# 2022-2023 TASSP State Assistant Principal of the Year Application

The TASSP Assistant Principal of the Year program annually recognizes outstanding school leaders who have succeeded in providing high quality learning opportunities for students. These assistant principals are acknowledged by their peers for the exemplary contributions they have made to the profession.

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

### ELIGIBILITY

- Candidate must currently be an active assistant principal who has demonstrated outstanding leadership.
- Candidate must notify TASSP immediately of any change in his or her status as an assistant principal. Failure to notify TASSP of change of status could jeopardize a candidate's eligibility for the award.
- Candidate must be an active assistant principal, assistant headmaster, or assistant leader of a virtual, public, or private middle level or high school in Texas. Middle level and high schools are defined as those containing some portion of grades 6 through 12.
- Candidate must have served as an assistant principal at one or more middle level or high schools for three or more consecutive school years.
- Candidate must complete the 2022-2023 TASSP State Assistant Principal of the Year application.
- Candidate must a member of TASSP.
- Previous Texas Assistant Principal of the Year winners are ineligible to reapply for the award.

NOTE: Download this application to your computer, open that copy, complete and save it for your records.

Since you have received Region APOY recognition, you are eligible to apply for state/national recognition. If interested, send the complete application with attachments to Celeste@tassp.org. The application, photograph, letters of recommendation and the Principal Certification should be included in one email. **DEADLINE FOR SUBMISSION IS OCTOBER 1, 2022.**

This application will then be forwarded to the Principal Image Committee to determine finalists for the Texas Assistant Principal of the Year.

# Selection Criteria and Rubric

**CATEGORY 1: PERSONAL EXCELLENCE**

| Criteria | Evidence to support a rating of 1: | Evidence to support a rating of 2: | Evidence to support a rating of 3: |
|---|---|---|---|
| Models continuous professional growth | Reports ongoing professional growth through local, district, university, state affiliate, and/or TASSP offerings | Plus reports engagement in other education organizations or related professional communities | 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, community members, 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 or her beliefs that have supported improvement in school climate, culture, and performance | Plus reports specific behaviors or actions that have increased leadership capacity and performance in the school community |
| Demonstrates commitment to TASSP and its programs through continuous membership and participation in state affiliate and national programs for school and student leaders. | Reports membership in TASSP, as well as student program(s), i.e., NHS, NJHS, NASC | Plus reports specific involvement in TASSP; and/or student programs as officer, presenter, author, advocate, or in other relevant ways | Plus reports significant student engagement in community and school projects through affiliation with one or more TASSP student programs |

# Selection Criteria and Rubric

**CATEGORY II: COLLABORATIVE LEADERSHIP**

| Criteria | Evidence to support a rating of 1: | Evidence to support a rating of 2: | Evidence to support a rating of 3: |
|---|---|---|---|
| Involves teachers, staff members, parents, students, 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 positive impact of shared operation of the school on accomplishing the shared vision | Plus reports developing structures that engage the full school community in creating and accomplishing the shared vision |
| Promotes ownership among staff, students, parents, and community members 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 community members in meaningful decision making about significant issues at the school |
| Creates a culture in which staff members work together as a professional learning community to promote student learning | Reports use of professional learning communities or similar structures that contribute to improved staff capacity to promote student learning | Plus reports a relationship between these collaborative structures and the improvement of student learning and school culture | Plus reports continuing personal support for and contributions to the development of these structures promoting their sustained impact on student learning |
| Identifies, coaches, and supports the development of potential and current school leaders | Reports working directly with teachers and other school staff members to enhance their performance | Plus reports efforts to identify and develop potential leaders among school staff members | Plus reports establishing structures or ongoing activities to sustain leadership capacity in the school |
| Uses available technology to effectively address issues in the school community and meet the unique learning 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 students, teachers, parents, and community members |

# Selection Criteria and Rubric

**CATEGORY III: CURRICULUM INSTRUCTION AND ASSESSMENT**

| Criteria | Evidence to support a rating of 1: | Evidence to support a rating of 2: | Evidence to support a rating of 3: |
|---|---|---|---|
| Implements practices and programs based on multiple sources of data that improve teaching and learning | Reports evidence of improvement or sustained performance in teaching and learning for at least one year | Plus reports evidence of continuous improvement or sustained performance in teaching and learning for at least two years | Plus reports evidence of continuous improvement or sustained performance in teaching and learning for at least three years |
| Identifies and aligns essential learnings at each level with the curricula and standards | Reports presence of strategies and structures used by staff members in this endeavor | Plus reports facilitating development of strategies and structures to lead staff members in this endeavor | Plus reports evidence to support the effectiveness of these structures and strategies |
| Supervises and supports teachers and to maximize the learning opportunities for each student | Reports the use of specific teacher evaluation activities to enhance teacher capacity to improve student performance | Plus reports the incorporation of collaboratively developed structures in the teacher evaluation process to enhance teacher capacity to improve student performance | Plus substantiates the effectiveness of the reported activities and structures to enhance teacher capacity and improve student performance |
| Identifies and evaluates programs, practices, and research to 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 and maintains cocurricular programs that foster students' academic and social success | Reports supporting cocurricular 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 |
| Ensures that each student has a personalized learning plan based on individual learner needs | Reports use of a personalized learning plan for each student based on individual learner needs | Plus reports use of flexible scheduling and varied learning times and settings to meet individualized learner needs | Plus reports use of varied instructional strategies, teaching methods, and course sequencing to meet individual learner needs |
| Supports students and teachers in meeting high standards | Reports strategies and structures to enrich the ongoing professional development for staff members to support students | Plus reports equitable student access to rigorous instructional programs and initiatives to improve teaching and learning | Plus substantiates the effectiveness of staff and student initiatives to meet high standards |

# Selection Criteria and Rubric

**CATEGORY IV: PERSONALIZATION**

| Criteria | Evidence to support a rating of 1: | Evidence to support a rating of 2: | Evidence to support a rating of 3: |
|---|---|---|---|
| Establishes and maintains a school environment that reflects high expectations for students and staff members | 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 and structures that contribute to a warm, inviting, safe, and secure climate | Plus reports evidence that indicates school climate is a factor that supports school- wide improvement |
| Provides equal access and support needed for student success to all social, economic, and racial/ethnic groups | Reports equal access and support for all | Plus reports specific strategies and structures that enhance equal access and support for all | Plus reports evidence of the success of strategies structures to enhance equal access and support for all |
| Promotes positive relationships and personal connections between adults and students | Reports development of strategies and structures to establish positive relationships between each student and at least one adult | Plus reports implementation of strategies and structures that promote and support positive relationships | Plus reports evidence that strategies and structures increased the quality of student/adult relationships |
| Regularly acknowledges the accomplishments of students, teachers, and school community members | Reports acknowledgement of the accomplishments and contributions of students, teachers, and community members | Plus reports strategies and structures to publicly acknowledge students, teachers, and community members | Plus reports evidence that systematic acknowledgment contributes to positive school climate |

# 2022-2023 TASSP State Assistant Principal of the Year

**Award Application**

| | | | |
|---|---|---|---|
| First Name | | M.I. | |
| Last Name | | | |
| Job Title | | | |
| Total Years as Assistant Principal in Current School | | Total Years as an Assistant Principal | |
| Total years as a school administrator (Including central office, etc.) | | Total years as a TASSP member | |

## YOUR CONTACT INFORMATION

| | | | |
|---|---|---|---|
| Home Address | | | |
| City / State / Zip | | | |
| Preferred Email address | | | |
| School Phone | | Cell Phone | |

## ABOUT YOUR SCHOOL

Select one:　◯ Middle School　　◯ High School

| | |
|---|---|
| School Name | |
| Street Address | |
| City / State / Zip | |
| School Phone | |
| School Website | |

Does your school have a chapter/affiliation with the following? If yes, indicate total # of years.

