

Jefferson County Educational Service Center  
Principal of the Year Rubric

<b>CATEGORY I. Personal Excellence</b>				
<b>Rating</b>	<b>Criteria</b>	<b>Evidence to Supporting a 1</b>	<b>Evidence Supporting a 2</b>	<b>Evidence Supporting a 3</b>
	Models continuous professional growth	Reports ongoing professional growth through local, district, and State affiliate 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, the community, 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/her beliefs that have supported improvement in school climate, culture, and performance	Plus reports specific actions that have increased the capacity and performance of leadership in the school community
<b>CATEGORY II. Leadership</b>				
<b>Rating</b>	<b>Criteria</b>	<b>Evidence Supporting a 1</b>	<b>Evidence Supporting a 2</b>	<b>Evidence Supporting a 3</b>
	Involves teachers, staff students, parents, 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, students, parents, and the community 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 the community in meaningful decision making about significant issues at the school
	Creates a culture of collaboration in which staff members work together to promote student learning	Reports use of professional learning communities 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 support for the development of these structures promoting their sustained impact on student learning
	Teaches and supports the development of potential and current school leaders	Reports working directly with staff members to enhance their performance	Plus reports efforts to identify potential leaders among school staff members	Plus reports ongoing activities to sustain leadership capacity in the school
	Utilizes available technology tools for school management, instruction, and assessment fostering collaboration, to effectively meet the 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 with students, staff, parents, and the community

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<b>CATEGORY III. Curriculum, Instruction, &amp; Assessment</b>				
<b>Rating</b>	<b>Criteria</b>	<b>Evidence to Support a 1</b>	<b>Evidence to Support a 2</b>	<b>Evidence to Support a 3</b>
	Improves teaching, learning, and assessment by implementing practices and on the basis of multiple sources of data	Reports evidence of continuous or sustained performance in teaching, learning, and assessment practices for at least 1 year	Plus reports evidence of continuous or sustained performance in teaching, learning, and assessment practices for at least 2 yrs.	Plus reports evidence of continuous or sustained performance in teaching, learning, and assessment practices for at least 3 yrs.
	Lead efforts in curriculum alignment & identification of essential learnings at each level	Reports development of strategies used to lead staff in this endeavor in one or more subjects at 1 grade level	Plus reports development of strategies used to lead staff in this endeavor in two or more subjects at 2 grade levels	Plus reports development of strategies used to lead staff in this endeavor in three or more subjects at 3 grade levels
	Observes and evaluates teachers and 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 collaborative structures in the evaluation process to enhance teacher capacity to improve student performance	Plus substantiates the effectiveness of the reported structures to enhance teacher capacity and improve student performance
	Demonstrates knowledge of teaching, learning, assessment practices, 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 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
<b>CATEGORY IV School Climate / Environment</b>				
<b>Rating</b>	<b>Criteria</b>	<b>Evidence Supporting a 1</b>	<b>Evidence Supporting a 2</b>	<b>Evidence Supporting a 3</b>
	Establishes and maintains a school environment that reflects high expectations for students and staff	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 that contribute to a warm, inviting, safe, and secure climate	Plus reports evidence that shows school climate is a factor that aids school improvement
	Organizes the school so that all students have equal access to all programs	Reports equal access and support for all students	Plus reports specific strategies that enhance equal access and support for all students	Plus reports evidence of the success of strategies to enhance equal access & support for all
	Promotes positive relationships between staff and students and ensures that each student is well-known by at least 1 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, staff, and school community members	Reports acknowledgement of the accomplishments and contributions of students, staff, and community members	Plus reports strategies and structures to publicly acknowledge students, staff, and community members	Plus reports evidence that systematic acknowledgement contributes to positive school climate