



## GSTA AWARDS Information for 2010-2011



Thank you for your interest in the Georgia Science Teachers Awards. We believe that it is important that excellence in science teaching is recognized and rewarded. You are encouraged to apply for these awards and/or nominate outstanding science teachers for these awards. Please share this information with your fellow teachers so that they may nominate others or apply for the awards, scholarships, or grants. Thank you in advance for your assistance in recognizing and encouraging excellence in science teaching!

The deadline for the 2010-2011 awards and recognition program sponsored by the Georgia Science Teachers Association and the Georgia Science Teachers Education Foundation is **November 30, 2010**. Applications should be submitted via e-mail to [gstaawards@gmail.com](mailto:gstaawards@gmail.com). Applications and supporting documents should be submitted as a Microsoft Word or PDF attachment and should be submitted electronically by the November 1st due date. All awards will be presented at the annual awards banquet to be held in conjunction with the GSTA Leadership Conference (February 2011) in Atlanta, Georgia. We look forward to seeing you there!

Best Regards,

A handwritten signature in cursive script, appearing to read 'Sally Creel'.

Sally Creel  
GSTA Awards Chair

### GSTA and GSTEF sponsored awards

Please click each award to be directed to a page with an award description, application process, and scoring information.

- [Georgia Science Teacher of the Year](#)
- [Georgia Science Teacher of Promise](#)
- [Georgia Science Administrator of the Year](#)
- [GSTA Mini-Grants](#)
- [ScienceQuest Teacher Scholarships](#)
- [Georgia Science Teachers Education Foundation Conference Grant](#)
- [Science Adventure Student Scholarship](#)
- [Dallas Stewart Award](#)

## Remember!

**GSTA Awards Application Deadline is November 30, 2010**

## Georgia Science Teacher of the Year

The Science Teacher of the Year (TOTY) awards recognizes ongoing excellence in the teaching of science and commitment to its improvement. GSTA's TOTY is available for elementary, middle school, and high school teachers. A college science teacher of the year is also recognized at the state level. State TOTY awards for each instructional level include checks for one thousand dollars.

Any professionally certified teacher with four or more years experience may be nominated by a supervisor or peer, for one of these awards. Recipients of the TOTY award are expected to make a presentation at the annual GSTA conference or submit an article for *The Georgia Science Teacher*. A complimentary registration to the annual GSTA conference will be provided to all TOTY award winners.

### Application Requirements for TOTY

- **Section 1** – Complete on-line application form at <http://www.surveymonkey.com/s/38NTKSW>
- **Section 2** – Additional Biographical Information / Professional Organizations. Professional organizations may also include civic organizations. State the organization's name, offices held, membership dates, and honors received. Describe how the organization has helped you improve your expertise as a teacher. Limit – 2 pages, single-spaced, 12-point type.
- **Section 3** – Lesson/Unit Plan. The submission should be from a lesson or unit that you have taught and that reflects your educational philosophy based on the grade level appropriate Georgia Performance Standards. Lesson or unit plans should be teacher generated and illustrate how you utilize effective science practices to meet the diverse needs of the students in your class. Components you may choose to include are: GPS standards addressed, assessment opportunities, instructional techniques, hands-on or laboratory experiences, and differentiation techniques.
- **Section 4** – Educational Philosophy. Describe how the lesson/unit plan you submitted reflects your educational philosophy. Provide a reflection based on your experience teaching the lesson/unit. The reflection should include both the successes and challenges you experienced with students. Additionally you may wish to include how your educational philosophy impacts your current teaching assignment. Limit – 3-4 pages, double-spaced, 12-point type. Photographs may be included in this section. *Please Note that pictures are limited to no more than 3 pictures.*
- **Section 5** – Resume & Professional Activities. This section may include attendance at professional conferences and presentations made. Limit – 2 pages single-spaced, 12-point type.
- **Section 6** – Include one photo of yourself. This photo will be used for publicity should you be selected as the GSTA TOTY.
- **Section 7** – Three (3) supporting letters from an administrator, a past student or parent, and a peer teacher. One of these letters may come from the nominator and be so designated. Letters of support are limited to one single spaced, typed page.

### Evaluation of Applications

Each application will be evaluated by a committee of GSTA members using the rubric on the following pages.





# GSTA Teacher of the Year Rubric



Applicant Name \_\_\_\_\_

<b>Complete Application</b>			<b>Section Score: (x1)=</b>
<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
All components of the application were submitted in an organized and timely manner.	Components of the awards application were submitted in a timely manner (by the due date), but they could have been better organized.	Components of the awards application were submitted in an organized and timely manner, but 1-2 were incomplete or missing.	Several components of the awards application were incomplete and/or poorly organized.
<b>Biographical Information / Professional Organizations</b>			<b>Section Score: (x2)=</b>
<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
Response provides clear and convincing evidence of positive impact on teaching performance	Response provides clear evidence of positive impact on teaching performance	Response provides some evidence of positive impact on teaching performance	Response provides limited or no evidence of positive impact on teaching performance
Applicant provides evidence of a distinguished and lengthy association with several professional organizations or community/civic groups	Applicant provides evidence of a distinguished <b>OR</b> lengthy association with several professional organizations or community/civic groups	Applicant provides evidence of a distinguished <b>OR</b> lengthy association with 1-2 professional organizations or community/civic groups	Applicant provides evidence of a limited association with professional organizations or community/civic groups
<b>Educational Philosophy</b>			<b>Section Score: (x3)=</b>
<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
Response shows an in-depth sophisticated understanding of student learning and science education	Response shows a solid and less sophisticated understanding of student learning and science education	Response shows a partial understanding of student learning and science education	Response shows a very limited understanding of (or serious misconceptions about) student learning and science education
Relationship among science concepts are clearly, completely, and accurately explained and fully supported with relevant examples or citations	Relationships among science concepts are explained and generally supported with relevant examples or citations	Attempt to explain relationships among science concepts, but some serious omissions or misconceptions are evident; insufficient support is provided	Relationships among science concepts are not explained; little or no support is provided
Ideas are expressed clearly and succinctly in a logical manner	Ideas are expressed for the most part clearly and succinctly	Ideas are not always addressed in a clear and local manner	Ideas are not presented in a clear and logical manner
Spelling, language, length conventions are correctly applied	Spelling, language, length conventions are generally correct, minor errors do not interfere with meaning	Flaws in spelling, language, length conventions interfere with understanding	Major flaws in spelling or language convention make the response difficult to follow; or length requirements were not adhered

<b>Lesson/Unit Plan Example</b>			<b>Section Score: (x4)=</b>
<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
All elements of lesson and unit plan are clearly aligned to Georgia Performance Standards and appropriate for the selected grade level	Various elements of the lesson and unit plan are clearly aligned to the Georgia Performance Standards and appropriate for the selected grade level	Elements of lesson and unit plan are loosely aligned to Georgia Performance Standards and may or may not be appropriate for selected grade level	Lesson and unit plan are not aligned to Georgia Performance Standards and not appropriate for selected grade level
100%-80% of the elements of the lesson and unit plan are original and those that are not have been adapted by the submitter to meet the unique requirements of their learners	79%-60% of the elements of the lesson and unit plan are original and those that are not have been adapted by the submitter to meet the unique requirements of their learners	59%-40% of the elements of the lesson and unit plan are original and those that are not have been adapted by the submitter to meet the unique requirements of their learners	Fewer than 40% of the elements of the lesson and unit plan are original and/or there is limited evidence of adaptation by the submitter to meet the unique requirements of their learners
<b>Resume &amp; Professional Activities</b>			<b>Section Score: (x2)=</b>
<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
Applicant provides evidence of a variety of distinguished educational teaching experiences and professional activities (such as conference presentations, school leadership roles, article submissions, advanced degrees, etc.)	Applicant provides evidence of a variety of educational experiences and professional activities	Applicant provides evidence of a some educational experiences and professional activities	Applicant provides evidence of limited educational experiences and professional activities
Substantial evidence is provided of professional learning & development to enhance and improve professional practice and productivity	Evidence is provided of professional learning & development to enhance and improve professional practice and productivity	Some evidence is provided of professional learning & development to enhance and improve professional practice and productivity	Limited evidence is provided of professional learning & development to enhance and improve professional practice and productivity
<b>Letters of Support</b>			<b>Section Score: (x1)=</b>
<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
Letters of support provide a glowing in-depth description of the applicant, their impact on the entire school culture, and endeavors to engage students in high quality scientific learning experiences	Letters of support describe the applicant as an educator who has facilitated a classroom culture that enables students to engage in high quality scientific learning experiences	Letters of support describe an educator who has engaged a students in a variety of scientific learning experiences	Letters of support provide a cursory description of the applicant and their impact on students
			<b>Total Score:</b>

