

California Agricultural Teachers' Association

Outstanding Young Teacher

Application Scoring Rubric

Scoring Instructions: For each evaluation criteria category, please assign the point value you feel is appropriate for the applicant.
After evaluation of each criteria category, please total the point values and rank all applicants.

Points Possible (10)	1-2	3-4	5-6	7-8	9-10
Overview & History Brief description of your agricultural education program and the community in which your program exists.	Overview lacked a relevant description of program and did not include comparison demographics of the ag program to the total school population. Historical information may or may not have been provided as context and background information for the program.	Overview may or may not have included a description of program and may or may not have included a comparison of demographics of the ag program to the total school population. Historical information may or may not have been provided as context and background information for the program.	Overview included description of program and may or may not have included a comparison of demographics of the ag program to the total school population. Historical information may or may not have been provided as context and background information for the program.	Overview included description of program with a comparison of demographics of the ag program to the total school population. Relevant historical information may not have been provided as context the program.	Overview included description of program with a comparison of demographics of the ag program to the total school population. Relevant historical information was provided as context and background information for the program.
Points Possible (10)	1-2	3-4	5-6	7-8	9-10
Teaching Philosophy Provide a maximum of one page of a brief reflective statement of teaching philosophy.	Provided a reflective teaching philosophy that did not include information about classroom management, incorporation of different modes of instruction, and the use of feedback. Explanation and specific examples related to each point provided in the philosophy were not included. Exceeded the one-page limit.	Provided a reflective teaching philosophy which may or may not have included information about classroom management, incorporation of different modes of instruction, and the use of feedback. Explanation and specific examples related to each point provided in the philosophy were not included. The teaching philosophy exceeded the one-page limit.	Provided a reflective teaching philosophy which may or may not have included information about classroom management, incorporation of different modes of instruction, and the use of feedback. May or may not have provided explanation and specific examples related to each point provided in the philosophy.	Provided a reflective teaching philosophy which included at the minimum information about classroom management, incorporation of different modes of instruction, and the use of feedback. May or may not have provided explanation and specific examples related to each point provided in the philosophy.	Provided a reflective teaching philosophy which included at the minimum information about classroom management, incorporation of different modes of instruction, and the use of feedback. Provided explanation and specific examples related to each point provided in the philosophy.
Points Possible (15)	1-3	4-6	7-9	10-12	13-15
Instruction Provide 2-4 examples of your effective classroom and laboratory instruction used in your classroom	May not have provided at least 3 examples or provided more than 5 examples of effective classroom and laboratory instruction. Description of classes offered, teaching methods used, how courses are aligned to standards and pathways of instruction, etc. were not included.	Provided a minimum of 3 and a maximum of 5 examples of effective classroom and laboratory instruction. May or may not have included description of classes offered, teaching methods used, how courses are aligned to standards and pathways of instruction, etc.	Provided a minimum of 3 and a maximum of 5 examples of effective classroom and laboratory instruction. May or may not have included description of classes offered, teaching methods used, how courses are aligned to standards and pathways of instruction, etc.	Provided a minimum of 3 and a maximum of 5 examples of effective classroom and laboratory instruction. Also included description of classes offered, teaching methods used, how courses are aligned to standards and pathways of instruction, etc.	Provided a minimum of 3 and a maximum of 5 examples of effective classroom and laboratory instruction including description of classes offered, teaching methods used, how courses are aligned to standards and pathways of instruction.

