**APPENDIX J: SELECTION CRITERIA FOR APPLICANTS –FY2017**

* Evidence is provided that partner school(s)/district(s) is/are high-need.
* Applicant documents quantifiable evidence of the effectiveness of current partnership in meeting the needs of high-need school/district partners for teachers in subject shortage areas and/or teaching out-of-field.
* Applicant’s project design is aligned with, and reflects responsiveness to, the partner school/district’s professional development plans and needs.
* Proposed activities are substantive, intensive and ongoing, exhibit the characteristics of effective professional development, and include significant opportunities to link theory and scientifically-based research with practice.
* Proposed activities demonstrate potential to significantly improve student achievement outcomes and reduce the achievement gap in partner school(s) district(s) by focusing on equity strategies, including those that directly address issues of bias and prejudice.
* Proposed evaluation of project effectiveness reflects the needs of partner school(s)/district(s) for highly qualified teachers and/or paraprofessionals and improved student academic outcomes.
* Project design, activities, staffing and other resources are sufficient to significantly increase the number of qualified teachers being placed and/or supported in high-need schools.
* Project proposes to work with teachers of middle level or high school students.
* Project proposes to include principals and/or superintendents in project activities in meaningful and substantive ways.

**Priorities are to:**

* Scale up implementation of professional development models, including currently-funded efforts that have demonstrated their effectiveness in preparing and supporting qualified teachers of subject shortage areas who enter and/or remain in teaching careers in high-need schools/districts.
* Provide regional and/or statewide activities to increase collaboration and dissemination of knowledge and practice among and between institutions that support the placement and professional development of teachers and principals in high-need school districts;
* Share effective practices and materials while developing networks and support systems;
* Promote and support holistic, systemic approaches to meeting the teaching and learning needs of Arkansas' high-need schools and districts.
* Research, analyze and/or support, where applicable, practices and/or models, including alternative routes to certification, that have been effective in identifying, recruiting, preparing, retaining, and providing effective professional development to and for administrators and teachers.