|  |
| --- |
| 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 Climateand 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. |
| **\*Depending upon school- based or district-based applicant.** |