



2026 Teachers’ Leadership Institute – Assessment Rubric

Question	Assessment Criteria
<p>What motivates you to participate in AKFC’s Teachers’ Leadership Institute? (250 words maximum).</p>	<p>1 - Very Limited or No Response</p> <ul style="list-style-type: none"> The response is unclear or does not provide a reason for interest in the program. No connection to the goals or benefits of the program is provided. <p>2 - Minimal Response</p> <ul style="list-style-type: none"> The response mentions a general interest in the program but lacks specific reasons or depth. The response is superficial and doesn’t show how the program aligns with the respondent’s goals or aspirations. <p>3 - Moderate Response</p> <ul style="list-style-type: none"> The response provides some clear reasons for interest in the Institute. The motivations are somewhat specific but lack detailed examples or a clear connection between personal goals and the program’s offerings. <p>4 - Strong Response</p> <ul style="list-style-type: none"> The response provides a thoughtful and clear rationale for wanting to join the program. The respondent connects personal goals, professional aspirations, or leadership ambitions with specific aspects of the program. There are some specificity or examples that illustrate why the program is a good fit for the respondent’s personal and professional growth. <p>5 - Very Strong Response</p> <ul style="list-style-type: none"> The response provides a detailed, compelling, and insightful explanation for interest in the program. The respondent shows a clear understanding of the program’s objectives and aligns them strongly with their own goals for integrating Global Citizenship Education in their teaching and for their professional growth. The response includes specific examples of how the program will help them grow, address challenges, or further their student’s learning, demonstrating a deep commitment to participating and contributing to the program.
<p>Provide an example of how you integrate global issues, sustainability, or international development in your teaching.</p>	<p>1 – Very Limited or No Response</p> <ul style="list-style-type: none"> The response does not address the prompt or provides a vague, irrelevant, or incomplete example. No clear connection to global issues, sustainability, or international development. <p>2 – Minimal Response</p> <ul style="list-style-type: none"> The response mentions a global issue, sustainability, or international development but lacks detail, clarity, or relevance. Integration into teaching is unclear or superficial. <p>3 – Moderate Response</p>



<p>(250 words maximum).</p>	<ul style="list-style-type: none">• The response provides a relevant example with some detail. Shows a basic understanding of the topic and some integration into teaching but lacks depth or innovation. <p>4 – Strong Response</p> <ul style="list-style-type: none">• The response clearly explains how a global issue, sustainability, or international development is integrated into teaching. The example is relevant, detailed, and demonstrates thoughtful planning and impact. <p>5 – Very Strong Response</p> <ul style="list-style-type: none">• The response provides a compelling, innovative, and well-articulated example. Demonstrates deep understanding and meaningful integration into teaching practice. Shows clear impact on student learning or engagement with global perspectives.
<p>What are your goals for participating in this Institute, and how do you envision applying what you learn in your school or district? (250 words maximum).</p>	<p>1 – Very limited or no response</p> <ul style="list-style-type: none">• Response is missing, off-topic, or extremely vague.• No clear goals or plans for application are stated.• Lacks coherence or relevance to the Institute’s purpose. <p>2 – Minimal response</p> <ul style="list-style-type: none">• Goals are mentioned but lack specificity or relevance.• Application of learning is unclear or superficial.• Limited connection to school/district context.• May include generic statements without depth. <p>3 – Moderate response</p> <ul style="list-style-type: none">• Goals are somewhat clear and relevant to professional growth.• Some ideas for applying learning are presented, though may lack detail or feasibility.• Shows basic understanding of the Institute’s potential impact.• Response may be uneven in clarity or depth. <p>4 – Strong response</p> <ul style="list-style-type: none">• Goals are clearly articulated and aligned with professional learning.• Provides thoughtful and realistic plans for applying learning in school/district.• Demonstrates awareness of local context and needs.• Response is well-structured and insightful. <p>5 – Very strong response</p> <ul style="list-style-type: none">• Goals are compelling, specific, and deeply aligned with the Institute’s mission.• Application plan is innovative, actionable, and clearly connected to school/district improvement.• Shows strong leadership potential and commitment to integrating global citizenship education, global issues, diverse perspectives, and inclusion in their school, district, and/or classroom(s).• Response is highly reflective, well-written, and demonstrates deep engagement.