FY24 Program Development and Strategic Coordination

RFP Scoring Rubric

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Program Visioning

Proposal scoring criteria

CITE pilot activities are considered in the proposal	The proposal shares the pilot steps that CITE Committees have taken so far, and how teams plan to build on these. These might include: - Team charter documentation - Faculty artifact maps and curriculum development - Research project goals - The results of faculty visioning activities - CITE Committee mission statements Teams that have not taken any steps should indicate this and share a plan for beginning to cohere a CITE committee.
External guidance is considered in proposal	A plan for how the team will effectively engage with and consider external guidance and resources, including relevant standards and frameworks, research, and curricular resources towards program vision.
Internal perspectives are considered in proposal	A plan for how the team will effectively gather and make sense of the feedback and input of college leadership, faculty, and students, as it turns pilot activities into a program vision.

Deliverable

Target student learning outcomes for scope + sequence	Meaningful	Program-level learning outcomes are reflective of the [CITE Framework](#) in ways that meaningfully incorporate computational and digital literacies (i.e. learning about, with, through, and against technology) that are appropriate to the specific program and ensure teacher candidates engage with CITE-related learning in a substantive, not superficial, way. *For additional inspiration, see the NYCDOE's [CS Education](#) perspectives, practices, and concepts.*
	Equitable	Program-level learning outcomes include teacher mindsets, practices, and goals related to equitable computing integrated teacher education. These outcomes should be specific and relevant to the intersection of a program's disciplinary areas, intended K12 learners, and particular elements of computing implicated in CITE-related learning. *For shared language and inspiration, see the [Equitable CITE Pedagogy](#) praxis.*
	Clear	Program-level learning outcomes utilize language that is clear, specific, and accessible in ways that can support faculty to build on them to develop a scope and sequence.
Alignment to your school of education		Program-level learning outcomes align with current strategic goals and priorities at the program's school of education (e.g., conceptual framework, mission, etc.)

Program Ratifying

Proposal scoring criteria

External guidance is considered in proposal	A plan for how the team will effectively engage with and consider external guidance (such as feedback/input from state and local leaders, local partners, research community) and resources, including relevant standards and frameworks, research, and curricular resources as it turns program learning goals into a scope and sequence.
Internal perspectives are considered in proposal	A plan for how the team will effectively gather and make sense of the feedback and input of college leadership, faculty, and students, as it turns program learning goals into a scope and sequence.
Faculty consensus	A plan for how the team will establish agreement with college leadership and all implicated faculty on the planned Scope and Sequence of learning objectives across coursework, fieldwork, and student teaching. A plan for how/when the team will achieve program approval through relevant academic governance structures on their campuses.

- Proposals for JUST the Program Ratifying track will also be scored on the deliverables from the Program Visioning track above (i.e. meaningful, equitable, and clear target learning outcomes and alignment to school of education).
- Proposals for that include plans to engage in Program Visioning AND Program Ratifying tracks for a given program concurrently will be scored using both the Program Visioning and Program Ratifying Proposal scoring criteria.

Deliverable

Quality	Meaningful	Program-level learning outcomes are reflective of the [CITE Framework](#) in ways that meaningfully incorporate computational and digital literacies (i.e. learning about, with, through, and against technology) that are appropriate to the specific program and ensure teacher candidates engage with CITE-related learning in a substantive, not superficial, way.) *For additional inspiration, see the NYCDOE's [CS Education](#) perspectives, practices, and concepts.*
	Equitable	Program-level learning outcomes include teacher mindsets, practices, and goals related to equitable computing integrated teacher education. These outcomes should be specific and relevant to the intersection of a program's disciplinary areas, intended K12 learners, and particular elements of computing implicated in CITE-related learning. *For shared language and inspiration, see the [Equitable CITE Pedagogy](#) praxis.*
	Coherent	Program-level scope and sequence indicates how learning outcomes are introduced, emphasized, reinforced, and advanced across coursework and clinical experiences.
	Clear	Program scope and sequence utilizes language that is clear, specific, and accessible in ways that can support faculty to build on them to develop courses, activities, assignments etc.
Depth	Foundations	Program scope and sequence integrates quality CITE learning outcomes within relevant foundations coursework.

