**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 representhigh academic expectationsfor students and/or holds few students to high expectations• Content and assessments are not aligned to standards | • Holds moderately highacademic expectations and/or holds only some students to high expectations• Content and assessments are partially aligned to standards | • Holds high academicexpectations for students (i.e., has a vision for studentsuccess that reflects a belief intheir students’ ability to be successful in both the short- and the long-term)• Content and assessments are aligned to standards | • Holds exceptionally highacademic 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 toimprove the teaching profession• Communication is not clearand/or it is not compelling | • Minimally involved in effortsto improve the teaching profession• Communication is generally,but not completely, clear and/or compelling | • Involved in efforts whichimprove 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-termstudent success |  |
| **Notes on Competency 3:** |