## Georgia Science Teacher of Promise

The Teacher of Promise (TOP) award recognizes science teachers with one, two, or three years of teaching experience that show exceptional promise. Sponsored by GSTA, Teachers of Promise are recognized at the elementary, middle school, and high school levels. Each TOP award includes a check for five hundred dollars. Nominations for these awards can be initiated by anyone. A complimentary registration to the annual GSTA conference will be provided to all TOP award winners.

### Application Requirements for TOP

- **Section 1** – Complete the online application form at <http://www.surveymonkey.com/s/38NTKSW>
- **Section 2** – Continuing Education / In-service Activities / Professional Activities. Compile a list and brief description of each. Limit – 1-2 pages
- **Section 3** – Responses to the following items. They are to be sequenced in the order they appear and identified by number and a shortened version of the response statement (e.g. 1. Describe the major challenge). Limit – 4 double spaced pages.
  1. Describe the major challenge you face in your school and how you have addressed it.
  2. How would you improve science education in your school and school system?
  3. Describe a recent science lesson that you felt was successful and reflected your view of science instruction.
  4. Provide an example and description of a unique or creative activity you have adapted or developed for the teaching of science based on the Georgia Performance Standards. *Please Note that pictures may be included, but are limited to no more than 3 pictures and must be mounted to or printed on an 8 ½ X 11 sheet of paper.*
- **Section 4** – Submit a photo of yourself to be used for publicity purposes should you be selected as the GSTA TOP.
- **Section 5** – Three (3) letters of recommendation. Two letters should be submitted from individuals in these capacities: department head, instructional lead teacher, principal, assistant principal, and supervising teacher during student teaching. One letter of support may come from an individual of your choice (e.g. peer teacher, parent of a student, or a student.) Give the following information to each person writing a letter of support:

This is an award to recognize a teacher early in his/her career who shows promise to be an outstanding science teacher. Please indicate in what capacity you are familiar with the nominee; how long you have known him/her; and the specific qualities you are aware of that make this person a “teacher of promise”. In your responses, please cite specific evidences of the qualities you mention. Each letter of support is limited to ONE typewritten page.

### Evaluation of Applications

Each TOP application will be reviewed by a committee of GSTA members. The committee will collaborate to select the application(s) with the highest degree of merit each year.





# GSTA Teacher of Promise Rubric



Applicant Name \_\_\_\_\_

<b>Complete Application</b>			<b>Section Score:</b> (x) =
<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
All components of the application were submitted in an organized and timely manner	Components of the awards application were submitted in a timely manner (by the due date), but they could have been better organized	Components of the awards application were submitted in an organized and timely manner, but 1-2 were incomplete or missing	Several components of the awards application were incomplete and/or poorly organized
<b>Continuing Education</b>			<b>Section Score:</b> (x) =
<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
Applicant provides substantial evidence of continuing education in science to enhance and improve professional practice and productivity <b>AND</b> association with science-minded professional organizations or community/civic groups	Applicant provides evidence of continuing education in science to enhance and improve professional practice and productivity <b>OR</b> association with science-minded professional organizations or community/civic groups	Applicant provides evidence of continuing education (not directly science related) to enhance and improve professional practice and productivity <b>OR</b> association with professional organizations or community/civic groups not directly science related	Applicant provides limited evidence of continuing education to enhance and improve professional practice and productivity or association with professional organizations or community/civic groups
<b>Challenges to Science Instruction at School</b>			<b>Section Score:</b> (x) =
<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
Response shows a sophisticated understanding of challenges impacting student learning and science education in schools	Response shows a solid and less sophisticated understanding of the challenges impacting student learning and science education in schools	Response shows a partial understanding of the challenges impacting student learning and science education in schools	Response shows a very limited understanding of (or misconceptions about) the challenges impacting student learning and science education in schools
<b>Plan to Improve Science</b>			<b>Section Score:</b> (x) =
<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
Response provides clear and convincing evidence of positive impact on teaching performance, student learning, or science education in general	Response provides clear evidence of positive impact on teaching performance, student learning, or science education in general	Response provides some evidence of positive impact on teaching performance, student learning, or science education in general	Response provides limited or no evidence of positive impact on teaching performance, student learning, or science education in general

