

Herb Kohl Educational Foundation Teacher Fellowship Public School Candidate Scoring Rubric

Criteria	Points Possible
Service, Civic, and Citizenship-Based Activities	
To what degree are the candidate’s service-oriented activities impactful and transformative for him or herself and/or for others?	5
To what degree can the positive impacts of service work cited by the candidate be attributed to the actions and decisions of the candidate?	5
Essay 1: What is your personal educational philosophy, and how is this philosophy demonstrated in your teaching style?	
To what degree does the candidate articulate a clear, actionable educational philosophy?	5
How does the candidate demonstrate through evidence that he or she lives the philosophy described?	5
To what degree does the candidate’s philosophy demonstrate a commitment to lifelong learning?	5
Essay 2: Describe how you work to raise achievement for all students. Additionally, if applicable to your teaching, experience, describe any work you do to close the achievement gap between economically disadvantaged students, students of color, and their peers.	
To what degree does the candidate cite specific and compelling examples that connect a specific student population, the candidate’s actions, and positive results of his or her actions?	5
To what degree does the candidate act to address issues of inclusion, equity, access and/or opportunity related to student achievement and student engagement?	5
Essay 3: How do you inspire your students’ love of learning and engage parents in the educational process?	
To what degree is the candidate engaging parents and other stakeholders in the educational process?	5
To what degree do the candidate’s actions inspire students and build skills within students to set students up for future success?	5
Essay 4: What innovative projects/programs have you developed for and with students that are models to emulate?	
To what degree has the candidate solved a problem or taken his or her work with students and schools to a new level through innovation(s)?	5
To what degree are the candidate’s innovative projects or programs likely to be replicable or useful to other educators as examples?	5
Essay 5: What unrealized goals do you have for your classroom and/or professional development?	
To what degree does the candidate articulate a goal that will positively transform his or her classroom, school, or district?	5
To what degree does the candidate’s response represent a desire for higher-level systemic improvements, and connects physical “stuff” (if requested) to a larger goal?	5

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Essay 6: What are the positive aspects you see in education today? What changes would you like to see made to strengthen and improve teaching?	
To what degree does the candidate highlight important positive examples of aspects of education that extend beyond his or her immediate context or classroom?	5
To what degree does the candidate identify and articulate a worthy issue(s) that need(s) to be addressed in education today?	5
To what degree does the candidate provide a possible direction or solution as part of articulating a need for change, or show that he or she has already started working toward a solution for the problem?	5
Overall Quality of the Application	
Consider how well the candidate told his or her story, and how others supported the candidate's reflections and/or spoke on his or her behalf through the letters of recommendation.	20
Total Points	100

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How do I decide how many points to give for each criteria?

It is nearly impossible to have a rubric that honors the wide variety of contextual situations in which teachers live, work and learn throughout Wisconsin. Therefore, it will be important that the candidate communicates both what they did, and the context in which they have lived and worked, within their answers. There is some subjectivity in making point decisions, but points should be awarded based on these ideas:

- The response to a given prompt is complete, regardless of the language in which it was written. There is not a priority around a candidate adhering to standard American English, nor should they be negatively considered if they do not.
- The response is compelling, and help to tell the full story of the candidate.
- The response helps demonstrate the candidate's context in which they lived, learned and worked.
- The response demonstrates excellence within the candidate's context (which may be different from other candidate's context).
- The response shows how the candidate acted in ways to benefit others as well as themselves.
- The response shows the acceptance of personal challenge or rigor, even if "perfect" success was not achieved.
- The response demonstrates strong, positive personal characteristics such as: humility; honesty; inclusion of and uplifting others; determination and hard work; social justice; engaged citizenship; demonstrating kindness; innovation and problem solving; and responsibility.
- Consider reserving the full point value in any criteria only for exemplar answers.

Other considerations:

- This process does NOT prioritize any one "correct" response or minimum criteria for eligibility. A candidate does not need to have a "perfect" record of success to be considered. For example, there is a fallacy that a teacher must have a certain number of years of service to be considered "worthy". This is not true.
- Reviewers must consider their personal biases before scoring, and work to identify and eliminate any personal biases that impact scoring (either positively or negatively). Candidates should only be scored on the information they provide.