



Advancing Art Education

**NAEA National and Regional Higher Education Division
Art Educator of the Year Awards Rubric**

Name of Nominee _____

_____ National _____ Regional (____ Eastern _____ Pacific _____ Western _____ Southeastern)

This rubric should be used in scoring candidates for the National Higher Education Division Art Educator and the Regional Division Art Educator(s) of the Year.

Score Summary Box: After completing the scoring in each section below, summarize scores in this box.

National and Regional NAEA Activities	
State/Province Activities	
Leadership Roles, Offices, Honors in Other Professional Organizations	
Program Development, Publications, Artistic Production and/or Exhibitions	
Teaching/Related Experiences	
Letters of support	
Total Points (24 points possible)	

NAEA National and Regional Activities within Nominee's Division:

<p>Candidate has an exceptional history of active professional participation within their division at the national and regional levels within their division such as:</p> <ul style="list-style-type: none"> ● held leadership positions at the national and/or regional levels (such as National and/or Regional VP, Division Director, regional division director) ● served on at least three committees at the national and/or regional level (could be but not limited to a divisional committee) ● received multiple national and/or regional honors or recognitions ● regularly presented at NAEA Conventions ● attended at least two Regional Summer Leadership meetings ● assisted with the development and implementation of NAEA professional development opportunities (such as webinars, SummerVision, international delegation, preconferences, regional conferences). 	4	
<p>Candidate has a good history of professional active participation within their division at the national and regional level such as:</p> <ul style="list-style-type: none"> ● held a leadership position at the national and/or regional level (could be but not limited to a divisional committee or regional division director) ● served on at least two committees at the national level and/or regional level ● received a national honor and/or regional honor ● regularly presented at NAEA Conventions ● attended a Regional Summer Leadership meeting ● participated in NAEA professional development opportunities (such as webinars, SummerVision, international delegation, preconferences, regional conferences) 	3	
<p>Candidate has an emerging history of professional active participation within their division at the national and regional level such as:</p>	2	

<ul style="list-style-type: none"> • served on a committee at the national and/or regional level (could be but not limited to a divisional committee) • has received a national and/or regional honor/recognition • has presented at NAEA Conventions • attended a Regional Summer Leadership meeting • participated in more than one NAEA webinar 		
<p>Candidate has a limited history of professional active participation within their division at the national and regional level:</p> <ul style="list-style-type: none"> • has served on a committee at the national or regional level • has attended an NAEA Convention or regional conference • participated in at least one NAEA webinar 	1	
<p>Candidate shows no professional active participation at the national and/or regional level</p>	0	

State/Province Division Activities within Nominee’s Division:

<p>Candidate has an exceptional history of professional active participation within their division at the state/province level such as:</p> <ul style="list-style-type: none"> • held leadership positions at the state/province level • chaired state/province committees • received multiple state/province honors • regularly presented sessions at state/province conferences 	4	
<p>Candidate has a good history of professional active participation within their division at the state/province level such as:</p> <ul style="list-style-type: none"> • held a leadership positions at the state/province level • served on several state/province committees • received a state/province honor • regularly presented sessions at state/province conferences 	3	
<p>Candidate has an emerging history of professional active participation within their division at the state/province level such as:</p> <ul style="list-style-type: none"> • served/serves on a committee at the state/province level • received a state/province honor • presented sessions at their state/province conference 	2	
<p>Candidate has a limited history of professional active participation within their division at the state/province level such as:</p> <ul style="list-style-type: none"> • presented a session at the state/province conference 	1	
<p>Candidate shows no professional active participation at the state/province level</p>	0	

Leadership Roles, Offices, Honors in Other Professional Organizations

<p>Candidate has exceptional history of leadership roles, offices and honors in professional organizations within or outside the field of art education such as:</p> <ul style="list-style-type: none"> • long term membership in several professional organizations • held a leadership position in professional associations/organizations • received honors in a professional association/organization 	4	
<p>Candidate has a good history of leadership roles, offices and honors in professional organizations within or outside the field of art education such as:</p>	3	

<ul style="list-style-type: none"> • long term membership in several professional organizations • held a leadership position in professional associations/organizations • received honors in a professional association/organization 		
<p>Candidate has an emerging history of leadership roles, offices and honors in professional organizations within or outside the field of art education such as:</p> <ul style="list-style-type: none"> • held a leadership position in another professional organization • received an honor/recognition from another professional organization • shows evidence of one or more accomplishments in another professional organization 	2	
<p>Candidate has a limited history of actively participating in organizations outside the field of art education</p>	1	
<p>Candidate has no history of membership in any other associations/organizations</p>	0	

Program Development, Publications, Artistic Production and/or Exhibitions:

<p>Candidate has exceptional history of:</p> <ul style="list-style-type: none"> • program development and implementation • publications (this can include but is not limited to websites or blogs, books, articles, published research, curriculums, resources (including digital/multimedia), newsletter articles, courses of study, blog posts). • receiving grants and awards, including fellowships and residencies • a listing of ongoing personal artistic production • a listing of curating student or other exhibitions 	4	
<p>Candidate has a good history of:</p> <ul style="list-style-type: none"> • program development • publications (this can include but is not limited to websites or blogs, books, articles, published research, curriculums, newsletter articles, courses of study) • a listing of ongoing personal artistic production • a listing of student exhibitions 	3	
<p>Candidate has an emerging history of:</p> <ul style="list-style-type: none"> • program development • publications (this can include but is not limited to websites or blogs, books, articles, published research, curriculums, newsletter articles, courses of study) • a listing of ongoing personal artistic production • a listing of student exhibitions 	2	
<p>Candidate has a limited history of:</p> <ul style="list-style-type: none"> • program development • publications (this can include but is not limited to websites or blogs, books, articles, published research, curriculums, newsletter articles, courses of study) • a listing of ongoing personal artistic production • a listing of student exhibitions 	1	
<p>Candidate has no evidence of program development, publications, grants, research papers, artistic production or student exhibitions</p>	0	

Teaching/Related Experiences:

<p>Candidate has exceptional history of highly accomplished teaching</p> <ul style="list-style-type: none"> • chairing or writing curriculum, interpretive plans and materials, frameworks, content standards, assessments • designing and/or facilitating professional learning experiences and/or planning processes • mentoring and coaching (i.e.: supervisor or mentor to preservice teachers, interns, other educators) 	4	
<p>Candidate has good history of accomplished teaching</p> <ul style="list-style-type: none"> • chairing or writing curriculum, frameworks, content standards, assessments • experience as a mentor (i.e.: supervisor, preservice teachers) 	3	
<p>Candidate has emerging history of accomplished teaching of</p> <ul style="list-style-type: none"> • writing curriculum, frameworks, content standards, assessments • experience as a mentor (i.e.: supervisor, preservice teachers) 	2	
<p>Candidate has limited history of accomplished teaching</p> <ul style="list-style-type: none"> • writing curriculum, interpretive plans and materials, frameworks, content standards, assessments • experience as a mentor (i.e.: supervisor, preservice teachers) 	1	
<p>Candidate has no experience teaching, facilitating, and/or implementing curriculum</p>	0	

Letters of Support:

<p>Candidate's letters of support provide exceptional evidence of exemplary teaching and leadership</p>	4	
<p>Candidate's letters of support provide good evidence of exemplary teaching and leadership</p>	3	
<p>Candidate's letters of support provide emerging evidence of exemplary teaching and leadership</p>	2	
<p>Candidate's letters of support provide limited evidence of exemplary teaching and leadership</p>	1	
<p>Candidate's letters of support provide no evidence of exemplary teaching and leadership</p>	0	