

Grant #	No/Minimal Evidence 1	Moderate Evidence 2	Sufficient Evidence 3	Strong Evidence 4
Structures: Facilitating communication, input, and information flow with structure time (e.g. structures: committees, teams, structure time) (e.g. processes: surveys, planning, goal setting)	Discusses few structures to support planning an implementation. Includes minimal processes. Communication originates from admin (one-way).	Indicates some structures are in place or planned Includes some processes Communication seems to be mostly originating from admin (mostly one-way)	Multiple structures are in place or planned Processes are documented for some structures Communication flow is indicated originating from multiple sources within the school (two-way & one-way)	Provides evidence of multiple structures operational or planned Describes processes with examples for most structures Communication flow originates from multiple sources towards network learning
Technology: Integration of technology authentic teaching and learning	Lists the equipment with minimal or no examples (listing apps) of integration	Lists examples of integration but at low level (direct substitution or minimal functional improvement) Emphasizes procedural (LOTs) over HOTs	Provides examples at a sufficient level of integration (modification --task redesign to more authentic integration) Uses some HOTs	Includes detailed examples at a sufficient level of integration (modification and redefinition- not possible without tech) Includes components of authenticity Emphasizes mostly HOTs
Assessment: Using data to guide decisions and provide feedback for improvement	Includes no or minimal data sources with no alignment to practices (lists types of assessments but no description of data sources)	Uses data sources that vaguely align to grant practices Provides no evidence of data driving decisions	Uses some data sources aligned to grant practices Discusses how data drives decisions but limited examples Includes data results for meaning making	Uses multiple baseline data sources aligned to grant practices Provides specific examples of how it drives decisions Monitors improvement (response to change)
Research: Reviewing research or outside expertise for guidance in decision making	Provides minimal or lacks research (citations or quotes with no purpose)	Includes some research (citations/quotes) related to selected practices Does not use research to help make decisions	Includes relevant research related to practices and technology integration Uses research to make decisions Uses some research-based practices	Uses relevant research to support practices and technology initiative Uses research to drive change/innovation Uses research as a guide to inform and evaluate Uses research-based practices purposefully

Stakeholders: Inclusion of differing perspectives and ideas in decision making	Provides minimal or lacks stakeholder group descriptions (list of people)	Identifies stakeholders within the school Include few examples of perspectives and ideas Includes minimal involvement in decision making (survey results)	Identifies stakeholders within the school and some outside of school Includes some examples of perspectives and ideas of stakeholders Includes stakeholders in decision making beyond survey results	Indicates how multiple groups are represented by stakeholders, within and outside the school (e.g. administrators, teachers, students, parents, community) Includes detailed examples of ideas and perspectives of a variety of stakeholders and includes them in implementation
Staff Development: On-going learning processes	Provides minimal or no discussion of staff development beyond required days and informal sharing	Provides limited general discussion of ongoing learning Provides limited (mostly informal) strategies for sharing best practices	Provides specific evidence of ongoing learning Includes some examples of formal and informal strategies for sharing best practices Provides minimal examples of alignment to needs of school	Provides evidence of or commitment to purposeful, ongoing learning that aligns to the needs of the school and grant Indicates detailed strategies for sharing best practices Includes detailed description of implementation and reflection
Leadership Service: Share leadership to serve a common good	Includes minimal or no discussion of shared leadership beyond learning team	Provides plans for or limited evidence of shared leadership beyond the learning team (mostly teacher opportunities)	Describes some examples of shared leadership (teacher and student opportunities) Provides evidence of some opportunities to build leadership capacity	Describes meaningful examples of shared leadership (e.g. teacher, student, community members) to build leadership capacity Describes opportunities to give back (e.g. teachers take on leadership roles; teach others; students provide tech support; service learning; common good)
Narrative: Communicates the rationale of the grant proposal	Lacks integration of technology with 3 practices Lacks organization Does not use proper writing mechanics	Addresses 3 chosen practices and technology integration Narrative is mostly organized Uses mostly proper mechanics	Provides some evidence of integration of the 3 chosen practices and technology integration Narrative is organized Uses proper writing mechanics	Provides detailed evidence that fully integrates the 3 chosen practices and technology integration in order to impact teacher growth and student learning Narrative is well organized Uses proper writing mechanics

<p>Technology Appropriateness: Technology has a purpose and a suitable choice to support student learning</p>	<p>Indicates a mostly teacher--centered purpose (access points)</p> <p>Lacks development and/or content appropriateness</p> <p>Includes technology but not compatible</p> <p>Includes technology but does not align to vision</p>	<p>Student--centered focus not well described or defined</p> <p>Indicates some development and/or content appropriateness</p> <p>Includes technology but may not be compatible</p> <p>Includes technology but alignment to vision is unclear</p>	<p>Provides student--centered purpose with some examples (1-to-1)</p> <p>Indicates developmental and/or content appropriateness</p> <p>Indicates technology device compatibility Includes some technology alignment to vision</p>	<p>Provides student--centered purpose with specific examples</p> <p>Indicates developmental and content appropriateness</p> <p>Indicates technology device compatibility Includes a clear technology alignment to vision</p>
<p>Budget: Budget provides adequate details and aligns with grant narrative</p>	<p>Does not total \$40,000</p> <p>Does not provide item specs for technology</p> <p>Technology purchases do not align with grant narrative</p> <p>Budget does not include all components necessary to successfully deploy and manage equipment</p>			<p>Budget totals \$40,000</p> <p>Provides item specs for technology</p> <p>Technology purchases align with grant narrative</p> <p>Budget includes all components necessary to successfully deploy and manage equipment</p>
<p>Systemic Support: Broad-based, on-going support for successful grant implementation</p>	<p>Does not include support for acquisition and deployment of technology (district, technology director, lead teacher etc.)</p> <p>Does not demonstrate support for professional development</p>	<p>Includes evidence of limited support for acquisition and deployment of technology</p> <p>Includes limited support for professional development</p>	<p>Includes support for acquisition and/or deployment of technology but lacking in detail</p> <p>Includes support for professional development but lacking in detail</p>	<p>Demonstrates specifics of support for acquisition and deployment of technology (district, technology director, lead teacher etc)</p> <p>Demonstrates specifics of professional development with examples of structures and processes for on--going support (e.g. early release PD, Tech Tuesdays)</p> <p>Provides financial support beyond the required match</p>