



Iowa Governor's STEM Advisory Council

Iowa STEM Teacher Award Program

Application Rubric

Nomination

Material to be evaluated:

Information for this section will be gathered from nomination form(s).

Score	Reason for assigning the score
5	Nominator is very familiar with the educator's work and provides very specific and numerous examples of teaching excellence. Nominator feels the educator engages and interacts with students in a way that highly encourages and inspires students, especially in STEM subject areas.
4	Nominator is familiar with the educator's work and provides specific examples of teaching excellence. Nominator feels the educator engages and interacts with students in a way that encourages and inspires students, especially in STEM subject areas.
3	Nominator is somewhat familiar with the educator's work and provides some examples of teaching excellence. Nominator feels the educator engages and interacts with students in a way that may encourage and inspire students, especially in STEM subject areas.
2	Nominator seems familiar with the educator's work and provides one example of teaching excellence. Nominator feels the educator engages and interacts with students in a way that may encourage and inspire students, especially in STEM subject areas.
1	Nominator does not seem familiar with the educator's work and does not provide any examples of teaching excellence. Nominator does not explain how the educator engages and interacts with students in a way that may encourages and inspires students, especially in STEM subject areas.

Collaboration

Question to be evaluated:

Please describe any collaboration you have participated in with STEM stakeholders, including business partners, museums, colleges or universities, STEM regional resources, or community organizations. How have the perspectives of those STEM professionals and out of the classroom STEM activities helped you to enhance the learning and cultural awareness of your students? Please use no more than 1000 characters.

Score	Reason for assigning the score
5	High number of stakeholders involved. Educator exhibits intentional collaboration with colleagues from different disciplines. Educator supports and leads STEM-related groups including after-school clubs and camps."
4	High number of stakeholders involved. Educator exhibits intentional collaboration with colleagues from different disciplines. Educator supports and may lead STEM-related groups including after-school clubs and camps.
3	Moderate level of involvement/support from stakeholders. Educator exhibits some collaboration with colleagues from different disciplines. Educator supports STEM-related groups including after-school clubs and camps.
2	Low level of involvement/support from stakeholders. Educator exhibits some collaboration with colleagues from different disciplines. Educator supports STEM-related groups including after-school clubs and camps.
1	No involvement/support from stakeholders. Educator exhibits no collaboration with colleagues from different disciplines. Educator lacks support of STEM- related groups including after-school clubs and camps.

Futures in STEM

Question to be evaluated:

What specific efforts have you made in the classroom to encourage and inspire students to take interest, become more engaged in and understand the importance of STEM subjects and careers? How have you helped all students, including those populations underserved* in STEM, apply what they're learning in STEM subjects to real world experiences? Please use no more than 1000 characters.

Score	Reason for assigning the score
5	High level of student engagement in real-world STEM experiences for all students with specific efforts to include populations underserved in STEM. These may but are not limited to field trips, after-school activities or community involvement. Special effort is made to encourage students to take interest in STEM subjects or careers.
4	High level of student engagement in real-world STEM experiences for all students with some efforts to include populations underserved in STEM. These may but are not limited to field trips, after-school activities or community involvement. Special effort is made to encourage students to take interest in STEM subjects or careers.
3	Moderate level of student engagement in real-world STEM experiences for all students with some efforts to include populations underserved in STEM. These may but are not limited to field trips, after-school activities or community involvement. Some effort is made to encourage students to take interest in STEM subjects or careers.
2	Low level of student engagement in real-world STEM experiences for all students with some efforts to include populations underserved in STEM. These may but are not limited to field trips, after-school activities or community involvement. Very little effort is made to encourage students to take interest in STEM subjects or careers.
1	No student engagement in real-world STEM experiences for all students with some efforts to include populations underserved in STEM. No effort is made to encourage students to take interest in STEM subjects or careers.

Curriculum

Question to be evaluated:

Select one unit, concept or project that has been successfully integrated into your classroom that enriches STEM education in your classroom. Please describe the objectives and strategies employed and why it is exemplary and unique. Please use no more than 1000 characters.

Score	Reason for assigning the score
5	Educator provides high-level learning experiences encouraging active learning and development of student solutions utilizing many STEM disciplines. Educator strongly drives students to research, explore and develop experiments in a hands-on way, and provides them with multiple ways to demonstrate competency of their knowledge and skills.
4	Educator provides appropriate-level learning experiences encouraging active learning and development of student solutions utilizing STEM disciplines. Educator drives students to research, explore and develop experiments in a hands-on way, and provides them with a handful of ways to demonstrate competency of their knowledge and skills.
3	Educator provides some level of learning experiences encouraging active learning and development of student solutions utilizing STEM disciplines. Educator encourages students to research, explore and develop experiments in a hands-on way, and provides them with some ways to demonstrate competency of their knowledge and skills.
2	Educator provides low level of learning experiences encouraging active learning and development of student solutions utilizing STEM disciplines. Educator does not encourage students to research, explore and develop experiments in a hands-on way, and provides them with few ways to demonstrate competency of their knowledge and skills.
1	Educator provides no learning experiences encouraging active learning and development of student solutions utilizing STEM disciplines. Educator does not encourage students to research, explore and develop experiments in a hands-on way, and provides them with no way to demonstrate competency of their knowledge and skills.

Professional Development

Question to be evaluated:

Please discuss your personal and professional development outside the classroom to stay abreast in STEM education. Please share specific partnerships or organizations with which you are involved and any leadership positions you may hold. Please use no more than 1000 characters.

Score	Reason for assigning the score
5	Educator has indicated numerous examples of their engagement in content- specific professional development, and thoroughly explained them.
4	Educator has indicated many examples of their engagement in content-specific professional development and explained them.
3	Educator has indicated some examples of their engagement in content-specific professional development and attempted to explain them.
2	Educator has a lack of examples of their engagement in content-specific professional development and did not explain them well.
1	Educator has no examples of their engagement in content-specific professional development, with no explanation .

Transdisciplinary

Question to be evaluated:

A hallmark of STEM is transdisciplinary design. Please provide evidence of how you have integrated the disciplines in STEM in your teaching, concepts or projects. Please use no more than 1000 characters.

Score	Reason for assigning the score
5	Educator shows much evidence of purposeful integration of all or many of the disciplines of STEM in their unit concepts or projects.
4	Educator shows some evidence of purposeful integration of all or many of the disciplines of STEM in their unit concepts or projects.
3	Educator shows little evidence of purposeful integration of all or many of the disciplines of STEM in their unit concepts or projects.
2	Educator shows minimal evidence of purposeful integration of all or many of the disciplines of STEM in their unit concept or project.
1	Educator shows no evidence of purposeful integration of all or many of the 1 disciplines of STEM in their unit concepts or projects.