Description of Recent Science Experience			Section Score: (x )=
Level 4	Level 3	Level 2	Level 1
The science experience describes clear, accurate, and appropriately detailed evidence of: <ul style="list-style-type: none"> <li>•the nature of learning</li> <li>•special characteristics of the material to be learned</li> <li>•the conditions under which the teaching and learning to take place</li> </ul>	The science experience describes clear and detailed evidence of: <ul style="list-style-type: none"> <li>•the nature of learning</li> <li>•special characteristics of the material to be learned</li> <li>•the conditions under which the teaching and learning to take place</li> </ul>	The science experience describes some evidence of: <ul style="list-style-type: none"> <li>•the nature of learning</li> <li>•special characteristics of the material to be learned</li> <li>•the conditions under which the teaching and learning to take place</li> </ul>	The science experience displays little to no evidence of: <ul style="list-style-type: none"> <li>•the nature of learning</li> <li>•special characteristics of the material to be learned</li> <li>•the conditions under which the teaching and learning to take place</li> </ul>

Sample Creative Lesson/Activity Based On GPS			Section Score: (x )=
Level 4	Level 3	Level 2	Level 1
Relationship among science concepts are clearly and accurately explained and supported with relevant examples or citations	Relationships among science concepts are explained and generally supported with relevant examples or citations	Attempt to explain relationships among science concepts, but some serious omissions or misconceptions are evident; insufficient support is provided	Relationships among science concepts are not explained; little or no support is provided
All elements of sample lesson/activity are clearly aligned to Georgia Performance Standards and appropriate for the selected grade level	Various elements of the lesson/activity are clearly aligned to the Georgia Performance Standards and appropriate for the selected grade level	Elements of lesson/activity are loosely aligned to Georgia Performance Standards and may or may not be appropriate for selected grade level	Lesson and unit plan are not aligned to Georgia Performance Standards and not appropriate for selected grade level

Letters of Support			Section Score: (x )=
Level 4	Level 3	Level 2	Level 1
Three letters of support are included in the application packet. <u>All</u> letters provide a positive, in-depth description of the applicant's qualities as an outstanding science teacher	<u>Two</u> letters of support provide a positive, in-depth description of the applicant's qualities as an outstanding science teacher	One letter of support provides a positive, in-depth description of the applicant's qualities as an outstanding science teacher	None of the letters of support provided a positive, in-depth description of the applicant's qualities as an outstanding science teacher

**Total Score:**

## Georgia Science Administrator of the Year

The Science Administrator of the Year awards recognizes ongoing excellence in the role of administrator of science education and commitment to its improvement. This award was created to recognize a school administrator (Principal, Assistant/Associate Principal, etc.) who acts as a champion for science education and science educators! One administrator will be recognized at the state level as the Administrator of the Year. A complimentary registration to the annual GSTA conference will be provided to the winner.

