

## Junior Achievement Teacher of the Year Rubric

| Criteria                                            | Distinguished (4)                                                                                                                                                          | Proficient (3)                                                                | Developing (2)                                                                      | Emerging (1)                                                            |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <b>Commitment to Junior Achievement Programming</b> | Consistently integrates JA programs and resources throughout the year. Demonstrates exceptional enthusiasm and serves as a champion for JA within the school and district. | Regularly implements JA programs and actively supports student participation. | Participates in JA programs when opportunities arise but implementation is limited. | Minimal participation in JA programming.                                |
| <b>Student Impact &amp; Engagement</b>              | Students demonstrate exceptional engagement, growth, and application of JA concepts. Teacher creates transformative learning experiences.                                  | Students are engaged and demonstrate understanding of key JA concepts.        | Some evidence of student engagement and learning through JA experiences.            | Limited evidence of student engagement or learning through JA programs. |
| <b>Integration of JA into Classroom Learning</b>    | Seamlessly connects JA curriculum and experiences to academic standards and real-world learning throughout the year.                                                       | Frequently incorporates JA concepts into classroom instruction.               | Occasionally connects JA concepts to classroom learning.                            | Rarely integrates JA concepts beyond required participation.            |

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|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------|
| <b>Preparation and Participation in Experiential Learning</b> | Exemplary preparation for programs and JA experiences. Students arrive highly prepared and maximize learning opportunities.                               | Adequately prepares students and supports successful participation.         | Limited preparation results in inconsistent student readiness. | Minimal preparation for JA experiences.          |
| <b>Partnership with JA Volunteers and Staff</b>               | Builds strong partnerships with JA staff and volunteers, fostering meaningful collaboration and enhancing student experiences.                            | Works effectively with JA staff and volunteers.                             | Participates when requested but collaborates minimally.        | Limited engagement with JA staff and volunteers. |
| <b>Advocacy and Promotion of Junior Achievement</b>           | Actively promotes JA to colleagues, administrators, families, and community members. Encourages broader participation and serves as an ambassador for JA. | Shares positive experiences and encourages participation.                   | Occasionally promotes JA programs.                             | Does not actively promote JA involvement.        |
| <b>Innovation and Creativity</b>                              | Develops creative strategies to extend JA learning beyond program requirements and creates unique opportunities for                                       | Implements JA programs effectively with occasional innovative enhancements. | Limited adaptation or extension of JA learning.                | Relies solely on basic program implementation.   |

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|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------|
|                                                           | student application.                                                                                                                                                 |                                                                        |                                                                           |                                                           |
| <b>Student Leadership and Durable Skills Development</b>  | Empowers students to facilitate the acquisition of durable skills, experiential learning, and build long term economic mobility through JA experiences.              | Supports student development in leadership and durable skills.         | Provides some opportunities for durable skill development and leadership. | Limited focus on durable skill or leadership development. |
| <b>Commitment to Equity and Access</b>                    | Ensures all students have meaningful opportunities to participate and succeed in JA experiences. Demonstrates intentional efforts to engage diverse learners.        | Supports access and participation for most students.                   | Inconsistent attention to equitable participation.                        | Limited evidence of equitable access practices.           |
| <b>Overall Contribution to Junior Achievement Mission</b> | Exemplifies the JA mission of inspiring and preparing young people to succeed in a global economy. Demonstrates sustained impact on students, school, and community. | Consistently supports the JA mission and demonstrates positive impact. | Supports portions of the JA mission with moderate impact.                 | Limited contribution to advancing the JA mission.         |