Early Childhood Teacher and Leader of the Year Rubric
for Evaluating Application Submissions

Personal Information- all fields required
The personal details regarding the candidates personal information need to be accurate and complete. The accuracy of the information completion impacts qualification for this program and future correspondence to the applicant regarding their application status.

Professional Work History- all required fields
This section of the application should demonstrate your contributions and gains in the field, guiding children of all backgrounds and abilities to achieve excellence. An Early Childhood Teacher and Leader of the Year serves economically-disadvantaged children who are in publicly funded programs, children who have disabilities, and/or children who are experiencing homelessness (i.e., Teachers in a CCAP-certified Type III Center or Head Start, Early Head Start Center, or Family Child Care (FCC).

Experience Rubric					
Characteristic	**Extremely Qualified**	**Highly Qualified**	**Qualified**	**Somewhat Qualified**	**Emerging Qualified**
Serves economically disadvantaged children in publicly funded programs, children who have disabilities, and/or children who are experiencing homelessness	10+ years serving economically disadvantaged children in publicly funded programs, children who have disabilities, and/or children who are experiencing homelessness (i.e., Teachers in a CCAP-certified Type III Center or Head Start, Early Head Start Center, or Family Child Care (FCC)	9-8 years serving economically disadvantaged children in publicly funded programs, children who have disabilities, and/or children who are experiencing homelessness (i.e., Teachers in a CCAP-certified Type III Center or Head Start, Early Head Start Center, or Family Child Care (FCC)	7-5 years serving economically disadvantaged children in publicly funded programs, children who have disabilities, and/or children who are experiencing homelessness (i.e., Teachers in a CCAP-certified Type III Center or Head Start, Early Head Start Center, or Family Child Care (FCC)	4-2 years serving economically disadvantaged children in publicly funded programs, children who have disabilities, and/or children who are experiencing homelessness (i.e., Teachers in a CCAP-certified Type III Center or Head Start, Early Head Start Center, or Family Child Care (FCC)	1-0 years serving economically disadvantaged children in publicly funded programs, children who have disabilities, and/or children who are experiencing homelessness (i.e., Teachers in a CCAP-certified Type III Center or Head Start, Early Head Start Center, or Family Child Care (FCC)

Characteristic	Extremely Qualified	Highly Qualified	Qualified	Somewhat Qualified
CLASS® Scores	Excellent (6.00-7.00)	High-Proficient (5.25-6.99)	Proficient (4.50-5.24)	Approaching Proficient (3.00-4.49)

Additional Qualifications for Consideration

- National Administrator Credential (NAC)
- Louisiana Early Leaders Academy (LELA) Graduate
- TS Gold© Interrater Reliability
- CLASS® Reliable
- Adverse Childhood Experiences (ACEs) certification
- Trained in administering the Ages and Stages Questionnaire (ASQ)
- Other certifications

Essay Questions- all fields required

Each Candidate must respond to both essay prompts. Responses must be at least 100 words. Clarity, conciseness and grammatical correctness is all considered in scoring the essay responses.

Question 1: Why do you work in Early Childhood Education? Why is this work important to you?

Question 2: What makes you an excellent early childhood educator or leader?

Essay Questions Rubric					
Characteristic	**5 (Extremely Effective)**	**4 (Highly Effective)**	**3 (Effective)**	**2 (Somewhat Effective)**	**1 (Emerging Effective)**
Claim	Applicant directly answers the question with a clear answer that is easily understood and has an impact on the reviewer	Applicant directly answers the question with a clear answer that is easily understood	Applicant answers the question, with a somewhat clear answer that may need additional clarification to understand	Applicant attempts to answer the question, but response is unclear or unrelated to the question asked	Applicant does not answer the question.
Evidence	Applicant provides supporting evidence that directly connects to the claim, and creates a compelling response in the reader	Applicant provides supporting evidence that directly connects to the claim	Applicant provides some supporting evidence that may connect to the claim, but is not abundantly clear	Applicant provides minimal supporting evidence that may connect to the claim, but is minimally related to the claim	Applicant does not provide evidence to the claim
Reasoning	Applicant clearly ties evidence to the claim	Applicant ties evidence to the claim	Applicant somewhat ties evidence to the	Applicant attempts to connect evidence	Applicant does not provide reasoning

	through reasoning that tells a convincing and compelling narrative to answer the question asked.	through reasoning that tells a narrative to answer the question asked.	claim through reasoning that attempts to tell a narrative to answer the question asked.	and claim through reasoning, but fails to display understanding of the question or topic	that ties the evidence to the claim
Conventions, Grammar, and Syntax	Response is clearly understood by any and all people reviewing, with no instances of confusion or lack of clarity	Response is clearly understood by any and all people reviewing. There may be some small moments of lack of clarity.	Response is somewhat understood by any and all people reviewing. There are some moments of lack of clarity that impact the meaning of the applicant.	Response is somewhat understood by any and all people reviewing, but there are many instances of lack of clarity that impact the meaning of the applicant.	Response is unclear to the point of minimal to no understanding by the reviewing team.