Points Possible (15)	1-3	4-6	7-9	10-12	13-15
Experiential Learning Provide 3-5 examples of your accomplishments in getting students involved in work-based learning such as supervised agricultural experience programs, cooperative education and internships.	May not have provided 3-5 examples of the program's accomplishments in getting students involved in work-based learning such as supervised agricultural experience programs, cooperative education, and internships. Examples of motivation and recognition of students who complete experiential learning projects may or may not have been highlighted.	Provided 3-5 examples of the program's accomplishments in getting students involved in work-based learning such as supervised agricultural experience programs, cooperative education, and internships. Examples of motivation and recognition of students who complete experiential learning projects may or may not have been highlighted.	Provided 3-5 examples of the program's accomplishments in getting students involved in work-based learning such as supervised agricultural experience programs, cooperative education, and internships. May or may not have provided examples of motivation and recognition of students who complete experiential learning projects.	Provided 3-5 examples of the program's accomplishments in getting students involved in work-based learning such as supervised agricultural experience programs, cooperative education, and internships. Provided examples of motivation and recognition of students who complete experiential learning projects was also highlighted.	Provided 3-5 examples of accomplishments in getting students involved in work-based learning such as supervised agricultural experience programs, cooperative education, and internships. Provided examples of motivation and recognition of students who complete experiential learning projects.
Points Possible (15)	1-3	4-6	7-9	10-12	13-15
Leadership Development Provide 3-5 examples of leadership skills that your program prioritized over the last five years for student leadership development.	May not have provided 3-5 examples of leadership skills that were prioritized for student leadership development. Explanation and examples of how the skills were emphasized in the program were not included.	Provided 3-5 leadership skills that were prioritized for student leadership development. Explanation and examples of how the skills were emphasized in the program were not included.	Provided 3-5 leadership skills that were prioritized for student leadership development. May or may not have provided explanation and examples of how the skills were emphasized in the program.	Provided 3-5 leadership skills that were prioritized for student leadership development. Provided explanation and examples of how the skills were emphasized.	Provided 3-5 leadership skills that were prioritized for student leadership development. Provided relevant explanation and examples of how the skills were emphasized in the classroom.
Points Possible (10)	1-2	3-4	5-6	7-8	9-10
Partnerships Provide 2-4 examples of your partner relationships with partner such as volunteers, school and community leaders, industry leaders, and others who have the capacity to support your agricultural education program including FFA Alumni chapters and advisory boards.	May not have provided 2-4 examples of the partner relationships with partners such as volunteers, school and community leaders, industry leaders, and others who have the capacity to support your agricultural education program including FFA Alumni chapters and advisory boards. Explanations of how the relationship benefited the student and program may not have been included.	Provided 2-4 examples of the partner relationships with partners such as volunteers, school and community leaders, industry leaders, and others who have the capacity to support your agricultural education program including FFA Alumni chapters and advisory boards. Explanations of how the relationship benefited the student and program were not included.	Provided 2-4 examples of the partner relationships with partners such as volunteers, school and community leaders, industry leaders, and others who have the capacity to support your agricultural education program including FFA Alumni chapters and advisory boards. May or may not have provided explanation of how the relationships benefited the students and program.	Provided 2-4 examples of the partner relationships with partners such as volunteers, school and community leaders, industry leaders, and others who have the capacity to support your agricultural education program including FFA Alumni chapters and advisory boards. Provided explanation of how the relationship benefited the students and program.	Provided 2-4 examples of the partner relationships with partners such as volunteers, school and community leaders, industry leaders, and others who have the capacity to support your agricultural education program including FFA Alumni chapters and advisory boards. Provided relevant explanation of how the relationship benefited the students and program.

Points Possible (10)	1-2	3-4	5-6	7-8	9-10
Marketing Provide 2-4 examples of how your program markets (or promotes) to groups such as prospective students, parents, school administrators, and community leaders over the last five years.	May not have provided 2-4 examples of how they promoted their program to groups such as prospective students, parents, school administrators, and community leaders. Explanation of how the marketing and promotion benefited the program may or may not have been included.	Provided 2-4 examples of how they promoted their program to groups such as prospective students, parents, school administrators, and community leaders. Explanation of how the marketing and promotion benefited the program may or may not have been included.	Provided 2-4 examples of how they promoted their program to groups such as prospective students, parents, school administrators, and community leaders. Explanation of how the marketing and promotion benefited the may or may not have been included.	Provided 2-4 examples of how they promoted their program to groups such as prospective students, parents, school administrators, and community leaders. Provided explanation of how the marketing and promotion benefited the program.	Provided 2-4 examples of how they promoted their program to groups such as prospective students, parents, school administrators, and community leaders. Provided relevant explanation of how the marketing and promotion benefited the program.
Points Possible (15)	1-3	4-6	7-9	10-12	13-15
Professional Growth Provide examples of how you stay professionally prepared and up to date in teaching techniques and technical content including information regarding each teachers' participation in professional organizations such as NAAE and programs sponsored by NAAE including Communities of Practice.	Provided examples of how they stayed professionally prepared and up to date in teaching techniques and technical content including information regarding participation in professional organizations such as, but not limited to, NAAE and programs sponsored by NAAE or your state ag teachers' association. Explanation of how the professional development benefited them was not included.	Provided examples of how they stayed professionally prepared and up to date in teaching techniques and technical content including information regarding participation in professional organizations such as, but not limited to, NAAE and programs sponsored by NAAE or your state ag teachers' association. Explanation of how the professional development benefited them was not included.	Provided examples of how they stayed professionally prepared and up to date in teaching techniques and technical content including information regarding participation in professional organizations such as, but not limited to, NAAE and programs sponsored by NAAE or your state ag teachers' association. May or may not have provided explanation of how they benefited from the professional development.	Provided examples of how they stayed professionally prepared and up to date in teaching techniques and technical content including information regarding participation in professional organizations such as, but not limited to, NAAE and programs sponsored by NAAE or your state ag teachers' association. Provided explanation of how they benefited from the professional development.	Provided examples of how they stayed professionally prepared and up to date in teaching techniques and technical content including information regarding participation in professional organizations such as, but not limited to, NAAE and programs sponsored by NAAE or your state ag teachers' association. Provided relevant explanation of how they benefited from the professional development.