



Award Application

2022-2023 GASSP State Principal of the Year Award

Submissions are due by Dec. 15 to Dr. Alan Long at alan.long@gassp.org

The GASSP State Principal of the Year program annually recognizes outstanding school leaders who have succeeded in providing high-quality learning opportunities for students. These principals are acknowledged by their peers for the exemplary contributions they have made to the profession. Should you be chosen as the GASSP State Principal of the Year you will then move forward into the NASSP National Principal of the Year Competition.

The program honors school principals who have demonstrated excellence in the areas addressed by the listed selection criteria below.

Eligibility

- This program is designed to recognize the outstanding leadership of active, front-line principals. Current members, family members, or the staff of the NASSP Board of Directors or State Executive Directors are ineligible.
- NASSP must be notified immediately of any change in principalship status. Failure to notify NASSP could jeopardize a candidate's eligibility for the national award.
- Any 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 is eligible to be a national principal of the year candidate. Middle level and high schools are defined as those containing some portion of grades 6 through 12.
- Applicants must have served as a principal at one or more middle level or high schools for three or more consecutive school years.
- Candidates must complete the online 2021-2022 NASSP National Principal of the Year application.
- Each candidate must be a principal, headmaster, or leader at a middle level or high school and a member of GASSP/NASSP and his or her state affiliate association at the time of selection or 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 national winner(s) are ineligible to reapply for the award.

Selection Criteria

Personal Excellence

- Models continuous professional growth
- Interacts with others professionally and tactfully
- Communicates effectively in speaking and writing
- Models values, beliefs, and attitudes that encourage others to higher levels of performance
- Demonstrates commitment to NASSP and its programs through continuous membership and participation in the following:
 - National Association of Secondary School Principals (NASSP) through national and state affiliate involvement (i.e., conference presentations, etc.)
 - National Honor Society (NHS), National Junior Honor Society (NJHS), and/or National Elementary Honor Society (NEHS) chapter(s) that actively supports achievement and works to improve the academic culture in the school
 - National Association of Student Councils (NASC) affiliation with active community and school involvement projects.

Collaborative Leadership

- Involves teachers, staff members, parents, students, and the community in creating and fostering a shared vision for the school
- Leads collaboratively to promote ownership among staff, students, parents, and community members for school efforts and outcomes
- Creates a culture of collaboration in which staff members work together as a professional learning community to promote student learning.
- Teaches, coaches, and supports the development of potential and current school leaders
- Utilizes available technology tools for school management, operation, instruction, and assessment, fostering collaboration and communication to effectively address issues in the school community and meet the unique learning needs of each student.

Curriculum, Instruction, and Assessment

- Improves teaching, learning, and assessment by implementing practices, programs, and improvement efforts on the basis of multiple sources of data
- Leads efforts in curriculum alignment and identification of essential learning at each level
- Observes, supervises, and evaluates teachers and instructional programs to maximize the learning opportunities for every teacher and for each student
- Demonstrates knowledge of learning, teaching, assessment practices, research, and programs that maximize student performance
- Facilitates in developing and maintaining co-curricular programs that complement the curriculum while fostering students' academic and social success
- Ensures that each student has the best possible opportunity of realizing success by providing a personalized plan that evaluates individual learner needs in relation to learning time, setting, methods, and course sequence
- Provides enrichment and support for both students and teachers in meeting high standards.

Personalization

- Establishes and maintains a school environment that reflects high expectations for students and staff
- Creates a school climate that is warm, inviting, safe, and secure
- Organizes the school so that all social, economic, and racial/ethnic groups have equal access to all school programs and provides the support needed for student success
- Creates structures that promote positive relationships between adults and students and ensures that each student is well-known by at least one staff member
- Acknowledges the accomplishments of students, teachers, and school community members.

NASSP National Principal of the Year Award Application

About You

Name: _____
Title First Last

Job title: _____ (eg., principal, high)

Total number of years as principal in current school: _____

Total number of years as a principal: _____

Total number of years as a school administrator (including assistant/vice principal, central office, etc.): _____

NASSP membership # (omit beginning zeros): _____

Total number of years as an NASSP member: _____

Your Contact Information

Home address: _____

Home address 2: _____

City: _____ State: _____ Zip: _____

Home phone: _____ Cell phone: _____

About Your School

School Information:

Select one: Middle School High School

School name: _____

Address: _____

Address 2: _____

City: _____ State: _____ Zip: _____

School phone: _____ School website: _____

Select and note the total number of years your current school has had a chapter/affiliation with each of the following:

National Elementary Honor Society _____

National Junior Honor Society _____

National Honor Society _____

National Association of Student Councils _____

School Social Media Presence: (List links for any that apply.)

Facebook: _____ Twitter @ _____
YouTube: _____ SchoolTube Channel: _____
Other: _____

Professional Social Media Presence: (List links for any that apply.)

Facebook: _____ Twitter @ _____
LinkedIn: _____ Blog: _____
Other: _____

About Your District

School District Information:

School district name: _____
Superintendent name: _____
Superintendent e-mail: _____
Assistant to superintendent: _____
Assistant e-mail: _____
School district address: _____
School district address 2: _____
City: _____ State: _____ Zip: _____
School district phone: _____ School district website: _____

School Profile

School Demographics:

Grades: _____ Total student enrollment: _____
Number of assistant school administrators: _____ Number of teachers: _____
Number of all other staff: _____

My school is (check one): Urban Suburban Rural

_____ % of students in school classified as special education students
_____ % of students in school classified as ELL or limited-English proficiency students
_____ % Students on free/reduced-price lunches
_____ % School attendance
_____ % Graduation/promotion rate

School Profile (continued)

Approximate gender composition in your school

_____ % Males
 _____ % Females

Approximate racial and ethnic composition of the students in your school

Race:

Ethnicity:

_____ % American Indian or Alaska Native _____ % Hispanic or Latino
 _____ % Asian _____ % Not Hispanic or Latino
 _____ % Black or African American
 _____ % Native Hawaiian or Other Pacific Islander
 _____ % White
 _____ % Other

Complete the table utilizing state assessment data. Please report data by applicable school subgroups.

| | % Proficient + Advanced | % Proficient + Advanced | % Proficient + Advanced |
|--|-------------------------|-------------------------|-------------------------|
| Reading/ELA | SY 2016-17 | SY 2017-18 | SY 2018-19 |
| List major ethnic or racial subgroups: | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Students by gender: | | | |
| Male | | | |
| Female | | | |
| Students with disabilities | | | |
| ELL/Limited English proficiency | | | |
| Economically disadvantaged | | | |
| Mathematics | SY 2016-17 | SY 2017-18 | SY 2018-19 |
| List major ethnic or racial subgroups: | | | |
| | | | |
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| | | | |
| | | | |
| | | | |
| Students by gender: | | | |
| Male | | | |
| Female | | | |
| Students with disabilities | | | |
| ELL/Limited English proficiency | | | |
| Economically disadvantaged | | | |

Professional Growth

Please check the following state affiliate offerings in which you have participated in the last three years:

State conference

Advocacy efforts

Professional development

Others: _____

Please check the following NASSP offerings in which you have participated in the last three years:

NASSP conference (Ignite)

Advocacy efforts

Professional development

Others: _____

For each of the following, please list a maximum of five examples most pertinent and relevant to your professional growth.

| Institution | Degree | Date earned |
|----------------------------------|-------------------------|-------------|
| (list the highest degree earned) | (without abbreviations) | |
| _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |

Memberships and offices held in professional organizations (include state and national association years)

| |
|-------|
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |

Memberships, offices, and activities in the community

| |
|--|
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| |

Awards and honors

Date earned

| | |
|--|--|
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| | |

Publications and presentations

Date occurred

| | |
|--|--|
| | |
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| | |

Other services to the profession

Start date

End date

| | | |
|--|--|--|
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Professional Practice: As a principal, your schools success begins and ends with you. No matter what kind of school you lead, as a school leader, we all start with a common purpose-preparing each child for success in a global community. For each response, you are limited to 400 words. Please include specific strategies, data, and examples as appropriate for each question. Answer these questions in space provided.

1. How have you shaped your school's culture to foster wellbeing and safety, so students and adults learn and interact productively?

2. How have you promoted equity so that each person is known and valued, and receives the individualized, high-quality education to succeed?

3. How have you embedded the needs of each student as a guiding value to inform organizational decision-making?

4. How have you lead learning in your school so that each learner, student and adult, will succeed in a globally competitive society?

5. How have you empowered students and adults in your school community to assume leadership roles to promote each person's learning and well-being?

6. How have you fostered innovation and creativity as part of the learning process?

SEE Selection Criteria and Scoring Rubric

Acknowledgment of Terms

I have read and understand the rules outlined in this application and certify that the essay responses submitted are my own work. I agree to abide by these rules and I grant NASSP the authority, after adequate notification, to publish in part or whole any information contained in this application and to use my name and likeness for publicity and other promotional purposes related to the program.

NEXT Page below



Principal's Certification Form

(Must be completed by district superintendent)

The purpose of this form is to advise the principal's superintendent that has been nominated and is applying for the GASSP/NASSP National Principal of the Year award. It also indicates that the superintendent understands the following obligations, opportunities, and responsibilities inherent in acceptance of the award.

- Publicity as a state principal of the year may generate occasional opportunities for speaking engagements at the state level as well as requests to visit the principal's school.
- The state principals of the year will attend and participate in the Principals Institute and recognition event, in September, 2022 in Washington, DC.
NASSP is responsible for Institute costs, hotel accommodations (for three nights), and meals during Institute hours for state winners. NASSP is not responsible for travel expenses for state winners. Travel and incidental expenses for state winners are the responsibility of the state principal of the year, the honoree's school or school district, or the state association. Incidental expenses, as well as travel, some meals, and entertainment for a spouse or guest of the principal, will be the responsibility of the state principal of the year.
- Finalists for the national principal of the year will travel to Washington, DC, for interviews in September 2020. Expenses for the principal, excluding incidentals, will be paid for by NASSP.
- Designated state principals of the year, national finalists, and the NASSP National Principal of the Year who are NASSP and state affiliate members may receive limited requests to represent NASSP at events, on committees, and/or as professional development specialists through December 2021.. Travel costs are borne in most instances by NASSP or the sponsoring party.
- Continued NASSP and state affiliate membership is required, at least through December 2017.
- The NASSP National Principal of the Year and five finalists will attend one NASSP professional development conference or training in 2022. Registration, hotel accommodations (excluding incidentals), and travel will be paid for by NASSP.
- My signature certifies that I endorse and acknowledge the nomination of competing for the state and the national principal of the year awards.

Principal signature:

Date:

Superintendent signature:

Date:

National Association of Secondary School Principals

2021 POY Selection Criteria and Rubric

You are only completing the Principal Questions for the State Application

Culture - Wellness

| | 1-Requires Development | 2 – Approaches Standard | 3 – Meets Standard | 4 – Exceeds Standard |
|---|--|--|---|--|
| How have you shaped your school's culture to foster well-being and safety, so students and adults learn and interact productively? Principal (Q1) | Provides little or no evidence ¹ of shaping the school's culture to foster well-being and safety so students and adults learn and interact productively | Provides a general outline of his/her approach ² and some evidence of shaping the school's culture to foster well-being and safety so students and adults learn and interact productively | Clearly articulates his/her approach and provides evidence of shaping the school's culture to foster well-being and safety so students and adults learn and interact productively | Articulates his/her approach in a compelling fashion and provides strong evidence of shaping the school's culture to foster well-being and safety so students and adults learn and interact productively |
| How well supported and safe do you and other students feel at the school? Student (Q1) How well do the adults in your school know you and the other students? Student (Q2) How has your principal shaped the school's culture to foster well-being and safety, so students and adults learn and interact productively? Teacher (Q1) & Admin (Q1) How has the principal shaped the school's culture to foster everyone's well-being and safety? Parent/Community (Q1) | Provides little or no corroborating evidence for the principal's answer | Provides anecdotal/individual evidence that supports the principal's response but does not address the school culture more broadly | Provides clear evidence that supports the principal response at the school culture level | Provides compelling evidence that supports the principal response at the school culture level and discusses the principal's role in shaping the culture. |

1. Evidence includes data and examples
2. Approach includes strategies

National Association of Secondary School Principals
2021 POY Selection Criteria and Rubric

Culture - Equity

| | 1-Requires Development | 2 – Approaches Standard | 3 – Meets Standard | 4 – Exceeds Standard |
|---|--|---|--|---|
| How have you promoted equity so that each person is known and valued, and receives the individualized, high-quality education to succeed? Principal (Q2) | Provides little or no evidence ¹ of promoting equity, knowing each person, or individualizing education to promote each person's success. | Provides a general outline of his/her approach ² and some evidence of promoting equity, knowing each person, or individualizing education to promote each person's success. | Clearly articulates his/her approach and provides evidence of promoting a culture of equity, where each person is known and valued, and receives individualized education that promotes each person's success. | Articulates his/her approach in a compelling fashion and provides strong evidence of leading a culture of equity, where each person is known and valued, and receives individualized education that promotes each person's success. |
| <p>How well does the school provide you and other students with the support and choices you need to succeed academically? Student (Q3)</p> <p>How has your principal promoted equity so that each person is known and valued, and receives the individualized, high-quality education to succeed? Teacher (Q2)</p> <p>How has the principal promoted equity so that each person is known, valued and receives the individualized, high-quality education to succeed? Parent/Community (Q2)</p> | Provides little or no corroborating evidence for the principal's answer | Provides anecdotal/individual evidence that supports the principal's response, and shows that the principal as an individual promotes equity but does not address the school culture more broadly | Provides clear evidence that supports the principal response and promotes a school culture of equity level | Provides compelling evidence that supports the principal response and discusses how principal leads the school and shapes its culture to ensure equity. |

National Association of Secondary School Principals
2021 POY Selection Criteria and Rubric

Culture – Student-centeredness

| | 1- Requires Development | 2 – Approaches Standard | 3 – Meets Standard | 4 – Exceeds Standard |
|---|---|--|---|--|
| How have you embedded the needs of each student as a guiding value to inform organizational decision-making? Principal (Q3) | Provides little or no evidence of using student needs as a guiding value to inform organizational decisions | Provides a general outline of his/her approach and some evidence of using student needs as a guiding value to inform organizational decisions | Clearly articulates his/her approach and provides evidence of using each student's needs as a guiding value to inform organizational decisions | Articulates his/her approach in a compelling fashion and provides strong evidence of using each student's needs as a guiding value to inform organizational decisions |
| How well is the principal guided by the needs of each student in making decisions about the learning community? Parent/Community (Q3) How has this principal embedded the needs of each student as a guiding value to inform organizational decision-making? Admin (Q2) | Provides little or no corroborating evidence for the principal's answer | Provides anecdotal evidence that supports the principal's response but does not address how the principal incorporates student-centeredness as a guiding value when making school-wide decisions | Provides clear evidence that supports the principal response and shows how principal incorporates student-centeredness as a guiding value when making school-wide decisions | Provides compelling evidence that supports the principal response and shows how the principal consistently incorporates student-centeredness as a guiding value in school-wide decisions |

National Association of Secondary School Principals
2021 POY Selection Criteria and Rubric

