AMERICAN PSYCHOLOGICAL ASSOCIATION

SCORING RUBRIC FOR THE APA TOPSS CHARLES T. BLAIR-BROEKER EXCELLENCE IN TEACHING AWARDS					
CANDIDATE NAME:	**SCORE**	**1**	**2**	**3**	**4**
SECTION ONE APPLICATION FORM					
Application form Section 1		For completion ONLY			
SECTION TWO LETTERS OF RECOMMENDATION					
Letters of Recommendation from a) student; b) current colleague, department chair, or administrator Section 2		For completion ONLY Note: In the case of a tie, letters of recommendation may be referenced to further distinguish applicants on their academic and professional excellence, passion for teaching and/or impact on student learning.			
SECTION THREE LESSON PLAN					
Clarity Section 3		Goals, objectives, activities, and/or assessment are not described or are difficult to follow.	Citations, Goals, objectives, activities, and/or assessment lack clarity.	Citations, Goals, objectives, activities, and and/or assessment are generally well-defined.	Citations, Goals, objectives, activities, and/or assessment are well-defined.
Creativity and originality Section 3		Lesson plan is limited in terms of originality and/or creativity.	Lesson plan has a few components that are original and/or creative.	Lesson plan has several components that are original and/or creative.	Lesson plan contains many components that are original and/or creative.

Rigor, relevance, real-world significance Section 3		Classroom strategies describe none or one of the following: rigor, relevance, and relation to real-life.	Classroom strategies demonstrate 2 of the following: rigor, relevance, and relation to real-life.	Classroom strategies generally demonstrate rigor, relevance, and relation to real-life.	Classroom strategies clearly demonstrate rigor, relevance, and relation to real-life.
Directly addresses the national standards & other appropriate sources Section 3		Application of national standards is missing or difficult to understand. Lesson may or may not be original; no sources are included in references to see how the lesson was created or adapted.	X	Application of national standards to guide planning, instruction, and assessment is generally explained (2). Lesson may or may not be original, but at least some sources used to create or adapt lesson are included in references. (1).	Application of national standards to guide planning, instruction, and assessment is clearly explained (3). Lesson may or may not be original, but other sources used to create or adapt lesson are included in references (1).
SECTION FOUR **PERSONAL STATEMENT AND CV OR RESUME**					
Evidence of effective teaching and/or contributions toward student growth Section 4		Evidence and/or contributions are difficult to follow.	Evidence and/or contributions lack clarity.	Evidence and/or contributions are generally well-defined.	Evidence and/or contributions are well-defined.
Efforts to improve nominees' teaching of psychology Section 4		Goals to maintain professionalism are not described or are hard to follow.	Description of goals to maintain professionalism lack clarity.	Description of goals to maintain professionalism are clear and well-articulated.	Description of goals to maintain and further develop professionalism are clear and well-articulated.
Evidence of leadership activities related to psychology Section 4		Not involved in activities or professional organizations.	Slightly involved in activities or professional organizations.	Adequately involved in activities or professional organizations.	Highly involved in activities or professional organizations.
Efforts to address the needs of all learners Section 4		Minimum efforts to address needs in the classroom or teaching.	Evidence and/or efforts lack clarity.	Evidence and/or efforts are generally well-defined.	Evidence and/or efforts are well-defined.
OVERVIEW OF ALL RESPONSES					
Conventions of Standard English		Six or more mistakes evident in the narrative.	Four or five mistakes evident in the narrative.	Two or three mistakes evident in the narrative.	One or no mistakes evident in the narrative.

TOTAL POINTS		

EVALUATOR DATE

(36 possible points)