



**Mary L. Collins**  
**Excellence in Teacher Education**

**EVALUATION CRITERIA**

The Awards Committee will consider evidence of excellence from:

1. a nominating letter (detailing why the nominee should receive the award)
2. a resume or vitae of the nominee (if available) and
3. supporting letters from colleagues in the field (minimum of two).

It is recognized that evidence may not be equal for all areas listed below, or that there may not be any evidence in one or more categories.

**Rating Scale**

- 5 = All indicators satisfied, with exceptional strength and quality.
- 4 = A majority of indicators satisfied, with considerable strength and quality.
- 3 = Some indicators satisfied, with reasonable strength of evidence when provided.
- 2 = Few indicators satisfied and/or quality of evidence is of concern.
- 1 = No evidence provided.

<b>Rating</b>	<b>Standard</b>
___	1. Models <b>best practice</b> in a teacher education setting.
___	2. Inquires into and contributes to <b>scholarly inquiry</b> in an area related to the preparation or professional development of teachers.
___	3. Inquires and reflects on their practice and demonstrates a commitment to <b>professional development</b> .
___	4. Provides <b>leadership</b> in some aspect of teacher education programs that embrace diversity, are rigorous and grounded in research and best practice. (Can be school- or college-based.)
___	5. Demonstrate <b>collaboration</b> with others to improve teaching, learning and teacher education.
___	6. Serves as an <b>advocate for high quality</b> education for all students.
___	7. <b>Improves teacher education</b> as a profession.
___	TOTAL

Comments: