



## **Award Application**

### **2015 NASSP National Principal of the Year Award**

The NASSP National Principal of the Year program annually recognizes outstanding school leaders who have succeeded in providing high-quality learning opportunities for students. These principals are acknowledged by their peers for the exemplary contributions they have made to the profession.

The program honors school principals who have demonstrated excellence in the areas addressed by the listed selection criteria below.

#### **Eligibility**

- This program is designed to recognize the outstanding leadership of active, front-line principals. Current members, family members, or the staff of the NASSP Board of Directors or State Executive Directors are ineligible.
- NASSP must be notified immediately of any change in principalship status. Failure to notify NASSP could jeopardize a candidate's eligibility for the national award.
- Any principal, headmaster, or leader of a virtual, public, or private middle level or high school from the 50 states, the District of Columbia, the Department of Defense Education Activity, or the U.S. Department of State Office of Overseas Schools is eligible to be a national principal of the year candidate. Middle level and high schools are defined as those containing some portion of grades 6 through 12.
- Applicants must have served as a principal at one or more middle level or high schools for three or more consecutive school years.
- Candidates must complete the online 2015 NASSP National Principal of the Year application.
- Each candidate must be a principal, headmaster, or leader at a middle level or high school and a member of NASSP and his or her state affiliate association at the time of selection or tenure as state principal of the year. For national finalists, these conditions must also be met at the time of national principal of the year interviews, when the national winner is announced, and during tenure.
- Previous national winner(s) are ineligible to reapply for the award.

## Selection Criteria

### Personal Excellence

- Models continuous professional growth
- Interacts with others professionally and tactfully
- Communicates effectively in speaking and writing
- Models values, beliefs, and attitudes that encourage others to higher levels of performance
- Demonstrates commitment to NASSP and its programs through continuous membership and participation in the following:
  - National Association of Secondary School Principals (NASSP) through national and state affiliate involvement (i.e., conference presentations, etc.)
  - 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 Association of Student Councils (NASC) affiliation with active community and school involvement projects.

### Collaborative Leadership

- Involves teachers, staff members, parents, students, and the community in creating and fostering a shared vision for the school
- Leads collaboratively to promote ownership among staff, students, parents, and community members for school efforts and outcomes
- Creates a culture of collaboration in which staff members work together as a professional learning community to promote student learning.
- Teaches, coaches, and supports the development of potential and current school leaders
- 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.

### Curriculum, Instruction, and Assessment

- Improves teaching, learning, and assessment by implementing practices, programs, and improvement efforts on the basis of multiple sources of data
- Leads efforts in curriculum alignment and identification of essential learning at each level
- Observes, supervises, and evaluates teachers and instructional programs to maximize the learning opportunities for every teacher and for each student
- Demonstrates knowledge of learning, teaching, assessment practices, research, and programs that maximize student performance
- Facilitates in developing and maintaining cocurricular programs that complement the curriculum while fostering students' academic and social success
- 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
- Provides enrichment and support for both students and teachers in meeting high standards.

### Personalization

- Establishes and maintains a school environment that reflects high expectations for students and staff
- Creates a school climate that is warm, inviting, safe, and secure
- 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
- Creates structures that promote positive relationships between adults and students and ensures that each student is well-known by at least one staff member
- Acknowledges the accomplishments of students, teachers, and school community members.

# Scoring Rubric

Using the Scoring Rubric in each of the categories of the Selection Criteria, look for evidence provided in the applicant and school profile, local school data, and stakeholders' responses to score each applicant. Even though stakeholders' questions may focus on one category of the Selection Criteria, look for responses that may be scored across all areas of the Scoring Rubric. Use the following scale to score each applicant: **3 = High-Level Performance** **2 = Moderate-Level Performance** **1 = Low-Level Performance**. Add the category totals to determine a total score for the applicant.

Category 1: Personal Excellence		Category 2: Collaborative Leadership		Category 3: Curriculum, Instruction & Assessment		Category 4: Personalization	
Selection Criteria	Rating	Selection Criteria	Rating	Selection Criteria	Rating	Selection Criteria	Rating
Models continuous professional growth		Involves teachers, staff members, parents, students, and the community in creating and fostering a shared vision for the school		Improves teaching, learning, and assessment by implementing practices, programs, and improvement efforts on the basis of multiple sources of data		Establishes and maintains a school environment that reflects high expectations for students and staff	
Interacts with others professionally and tactfully		Leads collaboratively to promote ownership among staff, students, parents, and community members for school efforts and outcomes		Leads efforts in curriculum alignment and identification of essential learnings at each level		Creates a school climate that is warm, inviting, safe, and secure	
Communicates effectively in speaking and writing		Creates a culture of collaboration in which staff members work together as a professional learning community to promote student learning		Observes, supervises, and evaluates teachers and instructional programs to maximize the learning opportunities for every teacher and for each student		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	
Models values, beliefs, and attitudes that encourage others to higher levels of performance		Teaches, coaches, and supports the development of potential and current school leaders		Demonstrates knowledge of learning, teaching, assessment practices, research, and programs that maximize student performance		Creates structures that promote positive relationships between adults and students and ensures that each student is well-known by at least one staff member	
Demonstrates commitment to NASSP and its programs through continuous membership and participation in the following: <ul style="list-style-type: none"> <li>National Association of Secondary School Principals (NASSP) through national and state affiliate involvement (i.e., conference presentations, etc.)</li> <li>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</li> <li>National Association of Student Councils (NASC) affiliation with active community and school involvement projects.</li> </ul>		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.		Facilitates in developing and maintaining co-curricular programs that complement the curriculum while fostering students' academic and social success		Acknowledges the accomplishments of students, teachers, and school community members.	
<b>TOTAL Personal Excellence (Max of 15)</b>		<b>TOTAL Collaborative Leadership (Max of 15)</b>		<b>TOTAL Curriculum, Instruction and Assessment (Max of 21)</b>		<b>TOTAL Personalization (Max of 15)</b>	
<b>Total Score (Max of 66)</b>							

