

California Agricultural Teachers' Association

Outstanding Young Teacher & Outstanding Ag Ed Teacher

Application Scoring Rubric

<i>Evaluation Criteria</i>	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
Overview -brief description of your agricultural education program and the community in which your program exists (10)	10, 9, 8 A thorough description is given for both the Ag Education Program & the Community.	7, 6, 5 An adequate description is given for the Ag Education Program & the Community.	4, 3, 2 A minimal description is given for the Ag Education Program & Community. --or-- An adequate description is given for only one criterion.	1, 0 Descriptions were inadequate or not addressed.
Teaching Philosophy -a brief reflective statement (not to exceed one page) of your personal teaching philosophy (10)	10, 9, 8 Reflective statement clearly provides a well-developed teaching philosophy that is up-to-date with current educational issues.	7, 6, 5 Reflective statement provides an adequate description of the candidate's teaching philosophy but may be lacking some detail or may not be current with educational issues.	4, 3, 2 Reflective statement offers some information regarding educational philosophy but may be unclear or lacking in detail.	1, 0 Reflective statement is unclear or teaching philosophy is not adequately addressed.
Instruction - examples of your effective classroom and laboratory instruction including curricula you have developed (20)	20, 19, 18, 17, 16 Candidate gives multiple examples that clearly establish effective instruction in the classroom and laboratory settings.	15, 14, 13, 12, 11 Candidate gives multiple examples that attempt to support effective instruction. --or-- Candidate gives only one example that clearly establishes effective instruction in the classroom or a laboratory setting.	10, 9, 8, 7, 6, 5 Candidate gives examples but not enough support to establish effective instruction in the classroom or the laboratory setting.	4, 3, 2, 1, 0 Examples not clearly addressed or inadequate examples given.
Experiential Learning -examples of your accomplishments in getting students involved in work-based learning such as supervised agricultural experience programs, cooperative education and internships (10)	10, 9, 8 Candidate gives multiple examples that clearly establish accomplishments with work-based learning that affects a large number of students.	7, 6, 5 Candidate gives multiple examples of work-based learning programs that affect a small portion of students.	4, 3, 2 Candidate gives examples of work-based learning programs that affect a very limited number of students.	1, 0 Candidate does not adequately address work-based learning or does not incorporate work-based learning into their program.
Student Organizations -examples of your students' participation and successes in student organization activities, including FFA, PAS, and NYFEA (10)	10, 9, 8 Candidate gives multiple examples that clearly demonstrate student successes in student organizations and a significant number of students involved.	7, 6, 5 Candidate gives multiple examples that adequately demonstrate some student success in student organizations with a limited number of students involved.	4, 3, 2 Candidate gives an example that attempts to address student involvement or success in student organizations, but lacks clarity.	1, 0 Examples not clearly addressed.
Partnerships -examples of your relationships with partners such as volunteers, school and community leaders, industry leaders and others who have the capacity to support your agricultural education program (10)	10, 9, 8 Candidate gives multiple examples that clearly demonstrate their ability to foster effective relationships with program stakeholders.	7, 6, 5 Candidate gives multiple examples that adequately demonstrate an ability to work with program partners.	4, 3, 2 Candidate gives an example of a partnership.	1, 0 Examples of partnerships are unclear or minimal partnerships exist.
Marketing -examples of how you market (or promote) your local program with groups such as prospective students, parents, school administrators, and community leaders (10)	10, 9, 8 Candidate gives multiple examples that clearly demonstrate their ability to effectively market their program.	7, 6, 5 Candidate gives multiple examples that attempt to demonstrate their ability to effectively market their program.	4, 3, 2 Candidate gives an example of how they market their program.	1, 0 Examples of program marketing are unclear or minimally addressed.
Professional Growth -examples of how you stay professional prepared and up-to-date in teaching techniques and technical content including information regarding your participation in professional organizations such as NAAE (15)	15, 14, 13 Candidate gives multiple examples that clearly demonstrate significant involvement in professional growth activities and demonstrates leadership in professional organizations.	12, 11, 10, 9 Candidate gives multiple examples that demonstrate involvement in professional growth activities and participation in professional organizations.	8, 7, 6, 5 Candidate demonstrates some involvement in professional growth activities or professional organizations.	4, 3, 2, 1, 0 Examples of professional growth activities or involvement in professional organizations are unclear or minimally addressed.
Letters of Reference -three letters of reference should be included. Sources of the letters should be as follows: one letter from an administrator; one letter from an agricultural educator; and one letter from a member of the community (5)	5 Candidate included 3 strongly supportive letters from each of the following: <ul style="list-style-type: none"> • Administrator • Ag Educator • Community Member 	4 Candidate included 3 letters that demonstrated adequate support from each of the following: <ul style="list-style-type: none"> • Administrator • Ag Educator • Community Member 	3, 2 Candidate included one or two letters of reference that demonstrate some support.	1, 0 Letters of reference are missing or show minimal support