



## Governor's Educator of the Year (GEOY) County/State Teacher of the Year Application Rubric



Name of Evaluator: \_\_\_\_\_ Name of Teacher: \_\_\_\_\_

Total Score (100 Points): \_\_\_\_\_ County: \_\_\_\_\_

**Instructions:** Use the rubric below to determine a total score for each applicant. Please write as many comments as possible.

### Section II. Resume – 10 Points

- Colleges, universities, dates attended, and degrees
- Teaching Employment history with dates, subject, and grade level
- Professional association memberships, offices held, and other relevant activities
- Staff development leadership activities and leadership of future teachers
- Awards and other recognition of teaching

0 to 2 Points	3 to 6 Points	7 to 10 Points
<ul style="list-style-type: none"> <li>▪ Demonstrates limited educational history, professional accomplishments and ongoing professional development.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates some educational history, professional accomplishments and ongoing professional development.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates strong educational history, professional accomplishments and ongoing professional development.</li> </ul>

Score: \_\_\_\_\_ Comments: \_\_\_\_\_

### Section III. Professional Biography – 15 Points

- Influences of entering the teaching profession
- Greatest contributions and accomplishments in education

0 to 4 Points	5 to 9 Points	10 to 15 Points
<ul style="list-style-type: none"> <li>▪ Does not clearly demonstrate reasons for entering the profession</li> <li>▪ Fails to provide evidence of contributions and accomplishments in education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates general reasons for entering the profession</li> <li>▪ Provides some evidence of contributions and accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates compelling, student-centered, deeply personal reasons for entering the profession.</li> <li>▪ Provides evidence of significant contributions and accomplishments in education</li> </ul>

Score: \_\_\_\_\_ Comments: \_\_\_\_\_

#### Section IV. Teaching Style – 20 Points

- Personal feelings and beliefs about teaching, including personal ideas regarding what makes this person an outstanding educator.
- Describes ways they ensure students are connected to world around them.
- Describes a lesson that defines their teaching and engages students of all backgrounds and abilities.

0 to 6 Points	7 to 13 Points	14 to 20 Points
<ul style="list-style-type: none"> <li>▪ Fails to address philosophy of teaching &amp; rewards</li> <li>▪ Fails to describe ways students are connected to world around them</li> <li>▪ Fails to describe how the lesson defines them as a teacher</li> <li>▪ Fails to depict how the lesson engages students of all backgrounds and abilities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Addresses beliefs &amp; feelings concerning Teaching &amp; indicates rewards of teaching &amp; evidence of outstanding qualities</li> <li>▪ Describes ways students are connected to the world around them</li> <li>▪ Describes how the lesson defines them as a teacher</li> <li>▪ Depicts how the lesson engages students of all backgrounds and abilities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provides a coherent and in-depth description of teaching philosophy &amp; includes evidence of outstanding teacher qualities</li> <li>▪ Clearly describes ways students are connected to world around them</li> <li>▪ Clearly describes how the lesson defines them as a teacher</li> <li>▪ Clearly depicts how the lesson engages students of all backgrounds and abilities</li> </ul>

Score:

Comments:

#### Section V. Message – 15 Points

- Describes what their message would be as State Teacher of the Year
- Indicates why this would be their message to educators and the public

0 to 4 Points	5 to 9 Points	10 to 15 Points
<ul style="list-style-type: none"> <li>▪ Fails to provide a description of the message</li> <li>▪ Fails to mention rationale for message</li> </ul>	<ul style="list-style-type: none"> <li>▪ Addresses description of message</li> <li>▪ Provides a rationale for the message</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provides a very clear description of message</li> <li>▪ Provides a clear and compelling description of rationale</li> </ul>

Score:

Comments:

Section VI. Educational Leadership – 20 Points

- Role as a teacher leader
- Project or initiative that made a big impact on school/district culture

0 to 6 Points	7 to 13 Points	14 to 20 Points
<ul style="list-style-type: none"> <li>▪ Provides little evidence of teacher leadership</li> <li>▪ Fails to mention a project or initiative or how it had an impact on school / district culture</li> </ul>	<ul style="list-style-type: none"> <li>▪ Addresses role as a teacher leader but lacks detail</li> <li>▪ Minimally addresses project or initiative and does not clearly describe the impact on school/district culture</li> </ul>	<ul style="list-style-type: none"> <li>▪ Addresses role as a teacher leader in depth</li> <li>▪ Clearly addresses project or initiative and provides evidence of the impact it had on school/district culture</li> </ul>

Score:

Comments:

Section VII. Supporting Evidence – 20 Points

- Is an expert in the field who guides students of all backgrounds and abilities to achieve success
- Collaborates with colleagues, students, and families to create a school climate of respect & success
- Demonstrates leadership and innovation in and outside the classroom walls

0 to 6 Points	7 to 13 Points	14 to 20 Points
<ul style="list-style-type: none"> <li>▪ Provides little to no evidence of guiding ALL students to achieve success</li> <li>▪ Does not address collaboration with colleagues, students, and families to influence school culture positively</li> <li>▪ Fails to clearly demonstrate leadership and innovation within and outside the classroom</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provides some evidence of guiding ALL students to achieve success but lacks detail</li> <li>▪ Minimally addresses collaboration with colleagues, students, and families to influence school culture positively</li> <li>▪ Provides some proof of leadership and innovation within and outside the classroom</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provides very clear evidence of guiding ALL students to achieve success in depth</li> <li>▪ Clearly addresses collaboration with colleagues, students, and families to influence school culture positively</li> <li>▪ Provides detailed proof of leadership and innovation within and outside the classroom</li> </ul>

Score:

Comments:

Additional Comments: