**2019 Teacher and Principal of the Year**



**Selection Process Rubric**

**Check Appropriate Box: Teacher Candidate:** ☐ **Principal Candidate:** ☐

**Candidate’s Name: LEA: SCORE =**

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| **Key Competency** | **1 (Ineffective)** | **2 (Effective Emerging)** | **3 (Effective Proficient)** | **4 (Highly Effective)** | **SCORE** |
| **1. The candidate**  **demonstrates excellence in the field, guiding students of all backgrounds and abilities to achieve excellence.** | • Student achievement growth not evident  • Achievement gaps unaddressed or unchanged where they exist | • Student achievement growth incremental or inconsistent  • Achievement gaps narrowed only slightly  •Limited evidence of student data based on standards-aligned assessments | • Students met their growth target  • Achievement gaps substantially narrowed where they exist  • Student data are based on standards-aligned assessments | • Students exceeded their growth target  • Achievement gaps are eliminated or substantially narrowed where they exist  • Student data are based on multiple sources of data, including standards-aligned assessments |  |
| **Notes on Competency 1:** | | | | | |

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| **Key Competency** | **1 (Ineffective)** | **2 (Effective Emerging)** | **3 (Effective Proficient)** | **4 (Highly Effective)** | **SCORE** |
| **2. The candidate delivers**  **(teacher) or ensures delivery of (leader) rigorous, standards- based instructional practice and support.** | • Vision does not represent  high academic expectations  for students and/or holds few students to high expectations  • Content and assessments are not aligned to standards | • Holds moderately high  academic expectations and/or holds only some students to high expectations  • Content and assessments are partially aligned to standards | • Holds high academic  expectations for students (i.e., has a vision for student  success that reflects a belief in  their students’ ability to be successful in both the short- and the long-term)  • Content and assessments are aligned to standards | • Holds exceptionally high  academic expectations for all students (i.e., has a vision for student success that reflects an unwavering belief in their students’ ability to thrive in both the short- and the long- term)  • Demonstrates the use of grade level content and assessments which are fully aligned to standards |  |
| **Notes on Competency 2:** | | | | | |

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| **Key Competency** | **1 (Ineffective)** | **2 (Effective Emerging)** | **3 (Effective Proficient)** | **4 (Highly Effective)** | **SCORE** |
| **3. The candidate**  **demonstrates innovation and leadership qualities that contribute to the work of the profession and leads to student success.** | • Not involved in efforts to  improve the teaching profession  • Communication is not clear  and/or it is not compelling | • Minimally involved in efforts  to improve the teaching profession  • Communication is generally,  but not completely, clear and/or compelling | • Involved in efforts which  improve the teaching profession and create pathways for students to excel in their learning  • Builds relationships with colleagues and students which lead to student success  • Communication is clear and compelling and leads to student success | • Leads innovative efforts which improve the teaching profession and creates pathways for students to excel in their learning  • Builds meaningful relationships with colleagues, students, community, and families which lead to student success  • Communication is impactful, clear, compelling, inspirational and leads to long-term  student success |  |
| **Notes on Competency 3:** | | | | | |