

**SKIE AWARDS sponsored by OKLAHOMA'S ELECTRIC COOPERATIVES  
2018 RUBRIC**

	<b>STRONG EVIDENCE (4)</b> Truly outstanding and innovative; thorough connections to teaching and learning.	<b>SUFFICIENT EVIDENCE (3)</b> Good evidence of innovation and adequate connections to teaching and learning.	<b>MODERATE EVIDENCE (2)</b> Modest evidence of innovation and fair connections to teaching and learning.	<b>LIMITED EVIDENCE (1)</b> Sparse evidence of innovation and limited connection to teaching and learning.
<b>PHILOSOPHICAL FRAMEWORK:</b> Demonstrates understanding and application of the IDEALS framework in teaching and learning.	Teacher demonstrates an understanding of 3 (at minimum) of the IDEALS framework.	Teacher demonstrates an understanding of 2 of the IDEALS framework.	Teacher demonstrates an understanding of 1 of the IDEALS framework.	Teacher does not demonstrate a clear understanding of the IDEALS framework.
<b>INNOVATION IN TEACHING AND LEARNING:</b> Approaches instruction creatively.	Teacher is exemplary in approaching instruction creatively.	Teacher provides adequate evidence of approaching instruction creatively.	Teacher provides minimal evidence of approaching instruction creatively.	Teacher provides no evidence of approaching instruction creatively.
<b>APPROACHES TO TEACHING AND LEARNING:</b> Creates a climate for teaching and learning characterized by enthusiasm for learning and high expectations.	Teacher establishes a learning community by setting high expectations and supporting students in assuming much of the responsibility for their own learning.	Teacher establishes a learning community through commitment to ongoing content learning and high expectations for student achievement.	Teacher demonstrates a commitment to content learning and there is limited evidence of high expectations for student learning.	Teacher demonstrates an inconsistent commitment to content learning and there is no evidence of high expectations for student learning.
<b>COMMUNITY ENGAGEMENT:</b> Extends learning into the community with students sharing their learning and/or solving problems in the community.	Teacher assumes a leadership role serving as an ‘ambassador’ to the community from the school. Teacher supports students as participants in sharing their learning and/or solving problems in the community.	Teacher’s instruction is positively impacted through participation in the community inside and outside the school.	Teacher attempts to build a professional relationship with the community inside the school.	Teacher provides no evidence of community involvement inside or outside the school.
<b>TECHNOLOGY INTEGRATION:</b> Technology is integral to curriculum and instruction.	Teacher facilitates students’ authentic use of technology to impact learning.	Teacher uses technology and provides opportunities for students’ use of technology.	Teacher uses technology for instruction.	Teacher nor students use technology