

NJPSA AWARDS SELECTION CRITERIA AND RUBRIC

Criteria	1	2	3	4	5
Focuses on Curricula & Student Learning	Provides no evidence of leading learning in the school/district.*	Provides little evidence of leading learning in the school/district 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/district 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/district so that each learner - student and adult - will succeed in a globally competitive society.
Fosters a Positive School/District Climate and Culture	Provides no evidence of shaping the school's/district's climate and culture to foster well-being and safety so students and adults learn and interact productively.	Provides little evidence of shaping the school's/district's climate and culture to foster well-being and safety so students and adults learn and interact productively.	Provides a general outline of his/her approach and provides some evidence of shaping the school's/district's climate and 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/district's climate and culture to foster well-being and safety so students and adults learn and interact productively.	Articulates his/her role and approach in a compelling fashion and provides strong evidence of shaping the school's/district's climate and culture to foster well-being and safety so students and adults learn and interact productively.
Empowers and Promotes Potential in Others (staff, students, parents, etc.)	Provides no evidence of empowering adults and/or students to assume informal and formal leadership roles to promote each person's learning and well-being.	Provides little evidence of empowering adults and/or students to assume informal and formal leadership roles to promote each person's learning and well-being.	Provides a general outline of his/her approach and some evidence of empowering adults and/or students to assume informal and formal leadership roles to promote each person's learning and well-being.	Clearly articulates his/her approach and provides evidence of empowering adults and/or students to assume informal and formal leadership roles to promote each person's learning and well-being.	Articulates his/her approach in a compelling fashion and provides strong evidence of empowering adults and/or students to assume informal and formal leadership roles to promote each person's learning and well-being.
Extends Leadership Through Affiliations With Professional Organizations	Provides evidence that he/she is a member of NJPSA but has not joined other relevant professional organizations.	Provides evidence of being a member of educational/leadership organizations but has not participated in any activities.	Provides evidence of membership in educational/leadership organizations and attendance at meetings.	Provides strong evidence of leadership responsibilities and professional growth through educational/leadership organizations.	Provides significant evidence of leadership roles, presentations, and collaborative work in educational/leadership organizations.

Describes/Confirms own "Visionary Leadership" in Personal Essay	Personal essay has been developed by a person other than the applicant.	Applicant provides little evidence of descriptions/activities that are considered visionary.	Applicant articulates many descriptions/activities that are routine and not considered visionary.	Applicant presents numerous examples of descriptions/activities that may be considered visionary but are not articulated in depth.	Applicant describes in depth and provides significant examples of his/her visionary leadership.
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*Depending upon school-based or district-based applicant.