Learning – Results-orientation

| | 1-Requires Development | 2 – Approaches Standard | 3 – Meets Standard | 4 – Exceeds Standard |
|---|--|--|--|--|
| How have you lead learning in your school so that each learner, student and adult, will succeed in a globally competitive society? Principal (Q4) | Provides little or no evidence of leading learning in the school so that each learner, student and adult, will succeed in a globally competitive society | Provides a general outline of his/her role or approach and some evidence of leading learning in the school so that each learner, student and adult, will succeed in a globally competitive society | Clearly articulates his/her role and approach, and provides evidence of leading learning in the school so that each learner, student and adult, will succeed in a globally competitive society | Articulates his/her role and approach in a compelling fashion and provides strong evidence with persuasive results of leading learning in the school so that each learner, student and adult, will succeed in a globally competitive society |
| <p>How well does the school provide you and other students with the support and choices you need to succeed academically? Student (Q3)</p> <p>How has your principal lead the learning in your school so that each learner, student and adult, will succeed in a globally competitive society? Teacher (Q3)</p> <p>How has this principal embedded the needs of his/her students as a guiding value to inform organizational decision-making? Parent/Community (Q4)</p> <p>How has this principal lead the learning in his/her school so that each learner, student and adult, will succeed in a globally competitive society? Admin (Q3)</p> | Provides little or no corroborating evidence for the principal's answer | Provides anecdotal evidence that supports the principal's response but does not address the principal role or approach in leading learning in the school | Provides clear evidence that supports the principal response and discusses the principal role and approach in leading learning in the school | Provides compelling evidence that have strong results that supports the principal response and articulates the principal role and approach in leading learning in the school |

National Association of Secondary School Principals
2021 POY Selection Criteria and Rubric

Learning – Collaborative leadership

| | 1- Requires Development | 2 – Approaches Standard | 3 – Meets Standard | 4 – Exceeds Standard |
|---|---|--|---|--|
| <p>How have you empowered students and adults in your school community to assume leadership roles to promote each person's learning and well-being? Principal (Q5)</p> | <p>Provides little or no evidence of empowering students and adults to assume leadership roles to promote each person's learning and well-being</p> | <p>Provides a general outline of his/her approach and some evidence of empowering students and adults to assume leadership roles to promote each person's learning and well-being</p> | <p>Clearly articulates his/her approach and provides evidence of empowering students and adults to assume leadership roles to promote each person's learning and well-being</p> | <p>Articulates his/her approach in a compelling fashion and provides strong evidence of empowering students and adults to assume leadership roles to promote each person's learning and well-being</p> |
| <p>What opportunities do you and other students have to take leadership roles at your school? Student (Q4)</p> <p>How has your principal empowered students and adults to assume leadership roles that promote each person's learning and well-being? Teacher (Q4)</p> <p>How has this principal empowered students and adults in his/her school community to assume leadership roles to promote each person's learning and well-being? Admin (Q4)</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 to assume leadership roles</p> | <p>Provides clear evidence that supports the principal response and discusses the principal's approach to empowering students and adults to assume leadership roles</p> | <p>Provides compelling evidence that supports the principal response, and discusses the reasons for, and principal's approach to empowering students and adults to assume leadership roles</p> |

National Association of Secondary School Principals
2021 POY Selection Criteria and Rubric

Learning – Innovation

| | 1-Requires Development | 2 – Approaches Standard | 3 – Meets Standard | 4 – Exceeds Standard |
|--|---|--|---|---|
| <p>How have you fostered innovation and creativity as part of the learning process? Principal (Q6)</p> | Provides little or no evidence of fostering innovation and creativity as part of the learning process | Provides a general outline of his/her approach and some evidence of fostering innovation and creativity as part of the learning process | Clearly articulates his/her approach and provides evidence of fostering innovation and creativity as part of the learning process | Articulates his/her approach in a compelling fashion and provides strong evidence of fostering innovation and creativity as part of the learning process |
| <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> | Provides little or no corroborating evidence for the principal's answer | Provides anecdotal evidence that supports the principal's response but does not address how the principal fosters innovation throughout the school | Provides clear evidence that supports the principal response and discusses how the principal fosters innovation throughout the school | Provides compelling evidence that supports the principal response discusses how the principal fosters innovation and creativity as part of the learning process |