### Application Requirements for Administrator of the Year

- **Section 1** – Complete the online application form at <http://www.surveymonkey.com/s/38NTKSW>
- **Section 2** – Resume or Academic Vita. Please include membership in professional organizations, offices held, attendance at professional conferences, and presentations made in addition to academic qualifications and employment history.
- **Section 3** – Leadership Philosophy. Describe how you, in your current administrator assignment, incorporate new ideas and concepts; integrate related disciplines; promote leadership within your school; and promote educational excellence in your school and community. Limit – 2 pages, single-spaced, 12-point type.
- **Section 4** – Responses to the following items. They are to be sequenced in the order they appear and identified by number and a shortened version of the response statement (e.g. I. Describe the major challenge). Limit – 4 double spaced pages.
  1. What actions have you taken to improve science education in your school?
  2. Describe a recent science lesson that you observed and reflected your view of science instruction.
- **Section 5** – Submit a photo of yourself to be used for publicity purposes should you be selected as the GSTA Science Administrator of the Year
- **Section 6** – Three (3) supporting letters from an administrator colleague, a past student or parent, and a teacher or staff member. One of these letters must come from the nominator and be so designated. Letters of support are limited to one single spaced, typed page.

### Evaluation of Applications

Each administrator of the year application will be reviewed by a committee of Georgia Science Supervisors Association (GSSA) and GSTA members. The committee will collaborate to select the application(s) with the highest degree of merit each year.



## GSTA Mini-Grants

Mini-grants are designed to fund creative class projects. GSTA provides up to \$500 per project award. Teachers who need funding for special classroom projects are encouraged to apply for the mini-grants.

Recipients of mini-grants are asked to:

- 1) Complete the project during the year and submit a brief report
- 2) Share their project with other teachers by writing an article for *The Georgia Science Teacher* with photograph(s)
- 3) If possible, make a presentation at the annual GSTA conference. To facilitate the presentation at the GSTA conference, a complimentary registration will be provided to all mini-grant winners.

### Application Requirements for Mini-Grants

- **Section 1** – Complete the online application form at <http://www.surveymonkey.com/s/38NTKSW>
- **Section 2** – Project title and a brief but concise description of your plan or idea. Explain how you will carry it out and why you feel it is a worthwhile project. Include how the project will contribute to the scientific literacy of your students, colleagues, or school and/or enhance your ability to teach with the Georgia Performance Standards. Limit 2-4 pages, double-spaced, 12 point type.
- **Section 3** – A budget. GSTA can grant up to \$500 per project. If you need more funding, you may wish to seek additional funds from other sources.
- **Section 4** – Submit a photo of yourself to be used for publicity purposes should you be selected as a GSTA Mini-Grant winner.
- **Section 5** – Two letters of support, one from a supervisor, and another letter from either your GSTA district representative or a colleague familiar with your work.

### Evaluation of Applications

Each mini-grant application will be reviewed by a committee of GSTA members. The committee will collaborate to select the applications with the highest degree of merit each year. A rubric will be created to evaluate the applications in the future.





**Rubric Under Construction!**

## ScienceQuest Teacher Scholarships

The ScienceQuest Teacher Scholarships consist of monetary awards for teachers to use in continuing their education/experiences through summer programs. The amount of the award (up to \$1500) will depend on the cost of the program and the merit of the application.

Applicants should have a minimum of five years of teaching experience in grades K-12 or at the college/university level and currently are teaching in Georgia schools. Board members of GSTA or the GSTE Foundation are ineligible for the scholarships. Scholarships will not be awarded to the same recipients for two consecutive years.

### Application Requirements for ScienceQuest Scholarships

*All applications must be typed, double-spaced, and must not exceed three pages in length including the letter of recommendation. Applications should be submitted **electronically** and include the following:*

- **Section 1** – Complete the online application form at <http://www.surveymonkey.com/s/38NTKSW>
- **Section 2** – Description of the program being applied for including location and dates. Cost of the program to the participant, including travel. Indicate if other funding has been applied for and/or will be received.
- **Section 3** – Discuss the following:
  1. How will this program help you in addressing student or professional needs?
  2. How will the completion of the program be verified? (Registration, attendance verification by instructor, director, etc.)
  3. How will you demonstrate competencies gained in this program? Who will conduct on-the-job assessment? (Instructor, consultant, director, etc)
- **Section 4** – Submit a photo of yourself to be used for publicity purposes should you be selected as the GSTA ScienceQuest Scholarship recipient.
- **Section 5** – Two letters of recommendation from the teacher's principal (or dean) and a colleague.

