

# MASTER Pilot Program Grant Application Scoring Rubric

## Purpose & Requirements

**Purpose:** The purpose of the Mentoring and Supporting Teacher Excellence and Refinement (MASTER) Pilot Program is *to improve retention of strong educators who remain in the classroom and have access to growth opportunities in the form of innovative teacher leadership tracks outside of contractual educator steps and lanes to:*

- a. foster development of leadership skills in participating teachers; and
- b. provide the opportunity for a master teacher to impact and provide guidance for fellow teachers seeking to refine instructional skills.

**Proposal Requirements:** LEAs or RESAs interested in applying for the MASTER Pilot Program grant must submit a proposal that:

- a. describes the program tier for which the LEA or RESA is applying;
- b. describes the eligible initiatives for which the LEA or RESA will use the grant amount;
- c. provides evidence of the required matching funds;
- d. describes how the proposal will further the purposes of the program described above; and
- e. outlines the metrics the LEA or RESA will use to measure success of the program.

**Use of Grant:** An LEA or RESA may use grant funds for any of the following:

- a. allowing a teacher to add to or be released from all or part of an existing teacher contract to engage in teacher leader work, which may involve a new or amended contract for a master teacher, for a period determined by the LEA and the teacher, while **maintaining the master teacher's status as a teacher**;
- b. providing extended contracts outside of steps and lanes, resulting in increased pay for increased work or for new roles involving teacher leader work on a schedule outside of steps and lanes as determined by the LEA or RESA and the teacher; and
- c. building or expanding LEA or RESA leadership tracks including incentives for differentiated teacher leader work pay scales for classroom teachers.

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Criteria	Beginning 1	Developing 2	Proficient 3	Notes/Evidence
20%	<p><b>Alignment with Purpose</b></p> <p>The program does not align well with the purpose and lacks a clear strategy to improve educator retention through leadership tracks.</p>	<p>The program somewhat aligns with the purpose but lacks specificity in how it will improve educator retention through leadership tracks.</p>	<p>The program clearly aligns with the purpose, demonstrating a strong plan to improve educator retention through innovative leadership tracks.</p>	
10%	<p><b>Appropriate Use of Funds</b></p> <p>The use of funds is unclear and may not be entirely in line with the intended purpose of supporting teacher leaders.</p>	<p>There are some appropriate uses of funds, but some areas lack clarity or detail in terms of supporting teacher leader initiatives.</p>	<p>The funds are utilized effectively as per the requirements, ensuring proper payment for teacher leader work and related activities.</p>	
10%	<p><b>Matching Funds Identified</b></p> <p>Matching funds are not clearly identified, and there is a lack of detail or evidence regarding the matching funds.</p>	<p>Some efforts have been made to identify matching funds, but lacks specificity or detailed information on the matching funds requirements.</p>	<p>Clear identification and specific account details provided for matching tier funds, meeting all necessary requirements.</p>	
10%	<p><b>Metrics for Success</b></p> <p>The plan for measuring success is unclear, lacks specific metrics or may not effectively assess the program's impact.</p>	<p>Some aspects of the success measurement plan are outlined, but there may be gaps in the details or clarity of the metrics.</p>	<p>Comprehensive plan outlined for data collection to measure the success of the program, including specific metrics for evaluation.</p>	
10%	<p><b>Program Impact</b></p> <p>Little to no clarity on the program's impact to support and retain teachers.</p>	<p>Some understanding of the program's potential impact on supporting and retaining teachers, but lacks specificity.</p>	<p>Demonstrates a significant potential impact on supporting and retaining teachers.</p>	

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<b>Ongoing Benefits</b>  10%	Little to no focus on the longevity of benefits beyond the grant period, potentially leading to a lack of sustained positive outcomes.	Some consideration for longevity and ongoing benefits, but may lack clarity on the program's positive effects over time.	Provides a strong plan for ongoing benefits beyond the grant period, ensuring sustained positive impacts from the program.	
<b>Innovative Ideas</b>  30%	The plan is generic or poorly defined, with little to no innovation on how it supports teacher leader tracks uniquely.	The plan presented is somewhat specific and shows potential innovative ideas for supporting teacher leader tracks but may lack uniqueness or full creativity. The innovation is generic or poorly defined, with little to no specificity on how it supports teacher leader tracks uniquely.	The plan showcases a specific, unique innovative plan to use grant funds that directly addresses and supports teacher leader tracks, setting a new standard for creativity and effectiveness.	
<b>Scores</b>				<b>Total:</b>