

MIDDLE & HIGH SCHOOL PRINCIPAL OF THE YEAR PROGRAM

ELIGIBILITY REQUIREMENTS

- Candidate must be an active 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.
- **Candidate must have served as a principal at one or more middle level or high schools for three or more completed and consecutive school years at the time of nomination.** Middle level is defined as those schools containing some portion of grades 6 through 8. High school is defined as those schools containing some portion of grades 9 through 12.
- Candidate must complete the online NASSP National Principal of the Year application.
- Candidate must be a member of NASSP and CAS at the time of nomination and, if selected, during their 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 state and/or national winners are ineligible.
- Board members of NASSP are ineligible for consideration for one year after completion of their board service. Officers of CAS are ineligible to participate in the program during the period in which they hold any office.
- Candidate must notify NASSP immediately of any change in his or her status as principal. Failure to notify NASSP of change could jeopardize a candidate's eligibility for the national award.

CRITERIA FOR SELECTION

The selected principal must show success in the following areas:

- shaping a school culture that is student-centered, promotes equity, and fosters emotional and physical well-being and safety
- leading learning in the school so that each learner, student and adult, will succeed
- involving students and staff in organizational decision-making and providing opportunities to empower them to assume leadership roles
- building and sustaining positive relationships with students, staff and parents/community members
- fostering a collaborative environment that encourages parent input and strengthens school-community connections
- building systems and supports that have a positive impact on student achievement
- fostering innovation and creativity as part of the learning process and ensuring that students will succeed in a globally competitive society