Documentation of expenditures will be required for all awards. Individuals who desire staff development credit for this experience must apply through their system's staff development office. Recipients of this award are expected to share their experiences with a presentation at the annual GSTA conference or through an article in *The Georgia Science Teacher*. Awards must be used within two years of receipt.

### Evaluation of Applications

Each conference grant application will be reviewed by a committee of GSTEF board members and GSTA members. The committee will collaborate to select the application(s) with the highest degree of merit each year.



## GSTEF Conference Grant

The Foundation Conference Grant consists of up to \$500 for teachers to use in continuing their education through attendance at state, regional, or national professional science conferences. Applicants should be Georgia educators currently teaching in grades K-12 or at the college/university level. Board members of GSTA or the GSTE Foundation are ineligible for these awards. Grants will not be given to the same recipient for two consecutive years.

### Application Requirements for the Conference Grant

- **Section 1** – Complete the online application form at <http://www.surveymonkey.com/s/38NTKSW>
- **Section 2** – Leadership Philosophy. Describe how you, in your current teaching assignment, incorporate new ideas and concepts; integrate related disciplines; promote leadership within your school; and promote educational excellence in your school and community. Limit – 2 pages, single-spaced, 12-point type.
- **Section 3** – Responses to the following items. They are to be sequenced in the order they appear and identified by number and a shortened version of the response statement. Limit – 4 double spaced pages.
  1. What actions have you taken to improve science education in your school?
  2. Describe a recent science lesson that you observed and reflected your view of science instruction.
- **Section 4** – Resume or Academic Vita. Please include membership in professional organizations, offices held, attendance at professional conferences, and presentations made in addition to academic qualifications and employment history.
- **Section 5** – Submit a photo of yourself to be used for publicity purposes should you be selected as the GSTA Conference Grant recipient.
- **Section 6** – Three (3) supporting letters from an administrator colleague, a past student or parent, and a teacher or staff member. One of these letters must come from the nominator and be so designated. Letters of support are limited to one single spaced, typed page.

### Evaluation of Applications

Each conference grant application will be reviewed by a committee of GSTEF board members and GSTA members. The committee will collaborate to select the application(s) with the highest degree of merit each year.



## Science Adventure Student Scholarship

Science Adventure Student Scholarships consist of monetary award for students to use in continuing their education/experiences through educational programs. The amount of the award (up to \$2000) will depend on the cost of the program and the merit of the application.

### Application Requirements for Science Adventure Scholarship

Applicants should be in grades 6-12 or at the college/university level in Georgia schools. Students may apply individually or as a group with a common goal. Applications can be student or teacher initiated. Board members of GSTA and the GSTE Foundation are ineligible. All entries must be typed and submitted in triplicate and included the following:

1. Complete the online application form at <http://www.surveymonkey.com/s/38NTKSW>
2. Description of the program being applied for including location and dates.
3. Cost of the program to the participant, including travel. Indicate if other funding has been applied for and /or will be received.
4. An explanation stating why you want to attend this program.
5. Plans outlining how you would share your experiences when you return.
6. Two letters of recommendation from the sponsor/teacher and the principal or dean.

### Evaluation of Applications

Each scholarship application will be reviewed by a committee of GSTA members. The committee will collaborate to select the application with the highest degree of merit each year.



## Dallas Stewart Award

The Dallas Stewart Award is a very special award that is presented by GSTA only when merited. It is awarded to recognize excellence in leadership and significant contributions to the organization and to science education. Recipients of this award have dedicated long term commitment of service to GSTA and to science education.

### Application Requirements for the Dallas Stewart Award

To nominate an individual for this award, one must submit a narrative nomination citing reasons the nominee should be considered for the Dallas Stewart Award. It is helpful to the committee if more than one narrative is submitted for an individual. Please provide contact information for the individual nominated. Nominations may be made at any time. Nominations should be e-mailed to [gstaawards@gmail.com](mailto:gstaawards@gmail.com).

### Evaluation of Nominations

Each Dallas Stewart Nomination will be reviewed by a committee of Past GSTA Presidents and members. The committee will collaborate to determine if the nomination is of merit to earn this coveted award.