Video and Supporting Documentation
● Record up to 10 continuous minutes of instruction (for teachers), leading PD (leaders), or a meeting (leaders) ● Clearly state at the beginning of the video, or in the submission description, the type of leadership being demonstrated (PD, or teaching), the topic of the meeting/PD or the lesson objective/meeting/PD agenda, and a description of the people in the room (i.e., teachers, community members, family members, toddlers, and how many) ● Demonstrate leadership and instructional skills reflective of what you provide to your staff or children for their growth and development ● Ensure that audio of teacher(s)/leaders/staff and children is clearly heard throughout the video Videos should be an authentic capture of your normal classroom day, professional development session, or staff meeting. Please do not feel compelled to create a "perfect" video. The LDOE wants to see how your children or staff experience your leadership every day.

Teacher Video Rubric					
Characteristic	5 (Extremely Effective)	4 (Highly Effective)	3 (Effective)	2 (Somewhat Effective)	1 (Emerging Effective)
Video Description	All video requirements were met.	Most video requirements were met.	Some of the video requirements were met.	A few of the video requirements were met.	None of the video requirements were met.
Teacher Voice and	Teacher leads her	Teacher exhibits	Teacher appears	Teacher appears to	Teacher struggles to

Presence	classroom, is positive and has respectful relationships with children. Teacher effectively manages the room in an exemplary way with all children fully engaged and no off task behaviors are observed.	confidence, positive and respectful relationships with children. Teacher effectively manages the room with all children fully engaged or off-task behaviors are addressed.	somewhat confident, has some evidence of positive and respectful relationships with children. Leader manages the room but with some children off task that are not addressed.	struggle with confidence, has little evidence of positive and respectful relationships with children. Teacher manages the room but with many children off task that are not addressed.	demonstrate any leadership presence, is not engaging the room, and many if not all children are off-task or disengaged, or engaging in unsafe behaviors.
Facilitation of Learning	Teacher has created a stimulating learning environment where all children have choices to engage in developmentally appropriate tasks that are actively facilitated by the teacher.	Teacher has created a stimulating learning environment where most children have choices to engage in developmentally appropriate tasks that are mostly facilitated by the teacher.	Teacher has created a learning environment where some children have choices to engage in, or all children are engaged in the same, developmentally appropriate tasks that are somewhat facilitated by the teacher.	Teacher has created an environment where children have limited choices to engage in, or all children are engaged in the same, task(s) that are minimally facilitated by the teacher, and/or are not developmentally appropriate.	Teacher has created an environment where children are minimally, or not at all, engaged in learning. Teacher is passively monitoring the room.
Language and Feedback	Teacher always models language for children by repeating	Teacher sometimes models language for children by repeating	Teacher occasionally models language for children by repeating	Teacher struggles to model language for children by repeating	Teacher does not model any advanced language, rarely

and extending their own words, providing sincere encouragement and affirmation, expanding knowledge through a variety of new or advanced vocabulary, and always gives feedback on behavior and language performed or spoken by children.	and extending their own words, providing sincere encouragement and affirmation, expanding knowledge through some new or advanced vocabulary, and sometimes gives feedback on behavior and language performed or spoken by children.	and extending their own words, providing some encouragement or affirmation, and may attempt to expand knowledge through vocabulary, and rarely gives feedback on behavior and language performed or spoken by children.	and extending their own words. Provides limited encouragement or affirmation. Teacher does not attempt to expand knowledge through vocabulary, and rarely gives feedback on behavior and language performed or spoken by children.	engages verbally with children, and provides little to no feedback on children's speech or behavior.

Leader Video Rubric					
Characteristic	**5 (Extremely Effective)**	**4 (Highly Effective)**	**3 (Effective)**	**2 (Somewhat Effective)**	**1 (Emerging Effective)**
Video Description	All video requirements were met.	Most video requirements were met.	Some of the video requirements were met.	A few of the video requirements were met.	None of the video requirements were met.

Leader Voice and Presence	Leader leads the PD session/meeting, and is positive and has respectful relationships with staff. Leader effectively manages the session in an exemplary way with all staff fully engaged and no off-task behaviors are observed.	Leader exhibits confidence, positive and respectful relationships with staff. Leader effectively manages the room with all staff fully engaged or off-task behaviors are addressed.	Leader appears somewhat confident, has some evidence of positive and respectful relationships with staff. Leader manages the room but some staff are off-task and those staff are not addressed.	Leader appears to struggle with confidence, has little evidence of positive and respectful relationships with staff. Leader manages the room but many staff are off-task and are not addressed.	Leader struggles to demonstrate any leadership presence, is not engaging the room, and many if not all staff are off-task or disengaged.
Facilitation of Learning	Leader has created a stimulating learning environment where all staff have opportunities to engage.	Leader has created a stimulating learning environment where most staff have opportunities to engage in tasks that are mostly facilitated by the leader.	Leader has created an environment where some staff have opportunities to engage in, or all staff are engaged in the same tasks that are somewhat facilitated by the leader.	Leader has created an environment where staff have limited opportunities to engage in.	Leader has created an environment where staff are minimally, or not at all, engaged.
Content or topics discussed	Leader always uses content/topics that are highly relevant to the staff.	Leader mostly uses content/topics that are highly relevant to the staff.	Leader sometimes uses content/topics that are highly relevant to the staff.	Leader rarely uses content/topics that are highly relevant to the staff.	Leader never uses content/topics that are highly relevant to the staff.

EARLY CHILDHOOD
TEACHER & LEADER
of the Year