



Leading for Learning: Sybil Yastrow Superintendent’s Grant

The following rubric will provide reviewers with guidance in scoring applications. Please consider the following elements as you prepare your application.

General overview

Criteria	Weight	Rationale	Points
<p>IMPACT The grant application emphasizes an authentic commitment to achieve challenging district goals that would strengthen and enhance current district efforts to ensure every educator engages in effective professional learning every day so that every student achieves. The grant application clearly describes the student population, trends in demographic data, and trends in student achievement data.</p>	<p>30 points</p>	<p>Impact is the major intent of the grant—will the work of the superintendent with his/her leadership team dramatically increase the effectiveness of the adults in the district and at the schools to positively impact student achievement.</p>	

<p>VISION and VALUES</p> <p>The grant application articulates clearly the district’s vision to ensure the success of all children and the value of professional learning in that effort. The application offers examples of how professional learning and innovations have played a purposeful role in the progress toward achieving the vision and mission of the district.</p>	<p>30 points</p>	<p>Vision and values set the stage for powerful professional learning. Is it clear in the application that the district has a very clear and compelling vision of where it is going? Is there clarity around the values of professional learning for all in meeting the needs of all students? Does the application convey a passion for learning of students and staff?</p>	
<p>COMMITMENT and SUPPORT</p> <p>The grant application reflects the personal commitment of the superintendent to personally and fully engage in the learning and to achieve challenging professional goals. There is a clear indication in the application that the school board is fully supportive of the district’s participation (a letter of support is included) and that the district will budget the required funds for full participation.</p>	<p>20 points</p>	<p>Without commitment on the part of the superintendent, his or her leadership team, and the school board to the total effort, the effort will fail. Is it clear in the application that the superintendent is clearly committed to his or her own professional learning and that of his or her leadership team?</p>	

<p>INVOLVEMENT in LEARNING FORWARD</p> <p>The grant application clearly articulates an understanding of the Learning Forward purpose, principles, standards, and definition of professional learning. The application shares the district's involvement in Learning Forward through participation in the Academy, Learning School Alliance, 12 under 12, attendance at conferences, or use of contracted services.</p>	<p>15 points</p>	<p>It is very clear that without understanding the purpose, definition of professional learning, and the principles and standards for professional learning, those who apply for the grant may not realize what they are committing to do. Is the grant application reflective of the Learning Forward purpose, principles, standards, and definition of professional learning? Are there connections among staff members in the district and Learning Forward? Is there a long-term relationship between the district and Learning Forward?</p>	
<p>COMPLETION</p> <p>All sections of the application are thoughtfully and fully completed.</p>	<p>5 points</p>	<p>Completion of the application reflects attention to detail. Are all major points of the application thoroughly and thoughtfully completed? Do all details of the application have a coherent message?</p>	
<p>Total points/Rationale</p>			

Rubric

Criteria Total Pts. 30 - 6 attributes	5 pts. (exemplary)	3 pts. (meets expectations)	2 pts.(emerging)	0 pts. (Does not meet expectations)	Points
Impact	The application clearly defines the district's commitment to exceptional achievement for all students, in particular large numbers of students who live in poverty. The application reflects efforts of the district, in particular professional learning efforts, that have had a positive impact on trends in student performance data.	The application defines the district's commitment to the achievement of all students who live in poverty. The application articulates the district's efforts to impact student performance through professional learning, but has not seen significant increases in student achievement.	The application articulates a commitment to the achievement of all students, but there is little evidence of districtwide efforts to use professional learning strategies effectively to impact their learning.	The application is unclear as to its commitments and efforts to increase the learning of students through professional learning.	

	<p>The application clearly and precisely describes the demographics of the district, trends in shifts in student populations, numbers of students, and student performance on standardized assessments as well as other indicators of student learning, such as districtwide common assessments or benchmarks.</p>	<p>The application describes the demographics of the student population and their performance on standardized assessments.</p>	<p>The application does not include demographics that reveal a large student population who live in poverty.</p>	<p>The application does not address the number and percent of students living in poverty or the district is not a high-needs district.</p>	
	<p>The application precisely describes characteristics of the district: total staff, population, location, size of the instructional staff, years of experience, professional learning experiences and learning needs of the staff, etc.</p>	<p>The application describes the characteristics of the district: total staff, student population, location, size, and instructional staff.</p>	<p>The application describes the district through describing total staff numbers and numbers of student population, but does not really express the learning needs of the staff.</p>	<p>The application does not clarify the characteristics of the staff, number of staff members, and number of administrators and does not share the needs of these staff for professional learning.</p>	

	The application clearly describes the district's structure: number of schools, administrative line staff structure, and role of professional learning, numbers/kinds of district level and school level administrators, numbers of administrators expected to be impacted by the grant, and the leadership team of the superintendent directly involved in this grant.	The application states the number of administrators in the school, the line staff structure is stated, but the application is vague as to the role of professional learning. The application clarifies who will be directly involved in the grant.	The administrative staff is listed, but the relationships of staff to the superintendent and professional learning are unclear.	The administrative staff is listed.	
Criteria Total Pts. 30 - 2 attributes	15 pts.(exemplary)	10 pts.(meets expectations)	5 pts. (emerging)	0 pts.(doesn't meet expectations)	Points
Vision and Values	The application thoroughly and clearly articulates the district's vision and values using specific examples and describing precise strategies to increase student achievement for children living in poverty through powerful, precise professional learning.	The application articulates the vision and values of the district to increase student achievement for children living in poverty and the value the district places on professional learning is evident.	The application articulates a mission and beliefs of the district, but the value the district places on professional learning and its impact on student performance are not discernable.	The vision and values of the district are not obviously discernable in the application.	

	The application precisely describes the culture of the district that values every individual, nurtures a cycle of continuous improvement of teaching and learning (data-vision/values-strategy implementation-coaching-assessing impact) and celebrates the successes of communities of learners.	The application describes a culture of professional learning. There is sufficient description of a cycle of continuous improvement, although it may not be clearly articulated.	The application does not clearly define a culture of continuous improvement.	A cycle of continuous improvement is not evident.	
Criteria 24 total pts. 6 attributes	4 pts. (exemplary)	2 pts. (meeting expectations)	1 pt.(emerging)	0 pts. (doesn't meet expectations)	
Commitment and Support	The application clearly articulates the personal commitment of the superintendent to the success of every child through the learning of every adult.	The application shares the superintendent's personal commitment to student achievement.	The application shares the superintendent's personal commitment to student achievement.	The application does not reflect a clear personal commitment to student achievement.	
	The application clearly articulates the emphatic support of the superintendent to personally fully engage in the essential learning through the grant.	The application reflects the superintendent's personal commitment to his/her own learning.	The application is vague as to the superintendent's personal commitment to his/her own learning.	The application reflects no personal commitment to his/her own learning.	

	<p>The application clearly articulates the personal commitment of the superintendent to engaging his or her leadership team in the learning journey to reflect the power of shared leadership and sustainability.</p>	<p>The application clarifies how others on the leadership team will be involved in the learning through the grant.</p>	<p>The application is vague as to who on his/her leadership team will be involved in the learning through the grant.</p>	<p>The application does not clarify the leadership team that will be focused on the district efforts established through the grant.</p>	
	<p>The application clearly articulates the personal commitment of the superintendent to a precise, consistent, and regular review of the grant and achievements due to the grant, with the entire staff, the school board, and the community at large.</p>	<p>The application articulates a commitment for informing the school board regularly of progress on the grant.</p>	<p>There is a letter of support from the board, but the application is vague as to the total commitment of the board for the duration of the grant and to how the superintendent will inform the board of the progress over time.</p>	<p>There is little evidence in the grant as to the board's commitment or to a communication process that would reflect open and transparent communication about the grant and progress on goals established through it.</p>	

	<p>The application clearly articulates the superintendent's and boards commitment of essential resources of time and money for the duration of the grant to achieve the goals established by the superintendent and leadership team.</p>	<p>The application clarifies that the superintendent and school board will commit essential resources of time and money to ensure completion of the grant.</p>	<p>The application is vague as to the commitment of resources for the duration of the grant.</p>	<p>There is no evidence in the grant application of commitment of resources for the duration of the life of the grant.</p>	
	<p>The grant application clearly articulates a succession process for successful grant continuation in case the current superintendent leaves the district.</p>	<p>The grant application articulates a succession process for successful grant continuation in case the current superintendent leaves the district</p>	<p>The grant application is vague as to a transition or succession plan in case the superintendent leaves the district.</p>	<p>There is no mention of a succession or transition plan in case the superintendent leaves the district.</p>	

Criteria 15 total pts. 6 attributes	15 pts. (exemplary)	2 pts. (meeting expectations)) 1 pt.(emerging)	0 pts. (doesn't meet expectations)	
INVOLVEMENT IN Learning Forward	The application clearly articulates deep understanding of the Learning Forward definition of professional learning, its purpose, principles, and standards by precisely articulating district practices, efforts to ensure every day every educator engages in effective professional learning so that every student achieves.	The application clarifies the practices of the district that align with the definition, purpose, principles, and standards of Learning Forward.	The application is vague as to how its practices in professional learning aligned with the Learning Forward definition, purpose, principles, and standards.	The application does not reflect an awareness of the purpose, practices, learning opportunities, or standards of professional learning.	

	The application clearly describes how the district has capitalized on the resources of Learning Forward through participation in the academy, 12 under 12, learning alliance, attendance at conferences, presentations at conferences, and contracted services and immerses itself in those values to increase the success of all students.	The application states specific connections of the district to Learning Forward.	The application shares that the district has minimal involvement with Learning Forward (has not attended conference, has not participated in academies, is not aware of the purpose, principles, standards, and definition of professional learning.)	The application does not reflect a district's involvement in Learning Forward.	
Criteria 5 total points 1 attribute, 5 points	5 pts. (exemplary)	3 pts. (meeting expectations)	1 pt. (emerging)	0 pts. (doesn't meet expectations).	
COMPLETION	All aspects of the application are thoroughly and thoughtfully completed.	All aspects of the application are addressed.	Aspects of the application are addressed inappropriately or insufficiently for the reader to understand clearly.	Many elements of the application are missing.	

Applicant's Name _____
Scholarship or Grant _____ **Total Score** _____
Reviewer's Signature _____