



CCOG Clearinghouse Vetting Reviewer Rubric

Criteria	Description	Scoring
Criteria 1: Opportunities Provided	<ul style="list-style-type: none"> ● Well-articulated description of the program, curriculum, intervention, etc. that is designed to close opportunity gaps. (See the definition of “opportunity” below.) ● Describe how this program, curriculum, intervention, etc. is designed to close the opportunity gap. <ul style="list-style-type: none"> ○ What is the purpose, intent of the program, curriculum, intervention, etc? ○ How was it determined there was a need for the program and that it is relevant to students, their families, and/or the community? ○ Is this program, curriculum, intervention, etc., usable, sustainable, and scalable? 	<ul style="list-style-type: none"> ● Meets ● Does not meet
Criteria 2: Sociopolitical Context (classroom, school, district context)	<ul style="list-style-type: none"> ● Well-articulated description of the context in which the opportunity is provided. ● Describe the district, school and/or classroom context in which the opportunity is provided. ● What are the specific supports or resources required to provide this opportunity? ● For whom is the opportunity provided (are there specific student groups being addressed with this program, curriculum, intervention, etc.) 	<ul style="list-style-type: none"> ● Meets ● Does not meet
Criteria 3: Principles of Diversity, Equity, Inclusion, and Expansion	<ul style="list-style-type: none"> ● Well-articulated description of how this opportunity includes <i>one or more</i> of these principles. (See definitions below.) ⇒ Equity: Targeting the distribution and accessibility of resources, interventions, and opportunities that ensure students’ academic success, especially in high-needs schools. AND/OR Equity refers to achieving parity in student educational development and outcomes, regardless of race and ethnicity, gender, class, ability, and other intersecting identities. Dismantling systems of power that create, lead to inequity. ⇒ Diversity: The acknowledgment, value, and appreciation of divergent thought, cultural, racial, ethnic, and socioeconomic experiences. 	<ul style="list-style-type: none"> ● Meets ● Does not meet



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	<p>⇒ Inclusion: Removing systemic barriers to opportunities by building a supportive learning community that cultivates, reflects, and includes diversity; consistently valuing, respecting, affirming, and protecting the dignity and worth of each student.</p> <p>⇒ Expansion: The opportunity is highly student-centered and empowering. It creates opportunities for student agency and expands opportunities for further growth and development in areas beyond the focus of the practice.</p>	
<p>Criteria 4: Positive Outcomes (academic, social, emotional, leadership...)</p>	<ul style="list-style-type: none"> ● There are multiple sources of data that include multiple cohorts of students over multiple years that are representative of positive, measurable student outcomes as intended. ● Possible outcomes include student/family/community experience, student development (academic, SEL, career), participation, attitude, knowledge and skill, attendance, mental health, behavior, and achievement. ● The implementation of the practice is consistent and data consistently show positive outcomes. ● The data must show a direct impact on K-12 environments. 	<ul style="list-style-type: none"> ● Substantial
	<ul style="list-style-type: none"> ● There is promising data that show multiple years of positive outcomes. ● Possible outcomes include student/families/community experience, student development (academic, SEL, career), participation, attitude, knowledge and skill, attendance, mental health, behavior, and achievement. ● This may include rich narrative descriptions and/or descriptive data. ● Data at the practitioner level is considered emerging. 	<ul style="list-style-type: none"> ● Emerging
	<ul style="list-style-type: none"> ● No submission of relevant data. 	<ul style="list-style-type: none"> ● No Data Provided



Definitions

- Data may include surveys, test scores, participation/attendance, artifacts (projects, portfolios, reflections, etc.), observations, discipline referrals, interviews, and letters of support.
- Diversity: The acknowledgment, value, and appreciation of divergent thought, cultural, racial, ethnic, and socioeconomic experiences.
- Equity: Targeting the **distribution and accessibility of resources, interventions, and opportunities** that ensure students' academic success, especially in high-needs schools AND/OR Equity refers to achieving parity in student educational development and outcomes, regardless of race and ethnicity, gender, class, ability, and other intersecting identities. Dismantling systems of power that create, lead to inequity.
- Expansion: The opportunity is highly student-centered and empowering. It creates opportunities for student agency and expands opportunities for further growth and development in areas beyond the focus of the practice.
- Inclusion: Removing systemic barriers to opportunities by **building a supportive learning community** that cultivates, reflects, and includes diversity; consistently valuing, respecting, affirming, and protecting the dignity and worth of each student.
- Justice is a commitment to meeting the educational needs of all students in a **fair, caring, respectful, and non-discriminatory manner**.
- Opportunity Gap: *“Opportunity Gaps” or barriers in access to programs and services that improve the student experience, student development (academic, SEL, career), and outcomes (participation, attitude, knowledge, and skill, attendance, behavior, achievement).* *“Opportunity” then is defined as the redirection of resources and supports, access to programs and services to improve the student experience, student development (academic, SEL, career), and outcomes (participation, attitude, knowledge, and skill, attendance, behavior, achievement). These supports and services must be relevant to students, their families, and/or the community.*
- Practice-based evidence and evidence-based practice
- Transformative pedagogy: Cultivating respect and trustworthiness, deep caring and love of the students—humanizing pedagogy, advocacy (empowering); emancipatory...beyond the stereotype of their group, transformative.