



GSTA Teacher of Promise Rubric



Applicant Name _____

Complete Application			Section Score:	(x 1) =
Level 4	Level 3	Level 2	Level 1	
All components of the application were submitted in an organized and timely manner	Components of the awards application were submitted in a timely manner (by the due date), but they could have been better organized	Components of the awards application were submitted in an organized and timely manner, but 1-2 were incomplete or missing	Several components of the awards application were incomplete and/or poorly organized	
Continuing Education			Section Score:	(x 2) =
Level 4	Level 3	Level 2	Level 1	
Applicant provides substantial evidence of continuing education in science to enhance and improve professional practice and productivity AND association with science-minded professional organizations or community/civic groups	Applicant provides evidence of continuing education in science to enhance and improve professional practice and productivity OR association with science-minded professional organizations or community/civic groups	Applicant provides evidence of continuing education (not directly science related) to enhance and improve professional practice and productivity OR association with professional organizations or community/civic groups not directly science related	Applicant provides limited evidence of continuing education to enhance and improve professional practice and productivity or association with professional organizations or community/civic groups	
Challenges to Science Instruction at School			Section Score:	(x 1) =
Level 4	Level 3	Level 2	Level 1	
Response shows a sophisticated understanding of challenges impacting student learning and science education in schools	Response shows a solid and less sophisticated understanding of the challenges impacting student learning and science education in schools	Response shows a partial understanding of the challenges impacting student learning and science education in schools	Response shows a very limited understanding of (or misconceptions about) the challenges impacting student learning and science education in schools	
Plan to Improve Science			Section Score:	(x 2) =
Level 4	Level 3	Level 2	Level 1	
Response provides clear and convincing evidence of positive impact on teaching performance, student learning, or science education in general	Response provides clear evidence of positive impact on teaching performance, student learning, or science education in general	Response provides some evidence of positive impact on teaching performance, student learning, or science education in general	Response provides limited or no evidence of positive impact on teaching performance, student learning, or science education in general	

Description of Recent Science Experience	Section Score: (x 2)=
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Level 4	Level 3	Level 2	Level 1
The science experience describes clear, accurate, and appropriately detailed evidence of: <ul style="list-style-type: none"> •the nature of learning •special characteristics of the material to be learned •the conditions under which the teaching and learning to take place 	The science experience describes clear and detailed evidence of: <ul style="list-style-type: none"> •the nature of learning •special characteristics of the material to be learned •the conditions under which the teaching and learning to take place 	The science experience describes some evidence of: <ul style="list-style-type: none"> •the nature of learning •special characteristics of the material to be learned •the conditions under which the teaching and learning to take place 	The science experience displays little to no evidence of: <ul style="list-style-type: none"> •the nature of learning •special characteristics of the material to be learned •the conditions under which the teaching and learning to take place

Sample Creative Lesson/Activity Based On GPS	Section Score: (x 2)=
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Level 4	Level 3	Level 2	Level 1
Relationship among science concepts are clearly and accurately explained and supported with relevant examples or citations	Relationships among science concepts are explained and generally supported with relevant examples or citations	Attempt to explain relationships among science concepts, but some serious omissions or misconceptions are evident; insufficient support is provided	Relationships among science concepts are not explained; little or no support is provided
All elements of sample lesson/activity are clearly aligned to Georgia Performance Standards and appropriate for the selected grade level	Various elements of the lesson/activity are clearly aligned to the Georgia Performance Standards and appropriate for the selected grade level	Elements of lesson/activity are loosely aligned to Georgia Performance Standards and may or may not be appropriate for selected grade level	Lesson and unit plan are not aligned to Georgia Performance Standards and not appropriate for selected grade level

Letters of Support	Section Score: (x 1)=
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Level 4	Level 3	Level 2	Level 1
Three letters of support are included in the application packet. <u>All</u> letters provide a positive, in-depth description of the applicant's qualities as an outstanding science teacher	<u>Two</u> letters of support provide a positive, in-depth description of the applicant's qualities as an outstanding science teacher	One letter of support provides a positive, in-depth description of the applicant's qualities as an outstanding science teacher	None of the letters of support provided a positive, in-depth description of the applicant's qualities as an outstanding science teacher

Total Score:
