Teacher of the Year Written Application
Rubric

Essay Responses

ESSAY 1 - PROFESSIONAL BIOGRAPHY
Please tell us why you became a teacher and what you think are your greatest professional accomplishments and contributions.

( ) 1 - Response does not address entire prompt. Response does not address the teacher’s impact on student success. Response does not include evidence to support assertions.

( ) 2 – Response addresses entire prompt, but may lack detail. Writer does not connect their personal story to their classroom practices and/or accomplishments may not be directly related to student success.

( ) 3 – Response addresses entire prompt and includes some relevant details. Response is fairly organized and writer draws some connections between his/her preparation and outcomes in the classroom. Accomplishments are related to student success, but may not be supported with evidence.

( ) 4 – Response addresses entire prompt and includes multiple personal reflections. Response is well-organized. Connections between preparation and classroom practice are clearly stated throughout. Accomplishments are related to student success. Response may lack either anecdotal or statistical evidence.

( ) 5 - Response addresses entire prompt and includes multiple detailed and compelling personal reflections. Response is well-organized and flows easily from one topic to the next. Writer draws connections between his/her preparation and professional growth and outcomes in the classroom. Accomplishments are directly related to student success and are well-documented with anecdotal and statistical evidence.

ESSAY 2 - COMMUNITY INVOLVEMENT
Please describe your community involvement and the impact it has on your teaching.
ESSAY 3 - PHILOSOPHY OF TEACHING
What makes someone an outstanding teacher? Why were you nominated for Teacher of the Year? Please describe your personal beliefs about teaching and how those beliefs influence your teaching style.

( ) 1 – Response does not address entire prompt. Teaching philosophy is vague. Details about the writer’s classroom and impact on students are lacking.

( ) 2 - Response does not address entire prompt. Teaching philosophy is more specific, but may focus mostly on teachers’ roles. Some information about the classroom environment is provided, but student success is not addressed.

( ) 3 – Response addresses entire prompt. Teaching philosophy is specific and addresses the roles of teachers as well as other groups in education. Details about the class environment and physical classroom are included, but may not be clearly connected to the teaching philosophy. Student success is addressed in general.

( ) 4 – Response addressed entire prompt. Teaching philosophy is specific, documented with research and addresses the role of teachers, administrators, students, parents and the larger community in education. Writer includes a detailed description of their classroom environment and their physical classroom and explains how these are reinforced by their teaching philosophy.
Student success is specifically addressed but may not be supported with evidence. Connections between student success and the teaching philosophy may not be clearly explained.

5 – Response addresses entire prompt. Teaching philosophy is specific, documented with research and addresses the role of teachers, administrators, students, parents and the larger community in education. Writer includes a detailed description of their classroom environment and their physical classroom and explains how these are reinforced by their teaching philosophy. Response includes specific evidence of the impact of their teaching philosophy on student success.

ESSAY 4 - RESPONSIVENESS TO EDUCATION ISSUES AND TRENDS
What are the major public education issues today? Please address one issue in depth, outlining possible causes, effects and resolutions.

1 – Response does not address entire prompt. Writer may have trouble focusing on one issue. Response may focus solely on one group’s role in the solution (teachers, parents, etc.).

2 – Response does not address entire prompt. Writer describes how the issue impacts the classroom, but may lack significant detail in explaining the causes, effects and solutions. Student success may be vaguely addressed.

3 – Response addresses entire prompt. Writer describes impacts in the classroom and beyond. Response may lack detail about causes, effects or solutions. Negative impact on student success is documented.

4 – Response addresses entire prompt. Writer specifically describes how the issue impacts the classroom, school and community. Response is detailed about causes, effects and solutions. Writer specifically documents how the issue negatively impacts student success and how the solution will improve student success.

5 – Response addresses entire prompt. Writer specifically describes how the issue impacts the classroom, school and community. Response is detailed about causes, effects and solutions and includes what resources are needed to implement the solution and who needs to participate in the solution. Writer specifically addresses how the issue impacts student success and how the solution will improve student success.

ESSAY 5 - COMMITMENT TO STRENGTHENING THE TEACHING PROFESSION
How do you personally improve the teaching profession? What should be the basis for teacher accountability?