**STATE:** \_\_\_\_\_

# **NASSP National Principal of the Year**

## **Award Application**

### **About You**

Name: \_\_\_\_\_  
Title First Last

Job title: \_\_\_\_\_ (eg., principal, headmaster)

Total number of years as principal in current school: \_\_\_\_\_

Total number of years as a principal: \_\_\_\_\_

Total number of years as a school administrator (including assistant/vice principal, central office, etc.): \_\_\_\_\_

NASSP membership # (omit beginning zeros): \_\_\_\_\_

Total number of years as an NASSP member: \_\_\_\_\_

### **Your Contact Information**

Home address: \_\_\_\_\_

Home address 2: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Home phone: \_\_\_\_\_ Cell phone: \_\_\_\_\_

### **About Your School**

#### **School Information:**

Select one: Middle Level High School

School name: \_\_\_\_\_

Address: \_\_\_\_\_

Address 2: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

School phone: \_\_\_\_\_ School website: \_\_\_\_\_

Select and note the total number of years your current school has had a chapter/affiliation with each of the following:

National Elementary Honor Society \_\_\_\_\_

National Junior Honor Society \_\_\_\_\_

National Honor Society \_\_\_\_\_

National Association of Student Councils \_\_\_\_\_

**School Social Media Presence:** (List links for any that apply.)

Facebook: \_\_\_\_\_  Twitter @ \_\_\_\_\_  
 YouTube: \_\_\_\_\_  SchoolTube Channel: \_\_\_\_\_  
 Other: \_\_\_\_\_

**Professional Social Media Presence:** (List links for any that apply.)

Facebook: \_\_\_\_\_  Twitter @ \_\_\_\_\_  
 LinkedIn: \_\_\_\_\_  Blog: \_\_\_\_\_  
 Other: \_\_\_\_\_

**About Your District**

**School District Information:**

School district name: \_\_\_\_\_  
Superintendent name: \_\_\_\_\_  
Superintendent e-mail: \_\_\_\_\_  
Assistant to superintendent: \_\_\_\_\_  
Assistant e-mail: \_\_\_\_\_  
School district address: \_\_\_\_\_  
School district address 2: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
School district phone: \_\_\_\_\_ School district website: \_\_\_\_\_

**School Profile**

**School Demographics:**

Grades: \_\_\_\_\_ Total student enrollment: \_\_\_\_\_  
Number of assistant school administrators: \_\_\_\_\_ Number of teachers: \_\_\_\_\_  
Number of all other staff: \_\_\_\_\_  
My school is (check one):    Urban    Suburban    Rural  
\_\_\_\_\_ % of students in school classified as special education students  
\_\_\_\_\_ % of students in school classified as ELL or limited-English proficiency students  
\_\_\_\_\_ % Students on free/reduced-price lunches  
\_\_\_\_\_ % School attendance  
\_\_\_\_\_ % Graduation/promotion rate

## School Profile (continued)

### Approximate gender composition in your school

\_\_\_\_\_ % Males  
 \_\_\_\_\_ % Females

### Approximate racial and ethnic composition of the students in your school

Race: \_\_\_\_\_ Ethnicity: \_\_\_\_\_  
 \_\_\_\_\_ % American Indian or Alaska Native      \_\_\_\_\_ % Hispanic or Latino  
 \_\_\_\_\_ % Asian      \_\_\_\_\_ % Not Hispanic or Latino  
 \_\_\_\_\_ % Black or African American  
 \_\_\_\_\_ % Native Hawaiian or Other Pacific Islander  
 \_\_\_\_\_ % White  
 \_\_\_\_\_ % Other

Complete the table utilizing state assessment data. Please report data by applicable school subgroups.

	% Proficient + Advanced	% Proficient + Advanced	% Proficient + Advanced
Reading/ELA	SY 2010–11	SY 2011–12	SY 2012–13
List major ethnic or racial subgroups:			
Students by gender:			
Male			
Female			
Students with disabilities			
ELL/Limited English proficiency			
Economically disadvantaged			
Mathematics	SY 2010–11	SY 2011–12	SY 2012–13
List major ethnic or racial subgroups:			
Students by gender:			
Male			
Female			
Students with disabilities			
ELL/Limited English proficiency			
Economically disadvantaged			

## Professional Growth

*Please check the following state affiliate offerings in which you have participated in the last three years:*

State conference

Advocacy efforts

Professional development

Others: \_\_\_\_\_

*Please check the following NASSP offerings in which you have participated in the last three years:*

NASSP conference (Ignite)

Advocacy efforts

Professional development

Others: \_\_\_\_\_

*For each of the following, please list a maximum of five examples most pertinent and relevant to your professional growth.*

<b>Institution</b> (list the highest degree earned)	<b>Degree</b> (without abbreviations)	<b>Date earned</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<b>Memberships and offices held in professional organizations</b> (include state and national association years)	<b>Start date</b>	<b>End date</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Memberships, offices, and activities in  
the community**

**Start date**

**End date**

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**Awards and honors**

**Date earned**

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**Publications and presentations**

**Date occurred**

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**Other services to the profession**

**Start date**

**End date**

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## Professional Practice

Reflect on your leadership practices at school. Use multiple categories from the Selection Criteria and share examples of how you have used your skills to accomplish each of the following (maximum length 400 words for each response).

1. Every school has a distinctive climate and culture. Tell us your school's story. What do reviewers need to know to understand the context in which you lead?
2. How has your leadership style influenced student achievement over time? How have you involved staff, students, and the community in developing programs that give equal access, close the achievement gap among student subgroups, and ensure that each student is college and career ready? Identify statistical evidence to support your statements from the local school data you have provided in this application.
3. Studies have shown that principal leadership is second only to strong instruction in assuring positive student performance. What behaviors have you engaged in that increase your capacity as an instructional leader and how have you influenced the behaviors of others who are aspiring to lead in your school? Please include references to outcomes for students that you attribute to these behaviors.

## Letters of Recommendation

All applicants are required to submit four letters of recommendation, in original form—one from each of the following:

- Student
- Parent/Community Member/Business Leader
- Teacher
- Administrator.

Each letter should focus on one or more of the Selection Criteria and should reflect the writer's assessment of the candidate's eligibility based on the performance indicators outlined in the selection criteria. Each letter should address those indicators that reflect the scope of the writer's firsthand knowledge of the candidate's demonstrated excellence in a particular area. As such, each letter is not required to address every performance indicator. Each letter must be limited to one 8 ½" x 11" sheet of paper (printed on one side only), with at least 1" margins and a font size no smaller than 11 points. Letters that exceed one page will not be considered. NASSP will not release letters of recommendation without express authorization from authors of letters.

## Acknowledgment of Terms

I have read and understand the rules outlined in this application and certify that the essay responses submitted are my own work. I agree to abide by these rules and I grant NASSP the authority, after adequate notification, to publish in part or whole any information contained in this application and to use my name and likeness for publicity and other promotional purposes related to the program.

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Signature

Date



## Principal's Certification Form

(Must be completed by district superintendent)

The purpose of this form is to advise the principal's superintendent that has been nominated and is applying for the NASSP National Principal of the Year award. It also indicates that the superintendent understands the following obligations, opportunities, and responsibilities inherent in acceptance of the award.

- Publicity as a state principal of the year may generate occasional opportunities for speaking engagements at the state level as well as requests to visit the principal's school.
- The state principals of the year will attend and participate in the Principals Institute and recognition event, September 7–9, 2014 in Washington, DC.

NASSP is responsible for Institute costs, hotel accommodations (for three nights), and meals during Institute hours for state winners. NASSP is not responsible for travel expenses for state winners. Travel and incidental expenses for state winners are the responsibility of the state principal of the year, the honoree's school or school district, or the state association. Incidental expenses, as well as travel, some meals, and entertainment for a spouse or guest of the principal, will be the responsibility of the state principal of the year.

- Finalists for the national principal of the year will travel to Washington, DC, for interviews in September 2014. Expenses for the principal, excluding incidentals, will be paid for by NASSP.
- Designated state principals of the year, national finalists, and the NASSP National Principal of the Year who are NASSP and state affiliate members may receive limited requests to represent NASSP at events, on committees, and/or as professional development specialists through December 2016. Travel costs are borne in most instances by NASSP or the sponsoring party.
- Continued NASSP and state affiliate membership is required, at least through December 2016.
- The NASSP National Principal of the Year and five finalists will attend one NASSP professional development conference or training in 2015. Registration, hotel accommodations (excluding incidentals), and travel will be paid for by NASSP.
- My signature certifies that I endorse and acknowledge the nomination of competing for the state and the national principal of the year awards.

Principal signature \_\_\_\_\_ Date \_\_\_\_\_

Superintendent signature \_\_\_\_\_ Date \_\_\_\_\_