



NAEA COMC J. Eugene Grigsby, Jr. Award Rubric

Name of Nominee _____

State _____

Total Points _____

The J. Eugene Grigsby Jr. COMC award honors individuals who have made distinguished contributions to the field of art education in advancing and promoting education, investigation, and celebration of cultural and ethnic heritage within our global community. The record of achievement may reflect remarkable scholarly writing, research, professional leadership, teaching and/or community service that advances the ideals of culturally responsive pedagogy in teaching and learning communities. Further, this award highlights the legacy of Dr. J. Eugene Grigsby Jr. in bringing to light accomplishments historically and contemporarily by people of color in fully advancing NAEA policy and practice.

Dr. J. Eugene Grigsby, Jr.

Celebrated artist, writer and educator Jefferson Eugene Grigsby, Jr. brought the enduring concept of culturally responsive instructional approaches to the forefront of art education. Emphasizing the human rights imperative intrinsic in the inclusion of culture and ethnicity in art education, Grigsby brought attention to the centrality of art education to the civil rights movement in America. Dr. Grigsby modeled through both his scholarship and NAEA involvement his vision for the inclusion and recognition of traditions, artistic practices, and accomplishments of people of color within the visual arts.

Grigsby represents several decades of leadership within NAEA which include vice president of the National Art Education Association from 1972-74, president of the Arizona Art Education Association from 1988-90, chair of the Pacific region, and contributor to the establishment of the Committee on Multi Ethnic Concerns in 1980. Grigsby began his undergraduate work at Johnson C. Smith University in Charlotte, North Carolina. Within a year, he transferred to Morehouse College in Atlanta, Georgia, where he first met his long time mentor, Hale Woodruff. Under Woodruff's tutelage, Grigsby graduated from Morehouse College in 1938 equipped with extensive artistic experience that he would retain throughout his life. Grigsby went on to obtain his B.A. degree from Morehouse College, his M.A. degree in art from Ohio State University and his Ph.D. in art education from New York University.

Dr. Grigsby has a long and distinguished career as an art educator. He began working at Carver High School as an art teacher. After the closing of the school in 1954, Grigsby began working at Phoenix Union High School where he remained until 1966. In 1958, early recognition of his leadership included his election by the Museum of Modern Art in New York City to represent the United States as an art teacher at the Children's Creative Center at the Brussels World Fair. This experience inspired Grigsby to initiate a number of art programs in community centers, housing projects and day care centers in the Phoenix area.

Grigsby began teaching at the university level in 1966, working at the School of Art at Arizona State University until 1988. During this time, Grigsby published *Art and Ethics: Background for Teaching Youth in a Pluralistic Society*, the first book ever written for art teachers by an African

American artist and educator. In 2001, *The Art of Eugene Grigsby Jr.: A 65 Year Retrospective* was featured at the Phoenix Art Museum. The exhibit featured insightful commentary of Grigsby's life and influence on the art and education world by his many colleagues, friends and family.

Relationship to the Work of Eugene Grigsby, Jr.

Nominee's contributions to the profession reflect, expand, or extend the work of Eugene Grigsby in clear and particular ways.	4	
Nominee's contributions to the profession reflect, expand, or extend the work of Eugene Grigsby in a general way.	3	
Nominee's contributions to the profession reflect, expand, or extend the work of Eugene Grigsby in a fragmented or unclear manner.	2	
Nominee's contributions to the profession reflect, expand, or extend the work of Eugene Grigsby in somewhat distant ways.	1	
Nominee's contributions to the profession do not reflect, expand, or extend the work of Eugene Grigsby.	0	

Contributions to the Profession:

Rate each area below on a scale of 1 to 4 with 4 being the highest and 0 being the lowest possible score.

Scholarship regarding cultural and ethnic heritage within the visual arts	1-4	
Leadership and mentorship that promote the inclusion of global perspectives in art education	1-4	
Research that extends the culturally responsive philosophies Dr. Grigsby advanced in his work	1-4	
Scholarship that recognizes the accomplishments both historically and contemporarily by people of color in the field of art education	1-4	

Letters of support:

Nominee's letters of support provide superior evidence of advancing the cause of art education.	5	
Nominee's letters of support provide moderate evidence of advancing the cause of art education.	3	
Nominee's letters of support provide limited evidence of advancing the cause of art education.	2	
Nominee's letters of support provide no evidence of advancing the cause of art education.	0	

Comments – Please provide up to 5 points/comments that are specific to the work of the nominee to help clarify why this person should receive this award.



Distinguished Service Outside the Profession Award Rubric

Name of Nominee _____

This award is to recognize outstanding achievement and contributions in previous years by persons or organizations outside the field of art education. Given the variety of roles of individuals and/or organizations who can be nominated for this award, all candidates may not have achievement or service in each area.

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

Outstanding Achievement	
Contributions to the Profession	
Service to the Field of Art Education	
Service to Arts Education at the national/state level, including NAEA	
Letters of Support	
Total Points (20 points possible)	

Outstanding Achievement

Nominee has been recognized for significant support in the field of art education	5	
Nominee has been recognized for moderate support in the field of art education.	3	
Nominee has been recognized for some support in the field of art education	2	
Nominee has not provided support to the profession	0	

Contributions to the Profession

Nominee has made significant contributions to the profession commensurate with this award	5	
Nominee has made moderate contributions to the profession commensurate with this award	3	
Nominee has made some contributions to the profession	2	
Nominee has not made contributions to the profession	0	

Service to the Field of Art Education

Nominee has significant evidence of service to the field of art education	5	
Nominee has moderate evidence of service to the field of art education	3	
Nominee has limited evidence of service to the field of art education	2	
Nominee has no evidence of service to the field of art education	0	

Service to Arts Education at the national/state level, including NAEA

Nominee has an exceptional history of service to arts education at the national/state level, including NAEA	5	
Nominee has a good history of service to arts education at the national/state level, including NAEA	4	
Nominee has a limited history of service to arts education at the national/state level which may include NAEA	3	
Nominee has a history of service to arts education at the national/state level which may include NAEA	2	
Nominee has a history of service to arts education but no service to NAEA	1	

Letters of support:

Nominee's letters of support provide superior evidence of outstanding achievement and contributions to the field of art education.	5	
Nominee's letters of support provide moderate evidence of outstanding achievement and contributions to the field of art education.	3	
Nominee's letters of support provide limited evidence of outstanding achievement and contributions to the field of art education.	1	
Nominee's letters of support provide no evidence of achievement and contributions to the field of art education.	0	



Distinguished Service within the Profession Award Rubric

Name of Nominee _____

This award is to recognize outstanding achievement, contributions, and service in previous years to the field of art education and to National and State/Province Associations.

This rubric should be used in scoring Nominee's for Distinguished Service within the Profession.

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

Outstanding Achievement	
Contributions to the Profession	
Service to the Field of Art Education	
Service to the National Art Education Association	
Letters of Support	
Total Points (25 points possible)	

Outstanding Achievement

Nominee has been recognized for significant achievement in the field of art education	5	
Nominee has been recognized for moderate achievement in the field of art education.	3	
Nominee has been recognized for some achievement in the field of art education	2	
Nominee has not yet made significant contributions to the profession	0	

Contributions to the Profession

Nominee has made significant contributions to the profession commensurate with this award	5	
Nominee has made moderate contributions to the profession commensurate with this award	3	
Nominee has made some contributions to the profession	2	
Nominee has not yet made significant contributions to the profession	0	

Service to the Field of Art Education

Nominee has significant evidence of service to the field of art education	5	
Nominee has moderate evidence of service to the field of art education	3	
Nominee has limited evidence of service to the field of art education	2	
Nominee has no evidence of service to the field of art education	0	

Service to the National Art Education Association

Nominee has an exceptional history of service at the national level	5	
Nominee has a good history of service at the national level	3	
Nominee has a limited history of service at the national level	2	
Nominee has no history of service at the national level	0	

Letters of support:

Nominee's letters of support provide superior evidence of exemplary service within the profession	5	
Nominee's letters of support provide moderate evidence of exemplary service within the profession	3	
Nominee's letters of support provide limited evidence of exemplary service within the profession	2	
Nominee's letters of support provide no evidence of exemplary service within the profession	0	



NAEA Higher Education Preservice Achievement Award Rubric

Name of Student _____

The purpose of this award is to recognize student achievement in art education at the College/University level. Nominees must be active members of NAEA. The nominee must have completed student teaching within the last school year and have been an active student member of NAEA at the time of their student teaching.

This rubric should be used in scoring candidates for the Higher Education Student Achievement Award.

Artistic Achievement	
Teaching Excellence	
Involvement in Art Education/ Extracurricular Achievements	
Philosophy of Art	
Letters of Support	
Total Points (24 points possible)	

Artistic Achievement

Nominee's artwork indicates a superior level of artistic achievement including breath and depth in studio expertise.	5	
Nominee's artwork indicates a high level of artistic achievement including breath and depth in studio expertise.	3	
Nominee's artwork indicates a proficient level of artistic achievement including breath but little depth in studio expertise.	2	
Nominee's artwork indicates a basic level of artistic achievement including breath and but no depth in studio expertise.	1	
Nominee's artwork indicates a less than a basic level of artistic achievement in studio expertise.	0	

Teaching Excellence

Nominee's letter of nomination and documentation of student work indicates a superior level of excellence in student teaching.	5	
Nominee's letter of nomination and documentation of student work indicates a high level of excellence in student teaching.	3	
Nominee's letter of nomination and documentation of student work indicates a proficient level of excellence in student teaching.	2	
Nominee's letter of nomination and documentation of student work indicates a basic level of excellence in student teaching.	1	
Nominee's letter of nomination and documentation of student work indicate no level of excellence in student teaching.	0	

Involvement in Art Education / Extracurricular Achievements

Nominee's letter of nomination and resume indicate a superior level of involvement in art education through service/extracurricular achievements in both school and community.	5	
Nominee's letter of nomination and resume indicate a high level of involvement in art education through service/extracurricular achievements in both school and community.	3	
Nominee's letter of nomination and resume indicate a proficient level of involvement in art education through service/extracurricular achievements in both school and community.	2	
Nominee's letter of nomination and resume indicate a basic involvement in art education through service/extracurricular achievements in both school and community.	1	
Nominee's letter of nomination and resume indicate no involvement in art education through service/extracurricular achievements in both school and community.	0	

Philosophy of Teaching of Art

Nominee's Philosophy of Teaching Art shows exceptional evidence of the insights gained from student teaching and the goals they have set for their early careers in the profession.	5	
Nominee's Philosophy of Teaching Art shows good evidence of the insights gained from student teaching and the goals they have set for their early careers in the profession.	3	
Nominee's Philosophy of Teaching Art shows moderate evidence of the insights gained from student teaching and the goals they have set for their early careers in the profession.	2	
Nominee's Philosophy of Teaching Art shows limited evidence of the insights gained from student teaching and the goals they have set for their early careers in the profession.	1	
Nominee's Philosophy of Teaching Art shows no evidence of the insights gained from student teaching and the goals they have set for their early careers in the profession.	0	

Letters of support:

Nominee's letters of support provide superior evidence of exemplary teaching and leadership	4	
Nominee's letters of support provide moderate evidence of exemplary teaching and leadership	2	
Nominee's letters of support provide limited evidence of exemplary teaching and leadership	1	
Nominee's letters of support provide no evidence of exemplary teaching and leadership	0	



NAEA Manuel Barkan Memorial Award Rubric

Name of Nominee _____

State _____

Total Points _____

This award is conceived as a tribute to Dr. Manuel Barkan. Selection is based on a work of scholarship published in *Art Education* or *Studies in Art Education* published from October 2014 through September 2015.

Manuel Barkan (1913–1970)

"A visionary art educator at Ohio State University" who had "designed a model of art education that combined the teaching of art history and art criticism with art making activities" (J. Paul Getty), Manuel Barkan recognized the role of disciplinary structures of knowledge in guiding curriculum decisions but his views on curriculum reform embodied a synthesis of viewpoints, some reflecting the influence of social reconstructionism and Progressive education from the 1930s.

Barkan taught art for the Roslyn, Long Island, school district. He left New York to accept a position in the education department of the Toledo museum and, during the war years, worked as an industrial designer. In 1947 he was offered a position to teach design at the Ohio State University, and became head of the art education area after receiving his degree in 1951. He held this position until his death in 1970.

Barkan regarded the social environment as a place where the child learns through his or her interactions with others. Barkan did not regard self-expression as the principle aim of art education as was common with his contemporaries. Rather, he saw it as a means through which children could be encouraged to interact with other human beings thereby to establish their sense of self.

Barkan wrote *A Foundation for Art Education* (1955) and *Through Art To Creativity* (1960). With Laura Chapman he prepared *Guidelines for Art Instruction through Television for the Elementary School* followed by a set of guidelines for aesthetic education (1970), a program of the Central Midwestern Regional Educational Laboratory. He also presented his *Curriculum and the Teaching of Art* report to the NAEA in Washington, DC (1964).

Scholarship:

Article deals carefully and imaginatively with an important issue, problem, or practice in the field in a manner that sets it above and beyond the norm.	4	
Article deals with an important issue, problem, or practice in the field in a manner that is typical of the norm or deals imaginatively with a less important issue, problem or practice.	3	
Article deals with a lesser issue, problem, or practice in the field in a manner that is the norm.	2	
Article deals with issue, problem, or practice in the field in a manner that sets it below the norm.	1	
Article deals with issue, problem, or practice in the field in a manner that is of no use to the profession.	0	

Comments – Please provide up to 5 points/comments that are specific to the work of the nominee to help clarify why this person should receive this award.



NAEA Marion Quin Dix Leadership Award Rubric

Name of Nominee _____

State _____

Total Points _____

This award is presented in honor of NAEA's third President, Marion Quin Dix, in recognition of her pioneer work in the development of NAEA as a national professional organization. This award is given to recognize outstanding contributions and service to the profession by a current or past State/Province Association officer in the performance and/or development of specific programs, goals or activities at the State/Province Association level.

Marion Quin Dix

After teaching for twenty years (1923-1943) Marion became the Art Supervisor in Elizabeth, New Jersey and retired twenty nine years later in 1972. She also taught summers and Saturdays at Rutgers from 1931 to 1969. As Art Supervisor for Elizabeth, Marion had each art teacher stop using the standard coloring book lessons and develop their own course of study.

By the summer of 1946 most art programs were stopped because of World War II. This is when Marion had the idea of the Creative Art Education Workshop which allowed educators time and access to test out art materials as opposed to conventions that simply allowed them to pick up literature on art materials. At the time Marion was chairman of the Professional Relations Committee for Eastern Arts and questioned why there was no national organization to connect the four regional art educator organizations. During meetings to explore this concept, Marion nominated Dr. Edwin Ziegfeld, Head of the Art Department at Columbia, as the first chairman of the NAEA in 1947. She was asked to run for the next presidency term but turned it down because she did not want the Eastern region to be over represented. Then 2 years later Marion Quin Dix became the third president to the NAEA (1953-55). She was concerned that art educators were selling art education to themselves, so she made efforts to bring in people from other fields with the goal of having more integrated education.

Marion was the first woman to serve as president of both the Eastern Arts Association (1949-50) and the National Art Education Association (1953-55). She is the author of many articles about art education and has received many awards including an honorary doctorate from Kean College in Union, New Jersey.

Contributions to the Profession:

Nominee has made significant contributions through leadership and service to the profession at the State/Province level.	4	
Nominee has made valuable contributions through leadership and service to the profession at the State/Province level.	3	
Nominee has made some contributions to the profession through leadership and service at the State/Province level.	2	
Nominee has made minor contributions to the profession through leadership and service at the State/Province level.	1	
Nominee has made no contributions to the profession at the State/Province level.	0	

Letters of support:

Nominee's letters of support provide superior evidence of advancing the cause of art education.	5	
Nominee's letters of support provide moderate evidence of advancing the cause of art education.	3	
Nominee's letters of support provide limited evidence of advancing the cause of art education.	2	
Nominee's letters of support provide no evidence of advancing the cause of art education.	0	

Comments – Please provide up to 5 points/comments that are specific to the work of the nominee to help clarify why this person should receive this award.



**NAEA, The Council for Exceptional Children (CEC), VSA
Beverly Levett Gerber Special Needs Lifetime Achievement Award
Award Rubric**

Name of Nominee _____

This rubric should be used in scoring candidates for the Beverly Levett Gerber Special Needs Lifetime Achievement Award.

Given the variety of roles of NAEA members who can be nominated for this award, all candidates may not have expertise in each area.

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

Impact on Special Needs Students	
Scholarly Writing	
Research	
Professional Leadership	
Teaching	
Community Service	
Total Points (30 points possible)	

Impact on Special Needs Students:

Candidate has brought distinction to the profession of special needs art education through an exceptional and continuous record of achievement that has had a significant impact on students with disabilities and special needs.	5	
Candidate has brought distinction to the profession of special needs art education through an outstanding and continuous record of achievement that has had a significant impact on students with disabilities and special needs.	4	
Candidate has brought distinction to the profession of special needs art education through a very good record of achievement that has had some impact on students with disabilities and special needs.	3	
Candidate has brought distinction to the profession of special needs art education through a good record of achievement that has had a small impact on students with disabilities and special needs.	2	
Candidate has brought distinction to the profession of special needs art education through a limited record of achievement that has had an impact on students with disabilities and special needs.	1	
Candidate shows no evidence of bringing distinction to the profession of special needs art education students.	0	

Scholarly Writing:

Candidate has brought distinction to the profession of special needs art education through an exceptional and continuous record of scholarly writing that has had a significant impact on students with disabilities and special needs.	5	
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Candidate has brought distinction to the profession of special needs art education through an outstanding and continuous record of scholarly writing that has had a significant impact on students with disabilities and special needs.	4	
Candidate has brought distinction to the profession of special needs art education through a very good and continuous record of scholarly writing that has had a significant impact on students with disabilities and special needs.	3	
Candidate has brought distinction to the profession of special needs art education through a good and continuous record of scholarly writing that has had a significant impact on students with disabilities and special needs.	2	
Candidate has brought distinction to the profession of special needs art education through a limited and continuous record of scholarly writing that has had a significant impact on students with disabilities and special needs.	1	
Candidate has no record of scholarly writing that has had a significant impact on students with disabilities and special needs.	0	

Research:

Candidate has brought distinction to the profession of special needs art education through an exceptional and continuous record of research that has had a significant impact on students with disabilities and special needs.	5	
Candidate has brought distinction to the profession of special needs art education through an outstanding and continuous record of research that has had a significant impact on students with disabilities and special needs.	4	
Candidate has brought distinction to the profession of special needs art education through a very good and continuous record of research that has had a significant impact on students with disabilities and special needs.	3	
Candidate has brought distinction to the profession of special needs art education through a good and continuous record of research that has had a significant impact on students with disabilities and special needs.	2	
Candidate has brought distinction to the profession of special needs art education through a limited and continuous record of research that has had a significant impact on students with disabilities and special needs.	1	
Candidate no record of research that has had a significant impact on students with disabilities and special needs.	0	

Professional Leadership:

Candidate has brought distinction to the profession of special needs art education through an exceptional and continuous record of leadership that has had a significant impact on students with disabilities and special needs.	5	
Candidate has brought distinction to the profession of special needs art education through an outstanding and continuous record of leadership that has had a significant impact on students with disabilities and special needs.	4	
Candidate has brought distinction to the profession of special needs art education through a very good and continuous record of leadership that has had a significant impact on students with disabilities and special needs.	3	
Candidate has brought distinction to the profession of special needs art education through a good and continuous record of leadership that has had a significant impact on students with disabilities and special needs.	2	
Candidate has brought distinction to the profession of special needs art education through a limited and continuous record of leadership that has had a significant impact on students with disabilities and special needs.	1	
Candidate has brought no record of leadership that has had a significant impact on students with disabilities and special needs.	0	

Teaching:

Candidate has brought distinction to the profession of special needs art education through an exceptional and continuous record of teaching that has had a significant impact on students with disabilities and special needs.	5	
Candidate has brought distinction to the profession of special needs art education through an outstanding and continuous record of teaching that has had a significant impact on students with disabilities and special needs.	4	
Candidate has brought distinction to the profession of special needs art education through a very good and continuous record of teaching that has had a significant impact on students with disabilities and special needs.	3	
Candidate has brought distinction to the profession of special needs art education through a good and continuous record of teaching that has had a significant impact on students with disabilities and special needs.	2	
Candidate has brought distinction to the profession of special needs art education through a limited and continuous record of teaching that has had a significant impact on students with disabilities and special needs.	1	
Candidate has no record of teaching that has had a significant impact on students with disabilities and special needs.	0	

Community Service

Candidate has brought distinction to the profession of special needs art education through an exceptional and continuous record of community service that has had a significant impact on students with disabilities and special needs.	5	
Candidate has brought distinction to the profession of special needs art education through an outstanding and continuous record of community service that has had a significant impact on students with disabilities and special needs.	4	
Candidate has brought distinction to the profession of special needs art education through a very good record of community service that has had some impact on students with disabilities and special needs.	3	
Candidate has brought distinction to the profession of special needs art education through a good record of community service that has had a small impact on students with disabilities and special needs.	2	
Candidate has brought distinction to the profession of special needs art education through a limited record of community service that has had an impact on students with disabilities and special needs.	1	
Candidate shows no record of community service that has had an impact on students with disabilities and special needs.	0	



**NAEA, The Council for Exceptional Children (CEC), VSA
Peter J. Geisser Special Needs Art Educator of the Year
Award Rubric**

Name of Nominee _____

This rubric should be used in scoring candidates for the Peter J. Geisser Special Needs Art Educator of the Year.

Given the variety of roles of NAEA members who can be nominated for this award, all candidates may not have expertise in each area.

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

Impact on Special Needs Students	
Scholarly Writing	
Research	
Professional Leadership	
Teaching	
Community Service	
Total Points (30 points possible)	

Impact on Special Needs Students:

Candidate has brought distinction to the profession of special needs art education through an exceptional and continuous record of achievement that has had a significant impact on students with disabilities and special needs.	5	
Candidate has brought distinction to the profession of special needs art education through an outstanding and continuous record of achievement that has had a significant impact on students with disabilities and special needs.	4	
Candidate has brought distinction to the profession of special needs art education through a very good record of achievement that has had some impact on students with disabilities and special needs.	3	
Candidate has brought distinction to the profession of special needs art education through a good record of achievement that has had a small impact on students with disabilities and special needs.	2	
Candidate has brought distinction to the profession of special needs art education through a limited record of achievement that has had an impact on students with disabilities and special needs.	1	
Candidate shows no evidence of bringing distinction to the profession of special needs art education students.	0	

Scholarly Writing:

Candidate has brought distinction to the profession of special needs art education through an exceptional and continuous record of scholarly writing that has had a significant impact on students with disabilities and special needs.	5	
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Candidate has brought distinction to the profession of special needs art education through an outstanding and continuous record of scholarly writing that has had a significant impact on students with disabilities and special needs.	4	
Candidate has brought distinction to the profession of special needs art education through a very good and continuous record of scholarly writing that has had a significant impact on students with disabilities and special needs.	3	
Candidate has brought distinction to the profession of special needs art education through a good and continuous record of scholarly writing that has had a significant impact on students with disabilities and special needs.	2	
Candidate has brought distinction to the profession of special needs art education through a limited and continuous record of scholarly writing that has had a significant impact on students with disabilities and special needs.	1	
Candidate has no record of scholarly writing that has had a significant impact on students with disabilities and special needs.	0	

Research:

Candidate has brought distinction to the profession of special needs art education through an exceptional and continuous record of research that has had a significant impact on students with disabilities and special needs.	5	
Candidate has brought distinction to the profession of special needs art education through an outstanding and continuous record of research that has had a significant impact on students with disabilities and special needs.	4	
Candidate has brought distinction to the profession of special needs art education through a very good and continuous record of research that has had a significant impact on students with disabilities and special needs.	3	
Candidate has brought distinction to the profession of special needs art education through a good and continuous record of research that has had a significant impact on students with disabilities and special needs.	2	
Candidate has brought distinction to the profession of special needs art education through a limited and continuous record of research that has had a significant impact on students with disabilities and special needs.	1	
Candidate no record of research that has had a significant impact on students with disabilities and special needs.	0	

Professional Leadership:

Candidate has brought distinction to the profession of special needs art education through an exceptional and continuous record of leadership that has had a significant impact on students with disabilities and special needs.	5	
Candidate has brought distinction to the profession of special needs art education through an outstanding and continuous record of leadership that has had a significant impact on students with disabilities and special needs.	4	
Candidate has brought distinction to the profession of special needs art education through a very good and continuous record of leadership that has had a significant impact on students with disabilities and special needs.	3	
Candidate has brought distinction to the profession of special needs art education through a good and continuous record of leadership that has had a significant impact on students with disabilities and special needs.	2	
Candidate has brought distinction to the profession of special needs art education through a limited and continuous record of leadership that has had a significant impact on students with disabilities and special needs.	1	
Candidate has brought no record of leadership that has had a significant impact on students with disabilities and special needs.	0	

Teaching:

Candidate has brought distinction to the profession of special needs art education through an exceptional and continuous record of teaching that has had a significant impact on students with disabilities and special needs.	5	
Candidate has brought distinction to the profession of special needs art education through an outstanding and continuous record of teaching that has had a significant impact on students with disabilities and special needs.	4	
Candidate has brought distinction to the profession of special needs art education through a very good and continuous record of teaching that has had a significant impact on students with disabilities and special needs.	3	
Candidate has brought distinction to the profession of special needs art education through a good and continuous record of teaching that has had a significant impact on students with disabilities and special needs.	2	
Candidate has brought distinction to the profession of special needs art education through a limited and continuous record of teaching that has had a significant impact on students with disabilities and special needs.	1	
Candidate has no record of teaching that has had a significant impact on students with disabilities and special needs.	0	

Community Service

Candidate has brought distinction to the profession of special needs art education through an exceptional and continuous record of community service that has had a significant impact on students with disabilities and special needs.	5	
Candidate has brought distinction to the profession of special needs art education through an outstanding and continuous record of community service that has had a significant impact on students with disabilities and special needs.	4	
Candidate has brought distinction to the profession of special needs art education through a very good record of community service that has had some impact on students with disabilities and special needs.	3	
Candidate has brought distinction to the profession of special needs art education through a good record of community service that has had a small impact on students with disabilities and special needs.	2	
Candidate has brought distinction to the profession of special needs art education through a limited record of community service that has had an impact on students with disabilities and special needs.	1	
Candidate shows no record of community service that has had an impact on students with disabilities and special needs.	0	



NAEA National and Regional Elementary, Middle and Secondary Division Art Educator of the Year Awards Rubric

