**Applicant** 

### **National Association of Agricultural Educators**

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### **NAAE Outstanding Early Career Teacher Award Judging Rubric**

Applicant		 	 State	 			
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Scoring Instructions: For each evaluation criteria category, please circle 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	1-2	3-4	5-6	7-8	9-10
a. Overview & History-brief	Overview lacked a	Overview may or may not	Overview included	Overview included	Overview included
description of your	relevant description of	have included a	description of program	description of program	description of program
agricultural education	program and did not	description of program	and may or may not have	with a comparison of	with a comparison of
program and the	include comparison	and may or may not have	included a comparison of	demographics of the ag	demographics of the ag
community in which your	demographics of the ag	included a comparison of	demographics of the ag	program to the total school	program to the total
program exists.	program to the total	demographics of the ag	program to the total school	population. Relevant	school population.
(10 points)	school population.	program to the total	population. Historical	historical information may	Relevant historical
(10 points)	Historical information	school population.	information may or may	not have been provided as	information was
	may or may not have	Historical information may	not have been provided as	context the program.	provided as context and
	been provided as	or may not have been	context and background		background information
	context and background	provided as context and	information for the		for the program.
	information for the	background information	program.		
	program.	for the program.			
				Total for Section A	



Points	1-2	3-4	5-6	7-8	9-10
b. Teaching Philosophy-	Provided a reflective	Provided a reflective	Provided a reflective	Provided a reflective	Provided a reflective
provide a maximum of one	teaching philosophy	teaching philosophy	teaching philosophy which	teaching philosophy which	teaching philosophy
page of a brief reflective	that did not include	which may or may not	may or may not have	included at the minimum	which included at the
statement of teaching	information about	have included information	included information about	information about	minimum information
philosophy.	classroom	about classroom	classroom management,	classroom management,	about classroom
(10 points)	management,	management,	incorporation of different	incorporation of different	management,
(15 points)	incorporation of	incorporation of different	modes of instruction, and	modes of instruction, and	incorporation of different
	different modes of	modes of instruction, and	the use of feedback. May or	the use of feedback. May or	modes of instruction,
	instruction, and the use	the use of feedback.	may not have provided	may not have provided	and the use of feedback.
	of feedback. Explanation	Explanation and specific	explanation and specific	explanation and specific	Provided explanation
	and specific examples	examples related to each	examples related to each	examples related to each	and specific examples
	related to each point	point provided in the	point provided in the	point provided in the	related to each point
	provided in the	philosophy were not	philosophy.	philosophy.	provided in the
	philosophy were not	included. The teaching			philosophy.
	included. Exceeded the	philosophy exceeded the			
	one-page limit.	one-page limit.			
				Total for Section B	



Points	1-3	4-6	7-9	10-12	13-15
c. Instruction— provide a minimum of 2 and a maximum of 4 examples of effective classroom and laboratory instruction used in your classroom.  (15 points)	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. Appropriate supporting materials were not referenced in section #4 of the application.	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. Appropriate supporting materials were not referenced in section #4 of the application.	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. Appropriate supporting materials may or may not have been referenced in section #4 of the application.	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. Appropriate supporting materials may or may not have been referenced in section #4 of the application.	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.  Appropriate supporting materials were referenced in section #4 of the application.
				Total for Section C	



Points	1-3	4-6	7-9	10-12	13-15
d. Experiential Learning –	May not have provided	Provided a minimum of 3	Provided a minimum of 3	Provided a minimum of 3	Provided a minimum of 3
provide a minimum of 3 and	at least 3 or included	and a maximum of 5	and a maximum of 5	and a maximum of 5	and a maximum of 5
a maximum of 5 examples of	more than 5 examples	examples of the	examples of the program's	examples of the program's	examples of
your program's	of the program's	program's	accomplishments in	accomplishments in	accomplishments in
accomplishments in getting	accomplishments in	accomplishments in	getting students involved in	getting students involved in	getting students involved
students involved in work-	getting students	getting students involved	work-based learning such	work-based learning such	in work-based learning
based learning such as	involved in work-based	in work-based learning	as supervised agricultural	as supervised agricultural	such as supervised
supervised agricultural	learning such as	such as supervised	experience programs,	experience programs,	agricultural experience
	supervised agricultural	agricultural experience	cooperative education,	cooperative education,	programs, cooperative
experience programs,	experience programs,	programs, cooperative	and internships. May or	and internships. Provided	education, and
cooperative education, and	cooperative education,	education, and	may not have provided	examples of motivation	internships. Provided
internships.	and internships.	internships. Examples of	examples of motivation	and recognition of students	examples of motivation
(15 points)	Examples of motivation	motivation and	and recognition of students	who complete experiential	and recognition of
	and recognition of	recognition of students	who complete experiential	learning projects was also	students who complete
	students who complete	who complete experiential	learning projects.	highlighted.	experiential learning
	experiential learning	learning projects may or	Appropriate supporting	Appropriate supporting	projects.
	projects may or may not	may not have been	materials may or may not	materials may or may not	Appropriate supporting
	have been highlighted.	highlighted.	have been referenced in	have been referenced in	materials were
	Appropriate supporting	Appropriate supporting	section #4 of the	section #4 of the	referenced in section #4
	materials were not	materials were not	application.	application.	of the application.
	referenced in section #4	referenced in section #4			
	of the application.	of the application.			
				Total for Section D	



