Iowa STEM Teacher Award

Evaluation Rubric

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

For nominations, one is the lowest score and five is the highest score. For application questions, zero is the lowest score and ten is the highest score.

Nomination

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 explains how 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 explains how 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 explains how 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 **explains how** 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

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
10	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.
9-8	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.
7-5	**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.
4-2	**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.
1-0	**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

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.

*Underserved can mean but is not limited to ethnic/racial minorities, students with disabilities, students of poverty, women in engineering and computational science fields, men in the health, life science and early childhood fields, etc.

Score	Reason for assigning the score
10	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.
9-8	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.

Score	Reason for assigning the score
7-5	**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.
4-2	**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.
1-0	**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

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
10	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.
9-8	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.
7-5	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.
4-2	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.
1-0	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

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
10	Educator has indicated numerous examples of their engagement in content- specific professional development, and thoroughly explained them.
9-8	Educator has indicated **many** examples of their engagement in content-specific professional development and **explained** them.
7-5	Educator has indicated **some** examples of their engagement in content-specific professional development and **attempted to explain them**.
4-2	Educator has **a lack of** examples of their engagement in content-specific professional development and **did not explain** them well.
1-0	Educator has **no** examples of their engagement in content-specific professional development, with **no explanation.**

Transdisciplinary

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
10	Educator shows much evidence of purposeful integration of all or many of the disciplines of STEM in their unit concepts or projects.
9-8	Educator shows **some** evidence of purposeful integration of all or many of the disciplines of STEM in their unit concepts or projects.
7-5	Educator shows **little** evidence of purposeful integration of all or many of the disciplines of STEM in their unit concepts or projects.
4-2	Educator shows **minimal** evidence of purposeful integration of all or many of the disciplines of STEM in their unit concept or project.
1-0	Educator shows **no** evidence of purposeful integration of all or many of the 1 disciplines of STEM in their unit concepts or projects.