Ed Prep Hack Rubric & Scoring Tool

OVERVIEW

Background: We have an opportunity: Rhode Island educator preparation programs are incredibly motivated to ensure their program completers are ready for day 1 in a twenty-first century school and classroom. They know that change within an institution cannot happen overnight, but they are committed to piloting small and rapid-cycle efforts to modernize and improve their preparation programs for the twenty-first century.

This Ed Prep Design Challenge is one opportunity to acknowledge and support some of these strong, next-generation ideas.

Task: Please review each of the design challenge applications in front of you, based on the below rubric, to the best of your ability. We understand that all answers will ultimately be subjective, but we ask that you stick as closely as possible to the rubric and scrub that subjectivity, as much as possible, from the decision-making process.

Goals: Our goal through this design challenge is to support ed prep programs (and their corresponding K-12 team members) in creating **viable** and **meaningful** solutions to one of the most pressing issues they've identified and help these programs more **deliberately** and strongly support the needs of the twenty-first century classroom.

Directions for review:
Review each application: Score the application per each metric in the "score" column. Please add a couple bullets to justify your score in the "notes" section. If there is logical and simple feedback that could move the score up a level, please also share. When completed, please share a brief response to the four prompts at the end. We request that you finish all reviews by 8/5/2018.

Decision-making: Finally, we will meet once on 8/6/2018 to determine finalists.

	0	1	2	3	Score	Notes/Rationale/Feedback
Viable & Testable Concept	The hack's hypothesis is unclear; reviewer cannot adequately determine if it is viable or testable. **OR** The hack's hypothesis is far-fetched and will not be able to be tested.	The hack is based on a testable theory that can be summarized by stating "If x, then y".	The hack is based on a testable theory that can be summarized by stating "If x, then y". **AND** The plan for measuring impact is established and includes what data will be collected prior to the hack, throughout the hack and at the conclusion.	The hack is based on a testable theory that can be summarized by stating "If x, then y". **AND** The plan for measuring impact is established and includes what data will be collected prior to the hack, throughout the hack and at the conclusion. **AND** Immediate, short, and long-term viability have been explored with key stakeholders that could impact the success of the super-hack and possible long-term implications (should the hack be scaled).		
Learner-Centered ***For this rubric: The learner is either the Pk-12 student or the educator candidate.**	The applicant team has not shown how the hack specifically focuses on or targets either learner	The hack draws somewhat from research on the needs of the chosen learner. **AND/OR** The hack identifies a possible solution to an identified problem from one of the two learner perspectives without showing how it draws from learner-centered research.	The hack draws heavily from research on the needs of the chosen learner. **AND** The hack's design is informed by learner experience. The design incorporates shadowing insight, personas, data, and/or key anecdotes related to the learner experience.	The hack draws heavily from research on the needs of the chosen learner. **AND** The hack's design is informed by learner experience. The design incorporates shadowing insight, personas, data, and/or key anecdotes related to the learner experience. **AND** The hack design acknowledges systems and barriers related to the learner and identifies ways to optimize the situation to support the learner.		

	0	1	2	3	Score	Notes/Rationale/Feedback
Aligned	The hack does not align to any of the RI Educator Preparation Standards	The hack matches to at least one of the RI Educator Preparation Standards.	The hack matches to at least one of the RI Educator Preparation Standards. **AND** The standard has been thoroughly explored to justify this focus area.	The hack matches to at least one of the RI Educator Preparation Standards. **AND** Exploration includes user experiences and PREP-RI reports and recommendations.		
Researched	The general hack idea has no or ill-defined research backing.	The hack is supported by principles which have some small-scale research backing.	The hack is based on or supported by principles that are found to be effective.	The hack is based on or supported by principles that are found to be effective. **AND** The hack has been beta-tested through a small-scale trial or experiment.		
Scalable	The hack has never been tested and/or has no chance of being scaled.	The hack could be helpful and scalable within the specific context to other classes, schools, or programs.	The hack is context specific and can be brought into more classes, schools, or programs. **AND** If funding is needed for long-term sustainability, aspects of reallocating funds have been explored. **AND** Scaling possibilities have been considered and explored with key stakeholders.	The hack is context specific and can be brought into more classes, schools, or programs. **AND** Lessons learned from this hack could inform other aspects of continuous improvement work.		
Bonus	** If you feel particularly strong about this application, you can award it up to 5 bonus points. That said, you can only award up to 5 bonus points total *across* applications, so choose wisely.					

Anything else we're missing?

Did you score anything high that you thought wasn't worth the score? And vice versa: Anything low that you actually think would be great?

What excites you about this project?

What worries you about this project?