

7TH Philippine Innovative Teachers Leadership Awards Judging Criteria

Evaluation Criteria	Outstanding + 80 %				Very good 79 – 60 %				Good 59 – 40 %				Fair 39 – 20 %			
Structure of the Project																
<i>Question:</i> What are the stated objectives and learning outcomes? Is the learning activity long-term, and does it call on students to plan their work and assess their work over time?																
<i>Overview:</i> Learning activities afford students the opportunity to acquire self-regulation skills (i.e. Students are expected to be able to work with minimal supervision, which requires them to plan their own work and monitor its quality).																
Design of Learning Environment																
<i>Question:</i> How is the learning planned? To what extent does the planning for learning facilitate the development of different dimensions of 21st century skills e.g. knowledge building, use of ICT for learning, problem-solving and innovation, self-regulation, collaboration and skilled communication.																
<i>Overview:</i> Examples of planning are outlined (e.g. pedagogic approach, links to resources used) and demonstrate creativity and innovative teaching practices.																
Evidence of Learning																
<i>Question:</i> How does the student work exemplify the planning for learning? [To what extent does the student work demonstrate different dimensions of 21st century skills e.g. knowledge building, use of ICT for learning, problem-solving and innovation, self-regulation, collaboration and skilled communication?]																
<i>Overview:</i> Various examples of products and outcomes created by learners throughout this project illustrate clear evidence of the learning process engaged in by learners including ground breaking use of ICT.																
Collaboration																
<i>Question:</i> To what extent does the learning activity require students to collaborate and negotiate with other people to make substantive decisions that shape the content, process or product of their work?																
<i>Overview:</i> The learning activities require students to work with other people, sharing responsibility while making substantive decisions for developing a joint product, a design, or an answer to a complex question. Students may be collaborating with their peers in the classroom, or with students or adults outside the classroom.																
Knowledge Building & Critical Thinking																
<i>Question:</i> To what extent does the learning activity stimulate students to build knowledge, and is that knowledge cross-disciplinary?																
<i>Overview:</i> The learning activities require students to move beyond reproducing what they have learned to building knowledge through interpretation, analysis, synthesis, or evaluation. These learning activities ask students to create or explore information or ideas that are new to them and to connect information and ideas from two or more academic disciplines.																
Extended Learning Beyond the Classroom																
<i>Question:</i> To what extent does the learning activity require problem-solving based on (engagement with) authentic situations and data from outside the classroom, and are students' solutions implemented in the real world?																
<i>Overview:</i> The learning experience is not bound by classroom walls, time-frame of conventional lessons, subject parameters. The project addresses real world issues (i.e. authentic situation and data from outside the classroom). The students' ideas / solution are innovative in that they are implemented in the real world and have meaningful impact on communities locally and / or globally.																
Use of ICT for Learning																
<i>Question:</i> To what extent do students use ICT in ways that support knowledge building, collaboration, or learning beyond the classroom? Does ICT use enable new knowledge-building/collaboration/learning beyond the classroom opportunities that would not have been possible without it? Have digital tools been used in imaginative and ground-breaking ways to support learning processes?																
<i>Overview:</i> The learning activity involves students' use of ICT – whether or not the use of ICT helps students build knowledge/collaborate or learn beyond the classroom, and whether or not students could build the same knowledge/collaborate or learn beyond the classroom in similar ways without using ICT.																
Teacher as Innovator and Change Agent																
<i>Question:</i> Has the teacher significantly changed the learning process through the use of ICT for learning?																
<i>Overview:</i> In environments where innovative teaching is challenging, have innovative teaching practices and ICT have been used in instrumental ways to change how students learn.																