



GSTA Teacher of the Year Rubric



Applicant Name _____

Complete Application			Section Score: (x1) =
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.
Biographical Information / Professional Organizations			Section Score: (x2) =
Level 4	Level 3	Level 2	Level 1
Response provides clear and convincing evidence of positive impact on teaching performance	Response provides clear evidence of positive impact on teaching performance	Response provides some evidence of positive impact on teaching performance	Response provides limited or no evidence of positive impact on teaching performance
Applicant provides evidence of a distinguished and lengthy association with several professional organizations or community/civic groups	Applicant provides evidence of a distinguished OR lengthy association with several professional organizations or community/civic groups	Applicant provides evidence of a distinguished OR lengthy association with 1-2 professional organizations or community/civic groups	Applicant provides evidence of a limited association with professional organizations or community/civic groups
Educational Philosophy			Section Score: (x3) =
Level 4	Level 3	Level 2	Level 1
Response shows an in-depth sophisticated understanding of student learning and science education	Response shows a solid and less sophisticated understanding of student learning and science education	Response shows a partial understanding of student learning and science education	Response shows a very limited understanding of (or serious misconceptions about) student learning and science education
Relationship among science concepts are clearly, completely, and accurately explained and fully 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
Ideas are expressed clearly and succinctly in a logical manner	Ideas are expressed for the most part clearly and succinctly	Ideas are not always addressed in a clear and local manner	Ideas are not presented in a clear and logical manner
Spelling, language, length conventions are correctly applied	Spelling, language, length conventions are generally correct, minor errors do not interfere with meaning	Flaws in spelling, language, length conventions interfere with understanding	Major flaws in spelling or language convention make the response difficult to follow; or length requirements were not adhered

Lesson/Unit Plan Example			Section Score: (x4)=
Level 4	Level 3	Level 2	Level 1
All elements of lesson and unit plan are clearly aligned to Georgia Performance Standards and appropriate for the selected grade level	Various elements of the lesson and unit plan are clearly aligned to the Georgia Performance Standards and appropriate for the selected grade level	Elements of lesson and unit plan 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
100%-80% of the elements of the lesson and unit plan are original and those that are not have been adapted by the submitter to meet the unique requirements of their learners	79%-60% of the elements of the lesson and unit plan are original and those that are not have been adapted by the submitter to meet the unique requirements of their learners	59%-40% of the elements of the lesson and unit plan are original and those that are not have been adapted by the submitter to meet the unique requirements of their learners	Fewer than 40% of the elements of the lesson and unit plan are original and/or there is limited evidence of adaptation by the submitter to meet the unique requirements of their learners
Resume & Professional Activities			Section Score: (x2)=
Level 4	Level 3	Level 2	Level 1
Applicant provides evidence of a variety of distinguished educational teaching experiences and professional activities (such as conference presentations, school leadership roles, article submissions, advanced degrees, etc.)	Applicant provides evidence of a variety of educational experiences and professional activities	Applicant provides evidence of a some educational experiences and professional activities	Applicant provides evidence of limited educational experiences and professional activities
Substantial evidence is provided of professional learning & development to enhance and improve professional practice and productivity	Evidence is provided of professional learning & development to enhance and improve professional practice and productivity	Some evidence is provided of professional learning & development to enhance and improve professional practice and productivity	Limited evidence is provided of professional learning & development to enhance and improve professional practice and productivity
Letters of Support			Section Score: (x1)=
Level 4	Level 3	Level 2	Level 1
Letters of support provide a glowing in-depth description of the applicant, their impact on the entire school culture, and endeavors to engage students in high quality scientific learning experiences	Letters of support describe the applicant as an educator who has facilitated a classroom culture that enables students to engage in high quality scientific learning experiences	Letters of support describe an educator who has engaged a students in a variety of scientific learning experiences	Letters of support provide a cursory description of the applicant and their impact on students
			Total Score: