

## Study Group Coach Grant Application Scoring Rubric

	Evaluation Criteria	4 = Strongly Agree	3 = Agree	2 = Somewhat Agree	1 = Somewhat Disagree	0 = Disagree
Teaching Method and Benefit to Students (30%)	<b>Q1 Study Group overview and instructional methods/strategies involved are clearly described.</b>	Applicant clearly provides an overview of the Study Group, including the instructional methods/strategies involved.	Applicant provides an adequate overview of the Study Group, including the instructional methods/strategies involved.	Applicant provides an overview of the Study Group, but does not provide sufficient evidence regarding the instructional methods/strategies involved.	Applicant provides a vague overview of the Study Group and provides insufficient information regarding the instructional methods/strategies involved.	Applicant does not address this question.
	<b>Q2 Student activities are explicitly listed and clearly engage students in the learning process.</b>	Student activities are clearly listed, and are both interesting and student-centered. These activities are very likely to engage students throughout the learning process.	Student activities are clearly listed, and are moderately interesting and/or student-centered. These activities are likely to engage students throughout the learning process.	Applicant lists student activities, but application lacks sufficient details regarding the level of engagement these activities would provide.	Student activities are not listed and/or will not engage students throughout the learning process.	Applicant does not address this question.
	<b>Q3 According to results shared and measurement tools used, it is clear the focal Teaching Approach has positively impacted student achievement.</b>	Applicant discusses multiple tools used to measure student growth and articulates compelling, positive results.	Applicant discusses tools used to measure student growth and sufficiently articulates results.	Applicant is one-dimensional in his/her approach to measuring student growth and/or does not provide evidence of positive results.	Applicant does not provide assessment information and/or any evidence of positive results.	Applicant does not address this question.
Approach toward Facilitating Adult Learning (20%)	<b>Q4 Applicant presents professional learning activities that are likely to engage and support Team Members as they implement the group's focal Teaching Approach.</b>	Applicant shares a thoughtful vision for supporting the learning of others, including a variety of engaging professional learning activities.	Applicant shares a general vision for assisting in and supporting the learning of others, including a few engaging professional learning activities.	Applicant has not developed a clear vision for assisting in and supporting the learning of others, and/or does not address possible professional learning activities.	Applicant is vague as to how s/he would facilitate the Study Group and support its members, and presents no ideas for professional learning activities.	Applicant does not address this question.
	<b>Q5 Applicant presents one anticipated challenge in working with adult learners, and offers a reasonable approach for overcoming it.</b>	Applicant clearly presents a projected challenge of working with adult learners and offers a concrete approach for handling such a challenge.	Applicant discusses a general challenge of working with adult learners and offers a suggestion for handling such a challenge.	Applicant does not convincingly portray an understanding of a challenge that working with adult learners would pose, or offer a concrete approach for handling such a challenge.	Applicant is unable to articulate a projected challenge of working with adult learners and/or is unlikely to be able to address such a challenge.	Applicant does not address this question.

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Coaching Potential & Leadership (30%)	<b>Q6 Applicant presents compelling ideas for Study Group collaboration throughout the initial learning process and subsequent implementation of this Teaching Approach.</b>	Applicant provides thoughtful examples of ways in which Study Group members will collaborate throughout the initial learning process and subsequent implementation of the focal Teaching Approach.	Applicant provides general examples of ways in which Study Group members will collaborate throughout the initial learning process and subsequent implementation of the focal Teaching Approach.	Applicant provides vague examples of ways in which Study Group members will collaborate throughout the initial learning process and subsequent implementation of the focal Teaching Approach.	Applicant provides poor examples of how Study Group members will collaborate throughout the initial learning process and subsequent implementation of the focal Teaching Approach.	Applicant does not address this question.
	<b>Q7 Applicant describes the professional and personal qualities that make him/her a strong Study Group Coach candidate.</b>	Applicant describes various professional & personal qualities that are highly likely to make her/him a strong Study Group Coach.	Applicant describes a few professional & personal qualities that are likely to make her/him a strong Study Group Coach.	Applicant demonstrates one or two professional or personal qualities that have the potential to help her/him serve as a strong Study Group Coach.	Applicant vaguely describes a quality that could possibly help her/him become a strong Study Group Coach.	Applicant does not address this question.
	<b>Q8 Applicant shares two experiences wherein s/he fulfilled a leadership and/or collaborative role; one in a teaching capacity and another in a non-teaching capacity.</b>	Applicant provides compelling examples of experiences wherein s/he successfully fulfilled a leadership and/or collaborative role (one teaching & one non-teaching).	Applicant provides decent examples of experiences wherein s/he successfully fulfilled a leadership and/or collaborative role (one teaching & one non-teaching).	Applicant provides one example (personal or professional) of when s/he successfully fulfilled a leadership and/or collaborative role, but not both examples required.	Applicant provides a poor example (personal or professional) of when s/he successfully fulfilled a leadership and/or collaborative role, but not both examples required.	Applicant does not address this question.
Letter of Support (10%)	<b>"Letter of Support" references the three bullet points noted on the Evaluation Form, thus affirming the potential this applicant has to be a successful Study Group Coach.</b>	The "Letter of Support" enthusiastically demonstrates that the applicant possesses the professional and personal qualities required of a strong Study Group leader.	The "Letter of Support" adequately demonstrates that the applicant possesses the professional and personal qualities required of a strong Study Group leader.	The letter supports the applicant, but does not provide sufficient proof as to whether the applicant would make a strong Study Group leader.	The letter does not strongly support this applicant as a potential leader in the Study Group Coach Program.	The letter does not support applicant at all <u>or</u> the letter is not attached to the application.