Name of Nominee _____

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

_____ Elementary _____ Middle _____ Secondary

This rubric should be used in scoring candidates for the National and Regional Elementary, Middle and Secondary 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> <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 	2	
<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	
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Candidate has a good history of leadership roles, offices and honors in professional organizations within or outside the field of art education such as: <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 	3	
Candidate has an emerging history of leadership roles, offices and honors in professional organizations within or outside the field of art education such as: <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	
Candidate has a limited history of actively participating in organizations outside the field of art education	1	
Candidate has no history of membership in any other associations/organizations	0	

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

Candidate has exceptional history of: <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	
Candidate has a good history of: <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	
Candidate has an emerging history of: <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	
Candidate has a limited history of: <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	
Candidate has no evidence of program development, publications, grants, research papers, artistic production or student exhibitions	0	

Teaching/Related Experiences:

Candidate has exceptional history of highly accomplished teaching <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	
Candidate has good history of accomplished teaching <ul style="list-style-type: none"> chairing or writing curriculum, frameworks, content standards, assessments experience as a mentor (i.e.: supervisor, preservice teachers) 	3	
Candidate has emerging history of accomplished teaching of <ul style="list-style-type: none"> writing curriculum, frameworks, content standards, assessments experience as a mentor (i.e.: supervisor, preservice teachers) 	2	
Candidate has limited history of accomplished teaching <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	
Candidate has no experience teaching, facilitating, and/or implementing curriculum	0	

Letters of Support:

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



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	
Candidate shows no professional active participation at the national and/or regional level	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	
Candidate shows no professional active participation at the state/province level	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:

Candidate has exceptional history of highly accomplished teaching <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	
Candidate has good history of accomplished teaching <ul style="list-style-type: none"> chairing or writing curriculum, frameworks, content standards, assessments experience as a mentor (i.e.: supervisor, preservice teachers) 	3	
Candidate has emerging history of accomplished teaching of <ul style="list-style-type: none"> writing curriculum, frameworks, content standards, assessments experience as a mentor (i.e.: supervisor, preservice teachers) 	2	
Candidate has limited history of accomplished teaching <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	
Candidate has no experience teaching, facilitating, and/or implementing curriculum	0	

Letters of Support:

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



NAEA National and Regional Museum Division Art Educator of the Year Awards Rubric

Name of Nominee _____

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

This rubric will be used in evaluating candidates for the Museum Division National and Regional Art Educator of the Year awards.

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</p>	2	

<div>division at the national and regional level such as:</div> <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 		
<div>Candidate has a limited history of professional active participation within their division at the national and regional level:</div> <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	
Candidate shows no professional active participation at the national and/or regional level	0	

State/Province Division Activities within Nominee's Division:

<div>Candidate has an exceptional history of professional active participation within their division at the state/province level such as:</div> <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	
<div>Candidate has a good history of professional active participation within their division at the state/province level such as:</div> <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	
<div>Candidate has an emerging history of professional active participation within their division at the state/province level such as:</div> <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	
<div>Candidate has a limited history of professional active participation within their division at the state/province level such as:</div> <ul style="list-style-type: none"> • presented a session at the state/province conference 	1	
Candidate shows no professional active participation at the state/province level	0	

Leadership Roles, Offices, Honors in Other Professional Organizations

<div>Candidate has exceptional history of leadership roles, offices and honors in professional organizations within or outside the field of art education such as:</div> <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	
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<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> <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 	3	
<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:

Candidate has exceptional history of highly accomplished teaching <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	
Candidate has good history of accomplished teaching <ul style="list-style-type: none">• chairing or writing curriculum, frameworks, content standards, assessments• experience as a mentor (i.e.: supervisor, preservice teachers)	3	
Candidate has emerging history of accomplished teaching of <ul style="list-style-type: none">• writing curriculum, frameworks, content standards, assessments• experience as a mentor (i.e.: supervisor, preservice teachers)	2	
Candidate has limited history of accomplished teaching <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	
Candidate has no experience teaching, facilitating, and/or implementing curriculum	0	

Letters of Support:

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



NAEA National and Regional Supervision/Administration Division 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 and Regional Supervision/Administration Division Art Educator of the Year Award.

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	
Candidate shows no professional active participation at the national and/or regional level	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	
Candidate shows no professional active participation at the state/province level	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> <ul style="list-style-type: none"> • long term membership in several professional organizations 	3	

<ul style="list-style-type: none"> held a leadership position in professional associations/organizations received honors in a professional association/organization 		
Candidate has an emerging history of leadership roles, offices and honors in professional organizations within or outside the field of art education such as: <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	
Candidate has a limited history of actively participating in organizations outside the field of art education	1	
Candidate has no history of membership in any other associations/organizations	0	

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

Candidate has exceptional history of: <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	
Candidate has a good history of: <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	
Candidate has an emerging history of: <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	
Candidate has a limited history of: <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	
Candidate has no evidence of program development, publications, grants, research papers, artistic production or student exhibitions	0	

Teaching/Related Experiences:

Candidate has exceptional history of highly accomplished teaching <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	
Candidate has good history of accomplished teaching <ul style="list-style-type: none"> chairing or writing curriculum, frameworks, content standards, assessments experience as a mentor (i.e.: supervisor, preservice teachers) 	3	
Candidate has emerging history of accomplished teaching of <ul style="list-style-type: none"> writing curriculum, frameworks, content standards, assessments experience as a mentor (i.e.: supervisor, preservice teachers) 	2	
Candidate has limited history of accomplished teaching <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	
Candidate has no experience teaching, facilitating, and/or implementing curriculum	0	

Letters of Support:

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



NAEA National Art Educator of the Year Award Rubric

Name of Nominee _____

This rubric should be used in scoring candidates for the National Art Educator of the Year. Given the variety of roles of NAEA members who can be nominated for this award, all candidates may not have expertise in each area.

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

National NAEA Activities	
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 (30 points possible)	

National NAEA Activities:

Candidate has an exceptional history of professional active participation at the national level such as: <ul style="list-style-type: none"> * held leadership positions at the national level * served/serves on several committees at the national Level * received multiple National Honors * regularly presented at NAEA Conventions 	5	
Candidate has a good history of professional active participation at the national level such as: <ul style="list-style-type: none"> * held a leadership position at the National level * served/serves on committees at the National level * received a national Honor * regularly presented at NAEA Conventions 	4	
Candidate has an emerging history of professional active participation at the national level such as: <ul style="list-style-type: none"> * served on one committee at the National level * received a National Honor * regularly presented at NAEA Conventions 	3	
Candidate has a limited history of professional active participation at the national level: <ul style="list-style-type: none"> * served on a committee at the National level * presented at an NAEA Convention 	2	
Candidate has presented a session or attended an NAEA Convention.	1	
Candidate shows no professional active participation at the national level.	0	

Regional NAEA Activities:

Candidate has an exceptional history of professional active participation at the regional level such as: <ul style="list-style-type: none"> * held position of Regional division director * received Regional Honors or recognitions * regularly presented at NAEA Conventions * attended several Regional Summer Leadership meetings 	5	
Candidate has a good history of professional active participation at the regional level such as: <ul style="list-style-type: none"> * held position of Regional division director * received Regional recognition * regularly presented at NAEA Conventions * attended a Regional Summer Leadership meeting 	4	
Candidate has an emerging history of professional active participation at the regional level such as: <ul style="list-style-type: none"> * received a Regional recognition * presented at an NAEA Convention * attended a Regional Summer Leadership meeting 	3	
Candidate has a limited history of professional active participation at the regional level such as: <ul style="list-style-type: none"> * presented at an NAEA Convention * attended a Regional Summer Leadership meeting 	2	
Candidate has presented a session at a NAEA convention.	1	
Candidate shows no professional active participation at the national or regional level.	0	

State/Province Activities:

Candidate has an exceptional history of professional active participation at the state/province level such as: <ul style="list-style-type: none"> * held/holds at several leadership positions at the state/province level * chaired multiple state/province committees * received multiple state/province honors * regularly presented sessions at state/province conferences 	5	
Candidate has a good history of professional active participation at the state/province level such as: <ul style="list-style-type: none"> * held/holds a leadership position at the state/province level * served on several state/province committees * received some state/province honors * regularly presented sessions at state/province conferences 	4	
Candidate has an emerging history of professional active participation at the state/province level such as: <ul style="list-style-type: none"> * served on a committee at the state/province level * received a state/province honor * presented sessions at state/province conferences 	3	
Candidate has a limited history of professional active participation at the state/province level such as: <ul style="list-style-type: none"> * received a state/province honor * presented a session at the state/province conference 	2	
Candidate has presented a session or attended a state/province conference	1	
Candidate shows no professional active participation at the state/province level	0	

Leadership Roles, Offices, Honors in Other Professional Organizations

Candidate has strong evidence of leadership roles, offices and honors in professional organizations within or outside the field of art education such as: <ul style="list-style-type: none"> * long term membership in several professional organizations 	5	
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* held/holds a leadership position in professional associations/organizations *received honors in a professional association/organization		
Candidate has moderate evidence of leadership roles, offices and honors in professional organizations within or outside the field of art education such as: * 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	3	
Candidate has limited evidence of actively participating in organizations outside the field of art education	1	
Candidate has no evidence of membership in any other associations/organizations	0	

