Pioneer Institute, Inc.

2016 Ruth & Lovett C. Peters Fellowship in Education Policy

Please send directly to the attention of Mary Connaughton at Pioneer Institute at the address below or scan and email to mconnaughton@pioneerinstitute.org.

Pioneer Institute, 185 Devonshire Street, 11th floor, Boston, MA 02110

**Applicant Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Please tell us about yourself***

Title

First Name

Middle Initial

Last Name

Position: Institution: Mailing Address: (institutional address)

Address:

Work Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Please tell us about the applicant***

What course did the applicant have with you? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How do you know the applicant? (*check as many as apply*)

an undergraduate

a graduate student

an undergraduate research assistant a graduate research assistant

an undergraduate teaching assistant a graduate teaching assistant

summer internship other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In what capacity did you engage the applicant? (*check as many as apply*)

teacher in only one undergraduate class undergraduate department chairperson graduate research advisor

teacher in several undergraduate classes teacher in only one graduate course graduate advisor

undergraduate research advisor teacher in several graduate courses

summer research advisor

undergraduate major advisor graduate department chairperson employer

Signature Date

**Applicant's Public Policy Accomplishments**

Please select the level or ranking you consider to be the most descriptive of the applicant.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Below  Average | Average | Somewhat Above Average | Good | Unusual | Out- standing | Truly  Exceptional | Inadequate Opportunity to Observe |
|  |  |  |  |  |  | |
| Lowest  50% | Middle  25% | Next  10% | Next  Highest  5% | Next  Highest  5% | Highest  5% | |
| Degree of mastery of the fundamental knowledge in the education policy field |  |  |  |  |  |  |  |  |
| Abilities of self-expression in speech and writing |  |  |  |  |  |  |  |  |

**Applicant's Characteristics**

Please select the level or ranking you consider to be the most descriptive of the applicant.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Below  Average | Average | Somewhat Above Average | Good | Unusual | Out- standing | Truly  Exceptional | Inadequate Opportunity to Observe |
|  |  |  |  |  |  | |
| Lowest  50% | Middle  25% | Next  10% | Next  Highest  5% | Next  Highest  5% | Highest  5% | |
| Self-reliance and independence in field of study |  |  |  |  |  |  |  |  |
| Motivation toward a successful education policy career |  |  |  |  |  |  |  |  |
| Ethics or code of personal conduct |  |  |  |  |  |  |  |  |
| Emotional stability and maturity |  |  |  |  |  |  |  |  |
| Possession of creativity in the field |  |  |  |  |  |  |  |  |
| Growth during the total period you have observed the applicant |  |  |  |  |  |  |  |  |

**Applicant's Overall Ability**

Comparing the applicant with a representative group of students in the same field who have had approximately the same amount of experience and training, how do you rate the applicant in general academic ability?

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Below  Average | Average | Somewhat Above Average | Good | Unusual | Out- standing | Truly  Exceptional | Inadequate Opportunity to Observe |
|  |  |  |  |  |  | |
| Lowest  50% | Middle  25% | Next  10% | Next  Highest  5% | Next  Highest  5% | Highest  5% | |
|  |  |  |  |  |  |  |  |

# Please compare the applicant to the best graduates of your Department during the past several years, making the comparisons at the same stage of development as the applicant.

# Everyone has relative strengths and weaknesses. Please describe briefly the most notable advantages and shortfalls of the applicant at the present stage of development which may be pertinent to his/her contribution to the field of education policy.

# Some gifted individuals may make mediocre scholastic records. In your opinion, is the applicant's scholastic record, as it is known to you, an accurate index of the applicant's overall ability to make a significant contribution to education policy research? Please explain.