

2018 Principal of the Year Selection Criteria and Rubric

Category I: Personal Excellence

Criteria	Evidence to support a rating of 1:	Evidence to support a rating of 2:	Evidence to support a rating of 3:
Models continuous professional growth	Reports ongoing professional growth through local, district, institutional, state affiliate, and/or NASSP offerings	Plus reports engagement in other education organizations or related professional networks	Plus reports significant examples of public recognition and additional service to the profession
Interacts with others professionally and tactfully	Reports positive interactions with students, parents, teachers, community members, and district personnel	Plus reports how these interactions have enhanced the climate and culture of the school	Plus reports proactive interactions that support a positive school climate and culture
Communicates effectively in speaking and writing	Articulates clearly in writing throughout the application	Plus reports how personal communication has supported a collaborative culture for student learning	Plus reports recent and substantive professional writing and/or speaking examples
Models values, beliefs, and attitudes that encourage others to higher levels of performance	Reports specific values, beliefs, and attitudes that guide the school's vision and mission to foster high levels of performance	Plus reports link between his or her beliefs that have supported improvement in school climate, culture, and performance	Plus reports specific behaviors or actions that have increased the capacity and performance of leadership in the school community
<p>Demonstrates commitment to NASSP and its programs through continuous membership and participation in the following:</p> <p>NASSP national and state affiliate involvement (i.e., conference presentation, etc.</p> <p>National Honor Society (NHS), National Junior Honor Society (NJHS), and/or National Elementary Honor Society (NEHS) chapter(s) that actively supports achievement and works to improve the academic culture in the school; National Student Council (NatStuCo) affiliation with active community and school involvement projects</p>	Reports membership in state affiliate and NASSP, as well as student program(s)	Plus reports specific involvement in state affiliate; NASSP; and student programs as officer, presenter, author, advocate, or in other relevant ways	Plus reports significant student engagement in community and school projects through affiliation with one or more NASSP student programs

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Category II: Collaborative Leadership

Criteria	Evidence to support a rating of 1:	Evidence to support a rating of 2:	Evidence to support a rating of 3:
Involves teachers, staff members, parents, students, and the community in creating and fostering a shared vision for the school	Reports involving students, parents, teachers, and community members in the operation of the school	Plus reports aligning shared operation of the school to accomplish the vision	Plus reports developing structures that engage the full school community in creating and accomplishing the shared vision
Leads collaboratively to promote ownership among staff members, students, parents, and community members for school efforts and outcomes	Reports involving at least one stakeholder group in meaningful decision making about significant issues at the school	Plus reports engaging additional stakeholder groups in meaningful decision making about significant issues at the school	Reports systemic structures that engage parents, teachers, students, and community members in meaningful decision making about significant issues at the school
Creates a culture of collaboration in which staff members work together as a professional learning community to promote student learning	Reports use of professional learning communities or similar structures that contribute to improved staff capacity to promote student learning	Plus reports relationship between these collaborative structures and the improvement of student learning and school culture	Plus reports continuing personal support for and contributions to the development of these structures promoting their sustained impact on student learning
Teaches, coaches, and supports the development of potential and current school leaders	Reports working directly with teachers and other school staff members to enhance their performance	Plus reports efforts to identify and develop potential leaders among school staff members	Plus reports establishing structures or ongoing activities to sustain leadership capacity in the school
Utilizes available technology tools for school management, operation, instruction, and assessment, fostering collaboration and communication to effectively address issues in the school community and meet the unique learning needs of each student	Reports use of technology for school management and operation	Plus reports use of technology for management of curriculum, instruction, and assessment to enhance the learning of each student	Plus reports use of technology to foster collaboration and communication to effectively connect students, teachers, parents, and community members