e. Leadership Development - provide a minimum of 3 and a maximum of 5 leadership skills that your program prioritized over the last five years (2020-2025) for student leadership development.  (15 points)  May not have provided a minimum of 3 and a maximum of 5 leadership power than 5 examples of leadership skills that your program prioritized over the last five years (2020-2025) for student leadership development.  Explanation and examples of how the skills were emphasized in the program were not included. Appropriate supporting materials were not referenced in section #4 of the application.  Provided a minimum of 3 and a maximum of 5 leadership skills that were prioritized for student leadership development. Explanation and examples of how the skills were emphasized in the program. Appropriate supporting materials were not referenced in section #4 of the application.  Provided a minimum of 3 and a maximum of 5 leadership skills that were prioritized for student leadership development. Explanation and examples of how the skills were emphasized in the program. Appropriate supporting materials were not referenced in section #4 of the application.  Provided a minimum of 3 and a maximum of 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. Appropriate supporting materials may or may not have been referenced in section #4 of the application.  Total for Section E



Points	1-2	3-4	5-6	7-8	9-10
f. Partnerships – provide a minimum of 2 and a maximum of 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.  (10 points)	May not have provided at least 2 or included more than 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 a minimum of 2 and a maximum of 4 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.  Appropriate supporting materials were not referenced in section #4	Provided a minimum of 2 and a maximum of 4 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. Appropriate supporting materials may or may not have been referenced in section #4 of the	Provided a minimum of 2 and a maximum of 4 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. Appropriate supporting materials may or may not have been referenced in section #4 of the	Provided a minimum of 2 and a maximum of 4 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.  Appropriate supporting materials were
	program may not have	materials were not	materials may or may not have been referenced in	have been referenced in	Appropriate supporting
				Total for Section F	



Points	1-2	3-4	5-6	7-8	9-10
g. Marketing – provide a minimum of 2 and a maximum of 4 examples of how your program markets (or promotes) to groups such as prospective students, parents, school administrators, and community leaders over the	May not have provided at least 2 or included more than 4 examples of how they promoted their program to groups such as prospective students, parents, school administrators, and community leaders.	Provided a minimum of 2 and a maximum of 4 examples of how they promoted their program to groups such as prospective students, parents, school administrators, and community leaders.	Provided a minimum of 2 and a maximum of 4 examples of how they promoted their program to groups such as prospective students, parents, school administrators, and community leaders.	Provided a minimum of 2 and a maximum of 4 examples of how they promoted their program to groups such as prospective students, parents, school administrators, and community leaders.	Provided a minimum of 2 and a maximum of 4 examples of how they promoted their program to groups such as prospective students, parents, school administrators, and community leaders.
community leaders over the last five years (2020-2025). (10 points)	•	·	· ·	· ·	· ·
	of the application.	of the application.	application.	application.  Total for Section G	of the application.



Points	1-3	4-6	7-9	10-12	13-15
h. 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, but not limited to, NAAE and programs sponsored by NAAE or your state ag teachers' association. (15 points)	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. Appropriate supporting materials was not referenced in section #4 of the application.	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. Appropriate supporting materials may or may not have been referenced in section #4 of the application.	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. Appropriate supporting materials may or may not have been referenced in section #4 of the application.	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. Appropriate supporting materials may or may not have been referenced in section #4 of the application.	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.  Appropriate supporting materials were referenced in section #4 of the application.
				Total for Section H	
				Total points from 2a.–2h.	
				Rank	