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

Candidate has exceptional evidence of: *program development * publications (this can include but is not limited to books, articles, published research, curriculums, newsletter articles, courses of study) * receiving grants * a listing of ongoing personal artistic production * a listing of student exhibitions	4	
Candidate has good evidence of: *program development * publications (this can include but is not limited to books, articles, published research, curriculums, newsletter articles, courses of study) * a listing of ongoing personal artistic production * a listing of student exhibitions	3	
Candidate has limited evidence of: *program development * publications (this can include but is not limited to books, articles, published research, curriculums, newsletter articles, courses of study) * a listing of ongoing personal artistic production * a listing of student exhibitions	1	
Candidate has had no program development, publications, grants, research papers, or exhibitions	0	

Teaching/Related Experiences:

Candidate has strong evidence as: * extensive history of highly accomplished teaching * chaired or written curriculum, frameworks, content standards, assessments * experience as a mentor (i.e.: supervisor, pre-service teachers)	3	
Candidate has limited evidence of: * accomplished teaching as a committee participant developing curriculum and or writing frameworks, content standards, assessments * experience as a mentor (i.e.: supervisor, pre-service teachers)	2	
Candidate has experience teaching and implementing curriculum	1	

Letters of support:

Candidate's letters of support provide superior evidence of exemplary teaching and leadership	3	
Candidate's letters of support provide moderate evidence of exemplary teaching and leadership	2	
Candidate's letters of support provide limited evidence of exemplary teaching and leadership	1	
Candidate's letters of support provide no evidence of exemplary teaching and	0	

leadership		
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National Art Honor Society Sponsor Award Rubric

National Art Honor Society Sponsor: _____

This award is to recognize outstanding achievement, contributions, and service in previous years to the field of art education by a National Art Honor Society Chapter.

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

Fostering inspiration & creativity of art students and all students of the school	
Promoting excellence in visual art and aesthetic awareness in the school and community	
Promotion of cross-curricular/visual art within the school &/or community	
Individual & group participation in scholarship and grant opportunities	
Fundraising to support art in the school & community	
Letters of Support	
Total Points (20 points possible)	

Fostering inspiration and creativity of art students and all students of the school

Extensive and strong examples of evidence of sponsored activities provided	4	
Strong examples of evidence of sponsored activities provided	3	
Good examples of evidence of sponsored activities provided	2	
Limited or no evidence of sponsored activities provided	1	

Promotion of cross-curricular/visual art within the school &/or community

Extensive and strong examples of evidence of sponsored activities provided	4	
Strong examples of evidence of sponsored activities provided	3	
Good examples of evidence of sponsored activities provided	2	
Limited, weak or no evidence of sponsored activities provided	1	

Individual & group participation in scholarship and grant opportunities

Extensive and strong examples of evidence of sponsored activities provided	4	
Strong examples of evidence of sponsored activities provided	3	
Good examples of evidence of sponsored activities provided	2	
Limited weak or no evidence of sponsored activities provided	1	

Fundraising to support art in the school & community

Extensive and strong examples of evidence of sponsored activities provided	4	
Strong examples of evidence of sponsored activities provided	3	
Good examples of evidence of sponsored activities provided	2	
Limited, weak or no evidence of sponsored activities provided	1	

Letters of support:

Candidate's letters of support provide superior evidence of sponsorship and leadership	4	
Candidate's letters of support provide moderate evidence of and sponsorship and leadership	3	
Candidate's letters of support provide limited evidence of exemplary sponsorship and leadership	1	
Candidate's letters of support provide no evidence of exemplary sponsorship and leadership	0	

National Emeritus Art Educator of the Year Award – Rubric 2017

Name of Nominee: _____ State: _____

Retired Art Educator for at least 3 years? ☐ Yes ☐ No Date of Retirement (mm/dd/yyyy): _____

Achievement color zones: → Achievement Categories: ↓	Before Retirement	After Retirement	Local	State	Regional	National	Inter- National	Held Office or Chairman	ROW TALLY TOTALS
Teaching:									
Professional Leadership:									
Community Service:									
COLUMN TALLY TOTALS:									
EXTENDED VALUES	X 1 = _____	X 3 = _____	X 3 = _____	X 4 = _____	X 5 = _____	X 6 = _____	X 7 = _____	X 5 = _____	

TOTAL SCORE ↑

Tie Breaker Extra Points: Submission Materials (Circle each “+3” which qualifies.)

+3 points if date of retirement (mm/dd/yyyy) is listed on updated NAEA Nomination Form

+3 points if service & achievements both before & after retirement are identified separately on Vita

+3 points if specific dates are included when listing service and achievements on Vita

Judge's Name _____

TIE BREAKER FINAL SCORE: _____

RUBRIC DIRECTIONS: (See sample rubric below.)

1. Read vita form carefully and list each individual achievement under an Achievement Category on the rubric.
2. Place one tally mark in **each** Achievement Color Zone (orange **and** yellow) for **each achievement listed**. For each category there should be the same number of marks in the orange zone as in the yellow zone.
3. Place one tally mark in the purple color zone for each office or chairmanship held.
4. Add tally marks for rows going across and columns going down. To check your math, the green box should contain the same number for "Row Tally" and "Column Tally" totals.
5. Extended values are found by multiplying a "Column Tally Total" with the assigned point value for that column.
6. Add all extended values to receive the Total Score (blue box).
7. Circle all "Tie Breaker Extra Points" which qualify and add to the Total Score. This will result in the Tiebreaker Final Score (yellow highlighted line). If a tie still exists, the Award Selection Committee Chairman will use the **higher** "Tally Total" in the "After Retirement" column (red box) as the deciding factor.

Achievement color zones: → Achievement Categories: ↓	Before Retirement	After Retirement	Local	State	Regional	National	Inter-National	Held Office or Chairman	ROW TALLY TOTALS
Teaching: Presenter at NAEA (4 years)	IIII					IIII			8
Professional Leadership: TAEA President Book published	I	I		I			I	I	5
Community Service: Speaker for In-Service		I	I						2
COLUMN TALLY TOTALS:	5	2	1	1	0	4	1	1	15
EXTENDED VALUES	X 1 = ___5___	X 3 = ___6___	X 3 = ___3___	X 4 = ___4___	X 5 = ___0___	X 6 = ___24___	X 7 = ___7___	X 5 = ___5___	54

TOTAL SCORE ↑

Tie Breaker Extra Points: Submission Materials (Circle each "+3" which qualifies.)

+3 points if date of retirement (mm/dd/yyyy) is listed on updated NAEA Nomination Form

+3 points if service & achievements both before & after retirement are identified separately on Vita

+3 points if specific dates are included when listing service and achievements on Vita

Judge's Name _____

TIE BREAKER FINAL SCORE: **54 + 6 = 60**

Rationale for “Achievement Categories”:

Teaching, Professional Leadership and Community Service are the three categories already established for the ***National Emeritus Art Educator of the Year Award***.

Rationale for “Achievement Color Zones” and “Extended Values”:

1. The orange columns give credit for service and achievements before and after retirement, which is part of the criteria for the award. Since this award is for a retired art educator, the “after retirement” column should be worth more in the “Extended Values.”
2. The yellow columns represent the levels of service and achievements. The higher the level; the greater the reach of influence for students and mentoring of other teachers, therefore each level progressed in extended value by one point.
3. The purple column is used to acknowledge (and encourage) those who have put in the extra hours it takes to be a leader in the field. A nominee who has held an office or has been a chairman of a committee should receive more points through the extended value than one who has just been a “member” of a committee.

Rationale for “The Tie Breaker Extra Points”:

In case there is a tie when comparing the “Total Score” results from all of the voting members of the Award Selection Committee, each candidate will receive “extra credit points” for following directions with their submission materials. The extra points, when added to the “Total Score” will give the “Tie Breaker Final Score” (yellow highlighted line). If a tie still exists, the Award Selection Committee Chairman will use the higher “Tally Total” in the “After Retirement” column (red box) as the deciding factor.

****National Emeritus Art Educator of the Year Award* Criteria and Submission Requirements:**

Award Objective:

To recognize continuous outstanding service to art education by an individual before and after retirement.

Eligibility:

NAEA/RAEA members who have been retired at least 3 years and have brought distinction to the field of art education by exceptional and continuous records of achievement through teaching, professional leadership, and community service both before and after retirement are eligible to receive this award.

Submit Award Packet to NAEA National Office:

- An updated NAEA Nomination Form noting the date of retirement (mm/dd/yyyy)
- An updated NAEA Standardized Vita Form with all service and achievements, including specific dates, occurring both before and after retirement identified separately in some way (Do not exceed space provided on the updated NAEA Vita Form.)
- One cover letter of nomination
- Two additional letters supporting nomination (with at least one from a retired art educator)
- A photograph (submitted digitally via email or on a disk via hard copy)
- Please note: Award packets postmarked after deadline or containing insufficient or extra materials will be considered invalid.



National Junior Art Honor Society Sponsor Award Rubric

National Junior Art Honor Society Sponsor _____

This award is to recognize outstanding achievement, contributions, and service in previous years to the field of art education by a National Junior Art Honor Society Chapter.

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

Fostering inspiration & creativity of art students and all students of the school	
Promoting excellence in visual art and aesthetic awareness in the school and community	
Promotion of cross-curricular/visual art within the school &/or community	
Individual & group participation in scholarship and grant opportunities	
Fundraising to support art in the school & community	
Letters of Support	
Total Points (20 points possible)	

Fostering inspiration and creativity of art students and all students of the school

Extensive and strong examples of evidence of sponsored activities provided	4	
Strong examples of evidence of sponsored activities provided	3	
Good examples of evidence of sponsored activities provided	2	
Limited or no evidence of sponsored activities provided	1	

Promotion of cross-curricular/visual art within the school &/or community

Extensive and strong examples of evidence of sponsored activities provided	4	
Strong examples of evidence of sponsored activities provided	3	
Good examples of evidence of sponsored activities provided	2	
Limited, weak or no evidence of sponsored activities provided	1	

Individual & group participation in scholarship and grant opportunities

Extensive and strong examples of evidence of sponsored activities provided	4	
Strong examples of evidence of sponsored activities provided	3	
Good examples of evidence of sponsored activities provided	2	
Limited weak or no evidence of sponsored activities provided	1	

Fundraising to support art in the school & community

Extensive and strong examples of evidence of sponsored activities provided	4	
Strong examples of evidence of sponsored activities provided	3	
Good examples of evidence of sponsored activities provided	2	
Limited, weak or no evidence of sponsored activities provided	1	

Letters of support:

Candidate's letters of support provide superior evidence of sponsorship and leadership	4	
Candidate's letters of support provide moderate evidence of and sponsorship and leadership	3	
Candidate's letters of support provide limited evidence of exemplary sponsorship and leadership	1	
Candidate's letters of support provide no evidence of exemplary sponsorship and leadership	0	



NAEA State/Province Association/Issues Group Newsletter Award Rubric

Name of Newsletter _____

State _____ Digital _____ Hard Copy _____

This rubric should be used in scoring submissions for the NAEA Newsletter Award.

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

VISUAL Graphic Design	
Format & Appearance	
Layout	
Typography	
Ease of Use/Readability	
Illustration/Visuals	
Total Points (20 points possible)	
EDITORIAL CONTENT/QUALITY	
Content	
Structure	
Writing Style/Articles	
Total Points (12 points possible)	
STATE NEWS AND ISSUES	
Quality of internal organizational information	
Quality of professional information (curricular issues, art education issues, teaching issues)	
Quantity of State Topics and Issues issue #1	
Quantity of State Topics and Issues issue #2	
Quantity of State Topics and Issues issue #3	
Total Points (20 points possible)	
NATIONAL NEWS AND ISSUES	
Quality of National Topics	
Quantity of National Topics	
Total Points (8 points possible)	
Total Points (60 possible points):	

Visual: Graphic Design

Consistency of Basic Formatting

- Mailing address
- Editor's name
- Publication date
- Consistent banner (name of newsletter, association name)

- Board members contact info in at least one issue
- Masthead info (dates of publication, advertising info if applicable),
- Reprint and/or copyright information
- Mission statement
- Logo if applicable
- Calendar of events

Format and Appearance

The newsletter has a consistent appearance with most of the same information appearing in each issue, 7-8 of the above items in EVERY issue	4	
The newsletter has inconsistencies in appearance, 5-6 of the above items in EVERY issue	3	
The newsletter has numerous inconsistencies in appearance; 4-5 of the above items in EVERY issue	2	
The newsletter has little consistency between issues	1	

Layout

Overall look/design is uncluttered with a good balance of white space and copy Quality of design and style is consistent throughout all issues	4	
75% of pages are uncluttered with good balance of white space and copy Quality of design and style is a little less consistent	3	
50% of the pages are uncluttered with balance of white space and copy Quality of design and style is a little inconsistent	2	
25% of pages are uncluttered with balance of white space and copy. Quality is very inconsistent	1	

Typography

Typeface is easily read/good size, consistently used Fonts are limited to two or three with variation in size Fonts consistent from issue to issue Newsletter is easy to read	4	
Typeface easily read 75% of pages or issues Fonts are limited to two or three Newsletter is easy to read through 75% of the pages Fonts are consistent issue to issue	3	
Typeface is easily read through 50% of pages or issues Fonts are limited three to seven Newsletter is easy to read through 50% of the pages Fonts vary from issue to issue	2	
Typeface easily read through 25% of pages or issues Too many fonts used Newsletter is easy to read through 25% or less of the pages Font size varies from issue to issue	1	

Ease of Use/Readability

Placement of key items appears in approximately the same place every issue Headings are visually effective in helping readers find and follow information	4	
Placement of key items appears in the approximately same place 75% of the time in all issues Headings used in about 75% of the pages	3	
Placement of key items appears in the same place 50% of the time in all issues Headings are used in 50% of the pages	2	
Placement of key items appears in the same place 25% or less of the time in all issues Headings are used 25% or less of the time	1	

Illustration/Visuals

Visual art used to enhance the articles Photos, art work, visuals, pullouts, quotes used to break up area of dense copy Captions used on photos and artwork	4	
Visual art used to enhance 75% of articles. Photos, art work, visuals, pullouts, quotes used to break up area of dense copy 75% of the time Captions used on photos and artwork 75% of the time	3	
Visual art used to enhance 50% of articles Photos, art work, visuals, pullouts, quotes used to break up area of dense copy 50% of the time Captions used on photos and artwork 50% of the time	2	
Visual art used to enhance 25% or less of articles Photos, art work, visuals, pullouts, quotes used to break up area of dense copy 25% or less of the time Captions used on photos and artwork 25% or less of the time	1	

EDITORIAL CONTENT/QUALITY

- Covers a variety of topics that relate to members, the state, region and/or organization.
- Educates members about the profession and about professional development.
- Captures the readers' interest through interesting articles, examination of issues.
- Suits the purpose and audience through writing tone and style.
- Presents articles on effective teaching, education changes and reform.
- Consistent use of terminology; acronyms and abbreviations spelled out a defined upon first occurrence.

Content:

Content is useful to the members of the organization. Covers topics listed above	4	
Content is useful and helpful to members of the organization 75% of the time Includes topics listed above in 75% of the issues	3	
Content is useful and helpful to members of the organization 50% of the time Topics above included 50% of the time	2	
Content is useful and helpful to members of the organization 25% or less of the time. Topics above included 25% or less of the time Contents appear not useful or helpful or not included	1	

Structure: Grammar, Spelling etc.

Correct consistent spelling, punctuation, grammar and capitalization throughout all issues	4	
Correct consistent spelling, punctuation, grammar and capitalization in 75% of the newsletters. Small number of errors	3	
Correct consistent spelling, punctuation, grammar and capitalization in 50% of the newsletters	2	
Correct consistent spelling, punctuation, grammar and capitalization in 25% of the newsletters	1	

Writing Style/Articles

Articles reflect an orderly and logical development of the subject matter Writing tone and style reflect purpose and are geared to member needs	4	
Articles reflect an orderly and logical development of the subject matter in about 75% of the issues Writing tone and style reflect purpose and are geared to member needs 75% of the time	3	

Articles reflect an orderly and logical development of the subject matter in about 50% of the issues Writing tone and style reflect purpose and are geared to member needs 50% of the time	2	
Articles reflect an orderly and logical development of the subject matter in about 25% or less of the issues Writing tone and style reflect purpose and are geared to member needs 25% or less of the time	1	

STATE NEWS & ISSUES

- Informs members of events and activities of the organization and other items of interest
- Includes calendar, or items about shows, contests, museum events, etc.
- Presents information about meetings, conferences and conventions and other activities of the organization.
- Includes information about state events, membership, regional news, and teaching level.
- Presents information about mandates, requirements, and policy issues at the state level.
- Includes honoring deceased members, special honors given members, awards, recognition of members.

QUALITY of internal organizational information

Depth of content is considerable. Contents are easily usable to readers Educates members about the organization activities, activities of other organizations, and items of importance to the profession/membership Most items above appear in every issue in some form	4	
75 % of content has depth and is useful to members 75% of issues educate members about the organization activities, activities of other organizations, and items of importance to the profession/membership	3	
50 % of content has depth and is useful to members 50% of issues educate members about the organization activities, activities of other organizations, and items of importance to the profession/membership, organizations, and items of importance to the profession/membership	2	
25 % of content has depth and is useful to members 25% of issues educate members about the organization activities, activities of other organizations, and items of importance to the profession/membership	1	

QUALITY of professional information (curricular issues, art education issues, teaching issues)

Depth of content topic is considerable. Contents are easily usable by readers, Educates members about arts education issues, curricular issues, and/or teaching issue with sufficient depth. Items above appear in every issue in some form	4	
Depth of content is good in 75% of issues Educates members about education issues activities, curricular issues and/or teaching issues in 75% of pages	3	
Depth of content is good in 50% of issues Educates members about education issues activities, curricular issues and/or teaching issues in 50% of pages	2	
Depth of content is good in 25% or less of issues Educates members about education issues activities, curricular issues and/or teaching issues in 25% or less of pages	1	

QUANTITY

Rate each issue of the newsletter separately.