	Methods	Program scope and sequence integrates quality CITE learning outcomes within relevant methods coursework.
	Disciplinary	Program scope and sequence integrates quality CITE learning outcomes within relevant disciplinary coursework.
	Clinical	Program scope and sequence integrates quality CITE learning outcomes and opportunities for enacting associated practices within relevant clinical opportunities in real-world educational settings.
	General Education (if applicable)	Program scope and sequence integrates quality CITE learning outcomes within relevant general education coursework, if applicable, such as in a community college setting.
Breadth	Reach	Program scope and sequence integrates quality CITE learning outcomes in non-elective experiences that reaches all teacher candidates in the program.

Program Implementation Plan

Proposal scoring criteria

Equitable implementation of learning experiences	Consistency	Plan for implementation of learning experiences is consistent across all sections of relevant courses and clinical experiences.
	Pedagogy	Plan for implementation explicitly describes how relevant courses and clinical experiences will enact equitable pedagogies. *For inspiration, see* [CITE Equitable Pedagogy framework](#).
Planning	Learning materials	SMART goals associated with the development of equitable, CITE-aligned learning materials (curricula and assessments)
	Faculty learning	SMART goals associated with the provision of equity-oriented, CITE-aligned faculty learning necessary to effectively develop learning materials and teach courses
	Partnerships	SMART goals associated with coordinating and supporting partner schools involved in clinical elements of the program's CITE scope and sequence, and, if applicable, coordination with partner colleges relevant to transfer credits.
	Research	SMART goals associated with supporting faculty to engage in research that makes both scholarly contributions as well as advancements to CITE efforts locally within CUNY.
Internal coherence	Within-plan coherence	Evidence of coherence across elements of the program implementation plan, including faculty learning, learning material development, partnerships, and research.

	Scope & sequence alignment	Evidence of conceptual alignment between elements of the program implementation plan and the program's CITE scope and sequence
Execution	Project management	Evidence of effective mechanisms in place to manage + implement plans with an associated timeline and specified roles and budget related to its execution
	Improvement & evaluation	Evidence of data gathering and evaluation that create feedback loops supporting continuous improvement

Strategic Coordination Plan

Proposal scoring criteria

Coordination activities	Leadership	SMART goals associated with effective, representative, and equitable leadership guiding the development, implementation, and evaluation of its CITE initiative.
	Faculty learning	SMART goals associated with provision of faculty learning opportunities that are relevant across programs as well as mechanisms to support cross-departmental learning
	Assessment	SMART goals associated with aligning existing cross-college student assessment efforts (e.g. edTPA) to program-level CITE efforts
	Partnerships	SMART goals associated with coordination across departments' partner schools involved in clinical and elements of the programs CITE scope and sequence and/or research activities, and, if applicable, coordination with partner colleges relevant to transfer credits.
	Research	SMART goals associated with supporting faculty across departments to engage in research that makes both scholarly contributions as well as advancements to CITE efforts locally within CUNY.
	Communications & dissemination	SMART goals associated with active engagement in communications and dissemination activities that support various goals related to a college's CITE initiative, including student enrollment as well as local and national recognition of its CITE efforts.
	Funding & sustainability	SMART goals associated with cross-college support for and engagement in fund-raising efforts that support the on-going implementation and improvement of a college CITE initiative

| Execution | Project management | Evidence of effective mechanisms in place to coordinate + implement plans with an associated timeline and specified roles and budget related to its execution |
| | Improvement & evaluation | Evidence of data gathering and evaluation that will support continuous improvement across CITE-integrated programs |