

Innovative Teachers Awards Evaluation Criteria

Presenter Name:
Title of Project:
Assessed by:

Zone:
Category:
Total Score:

Category	5	4	3	2	1	Score
A. Objectives/Outcomes of Lesson	<p>Objectives / Outcomes have been clearly stated and are achievable by the learners. The L.O. are appropriate with respect to the subject(s) and needs of the learners</p>		<p>Only some of the objectives / outcomes stated are clear and achievable by the learners. The L.O. are to some extent appropriate to the subject(s) and needs of the learners.</p>		<p>The objectives / outcomes are vague and are not achievable by learners.</p>	
B. Learning Tasks and Activities (What the learners do, how they are actively challenged by tasks)	<p>Tasks are appropriately challenging, requiring learners to participate actively and manage tasks efficiently. There is a logical progression from activity to activity within the innovation. There is progression from activity to activity across disciplines.</p>		<p>Some tasks do not elicit/bring together learners' active participation and management of tasks. Logical progression from activity to activity within the innovation is not evident. Progression is restricted to own discipline only</p>		<p>Tasks involve no or little higher order thinking and the tasks do not encourage active participation or there is poor management of tasks. Logical progression is poor.</p>	
C. Instructional and Pedagogical Strategies (How learners are engaged by the teaching strategy)	<p>Instructional and pedagogical strategies adopted are well-thought out and engage learners in their learning. The pedagogies used are learner centered and cater for mixed ability classroom</p>		<p>Most instructional and pedagogical strategies adopted seem well-thought out but do not engage significantly learners. A homogeneous/linear approach is adopted.</p>		<p>Instructional and pedagogical strategies adopted are not well-thought out and does not engage learners in their learning.</p>	
D. Relevance of ICT Tools (How ICT is used appropriately)	<p>All the ICT tools used are relevant to the tasks and mediate and enhance the activities in the learning environment. The ICT – based lesson is directly related to L.O.</p>		<p>Only some of the tools used are relevant to the tasks that mediate the activities in the learning environment. The ICT-based lesson is related to some extent to the L.O.</p>		<p>The tools used are irrelevant to the tasks and do not support learners' activities in the learning environment.</p>	
E. Innovative use of ICT Tools (How ICT enhances learning)	<p>The use of the ICT tools is innovative and significantly transforms classroom practices. Multidimensional approach is adopted to initiate participation.</p>		<p>The use of the ICT tools is somewhat innovative and marginally transforms classroom practices. A linear approach is adopted to initiate participation</p>		<p>Limited use of the ICT tools is made. Practice has not been enhanced by the limited use of the ICT tools.</p>	

F. Educator as a Change Agent and/or Learner as change agent	The Educator is engaging and inspiring , and has motivated and impacted learners, colleagues and school community . The Educator is a model for the stakeholders .		The Educator is somewhat engaging and inspiring, and has to some extent motivated and impacted learners, colleagues and school community.		The Educator is not engaging and inspiring, and lacks the potential to motivate and impact learners, colleague and school community.	
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BONUS POINTS

Bonus points may be awarded at the judge’s discretion up to 20 total points.

Please explain in the provided space why the bonus points were awarded.

Below are some examples judges may wish to award bonus points. This list is NOT exhaustive.

- Innovation above and beyond what is listed above
- There is clear evidence of teaming as part of the work
- Sterling examples of Student work samples that align to the objectives
- Evidence of Teacher reflection and revision of the work
- A multitude of resources are included that support the objectives
- Implementation of ICT is clearly detailed
- Technology Environment and support structure clearly detailed

CATEGORY

Which category does this project best represent? A few questions are included to help place the project. These are not exhaustive. Use your own discretion. This is NOT scored.

Community <ul style="list-style-type: none"> • Does the use of ICT connect the educator or learner to a broader school community? • Does the use of ICT connect the educator or learner to community outside the school? • Is the ICT a critical support to building community? • Is community a defined objective in the project? • Are concrete examples of ICT aligned to the community provided? 	Collaboration <ul style="list-style-type: none"> • Does the use of ICT allow for ease of collaboration among specific groups? • Does the use of ICT allow for more collaboration among specific groups? • Does the use of ICT allow for contribute to the quality of the collaboration? • Is collaboration a defined objective in the project? • Are concrete examples of ICT aligned to collaboration provided? 	Content <ul style="list-style-type: none"> • Does the use of ICT extend or enhance the content? • Does the use of ICT help in making the project authentic? • Is the use of ICT relevant to the content area? • Is the ICT a critical support of the content? • Does the project directly address specific content area? • Are concrete examples of ICT aligned to the content?
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