**Teacher and Principal of the Year Selection Process Rubric** (The rubric is to be used holistically across all application components.)

Candidate’s Name School System Name SCORE=

State-level candidates are scored on the following criteria. As such, recommendations should provide evidence of one or more of the following criteria. Addressing additional information is also acceptable.

* Demonstrates **excellence and expertise** in the field, **guiding students** (and for principals, also teachers) of **all** backgrounds and abilities to **achieve success**.
* Demonstrates **leadership** and **innovation** in and outside of the school building walls, creating pathways for **students/teachers to excel**.
* **Builds collaborative relationships** with **colleagues, students, and families** to create a **school** **environment** that is respectful, inclusive, and **positively impacts** student/teacher growth and achievement.
* **Deliberately connects** the classroom/school to the **community** to positively **impact the students, school, and community.**
* Is **inspiring, compelling, professional,** and expresses themselves in an **engaging and clear way**, and demonstrates the ability to **connect with and represent** the state.

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| **Key Competency** | **1 (Ineffective)** | **2 (Effective Emerging)** | **3 (Effective Proficient)** | **4 (Highly Effective)** | **SCORE**  **1-4** |
| **1. The candidate** demonstrates **excellence and expertise** in the field, **guiding students** (and for principals, also teachers) of **all** backgrounds and abilities to **achieve success**. | The candidate:  • Demonstrates **little pedagogical and content knowledge**  • Does **not demonstrate**  **high academic expectations**  • Does **not demonstrate recognition of students** of all backgrounds and abilities through instruction/leadership  • Demonstrates **little evidence** of narrowing academic gaps  • Does **not address a plan** for ensuring every student is on track academically | The candidate:  • Demonstrates **some pedagogical and content knowledge**  • Holds **moderately high academic expectations**  • **Demonstrates some recognition of students** (and for principals also teachers) of all background and abilities through instruction/leadership  • **Narrows some** academic gaps  • **Describes a plan** for students to be on track academically | The candidate:  • Demonstrates **pedagogical and content knowledge**  • Holds themselves to **high standards and creates fair and growth-oriented expectations**  • **Recognizes and values** students (and for principals also teachers) as **demonstrated through relevant instruction/leadership**  • **Narrows** academic/opportunity gaps  • **Describes a** **clear plan for ensuring** every student is on track to a professional career, college degree, or service | The candidate:  • Demonstrates **excellence and expertise** in pedagogy and content  • Holds themselves to **high standards and creates achievable, fair, and growth-oriented expectations for all**  • **Recognizes, values, and advocates** for students (and for principals also teachers) of **all** backgrounds and abilities through **deliberate and relevant instruction/leadership**  • **Eliminates/substantially narrows** academic/opportunity gaps  • **Describes and demonstrates** a **clear, impactful plan which ensures** every student is on track to a professional career, college degree, or service |  |
| **Notes for Competency One** | | | | | |
| **Key Competency** | **1 (Ineffective)** | **2 (Effective Emerging)** | **3 (Effective Proficient)** | **4 (Highly Effective)** | **SCORE**  **1-4** |
| **2.** Demonstrates **leadership** and **innovation** in and outside of the school building walls, creating pathways for **students/teachers to excel**. | The candidate:  • Is **not involved** in professional communities and **does not demonstrate** understanding of how these communities impact students and teachers  • Does **not show evidence of innovation and growth mindset**  • Does **not demonstrate impact** on the educational system and is **not involved** in efforts to help students excel | The candidate:  • Shows **minimal involvement** in professional communities and **demonstrates little understanding** of how these communities impact students and teachers  • Shows **minimal evidence of innovation and growth mindset**  • Demonstrates **minimal impact** on the educational system and **little involvement** in efforts to help students excel | The candidate:  • Is **involved** in efforts to engage in/lead professional communities and **understands** how these communities can impact students and teachers  • **Demonstrates some innovation and growth mindset.** This is manifested inside and/or outside the school building walls and shows how the educator enhances student learning  • Is **positively impacting** the education profession and **is involved** in efforts to help students excel | The candidate:  •Is a **leader** in the profession who **understands and demonstrates** the importance of leading and engaging professional learning communities to both positively impact the classroom/school as well as the students, teachers, and the profession at large  • Is **a leader** that is **transforming** the educational profession and **creating pathways** for students and teachers to excel in new, different, and/or impactful ways  • Is an **innovator and lifelong learner**. This manifests itself inside and outside the school building walls and positively impacts students/teachers  • The educator **takes initiative** for using creativity and ingenuity to positively impact student learning and the education profession |  |
| **Notes for Competency Two** | | | | | |
| **Key Competency** | **1 (Ineffective)** | **2 (Effective Emerging)** | **3 (Effective Proficient)** | **4 (Highly Effective)** | **SCORE 1-4** |
