**OUTSTANDING EARLY CHILDHOOD TEACHER EDUCATOR AWARD RATING (updated 05/20)**

NOMINEE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TOTAL SCORE \_\_\_\_\_\_\_\_\_\_\_\_ RANK \_\_\_\_\_ (relative to other nominees)

Requirements met: \_\_\_ active NAECTE member Materials included: \_\_\_ letter of support \_\_\_\_\_ vita

**Rate each item from 0-5** (5= exceptionally high quality; 4=veryhigh quality; 3= good quality; 2=poor quality; 1=very weak). Under each category list the items examined, make comments, and provide a score. (Note: See Page 2 for *overall* holistic descriptions to check against TOTAL SCORES.) All ratings and comments will be kept confidential.

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| **CATEGORY**  | **EVIDENCE: ITEMS EXAMINED/COMMENTS**  | **Score (out of 5 points)** |
| Demonstrate LEADERSHIP in the field by providing direction, energy, organization, and impetus for efforts aimed at improving early childhood teacher education  |  |  |
| Demonstrate PROFESSIONALISM -through advocacy, expertise, and high ethical standards  |  |  |
| Demonstrate SELF­REFLECTION PRACTICES through the conscious commitment to the profession and to her/his own professional development  |  |  |
| Demonstrate MENTORING by modeling dimensions of teaching that nurture the professional development of students, beginning teachers and faculty, and colleagues  |  |  |
| TOTAL SCORE |  |  |

Holistic Definitions extracted from an article by Dana Westcott in *Journal of Early Childhood Teacher Education.* These definitions are provided to assist you in reflecting on your overall scores and rankings of the material provided. The points refer to TOTAL POINTS.

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| A "20": The material provided is exciting (perhaps even inspiring) to examine. A "20" set of material accurately conveys to the reader a clear understanding of the nominee's accomplishments and contributions to teacher education. There is strength in the vita and letter of support.  |
| A "16-19": Not quite up to a "20" standard but close.  |
| A "10-15": Satisfactory but lacks the evidence of accomplishment and reflection apparent in a 16-20. Evidence is strong but not as strong as an a 16-20.  |
| A "6-9": Not quite up to 10-15 standard but better than a 5.  |
| A "4-5": Limited contributions are evident.  |