

National Association of Secondary School Principals
2024 National POY Selection Criteria and Rubric

For Reviewing: Under each category (ex: Culture-Wellness), if there are several questions used for the rubric, base the score on the collection of responses from a student, teacher, another administrator, and a parent or community member.

Evidence: The term evidence on the rubric refers to support by appropriate data and concrete, relevant examples. When evaluating a response, it is important to consider the quality, relevance, and adequacy of the evidence provided.

Approach: The term approach on the rubric refers to the methods, techniques, or strategies employed to address a problem, complete a task, or achieve a particular goal. It assesses the thoughtfulness and effectiveness of the overall approach taken by the respondent.

Culture - Wellness	1 – Requires Development	2 – Approaches Standard	3 – Meets Standard	4 – Exceeds Standard
<p>How have you evaluated and shaped your school's culture to foster emotional and physical well-being and safety? Principal (Q1)</p>	<p>Provides little or no evidence of evaluating and shaping the school's culture to foster well-being and safety</p>	<p>Provides a general outline of their approach and sparse evidence of evaluating and shaping the school's culture to foster well-being and safety</p>	<p>Clearly details their approach and provides evidence of evaluating and shaping the school's culture to foster both emotional and physical well-being and safety</p>	<p>Provides a compelling approach in and gives strong evidence of shaping the school's culture along with data from evaluating the culture, to foster both emotional and physical well-being and safety</p>

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<p><i>Consider the combined responses in your scoring</i></p> <p>In what ways do you feel supported and safe at school? Student (Q1)</p> <p>In what ways does your principal get to know you and other students in the school? Student (Q2)</p> <p>How has your principal shaped your school's culture to foster emotional and physical well-being and safety for students and staff? Teacher (Q1) & Admin (Q1)</p> <p>How has the principal shaped the school's culture to foster emotional and physical well-being and safety for students and others in the school building? Parent/Community (Q1)</p>	<p>Provides little or no corroborating evidence for the principal's answer</p>	<p>Provides anecdotal/individual evidence that supports the principal's response but does not address the school culture more broadly</p>	<p>Provides example of strategy or approach and clear evidence that supports the principal response at the school culture level</p>	<p>Provides intentional approach with compelling evidence that supports the principal response at the school culture level and discusses the principal's role in shaping the culture</p>
<p>Culture - Equity</p>	<p>1 - Requires Development</p>	<p>2 – Approaches Standard</p>	<p>3 – Meets Standard</p>	<p>4 – Exceeds Standard</p>
<p>What have you done to promote equity for students and staff in your school? Principal (Q2)</p>	<p>Provides little or no evidence of promoting equity or knowing each person</p>	<p>Provides a general outline of their approach and sparse evidence of promoting equity, knowing each person</p>	<p>Clearly articulates their approach and provides evidence of promoting a culture of equity, where each student and staff is known and valued</p>	<p>Articulates a compelling approach and provides strong evidence of leading a culture of equity, where each student and staff is known and valued</p>

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<p><i>Consider the combined responses in your scoring</i></p> <p>In what ways does your principal get to know you and other students in the school? Student (Q2)</p> <p>What has your principal done to promote equity for students and staff in your school? Teacher (Q2)</p> <p>What has the principal done to promote equity for students and families in the school? Parent/Community (Q2)</p>	<p>Provides little or no corroborating evidence for the principal's response</p>	<p>Provides anecdotal/individual evidence that supports the principal's response, but does not show evidence of addressing the school culture more broadly</p>	<p>Provides clear evidence that supports the principal's response with example(s) of the principal promoting a school culture of equity</p>	<p>Provides compelling evidence that supports the principal's response and discusses how principal leads the school and shapes its culture to ensure equity</p>
<p>Culture – Relationships and Communication</p>	<p>1 - Requires Development</p>	<p>2 – Approaches Standard</p>	<p>3 – Meets Standard</p>	<p>4 – Exceeds Standard</p>
<p><i>Consider the combined responses in your scoring</i></p> <p>What structures and strategies has the principal put into place to prepare and support assistant principals and teachers in their quests for leadership positions? Admin (Q4)</p> <p>How does the principal communicate and interact with parents and community members? Parent/Community (Q4)</p>	<p>Provides little or no evidence of strategies or structures supporting staff's leadership aspirations or effective communication or engagement with parents and community members</p>	<p>Provides evidence of either 1) strategies or structures supporting staff's leadership aspirations or 2) effective communication or engagement with parents and community members</p>	<p>Provides evidence of both 1) strategies or structures supporting staff's leadership aspirations and 2) effective communication or engagement with parents and community members</p>	<p>Provides compelling evidence of both 1) strategies or structures supporting staff's leadership aspirations and 2) effective communication or engagement with parents and community members</p>
<p>Learning – Results-orientation</p>	<p>1 – Requires Development</p>	<p>2 – Approaches Standard</p>	<p>3 – Meets Standard</p>	<p>4 – Exceeds Standard</p>

