

## Technology Innovation Proposal Rubric

| Criteria                        | 4 points   | 3 points   | 2 points  | 1 Point   |
|---------------------------------|--|--|---|---|
| <b>Proposal Presentation</b>    | Proposal clearly identifies the 5 Ws and H: who, what, when, where, why, and how. Nothing is omitted.  | Proposal identifies the 5 Ws and H: who, what, when, where, why, and how. Minor questions remain.  | Proposal does not clearly identify the 5 Ws and H: who, what, when, where, why, and how. Presentation is underdeveloped.  | The proposal seemed rushed. Major omissions exist.  |
| <b>Mission, Goals, Outcomes</b> | This initiative has the potential to effectively further DSU, division, and program mission, goals, and outcomes in an innovative fashion.   | This initiative clearly supports DSU, division, and program mission, goals, and outcomes within traditional measures.  | This initiative clearly supports only one of the following: DSU, division, or program mission, goals, and outcomes.   | This initiative loosely supports DSU, division, and program mission, goals, and outcomes.   |
| <b>Instructional Quality</b>    | This initiative treats core content areas and assessment outside of traditional strategies, resulting in creative approaches, greater problem-solving, research fluency, learner self-direction, productivity, and creativity. | This initiative addresses core content areas and assessment. It appears to target higher-order 21 <sup>st</sup> Century skills and student-centered learning.  | This initiative addresses core content areas but is missing either an assessment component or higher-order 21 <sup>st</sup> Century skills.                                   | This initiative is underdeveloped in the area of instructional innovation, including assessment and student-centered instruction for 21 <sup>st</sup> Century learning. |
| <b>Teacher Effectiveness</b>    | This initiative potentially redefines how faculty teach and deliver content. Sufficient time, resources, and leadership support exist for faculty professional development.  | This initiative appears to promote teaching innovation within traditional definitions and classroom structures. Sufficient time, resources, and leadership support exist for faculty professional development. | It is unclear how this initiative will improve teacher effectiveness. However, sufficient time, resources, and leadership support exist for faculty professional development. | This initiative does little to improve teacher effectiveness and does not delineate sufficient resources and support for faculty development.                           |
| <b>Impact</b>                   | This initiative has the potential to significantly impact all targeted students, positively affecting student retention, achievement, and satisfaction.  | This initiative impacts a large number of students and appears to positively affect student retention, achievement, and satisfaction.  | This initiative seems to have some positive impact on achievement, persistence, and/or satisfaction.  | It is unclear how this initiative will serve and impact the targeted student population.  |
| <b>Sustainability</b>           | This initiative's benefits far outweigh the costs. Once implemented and funded, this initiative will be self-sustaining.   | The benefits outweigh the costs. Once implemented and funded, this project will require minimum support.   | The benefits and costs are equivalent. Potential funding sources are identified, but it's doubtful they will materialize.   | The costs of this initiative far exceed the benefits. No funding is included. This initiative is unsustainable.   |