TOMORROW STEMS FROM IOWA
GOVERNOR'S STEM ADVISORY COUNCIL

IOWA STEM TEACHER AWARD

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Please rate the following categories based on the information given in the nomination, application, and judging criteria below.

One is the lowest score and five is the highest score.

	Ample Demonstration		Reasonable Demonstration		Not Demonstrated
	5	4	3	2	1
Nomination	Nominator is very familiar with the educator's work and provides very specific and numerous examples of teaching excellence. Nominator explains how the educator engages and interacts with students in a way that highly encourages and inspires students, especially in STEM subject areas.	Nominator **is familiar** with the educator's work and provides **specific** examples of teaching excellence. Nominator explains how the educator engages and interacts with students in a way **that encourages** and inspires students, especially in STEM subject areas.	Nominator is **somewhat** familiar with the educator's work and provides **some** examples of teaching excellence. Nominator explains how the educator engages and interacts with students in a way that **may** encourage and inspire students, especially in STEM subject areas.	Nominator **seems** familiar with the educator's work and provides **one** example of teaching excellence. Nominator **explains how** the educator engages and interacts with students in a way that may encourage and inspire students, especially in STEM subject areas.	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	High number of stakeholders involved. Educator exhibits intentional collaboration with colleagues from different disciplines. Educator supports and leads STEM-related groups. This could include after-school clubs and camps.	High number of stakeholders involved. Educator exhibits intentional collaboration with colleagues from different disciplines. Educator **supports and may lead** STEM-related groups. This could include after-school clubs and camps.	**Moderate level** of involvement/support from stakeholders. Educator exhibits **some** collaboration with colleagues from different disciplines. Educator **supports** STEM-related groups. This could include after-school clubs and camps.	**Low level** of involvement/support from stakeholders. Educator exhibits some collaboration with colleagues from different disciplines. Educator supports STEM-related groups. This could include after-school clubs and camps.	**No** involvement/support from stakeholders. Educator exhibits **no** collaboration with colleagues from different disciplines. Educator **lacks support** of STEM- related groups. This could include after-school clubs and camps.
Futures in STEM	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.	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.	**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.	**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.	**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	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.	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.	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.	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.	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	Educator has indicated numerous examples of their engagement in content-specific professional development, and thoroughly explained them.	Educator has indicated **many** examples of their engagement in content-specific professional development and **explained** them.	Educator has indicated **some** examples of their engagement in content-specific professional development and **attempted to explain** them.	Educator has **a lack of** examples of their engagement in content-specific professional development and **did not explain** them well.	Educator has **no** examples of their engagement in content-specific professional development, with **no explanation**.
Transdisciplinary	Educator shows much evidence of purposeful integration of all or many of the disciplines of STEM in their unit concepts or projects.	Educator shows **some** evidence of purposeful integration of all or many of the disciplines of STEM in their unit concepts or projects.	Educator shows **little** evidence of purposeful integration of all or many of the disciplines of STEM in their unit concepts or projects.	Educator shows **minimal** evidence of purposeful integration of all or many of the disciplines of STEM in their unit concept or project.	Educator shows **no** evidence of purposeful integration of all or many of the 1 disciplines of STEM in their unit concepts or projects.

Overall Application Score: