

JCCASAC Teacher of the Year Scoring Rubric

| Criteria | 1 | 2 | 3 | 4 | Score |
|--|--|--|---|---|-------|
| Inspires students to think outside the box and creates an environment to dream big and make their dreams a reality. | Provides no time for creative discussions about fulfilling dreams and creating a happy and successful life. | Provides some time for dream building but doesn't fully encourage the student's imagination to guide their dreams. | Shows a love for nurturing student's imagination and motivates them to think creatively about their future goals and dreams. | Consistently creates a positive and open environment for students to imagine their dreams coming true and setting goals to achieve them. | |
| Demonstrates lifelong learning through own intellectual and professional growth. | Engages in no professional development activities to continue own intellectual growth. | Participates in professional development to a limited extent when it is convenient. | Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. | Seeks out opportunities for professional development & makes a systematic attempt to use current research and apply it in classroom situations. | |
| Maintains high expectations for students and communicates those expectations. | Instructional goals & activities, interactions & the classroom environment convey inconsistent expectations for student achievement. | Instructional goals & activities, interactions & the classroom environment convey consistent expectations for student achievement. | Instructional goals & activities, interactions & the classroom environment convey high expectations for student achievement. | Maintains a learning environment based upon well-defined, high expectations for students. Provides opportunities for student input by planning and learning activities that are consistent with learning goals. | |
| Treats students as individuals. | Demonstrates little knowledge of student's individual skills & knowledge. | Demonstrates a general understanding of student's individual skills & knowledge. | Demonstrates clear knowledge of student's individual skills & knowledge. | Demonstrates clear knowledge of student's skills & knowledge for each student, including those with special needs and teaches accordingly. | |
| Motivates students to improve. | Does not reinforce student achievement and does not motivate students to take pride in their work. | Inconsistently reinforces student achievement. Motivation of students is inconsistent. | Regularly reinforces student achievement. Students are motivated and take pride in their work. | Showcases exemplary work of students. Establishes practices where students take pride in their work and are motivated to do their best on all tasks. | |
| Creates a positive climate for learning. | Interactions with at least some students, does not create a positive climate for learning. | Interactions with students are generally appropriate but may be inconsistent which may create a confusing climate for learning. | Interactions with students are friendly & demonstrate genuine caring and respect. This creates a positive climate for learning. | Demonstrates genuine caring for students' academic & emotional development. Fosters a positive climate of respect, cooperation & tolerance. | |
| Teacher provides a positive role model for students. | Not aware that he/she is a role model for students. | Attempts to be a role model for students are inconsistent and unproductive. | Actively serves as a role model for students in the classroom, school program and the community. | Highly proactive in serving as a role model for students in the classroom, the school program and the community. Colleagues recognize & appreciate these efforts. | |
| Teacher is involved in extracurricular school & community activities. | Contributions to school & community activities outside of the regular school day are nonexistent. | Minimal contributions to school & community activities outside of the regular school day. | Contributions to school & community activities outside of the regular school day are done routinely. | Initiates contributions to school & community activities outside of the regular school day. | |
| Teacher works cooperatively with fellow teachers, supervisors, administrators and shows leadership in the spirit of JCCASAC. | Makes no effort to work cooperatively with colleagues & administrators. | Makes minimal effort to work cooperatively with colleagues and administrators. | Works cooperatively & actively participates with colleagues & administrators. | Initiates activities in order to work cooperatively with colleagues & administrators. Contributes to the profession by mentoring & training teachers. | |
| County: | Teacher: | | | Total: | |