

LOUISIANA TEACHER & PRINCIPAL *of the Year*

Teacher and Principal of the Year Selection Process Rubric

Note: The rubric is to be used holistically across all application components.

Key Competency	1 (Ineffective)	2 (Effective Emerging)	3 (Effective Proficient)	4 (Highly Effective)
<p>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.</p>	<p>The candidate:</p> <ul style="list-style-type: none"> • 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 	<p>The candidate:</p> <ul style="list-style-type: none"> • 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 	<p>The candidate:</p> <ul style="list-style-type: none"> • 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 	<p>The candidate:</p> <ul style="list-style-type: none"> • 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

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<p>2. The candidate demonstrates leadership and innovation in and outside the school building walls and helps students/education stakeholders be successful.</p>	<p>The candidate:</p> <ul style="list-style-type: none"> • 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 	<p>The candidate:</p> <ul style="list-style-type: none"> • 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 	<p>The candidate:</p> <ul style="list-style-type: none"> • 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 the school building walls and shows how the educator enhances student learning. • Is positively impacting the educational system and is involved in efforts to help students excel 	<p>The candidate:</p> <ul style="list-style-type: none"> • Is a leader in the profession who understands and demonstrates the importance of leading and engaging various groups of stakeholders to both positively impact the classroom/school as well as the students, teachers and the profession at large • Is an innovator and lifelong learner. This may manifest itself inside and/or outside the school building walls. • The educator takes initiative for using creativity and ingenuity to positively impact student learning and the teaching profession • Is transforming the educational system and creating pathways for students and teachers to excel in new and different ways

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<p>3. The candidate builds collaborative relationships with colleagues, students, and families to create a school culture that is respectful, inclusive, and positively impacts student growth and learning.</p>	<p>The candidate:</p> <ul style="list-style-type: none"> • 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 culture • Communication is not clear and/or it is not compelling 	<p>The candidate:</p> <ul style="list-style-type: none"> • 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 culture • Communication is generally, but not completely, clear and/or compelling 	<p>The candidate:</p> <ul style="list-style-type: none"> • 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 culture as well as establish a safe learning environment • Communicates with stakeholders in a somewhat clear, compelling and impactful manner 	<p>The candidate:</p> <ul style="list-style-type: none"> • Exemplifies how collaboration and building meaningful relationships with colleagues, students and families positively impacts student growth and learning • Demonstrates and shares an impactful plan for creating/inventing ways to bring groups of people together in order to create a culture 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

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<p>4. The candidate deliberately connects the classroom/school to the community to positively impact the students, school and community.</p>	<p>The candidate:</p> <ul style="list-style-type: none"> • 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 	<p>The candidate:</p> <ul style="list-style-type: none"> • 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 	<p>The candidate:</p> <ul style="list-style-type: none"> • 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 	<p>The candidate:</p> <ul style="list-style-type: none"> • 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 stakeholders 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

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<p>5. The candidate is inspiring, compelling, professional and expresses themselves in an engaging and clear way, and has the ability to connect with and represent the state.</p>	<p>The candidate:</p> <ul style="list-style-type: none"> • 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 express a desire and capability to speak on behalf of all educators in the state 	<p>The candidate:</p> <ul style="list-style-type: none"> • 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 	<p>The candidate:</p> <ul style="list-style-type: none"> • Communicates in a way which is somewhat engaging, inspiring, and impactful • Communicates a message that conveys the lived classroom experience that is relevant to a wide range of audience • Expresses a desire and capability to speak on behalf of all educators in the state • Presents himself in a professional manner 	<p>The candidate:</p> <ul style="list-style-type: none"> • 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 himself in a professional and confident manner

2022-2023 School Year