IMPACT ON EDUCATION
Foundation for Boulder Valley Schools

2018-2019 Classroom Innovation Grant Evaluation Guide

The Process

1. The reading period shall only take place between **November 2 and November 12, 2018.**

2. You will receive an email with 6-7 rants (randomly assigned) to read & score using the CIG evaluation rubric (the rubric link to score will be included in the email). If you would like to evaluate more, you are welcome to do so by contacting Jen Biegen@Jen@impactoneducation.org

3. Our evaluation process is a "blind read." You will not know the name or school of the applicant.

Directions for Scoring *(See Example of Scoresheet below):*

1. Please read & score **all grants before submitting your scores.**

2. Each application will be given an Application ID (on the top of the grant application), which you will use to enter the individual scores.

3. There will be 6 main components to score on each application:
    Please give each of the following 6 sections a score between 1 and 5:

    5   Exceeds expectations/requirements
    3   Meets expectations/requirements
    1   Does not meet expectations/lacks required info

Abstract: A clear and concise description of the project, highlighting its compelling, creative, and/or unique aspects.

Goals: Explanation of SMART (Specific, Measurable, Attainable, Relevant, Timely) goal(s) of project.
Specific: Does the goal apply to a focused group of students in an explained setting doing something explained explicitly?
Measurable: Can the goal's effectiveness and/or outcome be measured?
Attainable: Is the goal reasonable enough to be reached given the resources available (either via grant or combined with others) and/or the timeline?
Relevant: Does the goal align with current curriculum and/or standards already in place? Applicant should explain how or why the goal is relevant to students and to curriculum.
Timely: Does the goal have a set stopping point whereby the goal(s) will be assessed and measured? Is the timeline realistic?

Innovation*: Description of the innovative aspect of the project and **how** it will enhance student learning. Innovation requires a void to be filled, a unique need to be addressed within the classroom or group of students. Innovation pertains to instructional content, procedure/delivery of instruction and outcome, or technology use. Description should give void or need and how it aligns with BVSD curriculum. If project uses technology, please consider whether the concept or experience can be taught kinetically or in a tactile manner. We should not fund technology for the sake of technology. The strongest applications will align the innovation to one or more of the BVSD Innovation Guiding Principles below:

Learning is founded in inquiry.
--Learning is driven by authentic questions originating in instructor or learner (or both).
Learning fosters a culture of curiosity and risk taking.
--Learners embrace opportunities to follow their passions and expand their limits to increase their understanding.
Mastery of learning is demonstrated in multiple ways.
--Learners show their learning visually, verbally, digitally, to name a few ways, and the learning--knowledge and skills-- is measured by both the facilitators and the learners.
Learning is a social process.
--The most meaningful learning requires interaction & collaboration--of thought, of expression, and of inspiration.
Learning is powerful when students create solutions to authentic challenges that impact their local, national, or global communities.
Using the "real-world" as the context for learning provides greater purpose for students and inspires them to create positive change in their own communities.
Learning is personalized and learner led.
--Learning emphasizes student autonomy, choice, self-assessment, multiple iterations, and peer-to-peer review and collaboration to increase meaning and relevance of learning.

Some examples of past innovative instructional methods include the following:

·   Students designing an American Ninja Warrior course for their school to encourage students to problem-solve, goal set, and meet personal fitness challenges.

·   Students using virtual technology to help immerse students in the culture and country they are learning about.

Evaluation: Planned methods of measurement to determine whether SMART goals are included. Tools chosen will measure the outcomes. A plan is in place to make the gathering of these evaluations happen.

Plan: Timeline & expected qualitative & quantitative outcomes for the project. Keep in mind that all projects must be completed by the end of the 2018-2019 academic school year (May 23, 2018) but may continue into next year to increase sustainability/impact.

Budget: Are the items referenced accurately and the corresponding amounts appropriate? Is the budget realistic? Please give a 5 if both questions are answered and a 1 if one or both is missing a response.

***PLEASE NOTE**: Applicant score on the innovation section will be weighed double (vs the other five sections).

Comments/Feedback: *(Optional)* This is an opportunity for you to leave constructive comments and/or feedback (which will be provided anonymously) for grant applicants who request feedback. Impact on Education will look at this information, if there is a need for a tie-breaker.

At the close of the reading period, average scores will be calculated. Applications with the top scores will move forward in the funding process.

If for any reason you experience difficulties or have any questions, please contact Jen Biegen @ Jen@impactoneducation.org or call 303.524.3865.

THANK YOU FOR YOUR TIME!