



2019-2020 Pathways to Jazz Classroom Innovation Grant Evaluation Guide

The Process

1. The reading period shall only take place between November 5 and November 13, 2019.
2. You will receive an email with approximately 2 grants (randomly assigned) to read & score using the P2J 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 at 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:

1. Please read & score **all grants before submitting your scores.**
2. Each application's 2-3 letter PDF title is the Application ID, which you will use to enter the individual scores. For example, an application file titled/saved as AB.pdf has AB as the Application ID.
3. Your ID will be given to you in the email Jen sends you with application files. Please use that when inputting your 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.

Instructional Delivery refers to **HOW** the CIG lesson will be communicated including, if applicable, how equipment/instruments/performances/guest artists/etc. will be utilized or implemented. If you are seeking CIG funds for technology, this is *likely* the area of instructional innovation, especially if the newly funded technology is delivering the content/lesson and/or making it happen.

Instructional Content refers to **WHAT** the CIG lesson involves/teaches.

Instructional Outcome refers to the **STUDENTS' PRODUCT** or the intended **RESULT**.

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 a project uses technology, please consider whether the concept or experience can be taught kinesthetically or in a tactile manner. We will 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.

Areas of innovation option include the following:

Instructional Delivery refers to **HOW** the CIG lesson will be communicated and/or implemented. If you are seeking CIG funds for technology, this is *likely* the area of instructional innovation, especially if the newly funded technology is delivering the content/lesson and/or making it happen.

Innovative instructional delivery *may include* a guest instructor, artist or educator or specific tools/materials/equipment or instruments purchased in order to meet curriculum goals. Attending a concert, creating a performance opportunity, or participating in any other worthy musical activity that will support the BVSD Innovation Guiding Principles will be considered.

Instructional Content refers to **WHAT** the CIG lesson involves/teaches.

Innovative instructional content refers to curriculum or tasks that have not been previously taught or asked of students, and the application should explain how the content is “out of the box” or new.

Instructional Outcome refers to the **STUDENTS’ PRODUCT** or the intended **RESULT**.

Innovative instructional outcome *may include* student performances, designs, or artifacts.

Evaluation: Planned methods of measurement to determine whether SMART goals are met

Plan: Timeline & expected qualitative & quantitative outcomes for the project. Keep in mind that all projects must be completed by the end of the 2019-2020 academic school year (May 21, 2020) 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.

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 at Jen@impactonededucation.org, or call 303.524.3865.

THANK YOU SO MUCH FOR YOUR TIME!