- Amount of coverage of the topics selected.
- Strong focus is achieved in topics presented.

- Topics could include art curriculum and arts education, teaching issues (discipline, departmental issues, etc), general education issues, and national issues.
- This category does NOT include the 'bulletin board' issues, internal reports.

Evaluation of issue #1

Quantity of coverage is deep, presenting a broad discussion/coverage of the issue(s)	4	
Quantity of coverage is good in 75% of issue	3	
Quantity of coverage is good in 50% of issue.	2	
Quantity of coverage is good in 25% of issue	1	

Evaluation of issue #2

Quantity of coverage is deep, presenting a broad discussion/coverage of the issue (s)	4	
Quantity of coverage is good in 75%. of issue	3	
Quantity of coverage is good in 50% of issue	2	
Quantity of coverage is good in 25% or less of issue	1	

Evaluation of Issue #3

Quantity of coverage is deep, presenting a broad discussion/coverage of the issue(s)	4	
Quantity of coverage is good in 75% of issue	3	
Quantity of coverage is good in 50% of issue	2	
Quantity of coverage is good in 25% of issue	1	

NATIONAL ISSUES, NEWS, CONCERNS

Topics: National - Supports the mission/activities of the organization

- Informs members of events, special stories of national interest included of the national organization and other items of interest.
- Presents information about publications, meetings, conferences and conventions and other activities of the National organization.
- Presents information about mandates, requirements, and policy issues at the National level.

QUALITY:

Depth of content is considerable. Contents are easily usable by readers and educate members about the organization activities, activities of other organizations, and items of importance to the profession/membership. Every issue includes national information.	4	
Depth of content is good in 75% of issues 75% of content is usable and educates members about the organization activities, activities of other organizations, and items of importance to the profession/membership, 75% of issues include national information.	3	
50% of content is good and educates members about the organization activities, activities of other organizations, and items of importance to the profession/membership, 50% of issues include national information.	2	
25% or less of content is good and educates members about the organization activities, activities of other organizations, and items of importance to the profession/membership, 25% of issues include national information.	1	

QUANTITY**Number of national item included in each issue:**

Quantity of coverage is deep and covers the topic(s) extremely well	4	
Quantity of coverage is good 75 % of the time.	3	
Quantity of coverage is good 50 % of the time.	2	
Quantity of coverage is good 25% or less of the time	1	

Comments - Please provide up to 5 points/comments that are specific to the work of the nominee to help clarify why this newsletter should receive this award.



Preservice Chapter Sponsor Award Rubric

Chapter Sponsor _____

This award is to recognize outstanding achievement, contributions, and service in previous years to the field of art education by a Student Chapter Sponsor.

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

Fostering inspiration and creativity of art students and all students of the school	
Promotion of cross-curricular/visual art within the school &/or community	
Individual & group participation in scholarship and grant opportunities	
Fundraising to support art in the school & community	
Letters of Support	
Total Points (20 points possible)	

Fostering inspiration and creativity of art students and all students of the school

Extensive and strong examples of evidence of sponsored activities provided	4	
Strong examples of evidence of sponsored activities provided	3	
Good examples of evidence of sponsored activities provided	2	
Limited or no evidence of sponsored activities provided	1	

Promotion of cross-curricular/visual art within the school &/or community

Extensive and strong examples of evidence of sponsored activities provided	4	
Strong examples of evidence of sponsored activities provided	3	
Good examples of evidence of sponsored activities provided	2	
Limited, weak or no evidence of sponsored activities provided	1	

Individual & group participation in scholarship and grant opportunities

Extensive and strong examples of evidence of sponsored activities provided	4	
Strong examples of evidence of sponsored activities provided	3	
Good examples of evidence of sponsored activities provided	2	
Limited weak or no evidence of sponsored activities provided	1	

Fundraising to support art in the school & community

Extensive and strong examples of evidence of sponsored activities provided	4	
Strong examples of evidence of sponsored activities provided	3	
Good examples of evidence of sponsored activities provided	2	
Limited, weak or no evidence of sponsored activities provided	1	

Letters of support

Candidate's letters of support provide superior evidence of sponsorship and leadership	4	
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Candidate's letters of support provide moderate evidence of and sponsorship and leadership	3	
Candidate's letters of support provide limited evidence of exemplary sponsorship and leadership	1	
Candidate's letters of support provide no evidence of exemplary sponsorship and leadership	0	



NAEA Regional Art Educator of the Year Award Rubric

Name of Nominee _____

___ Eastern ___ Pacific ___ Western ___ Southeastern

This rubric should be used in scoring candidates for the NAEA Regional Art Educator of the Year Award.

Given the variety of roles of NAEA members who can be nominated for this award, all candidates may not have expertise in each area.

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:

<p>Candidate has an exceptional history of active professional participation at the national and regional levels 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 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 at the national</p>	2	

and regional level such as: <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 		
Candidate has a limited history of professional active participation at the national and regional level: <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	
Candidate shows no professional active participation at the national and/or regional level	0	

State/Province Activities:

Candidate has an exceptional history of professional active participation at the state/province level such as: <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	
Candidate has a good history of professional active participation at the state/province level such as: <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	
Candidate has an emerging history of professional active participation at the state/province level such as: <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	
Candidate has a limited history of professional active participation at the state/province level such as: <ul style="list-style-type: none"> • presented a session at the state/province conference 	1	
Candidate shows no professional active participation at the state/province level	0	

Leadership Roles, Offices, Honors in Other Professional Organizations

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

<ul style="list-style-type: none"> held a leadership position in professional associations/organizations received honors in a professional association/organization 		
Candidate has an emerging history of leadership roles, offices and honors in professional organizations within or outside the field of art education such as: <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	
Candidate has a limited history of actively participating in organizations outside the field of art education	1	
Candidate has no history of membership in any other associations/organizations	0	

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

Candidate has exceptional history of: <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	
Candidate has a good history of: <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	
Candidate has an emerging history of: <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	
Candidate has a limited history of: <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	
Candidate has no evidence of program development, publications, grants, research papers, artistic production or student exhibitions	0	

Teaching/Related Experiences:

Candidate has exceptional history of highly accomplished teaching <ul style="list-style-type: none"> chairing or writing curriculum, interpretive plans and materials, frameworks, content standards, assessments 	4	
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<ul style="list-style-type: none"> 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) 		
Candidate has good history of accomplished teaching <ul style="list-style-type: none"> chairing or writing curriculum, frameworks, content standards, assessments experience as a mentor (i.e.: supervisor, preservice teachers) 	3	
Candidate has emerging history of accomplished teaching of <ul style="list-style-type: none"> writing curriculum, frameworks, content standards, assessments experience as a mentor (i.e.: supervisor, preservice teachers) 	2	
Candidate has limited history of accomplished teaching <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	
Candidate has no experience teaching, facilitating, and/or implementing curriculum	0	

Letters of Support:

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



NAEA Rising Stars Secondary Recognition Award Rubric

Name of Nominee _____

Grade Level _____ Junior _____ Senior _____

School _____ City _____ State _____

This rubric should be used in scoring students who have been nominated for the Rising Star Award.

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

Personal Statement about Art Education	
Letters of Recommendation	
Artwork	
Total Points (15 points possible)	

Students personal Statement about Art Education:

Candidate has a strong statement about their goals and purposes for art education and their career as an art educator	5	
Candidate has moderate statement about their goals and purposes for art education and their career as an art educator	2	
Candidate has a limited statement about their goals and purposes for art education and their career as an art educator	1	
Candidate has no statement about their goals and purposes for art education and their career as an art educator	0	

Letters of Recommendation:

Candidate's letters of recommendation provide superior evidence of activities that promote and support the purposes of the National Art Honor Society and the candidate's pursuit of art	5	
Candidate's letters of recommendation provide moderate evidence of activities that promote and support the purposes of the National Art Honor Society and the candidate's pursuit of art	3	
Candidate's letters of recommendation provide limited evidence of activities that promote and support the purposes of the National Art Honor Society and the candidate's pursuit of art	1	
Candidate's has no letters of support of activities that promote and support the purposes of the National Art Honor Society and the candidate's pursuit of art	0	

Art Work

Candidate shows advanced creative ability and talent in visual art	5	
Candidate shows moderate creative ability and talent in visual art	3	
Candidate shows emerging creative ability and talent in visual art	1	
Candidate did not submit art work for consideration	0	



NAEA Viktor Lowenfeld Award Rubric

Name of Nominee _____

State _____

Total Points _____

This award was established in 1960 by friends and former students of Dr. Lowenfeld. Selection is based on the relationship of nominee's contributions to the work of Viktor Lowenfeld and the level of significance of contributions made to the profession.

