

We the Teachers Application Rubric

Program Description:

Awarded to W&M's Strategic Cultural Partnerships, the grant will launch "We the Teachers: Preparing the Next Generation Through History & Civics." Timed to the nation's 250th anniversary, the initiative aims to strengthen K-12 history and civics education. It will equip teachers with deep content knowledge, evidence-based pedagogy and classroom-ready tools that connect America's founding principles to civic life. The result will be stronger learning outcomes for students across the country.

The three-part program includes:

- **Congress of Educators:** A four-day, immersive experience for 100 educators from across the country Congress of Educators at William & Mary, featuring substantive, insightful, and inspiring content and pedagogy sessions paired with visits to and VIP experiences with leading museums in the region.
- **lilyPD Microcourses:** Build impactful teaching skills through 5-hour online microcourses, focusing on topics including historical inquiry, civil discourse, non-fiction reading strategies, artifact analysis, exhibits in the classroom and more; all courses are accredited by the W&M School of Education.
- **Local Learning Communities:** Lead workshops and/or peer learning communities in their home states—bringing the spirit of 1776 into today's classrooms.

The ideal "We the Teachers" Fellow is a K-12 educator who:

- Teaches U.S. History, Civics, Government, or related humanities with strong alignment to the program's focus.
- Uses inquiry-driven, evidence-based, and/or student-centered pedagogy with students and/or teachers and demonstrates thoughtful reflection on teaching in today's civic landscape.
- Has proven leadership experience, such as facilitating PD, mentoring colleagues, or leading collaborative teams.
- Articulates a clear, compelling vision for how the fellowship will impact their classroom, colleagues, and community.
- Receives a strong, enthusiastic letter of support affirming their dedication and commitment with the program's goals.
- Expresses a passion for learning both in and out of the classroom.

Application Evaluation Rubric

Criteria	Exemplary (5)	Proficient (3-4)	Needs Development (1-2)	Points
Teaching Experience	The applicant teaches K-12 students or supports K-12 educators in U.S. History, Civics, Government, or related humanities subjects, and their experience shows a solid connection to the fellowship's focus on history and civics. The applicant demonstrates consistent involvement in relevant instructional or support activities, though the depth of alignment may be moderate rather than extensive.	The applicant teaches K-12 students and/or supports K-12 educators in U.S. History, Civics, Government, or related humanities subjects, and their experience demonstrates reasonable alignment with the fellowship's focus on history and civics.	The applicant teaches K-12 students and/or supports K-12 educators in U.S. History, Civics, Government, or related humanities subjects, and their experience demonstrates limited or indirect alignment with the fellowship's focus on history and civics.	/5 Points
Pedagogy	The Educator Experience and Growth Narrative provides a compelling, detailed description of the applicant's experience and approach to teaching civics and/or American history. The response to teaching at this moment in history is deeply insightful and reflective, demonstrating a nuanced understanding of the discipline.	The Educator Experience and Growth Narrative explains the applicant's background and approach to teaching civics and/or American history, shows an acceptable level of alignment with the fellowship's goals, and provides a generally relevant reflection on teaching in the current moment.	The Educator Experience and Growth Narrative provides only a limited or unclear description of the applicant's background or approach to teaching civics and/or American history, and the reflection on teaching in the current moment is minimal or missing.	/5 Points
Experience in Professional Leadership	The Educator Experience and Growth Narrative provides a specific and powerful example of leading professional learning, mentoring, and/or collaboration that clearly demonstrates success and a proactive, sustained leadership role. The application as a whole suggests the applicant is well-positioned to lead a professional learning experience in their community.	The Educator Experience and Growth Narrative offers a clear example of the applicant's involvement in professional learning, mentoring, and/or collaboration that demonstrates consistent participation and emerging leadership. The application suggests the applicant is reasonably prepared to contribute to a professional learning experience in their community.	The Educator Experience and Growth Narrative provides limited or general examples of involvement in professional learning, mentoring, and/or collaboration, showing minimal evidence of participation or leadership roles. The application offers limited evidence that the applicant is prepared to contribute to a professional learning experience in their community.	/5 Points
Anticipated Impact	The Educator Experience and Growth Narrative presents a compelling, well-articulated example of the applicant's professional learning, mentoring, and collaborative work. It demonstrates consistent, meaningful engagement and clear evidence of emerging leadership. The narrative strongly indicates that the applicant is well-prepared as a leader of professional learning within their community.	The Educator Experience and Growth Narrative provides a clear example of the applicant's work in professional learning, mentoring, and/or collaboration that shows steady participation and some developing leadership. The application suggests the applicant is adequately prepared to lead a professional learning experience in their community.	The Educator Experience and Growth Narrative gives only a limited or unclear example of the applicant's involvement in professional learning, mentoring, and/or collaboration, and shows little evidence of leadership. The application does not clearly indicate that the applicant is prepared to lead a professional learning experience in their community.	/5 Points
Letter of Support	Applicant's letter of support expresses strong, enthusiastic endorsement of the applicant's participation and clearly explains how the applicant exemplifies the qualities of an exceptional program fellow.	Applicant's letter of support provides a solid endorsement of the applicant's participation and identifies several ways the applicant aligns with the qualities of a program fellow.	Applicant's letter of support offers limited or general endorsement of the applicant's participation and provides minimal detail about how the applicant aligns with the qualities of a program fellow.	/5 Points
TOTAL				/25 Points