Category III: Curriculum Instruction and Assessment

Criteria	Evidence to support a rating of 1:	Evidence to support a rating of 2:	Evidence to support a rating of 3:
Improves teaching, learning, and assessment by implementing practices, programs, and	Reports evidence of continuous or sustained performance in teaching, learning, and assessment practices	Plus reports evidence of continuous or sustained performance in teaching, learning, and assessment practices for at	Plus reports evidence of continuous or sustained performance in teaching, learning, and assessment practices for at

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improvement efforts on the basis of multiple sources of data	for at least one year	least two years	least three years
Leads efforts in curriculum alignment and identification of essential learnings at each level	Reports facilitating development of structures and strategies used to lead staff members in this endeavor in one or more subjects at one grade level	Plus reports facilitating development of structures and strategies used to lead staff members in two or more subjects and at two grade levels	Plus reports facilitating development of structures and strategies used to lead staff members in three or more subjects and at three or more grade levels
Observes, supervises, and evaluates teachers and instructional programs to maximize the learning opportunities for every teacher and for each student	Reports the use of specific teacher evaluation activities to enhance teacher capacity to improve student performance	Plus reports the incorporation of collaboratively developed structures in the teacher evaluation process to enhance teacher capacity to improve student performance	Plus substantiates the effectiveness of the reported activities and structures to enhance teacher capacity and improve student performance
Demonstrates knowledge of learning, teaching, assessment practices, research, and programs that maximize student performance	Reports use of strategies to improve student performance	Plus reports using research and data to guide the implementation of improvement strategies	Plus substantiates the effectiveness of reported strategies and structures in improving student performance
Facilitates in developing and maintaining co-curricular programs that complement the curriculum while fostering students' academic and social success	Reports supporting co-curricular programs to help prepare students for college and career	Plus reports using school and community resources to provide high-quality co-curricular experiences for students	Plus reports data to substantiate the effectiveness of the reported co-curricular strategies and structures
Ensures that each student has the best possible opportunity of realizing success by providing a personalized plan that evaluates individual learner needs in relation to learning time, setting, methods, and course sequence	Reports use of a personalized learning plan for each student based on individual learner needs	Plus reports use of flexible scheduling and varied learning times and settings to meet individualized learner needs	Plus reports use of varied instructional strategies, teaching methods, and course sequencing to meet individual learner needs
Provides enrichment and support for both students and teachers in meeting high standards	Reports strategies and structures to enrich the ongoing professional development for staff members to support students	Plus reports equitable student access to rigorous instructional programs and initiatives to improve teaching and learning	Plus substantiates the effectiveness of staff and student initiatives to meet high standards

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Category IV: Personalization

Criteria	Evidence to support a rating of 1:	Evidence to support a rating of 2:	Evidence to support a rating of 3:
Establishes and maintains a school environment that reflects high expectations for students and staff members	Reports that high expectations are a part of the school climate and culture	Plus reports specific initiatives designed to establish a culture of high expectations	Plus reports evidence that the specific initiatives continue to be a factor in sustaining high expectations
Creates a school climate that is warm, inviting, safe, and secure	Reports a warm, inviting, safe, and secure climate	Plus reports specific strategies and structures that contribute to a warm, inviting, safe, and secure climate	Plus reports evidence that indicates school climate is a factor that supports school-wide improvement
Organizes the school so that all social, economic, and racial/ethnic groups have equal access to all school programs and provides the support needed for student success	Reports equal access and support for all	Plus reports specific strategies and structures that enhance equal access and support for all	Plus reports evidence of the success of organizational strategies to enhance equal access and support for all
Creates structures that promote positive relationships between adults and students and ensures that each student is well-known by at least one staff member	Reports development of strategies and structures to establish positive relationships	Plus reports implementation of strategies and structures that promote and support positive relationships	Plus reports evidence that strategies and structures increased positive relationships
Acknowledges the accomplishments of students, teachers, and school community members	Reports acknowledgement of the accomplishments and contributions of students, teachers, and community members	Plus reports strategies and structures to publicly acknowledge students, teachers, and community members.	Plus reports evidence that systematic acknowledgment contributes to positive school climate