

Educator of the Year

Rubric

Educator Narrative	Exceptional: 21-25	Skilled: 16-20	Proficient: 11-15	Developing: 6-10	Inadequate: 1-5
The degree to which an educator exemplifies leading instruction on accurate agriculture knowledge, attitudes, and skills, and demonstrates teaching excellence in gaining student understanding of selected agricultural literacy themes. Grants, community extensions, professional development relating to the narrative topic for other educators, and awards for teaching about narrative content will also be considered (4-page limit)	Educator puts forth a compelling well-organized claim demonstrating how they meet all points asked for in the educator narrative criteria, including demonstration of integrating agricultural literacy into academic content areas consistently during the school year. Narrative meets one or more of the criteria in section X.A of the application.	Educator puts forth a strong claim demonstrating how they meet all points asked for in the educator narrative criteria, including demonstration of integrating agricultural literacy into academic content areas consistently during the school year. Narrative meets one or more of the criteria in section X.A of the application.	Educator meets most of the points asked for in the educator narrative criteria, including demonstration of integrating agricultural literacy into academic content areas consistently during the school year. Narrative meets one or more of the criteria in section X.A of the application.	Educator meets a few of the points asked for in the educator narrative criteria, including demonstration of integrating agricultural literacy into academic content areas consistently during the school year. Narrative meets one or more of the criteria in section X.A of the application.	Educator narrative does not really reflect the subject to be addressed in the narrative criteria, and there is no connection to integrating agricultural literacy into academic content areas consistently during the school year, Applicant appears to have taught agricultural literacy as a “one and done” event.
Lesson Plan	Exceptional: 21-25	Skilled: 16-20	Proficient: 11-15	Developing: 6-10	Inadequate: 1-5
The degree to which accurate agricultural concepts have been integrated into a standards-based education plan, which includes a critical thinking element and demonstrates for the learner a deeper understanding of the relationships between agricultural systems, individuals and the world (6-page limit)	Lesson plan clearly and convincingly illustrates educator’s agricultural literacy teaching method as described in the narrative. Lesson plan is clearly driven by standards-based formal education practices. Agricultural literacy is clearly integrated into academic content areas rather than used as a stand-alone lesson. Lesson plan includes critical thinking aspects- ones which encourage problem solving by learners for a deeper	Lesson plan sufficiently illustrates educator’s agricultural literacy teaching method as described in the narrative. Lesson plan is mostly driven by standards-based formal education practices. Agricultural literacy is clearly integrated into academic content areas rather than used as a stand-alone lesson. Lesson plan includes a critical thinking aspect- one which encourage	Lesson plan somewhat illustrates educator’s agricultural literacy teaching method as described in the narrative. Lesson plan has some links to standards-based formal education practices. Agricultural literacy is integrated into academic content areas rather than used as a stand-alone lesson. Lesson plan includes critical thinking aspects- ones which encourage problem solving by learners for a deeper	Lesson plan somewhat illustrates educator’s agricultural literacy teaching methods as described in the narrative. Lesson plan links to standards-based formal education practices, and agricultural literacy is integrated into academic content areas rather than used as a stand-alone lesson, but the lesson is difficult to distinguish. Lesson plan does not include a critical thinking aspect. Some of the	Lesson plan has little or nothing to do with the narrative and lacks critical thinking and integrating into academic content areas. Lesson plan many not contain the required elements.

	understanding of agricultural issues, agricultural systems, individuals, and the World. All of the required content for the lesson plan are contained in the lesson plan (order of required content is up to applicant).	problem solving by learners for a deeper understanding of agricultural issues, agricultural systems, individuals, and the World. All of the required content for the lesson plan are contained in the lesson plan (order of required content is up to applicant).	understanding of agricultural issues, agricultural systems, individuals, and the World. Some of the required content for the lesson plan is contained in the lesson plan (order of required content is up to applicant).	required content for the lesson plan is contained in lesson plan (order of required content is up to applicant).	
Education Practices	Exceptional: 21-25	Skilled: 16-20	Proficient: 11-15	Developing: 6-10	Inadequate: 1-5
The degree to which the educator utilizes formal education practices for an integrated, standards-based lesson plan with demonstrated understanding of accurate agricultural literacy (2-page limit)	Educator demonstrates exemplary formal education practices in integrating agricultural literacy into standing subjects of math, science, social studies, art, reading, writing, speech, nutrition, etc. Educator clearly demonstrates understanding of accurate agricultural literacy and seizes opportunities to bring the information to the classroom.	Educator demonstrates sufficient formal education practices in integrating agricultural literacy into standing subjects of math, science, social studies, art, reading, writing, speech, nutrition, etc. Educator clearly demonstrates understanding of accurate agricultural literacy and seizes opportunities to bring the information to the classroom.	Educator demonstrates general formal education practices in integrating agricultural literacy into standing subjects of math, science, social studies, art, reading, writing, speech, nutrition, etc but misses opportunities or does not use all resources easily available on agricultural subjects to teach the lesson. Educator somewhat demonstrates understanding of accurate agricultural literacy and seizes opportunities to bring the information to the classroom.	Educator demonstrates little knowledge of formal education practices in integrating agricultural literacy into standing subjects of math, science, social studies, art, reading, writing, speech, nutrition, etc and misses opportunities or does not use all resources easily available on agricultural subjects to teach the lesson. Educator misses demonstrating understanding of accurate agricultural literacy and uses opportunities to bring the information to the classroom.	Educator has introduced a skeletal example of agricultural literacy subject matter in teaching the lesson. The lesson could have been integrated into more subjects.
Documentation and Photos	Exceptional: 21-25	Skilled: 16-20	Proficient: 11-15	Developing: 6-10	Inadequate: 1-5
The degree to which photos and other documentation exhibit excellence in agricultural literacy methods used by the applicant, to include but not limited to: news articles, bulletin board examples relating to agricultural literacy, community outreach, school	Documentation and photos clearly and concisely exhibit excellence in agricultural literacy teaching methods and dedication of the educator to ongoing agricultural literacy integrations throughout the year. Documentation is well	Documentation and photos sufficiently exhibit excellence in agricultural literacy teaching methods and dedication of the educator to ongoing agricultural literacy integrations throughout the year. Documentation	Documentation and photos are geared toward excellence in agricultural literacy teaching methods but lack showing dedication of the educator to ongoing agricultural literacy integrations throughout the year.	Documentation and photos are geared toward showing one classroom event in agricultural literacy. Documentation is somewhat organized and labeled and demonstrates one to two links between this and the narrative,	Documentation and photos are geared toward the teacher's general classroom but do not indicate a clear link with the narrative or lesson plan.

newsletters, grant award letters, etc (7-page limit)	organized and concisely demonstrates links between this and the narrative, lesson plan, and educator's program.	is generally well organized and concisely demonstrates most links between this and the narrative, lesson plan, and educator's program.	Documentation is generally well organized and demonstrates a few links between this and the narrative, lesson plan, and educator's program.	lesson plan, and educator's program.	
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