



## 2022 Iowa STEM Teacher Award Scoring Guidelines

Criteria: Nominations	Score	Explanation
<p><b>Ample Demonstration</b></p>	<p><b>5</b></p>	<p>Nominator is very familiar with the educator’s work and provides very specific and numerous examples of teaching excellence. Nominator feels the educator engages and interacts with students in a way that highly encourages and inspires students, especially in STEM subject areas.</p>
	<p><b>4</b></p>	<p>Nominator is familiar with the educator’s work and provides specific examples of teaching excellence. Nominator feels the educator engages and interacts with students in a way that encourages and inspires students, especially in STEM subject areas.</p>
<p><b>Reasonable Demonstration</b></p>	<p><b>3</b></p>	<p>Nominator is somewhat familiar with the educator’s work and provides some examples of teaching excellence. Nominator feels the educator engages and interacts with students in a way that may encourage and inspire students, especially in STEM subject areas.</p>
	<p><b>2</b></p>	<p>Nominator seems familiar with the educator’s work and provides one example of teaching excellence. Nominator feels the educator engages and interacts with students in a way that may encourage and inspire students, especially in STEM subject areas.</p>
<p><b>Not Demonstrated</b></p>	<p><b>1</b></p>	<p>Nominator does not seem familiar with the educator’s work and does not provide any examples of teaching excellence. Nominator does not explain how the educator engages and interacts with students in a way that may encourage and inspires students, especially in STEM subject areas.</p>

<b>Criteria: Collaboration</b>	<b>Score</b>	<b>Explanation</b>
<b>Ample Demonstration</b>	<b>5</b>	High number of stakeholders involved. Educator exhibits intentional collaboration with colleagues from different disciplines. Educator supports and leads STEM-related groups including after-school clubs and camps. Clear benefits for students that enhanced their learning and culture awareness.
	<b>4</b>	High number of stakeholders involved. Educator exhibits intentional collaboration with colleagues from different disciplines. Educator supports and may lead STEM-related groups including after-school clubs and camps. Clear benefits for students that enhanced their learning and cultural awareness.
<b>Reasonable Demonstration</b>	<b>3</b>	Moderate level of involvement/support from stakeholders. Educator exhibits some collaboration with colleagues from different disciplines. Educator supports STEM-related groups including after-school clubs and camps. Clear but limited benefits for students that enhanced their learning and cultural awareness.
	<b>2</b>	Low level of involvement/support from stakeholders. Educator exhibits some collaboration with colleagues from different disciplines. Educator supports STEM-related groups including after-school clubs and camps. Possible, but not clear, benefits for students that enhanced their learning and cultural awareness.
<b>Not Demonstrated</b>	<b>1</b>	No involvement/support from stakeholders. Educator exhibits no collaboration with colleagues from different disciplines. Educator lacks support of STEM-related groups including after-school clubs and camps. No benefits for students that enhanced their learning and cultural awareness.

<b>Criteria: Futures in STEM</b>	<b>Score</b>	<b>Explanation</b>
<b>Ample Demonstration</b>	<b>5</b>	High level of student engagement provided by educator in real-world STEM experiences, including field trips, after-school activities, or community involvement. Educator incorporates technology in STEM teaching in their classroom. Special effort made to encourage students to take interest in STEM subjects or careers.
	<b>4</b>	High level of student engagement provided by educator in real-world STEM experiences, including field trips, after-school activities, or community involvement. Educator incorporates technology in STEM teaching in their classroom.
<b>Reasonable Demonstration</b>	<b>3</b>	Moderate level of student engagement provided by educator in real-world STEM experiences, including field trips, after-school activities, or community involvement. Educator attempts to incorporate technology in STEM teaching in their classroom.
	<b>2</b>	Low level of student engagement provided by educator in real-world STEM experiences. Educator lacks incorporation of technology in STEM teaching in their classroom.
<b>Not Demonstrated</b>	<b>1</b>	No student engagement provided by educator in real-world STEM experiences. Educator does not incorporate technology in STEM teaching in their classroom.

Criteria: Curriculum	Score	Explanation
<b>Ample Demonstration</b>	<b>5</b>	Educator provides high-level learning experiences encouraging active learning and development of student solutions utilizing many STEM disciplines. Educator strongly drives students to research, explore and develop experiments in a hands-on way, and provides them with multiple ways to demonstrate competency of their knowledge and skills.
	<b>4</b>	Educator provides appropriate-level learning experiences encouraging active learning and development of student solutions utilizing STEM disciplines. Educator drives students to research, explore and develop experiments in a hands-on way, and provides them with a handful of ways to demonstrate competency of their knowledge and skills.
<b>Reasonable Demonstration</b>	<b>3</b>	Educator provides some level of learning experiences encouraging active learning and development of student solutions utilizing STEM disciplines. Educator encourages students to research, explore and develop experiments in a hands-on way, and provides them with some ways to demonstrate competency of their knowledge and skills.
	<b>2</b>	Educator provides low level of learning experiences encouraging active learning and development of student solutions utilizing STEM disciplines. Educator does not encourage students to research, explore and develop experiments in a hands-on way, and provides them with few ways to demonstrate competency of their knowledge and skills.
<b>Not Demonstrated</b>	<b>1</b>	Educator provides no learning experiences encouraging active learning and development of student solutions utilizing STEM disciplines. Educator does not encourage students to research, explore and develop experiments in a hands-on way, and provides them with no way to demonstrate competency of their knowledge and skills.

<b>Criteria:</b> Professional Development	<b>Score</b>	<b>Explanation</b>
<b>Ample Demonstration</b>	<b>5</b>	Educator has indicated numerous examples of their engagement in content- specific professional development, and thoroughly explained them.
	<b>4</b>	Educator has indicated many examples of their engagement in content-specific professional development and explained them.
<b>Reasonable Demonstration</b>	<b>3</b>	Educator has indicated some examples of their engagement in content-specific professional development and attempted to explain them.
	<b>2</b>	Educator has a lack of examples of their engagement in content-specific professional development and did not explain them well.
<b>Not Demonstrated</b>	<b>1</b>	Educator has no examples of their engagement in content-specific professional development, with no explanation.

<b>Criteria:</b> Transdisciplinary	<b>Score</b>	<b>Explanation</b>
<b>Ample Demonstration</b>	<b>5</b>	Educator shows much evidence of purposeful integration of all or many of the disciplines of STEM in their unit concepts or projects.
	<b>4</b>	Educator shows some evidence of purposeful integration of all or many of the disciplines of STEM in their unit concepts or projects.
<b>Reasonable Demonstration</b>	<b>3</b>	Educator shows little evidence of purposeful integration of all or many of the disciplines of STEM in their unit concepts or projects
	<b>2</b>	Educator shows minimal evidence of purposeful integration of all or many of the disciplines of STEM in their unit concept or project.
<b>Not Demonstrated</b>	<b>1</b>	Educator shows no evidence of purposeful integration of all or many of the 1 disciplines of STEM in their unit concepts or projects.