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)
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

Key Competency	1 (Ineffective)	2 (Effective Emerging)	3 (Effective Proficient)	4 (Highly Effective)
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 educational system 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

Key Competency	1 (Ineffective)	2 (Effective Emerging)	3 (Effective Proficient)	4 (Highly Effective)
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 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 culture • **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 culture • **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 culture 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** 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

Key Competency	1 (Ineffective)	2 (Effective Emerging)	3 (Effective Proficient)	4 (Highly Effective)
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 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

Key Competency	1 (Ineffective)	2 (Effective Emerging)	3 (Effective Proficient)	4 (Highly Effective)
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 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** themself 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** themself in a **professional and confident** manner

2023-2024 School Year