Viktor Lowenfeld (1903–1960)

Viktor Lowenfeld, professor of art education at the Pennsylvania State University, helped to define and develop the field of art education in the United States.

Austrian born Lowenfeld taught art in the elementary schools in Vienna while attending the Vienna Academy of Fine Arts. Then, the Vienna Kunstgewerbeschule as well as studying sculpture under Edward Steinberg. Inspired by Sigmund Freud, Lowenfeld developed ideas on the therapeutic uses of creative activity in the arts resulted in several books: *Die Entstehung der Plastik* (The genesis of sculpturing, 1932), *Plastische Arbeiten Blinder* (Sculptures of the blind, 1934) and his first English **and** his first English publication, *The Nature of Creative Activity* (1939).

During World War II Lowenfeld taught psychology at the Hampton Institute in Virginia. A number of his Hampton students became prominent artists, including John Biggers, Elizabeth Catlett, and Samela Lewis. Lowenfeld was chairman of art education 1946 to 1960. In 1947 *Creative and Mental Growth* was published and became the single most influential textbook in art education during the latter half of the twentieth century, having gone through seven editions. This text was widely adopted in courses for prospective elementary school teachers throughout the United States. His book describes the characteristics of child art at each stage of development and prescribes appropriate types of art media and activities for each age. Its strong psychological orientation provides a scientific basis for creative expression and the practices that cultivate it. Lowenfeld's views of child art were grounded in constructs drawn from the psychoanalytic school of psychology in which evidence of aesthetic, social, physical, intellectual, and emotional growth is reflected in the art of children and the concept of stages of growth in art. He saw the free expression of children in artistic media as necessary for the healthy growth of the individual. A number of education students were drawn to Lowenfeld both through his text *Creative and Mental Growth*, and through extensive lectures and presentations given at state and national conferences throughout the late 1940s and 1950s.

Relationship to the Work of Viktor Lowenfeld

Nominee's contributions to the profession reflect, expand, or extend the work of Viktor Lowenfeld in clear and particular ways.	4	
Nominee's contributions to the profession reflect, expand, or extend the work of Viktor Lowenfeld in a general way.	3	
Nominee's contributions to the profession reflect, expand, or extend the work of Viktor Lowenfeld in a fragmented or unclear manner.	2	
Nominee's contributions to the profession reflect, expand, or extend the work of Viktor Lowenfeld in somewhat distant ways.	1	
Nominee's contributions to the profession do not reflect, expand, or extend the work of Viktor Lowenfeld.	0	

Contributions to the Profession:

Nominee has made significant contributions through research, teaching, and/or leadership.	4	
Nominee has made some contributions through research, teaching, and/or leadership.	3	
Nominee has made minor contributions through research, teaching, and/or leadership.	2	
Nominee has made some contributions through one area – either: research, teaching, or leadership.	1	
Nominee has made no contributions through research, teaching, and/or leadership.	0	

Letters of support:

Nominee's letters of support provide superior evidence of advancing the cause of art education.	5	
Nominee's letters of support provide moderate evidence of advancing the cause of art education.	3	
Nominee's letters of support provide limited evidence of advancing the cause of art education.	2	
Nominee's letters of support provide no evidence of advancing the cause of art education.	0	

Comments – Please provide up to 5 points/comments that are specific to the work of the nominee to help clarify why this person should receive this award.



NAEA State/Province Association/Issues Group Website Award Rubric

Name of State/Province Association/Issues Group

To recognize excellence in the development and ongoing maintenance of a State/Province association or Special Issues Group website.

URL of Website _____

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

Site Organization	
Depth of Content	
Visual Impact	
Communication	
Resources	
Interactivity	
Holistic Evaluation - WOW Factor	
Total Points (28 points possible)	

Site Organization

Site Organization may include

- Systematic layout of pages
- Site map,
- Color-coding of information,
- Intuitive organization of links,
- Easy navigation, menus, back-buttons, etc

The navigation of the website is extremely well thought out and provides for both highly efficient and intuitive information acquisition	4	
The website is easily navigated and the ease of acquisition of information is, for the most part, relatively clear-cut	3	
While some functionality in the organization is apparent, there is also confusion as to the location and accessibility of various components, some of which may not be incorporated into the site's framework	2	
Little concern for efficient or ease of information retrieval seems to have been built into the design of the website, and there may or may not be considerable gaps in the incorporation of elements in the site that would otherwise be helpful in providing basic functionality	1	

Depth of Content

Depth of Content may include the following:

- Mission statement, Constitution & Bylaws,
- State Council, State Conference Information,
- NAEA Award Information,
- NAEA Regional Vice President Contact Information,
- NAEA Website link and information
- American Disabilities Act information
- VSA information

- State regions and contact information,
- Organization news, events, etc.

The site provides a wide variety or useful and accurate information in a professional and educational manner Links are provided to NAEA information Links are provided to American Disabilities Act with sufficient information Links are provided to VSA and sufficient information	4	
There is sufficient depth and accuracy of content available in the website to make it a functional tool as both a source of information and communication Links are provided to NAEA information Some information is provided for Americans with Disabilities and VSA	3	
There is some depth and accuracy to the content of information being presented, it appears to be uneven and in need of additional material and/or updating Links are provided to NAEA information Little information is provided for Americans with Disabilities or VSA	2	
There is little depth or accuracy evident in the material being presented on the website making the dispersal of information and / or its value as a communication tool superficial No NAEA links are provided No links are provided to the American Disabilities Act information or VSA	1	

Visual Impact

Visual Impact may include the following:

- Overall design and appearance of Home Page,
- Use of graphics, graphic organizers,
- Color choices for text and background, page composition, thematic organization, etc.

There is great consideration given to the aesthetic component of the design of the website that significantly adds to both its appeal and functionality	4	
There is sufficient consideration given to the aesthetic component of the design of the website which helps in the facilitation of both its appearance and utility	3	
There is some consideration given to the aesthetic component of the design of the website making it interesting from a visual point of view that may or may not add to its overall effectiveness	2	
There is little or no consideration evident in the aesthetic component of the design of the website	1	

Communication

Communication may include the following:

- Webmaster contact information, website policies,
- appropriate access to members,
- minutes from past state meetings,
- standing committees and chairperson contact information,
- member-to-association communication,
- member-to-member communication, such as lesson plan exchanges, blogs, forums, etc.

Extremely user-friendly and well thought out communication tools are provided in order to best serve membership exchange and interconnectivity, organization	4	
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improvement, and the needs of website guests		
A good array of contact tools is available on the website to help facilitate needed communication for different populations.	3	
Communication tools are available on the website but are not necessarily as user friendly or as well maintained as they might be	2	
There appears to be little or no contact information available on the website that would allow for meaningful contact facilitation	1	

Resources

Communication may include the following:

- Webmaster contact information, website policies
- Appropriate access to members
- Minutes from past state meetings,
- Standing committees and chairperson contact information
- Member-to-association communication
- Member-to-member communication, such as lesson plan exchanges, blogs, forums, etc.
- State Standards
- National Standards

A wide range of resources are presented in an extremely organized, very relevant and informative manner striking a balance between quantity and quality Resources are provided in order to best serve both membership as well as other guests	4	
A good range of art education resources is presented in an organized fashion that is relevant and informative	3	
Meaningful art education resources are available on the website but only provide basic information Organization is minimal. Too few resources to be truly helpful	2	
There appears to be little or no resource information or links available Resources are irrelevant or unorganized	1	

Interactivity

Interactivity may include the following:

- Online forms,
- Rollover text,
- Media such as animations, audio, and video clips,
- Discussion board, blog, wiki, podcasts, etc.

The site makes very effective use of several current technologies (such as graphics, text, audio, video clips, member discussion boards, blogs, wikis) for the association and its membership The use of multimedia and web technologies supports and enhances the content of the site Membership can access association forms and register online for the state/province association conference	4	
Site includes several appropriate multi-sensory representations (graphics and text) that appropriately enhance and support the content of the site. Membership and general public can interact with the association through the website on a basic level.	3	

Site includes a few multi-sensory representations (graphics and text). There is limited access to content through hypertext and images	2	
Site is either only text-based or technology features that are incorporated tend to detract from the content. No examples beyond hypertext included	1	

Holistic Evaluation (WOW Factor)

WOW! Factor present. The website is well, organized, visually appealing, the art education content and resources for members are meaningful and impressive a variety of options for communicating and interacting are available	4	
Wow factor present 75% of the time. The website is visually appealing, there is a structure to the website; content and resources are present; and options for communicating and interacting are available	3	
Wow factor present 50% of the time. The website has visual appeal; there is some structure to the website; content and resources are present, limited options for communicating and interacting are available	2	
Wow factor present 25% of the time. The website has an unevenness in visual appeal, there is some structure to the website, content is present; limited resources; limited options for communicating or interacting exist	1	

Comments - Please provide up to 3 points/comments that are specific to the work of the nominee to help clarify why this website should receive this award.