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<p>Referencing data, if possible, how has your leadership impacted student achievement? <i>Principal (Q5)</i></p>	<p>Provides little or no evidence of leading learning in the school, so that each learner, student and adult, will succeed</p>	<p>Provides a general outline of their role or approach and sparse evidence of impact of leading learning in the school, so that each learner, student and adult, will succeed</p>	<p>Clearly articulates their role and approach, and provides evidence of the impact of leading learning in the school, so that each learner, student and adult, will succeed</p>	<p>Articulates a compelling approach and provides strong evidence with persuasive results of the impact of leading learning in the school, so that each learner, student and adult, will succeed</p>
<p><i>Consider the combined responses in your scoring</i></p> <p>How does the school and principal provide you and other students with the support and choices you need to succeed academically? <i>Student (Q3)</i></p> <p>How has your principal impacted student achievement? Use data if it is applicable. <i>Teacher (Q4)</i></p> <p>In what ways does your principal lead the learning in the school? <i>Admin (Q3)</i></p>	<p>Provides little or no corroborating evidence for the principal's answer</p>	<p>Provides anecdotal evidence that supports the principal's response but does not address the principal role or approach in leading learning in the school</p>	<p>Provides clear evidence that supports the principal response and discusses the principal role and approach in leading learning in the school</p>	<p>Provides compelling evidence showing strong impact that supports the principal response and articulates the principal role and approach in leading learning in the school</p>
<p>Learning – Collaborative leadership</p>	<p>1- Requires Development</p>	<p>2 – Approaches Standard</p>	<p>3 – Meets Standard</p>	<p>4 – Exceeds Standard</p>

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<p>How do you involve students and staff in organizational decision making and provide opportunities to empower them to be leaders? Give specific example(s). Principal (Q3)</p>	<p>Provides little or no evidence of empowering students and adults to assume leadership roles</p>	<p>Provides a general outline of their approach and sparse evidence of empowering students and adults to assume leadership roles</p>	<p>Clearly articulates their approach and provides evidence of empowering students and adults to assume leadership roles</p>	<p>Articulates their approach in a compelling fashion and provides strong evidence of opportunities for empowering students and adults to assume leadership roles</p>
<p><i>Consider the combined responses in your scoring</i></p> <p>How does your principal involve students and staff in organizational decision making and provide opportunities to empower them to be leaders? Give specific example(s). Teacher (Q3)</p> <p>How does your principal involve students and staff in organizational decision making and provide opportunities to empower them to be leaders? Give specific example(s). Admin (Q2)</p> <p>How does the principal involve students, parents and/or community in organizational decision making and provide opportunities to empower them to be leaders? Give specific example(s). Parent/Community (Q3)</p>	<p>Provides little or no corroborating evidence for the principal's answer</p>	<p>Provides anecdotal/individual evidence that supports the principal's response but does not address the principal's approach to empower students and adults</p>	<p>Provides clear evidence that supports the principal response and discusses the principal's approach to empowering students and adults</p>	<p>Provides compelling evidence that supports the principal response, and discusses the reasons for, and principal's approach to and opportunities for empowering students and adults</p>
<p>Learning – Innovation</p>	<p>1-Requires Development</p>	<p>2 – Approaches Standard</p>	<p>3 – Meets Standard</p>	<p>4 – Exceeds Standard</p>

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<p>How are you leading learning and instruction in your school to ensure that students will succeed in a globally competitive society? Principal (Q4)</p>	<p>Provides little or no approach to foster innovation and to inspire and engage students and staff to make changes and to learn in our global society</p>	<p>Articulates their approach and provides some evidence of fostering innovation and inspiring and engaging students and staff to make changes and to learn in our global society</p>	<p>Articulates their approach and provides evidence of fostering innovation as part of the learning process including inspiring and engaging students and staff to make changes and to learn in our global society</p>	<p>Articulates a compelling approach and provides evidence of fostering innovation and creativity as part of the learning process, including inspiring and engaging students and staff to make changes and to learn in our global society</p>
<p><i>Consider the combined responses in your scoring</i></p> <p>How does your principal make your school different or unique in terms of learning experiences? Student (Q4)</p> <p>Provide one or two examples of the most innovative learning opportunities you have had at your school. Student (Q5)</p> <p>Provide one or two examples of how your principal fostered innovation and creativity as part of the learning process. Teacher (Q5)</p>	<p>Provides little or no evidence of fostering innovation and creativity as part of the learning process</p>	<p>Provides general evidence of fostering innovation and creativity as part of the learning process but does not address how it is done</p>	<p>Provides clear evidence that the principal fosters innovation and creativity as part of the learning process and discusses how the principal does this</p>	<p>Provides compelling evidence that the principal fosters innovation and creativity as part of the learning process and discusses the principal's approach</p>