1 – Response does not address entire prompt. Response lacks detail about the writer’s
activities or their support for others’ professional development. Ideas about accountability are vague.

( ) 2 – Response does not address the entire prompt. Response may lack details about professional development or the writer’s ideas about accountability. Response lacks research and/or evidence.

( ) 3 – Response addresses entire prompt. Some details about the writer’s personal improvement and their support for the professional development of others are included. Writer’s description of accountability includes useful details about the roles and responsibilities for teachers as well as other stakeholders.

( ) 4 – Response addresses entire prompt. Response includes specific examples of the writer’s personal improvement and what they have done to support the improvement of others. Writer’s description of accountability includes specific roles and responsibilities for teachers, administrators, parents, students and community members.

( ) 5 – Response addresses entire prompt. Response includes specific examples of the writer’s personal improvement and what they have done to support the improvement of others. Improvements are documented with both anecdotal and statistical evidence. Writer’s description of accountability is well-researched and includes specific roles and responsibilities for teachers, administrators, parents, students and community members.

ESSAY 6 - TEACHER OF THE YEAR PLATFORM
As the 2016 Washington State Teacher of the Year, you would represent all teachers. What would be your message to your profession and the general public?

( ) 1 – Writer’s message may be overtly negative, disorganized or does not move listeners to action.

( ) 2 – Writer’s message is inspiring but may lack focus. The message may focus on too narrow an audience.

( ) 3 – Writer’s message is inspiring and focused on student success. The message appeals to both educators and non-educators. The message encourages listeners to consider how their actions effect education.

( ) 4 - Writer’s message is personal, inspiring and focused on student success. The message is engaging to multiple audiences including teachers, students, parent, lawmakers and the general public. The message encourages listeners to consider how their actions effect education.

( ) 5 – Writer’s message is personal, inspiring and focused on student success. The message is engaging to multiple audiences including teachers, students, parent, lawmakers and the general
public. The message is action oriented and moves listeners to positive and manageable actions to improve education.

**Resume**

( ) 1 - Resume is poorly organized, may be missing one or more of the required components and/or may include significant holes in the professional timeline. Resume contains spelling, grammar or formatting errors that make it difficult to read. Space is poorly allocated and leaves some components lacking useful detail and others crowded with unnecessary text.

( ) 2 - Resume is fairly well organized and includes all required components, but may lack a comprehensive view of the educator's entire career. Resume may have some spelling, grammar or formatting errors, but they do not distract the reader. Useful descriptions of experiences are included.

( ) 3 - Resume is exceptionally well organized and demonstrates a clear progression of the educator's career through his or her education, experience, professional development and recognition. Resume is free of spelling, grammar and formatting errors. Resume uses the allocated space wisely and includes thorough, but succinct explanations of qualifications and experience.

**Letters of Recommendation**

( ) 0 - Letter was too brief to accurately evaluate or did not address any of the Teacher of the Year qualifications.

( ) 1 - Letter provides some information about the candidate and addresses at least one of the qualifications for Teacher of the Year. Letter may be lacking in evidence or provide non-specific evidence of one of the following: collaboration, expert instruction, student success as a result of the candidate’s work.

( ) 2 - Letter provides a good description of the candidate and addresses most of the qualifications for Teacher of the Year. Letter provides some anecdotal or statistical evidence of the following: collaboration, expert instruction, student success as a result of the candidate’s work.

( ) 3 - Letter provides a good description of the candidate and includes observations from a classroom setting. Letter specifically addresses his/her qualifications for Teacher of the Year. Letter provides both anecdotal and statistical evidence of each of the following: collaboration, expert instruction, student success as a result of the candidate’s work.

( ) 4 - Letter provides a detailed description of the candidate and includes observations from a classroom setting. Letter specifically addresses his/her qualifications for Teacher of the Year.
Letter provides compelling and relevant anecdotal and statistical evidence of each of the following: positive influence on other educators, expert instruction, student success as a result of the candidate’s work. Additionally, letter provides evidence of the teacher’s ability to instruct unique students (low income students, gifted students, students of color, ELL, etc.).