

# FP 222 Grant Rubric

[RCW 28A.415.265](#) which governs the Beginning Educator Support Team (BEST) describes the required program components and indicates how OSPI shall allocate funds:

“Subject to the availability of amounts appropriated for this specific purpose, the office of the superintendent of public instruction shall allocate funds for the beginning educator support team program on a competitive basis to individual school districts, consortia of districts, or state-tribal compact schools. In allocating funds, the office of the superintendent of public instruction shall give priority to:

- (a) Schools and districts identified for comprehensive or targeted support and improvement as required under the federal elementary and secondary education act;
- (b) School districts with a large influx of beginning principals, beginning educational staff associates, or beginning classroom teachers; and
- (c) School districts that demonstrate an understanding of the research-based standards for beginning educator induction developed by the office of the superintendent of public instruction.”

Element (a) will be compared to other grant applicants and scaled out of 20. Element (b) will be compared to other grant applications and scaled out of 20. For element (c), the Beginning Educator Support Team grant review committee will use the preponderance of evidence to evaluate each program component and narrative explanation on a 6-point scale each, with 10 elements scored out of 60 points total.



## Rubric Breakdown

Points	Program Component with Narrative Explanation																						
20	Proportion of schools identified for comprehensive or targeted support and improvement as required under the federal elementary and secondary education act																						
20	Influx of beginning educators																						
60	Demonstrated understanding of the research-based standards for beginning educator induction developed by OSPI, determined by the answers in the grant application and divided by program component: <table border="1" data-bbox="393 604 1416 1780"> <thead> <tr> <th>Points</th> <th>Component</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>A paid instructional orientation or individualized assistance before the start of the school year for first year educators</td> </tr> <tr> <td>6</td> <td>A trained and qualified mentor assigned to each first year educator</td> </tr> <tr> <td>6</td> <td>A goal to provide first year educators from underrepresented populations with a mentor who has strong ties to underrepresented populations</td> </tr> <tr> <td>6</td> <td>Ongoing professional development designed to meet the unique needs of each first year educator for supplemental training and skill development</td> </tr> <tr> <td>6</td> <td>Initial and ongoing professional development for mentors of first year educators</td> </tr> <tr> <td>6</td> <td>Release time for mentors and first year educators to work together, as well as time for first year educators to observe accomplished peers</td> </tr> <tr> <td>6</td> <td>To the extent possible, a school or classroom assignment that is appropriate for the first year educator</td> </tr> <tr> <td>6</td> <td>Nonevaluative observations with written feedback for first year educators</td> </tr> <tr> <td>6</td> <td>Support in understanding and participating in the state and district evaluation process and using the applicable frameworks to promote growth</td> </tr> <tr> <td>6</td> <td>A system of program evaluation that identifies program strengths and gaps using the Standards for Beginning Inductions, the retention of beginning educators, and positive impact on student growth for first year educators</td> </tr> </tbody> </table>	Points	Component	6	A paid instructional orientation or individualized assistance before the start of the school year for first year educators	6	A trained and qualified mentor assigned to each first year educator	6	A goal to provide first year educators from underrepresented populations with a mentor who has strong ties to underrepresented populations	6	Ongoing professional development designed to meet the unique needs of each first year educator for supplemental training and skill development	6	Initial and ongoing professional development for mentors of first year educators	6	Release time for mentors and first year educators to work together, as well as time for first year educators to observe accomplished peers	6	To the extent possible, a school or classroom assignment that is appropriate for the first year educator	6	Nonevaluative observations with written feedback for first year educators	6	Support in understanding and participating in the state and district evaluation process and using the applicable frameworks to promote growth	6	A system of program evaluation that identifies program strengths and gaps using the Standards for Beginning Inductions, the retention of beginning educators, and positive impact on student growth for first year educators
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<b>/ 100</b>	<b>Total</b>																						