| **3. The candidate builds collaborative relationships** with **colleagues, students, and families** to create a **school environment that is** respectful, inclusive, and **positively impacts** **student growth and achievement.** | The candidate:  • **Does not collaborate** to enhance the learning and educational experiences of students  • **Does not build relationships** with colleagues, students, and families, and **shows no involvement** in creating a positive environment  • **Communication is not clear,** and/or it is not **compelling** | The candidate:  • **Minimally collaborates** to enhance the learning and educational experiences of students  • **Minimally builds relationships** with colleagues, students, and families, and **shows little involvement** in creating a positive environment  • **Communication is generally,** but not completely, **clear,** and/or **compelling** | The candidate:  • **Demonstrates collaboration** **to** **enhance** the learning and educational experiences of students  • **Builds relationships** with colleagues, students, and families, and **brings** groups of people together in order to **create** a positive environment as well as establish a **safe learning environment**  • **Communicates** with stakeholders in a **somewhat clear, compelling, and impactful manner** | The candidate:  • **Exemplifies** how **collaboration** and **building meaningful relationships** with colleagues, students, and families positively impacts student growth and achievement  • **Demonstrates and shares** an **impactful plan for creating/inventing** ways to **bring** groups of people together in order to **create** an environment of respect, achievement, and wellness as well as establish a **safe and thriving learning environment**  • **Communicates** with **all stakeholders** in a **clear, compelling, and impactful manner** that leads to lifelong success |  |
| **Notes for Competency Three** | | | | | |
| **Key Competency** | **1 (Ineffective)** | **2 (Effective Emerging)** | **3 (Effective Proficient)** | **4 (Highly Effective)** | **SCORE 1-4** |
| **4. The candidate deliberately connects** the classroom/school to the **community** to positively **impact the students, school, and community.** | The candidate:  • **Does not connect** students/staff with the community in order to impact students  • **Does not bring stakeholders** into the classroom/school and/or **takes the classroom to the community**  • **Does not leverage stakeholders**/the community to enhance student learning | The candidate:  • **Minimally connects** students/staff with the community in order to impact students  • **Minimally brings stakeholders** into the classroom/school and/or **takes the classroom to the community**  • **Minimally leverages** stakeholders/the community to enhance student learning | The candidate:  • **Connects** students/staff with the community in an effort to **form connections** within and/or outside of the school in order to **impact** students, the school, and communities  • **Brings some stakeholders** into the classroom/school and/or **somewhat takes the classroom to the community**  • **Leverages some stakeholders**/the community to enhance student learning | The candidate:  • **Ensures** that education **transcends** the classroom/school by **intentionally connecting** students/staff with the community in order to **positively impact** students, the school, and communities  • **Brings key stakeholder**s into the classroom/school and/or **takes the classroom to the community** in order to foster a strong community at large  •  **Leverages key stakeholders**/the community to broaden students’ horizons, open their eyes to career opportunities, and gain a greater understanding of the world |  |
| **Notes for Competency Four** | | | | | |
| **Key Competency** | **1 (Ineffective)** | **2 (Effective Emerging)** | **3 (Effective Proficient)** | **4 (Highly Effective)** | **SCORE 1-4** |
| **5. The candidate** is **inspiring, compelling, professional,** and expresses themselves in an **engaging and clear way**, and demonstrates the ability to **connect with and represent** the state. | The candidate:  • Communication is **not clear and/or it is not compelling**  • Communicates a message that is **not relevant** to **a wide range of audiences**  • **Does not expresses a desire and capability** to speak on behalf of all educators in the state | The candidate:  • Communicates in a manner which is **generally, but not completely clear and/or compelling**  • Communicates a message that is **minimally relevant** to **some audiences**  • **Minimally expresses a desire and capability** to speak on behalf of all educators in the state | The candidate:  • Communicates in a way which is **somewhat engaging, inspiring, and impactful**  • Communicates amessage that **conveys** the lived classroom experience that is **relevant** to **a wide range of audiences**  • **Expresses a desire and capability** to speak on behalf of all educators in the state  • **Presents** themselves in a **professional** manner | The candidate:  • Communicates in a way which is **engaging, inspiring, impactful, and unifying**  • Communicates a **captivating and impactful message** that **resonates** with **all audiences**  • **Clearly conveys** the lived classroom experience and **communicates** a message that is **capable of attracting and retaining educators** to the profession  • **Expresses a strong desire and capability** to speak on behalf of all **educators and stakeholders** in the state  • **Presents** themselves in a **professional and confident** manner |  |
| **Notes for Competency Five** | | | | | |

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| **Final Notes and Score** |  |
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**2024-2025 School Year**