: none"> <li>No plan for identifying baseline data.</li> <li>Instruments, metrics, and methodologies that will be used to collect and analyze data and measure progress towards goals/objectives, and yield objective quantitative/qualitative indicators of program results are not valid/reliable or are not included.</li> </ul> | <ul style="list-style-type: none"> <li>Plan for identifying baseline data is somewhat clear.</li> <li>Instruments, metrics, and methodologies that will be used to collect and analyze data and measure progress towards goals/objectives are vague and/or do not yield objective quantitative/qualitative indicators of program results.</li> </ul> | <ul style="list-style-type: none"> <li>Plan for identifying baseline data is clear.</li> <li>Instruments, metrics, and methodologies that will be used to collect and analyze data and measure progress towards goals/objectives, are valid/reliable and yield objective quantitative/qualitative indicators of program results.</li> </ul>                   |
| <b>Comments:</b>  |  | <b>Points Assigned:</b>   |

| <b>PROGRAM BUDGET/BUDGET NARRATIVES</b><br><b>(3 Possible Points)</b>   |   |  |
|---|---|--|
| <b>Minimal<br/>1 Point</b>  | <b>Adequate<br/>2 points</b>  | <b>Excellent<br/>3 Points</b>  |
| <ul style="list-style-type: none"> <li>• Budget descriptions are not included for all categories.</li> <li>• There are no justifications for program costs, or costs are not tied to the goals/objectives and action plan.</li> </ul> | <ul style="list-style-type: none"> <li>• Budget descriptions are only included for some categories or provide minimal detail.</li> <li>• Justifications for program costs are vaguely tied to the goals/objectives and plan.</li> </ul> | <ul style="list-style-type: none"> <li>• Budget descriptions for all categories are clearly detailed.</li> <li>• Justifications for program costs are directly tied to the goals/objectives and plan.</li> </ul> |
| <b>Comments:</b>  |   | <b>Points Assigned:</b>  |
|   |   |  |