| | | | |
|---|---|---|---|
| Texas Association of Student Councils | # | National Association of Student Councils | # |
| Texas Association of Future Educators | # | NHS or NJHS | # |

| **SCHOOL SOCIAL MEDIA PRESENCE:** (List address/links for any that apply.) | | | |
|---|---|---|---|
| Facebook: | | Twitter @ | |
| YouTube | | SchoolTube Channel | |
| Other | | | |

| **ABOUT YOUR DISTRICT** | | | |
|---|---|---|---|
| School District Name | | Region Number | |
| School District Address | | | |
| City / State / Zip | | | |
| School District Phone | | School District Website | |
| Superintendent Name | | Assistant to Superintendent Name | |
| Superintendent Email | | Assistant to Superintendent Email | |

**SCHOOL PROFILE**

| 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 classified as ELL or limited-English proficiency |
| | % students on free/reduced price lunches | | % school attendance |
| | % promotion rate (Middle School) | | % graduation rate (High School) |
| Approximate gender composition in your school | % males: | % females: | |

| Approximate racial composition of the students in your school | | | |
|---|---|---|---|
| | % American Indian or Alaska Native | | % Asian |
| | % Black or African American | | % Native Hawaiian or other Pacific Islander |
| | % White | | % Other |
| Approximate ethnic composition of the students in your school | | | |
| | % Hispanic or Latino | | % Not Hispanic or Latino |

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

| READING / ELA | % Proficient + Advanced | % Proficient + Advanced | % Proficient + Advanced |
|---|---|---|---|
| | SY 2019-2020 | SY 2020-2021 | SY 2021-2022 |
| List major ethnic or racial subgroups: | | | |
| | | | |
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| | | | |
| | | | |
| | | | |
| Students with disabilities | | | |
| ELL/Limited English proficiency | | | |
| Economically disadvantaged | | | |

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

| MATHEMATICS | % Proficient + Advanced | % Proficient + Advanced | % Proficient + Advanced |
| --- | --- | --- | --- |
| | SY 2019-2020 | SY 2020-2021 | SY 2021-2022 |
| List major ethnic or racial subgroups: | | | |
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| | | | |
| Students with disabilities | | | |
| ELL/Limited English proficiency | | | |
| Economically disadvantaged | | | |

**PROFESSIONAL GROWTH**  Which of the following TASSP offerings have you participated in the last three years? Please indicate the years below:

| | |
| --- | --- |
| Summer Workshop | |
| Fundamental Five | |
| Making Middle School Matter | |
| Assistant Principal Workshop | |
| Service on TASSP Committee(s) | |
| Other TASSP event/offering | |
| NASSP Conference | |
| Other NASSP event/offering | |

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

| INSTITUTION | DEGREE | DATE EARNED |
|---|---|---|
|  |  |  |
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| MEMBERSHIPS AND OFFICES HELD IN PROFESSIONAL ORGANIZATIONS (Specify) | START DATE | END DATE |
|---|---|---|
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|  |  |  |
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| MEMBERSHIPS OFFICES, AND ACTIVITIES IN YOUR COMMUNITY | START DATE | END DATE |
|---|---|---|
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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**

INTRODUCTION

As an assistant principal, your school's success begins and ends with your commitment to your leadership team. No matter what kind of school you serve, 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 strategies, data, and examples as appropriate.

1. How have you shaped your school's culture to foster well-being and safety, so each student and adult learns and interacts productively?

**PROFESSIONAL PRACTICE** – Question 2.

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

**PROFESSIONAL PRACTICE** – Question 3.

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

## LETTERS OF RECOMMENDATION

All applicants are required to submit three letters of recommendation and you may choose from three of the following:

| | |
|---|---|
| Student | Name: |
| Parent / Community Member / Business Leader | Name: |
| Teacher | Name: |
| Administrator / Superintendent | Name: |

Each letter must be limited to one 8 ½" x 11" sheet of paper (printed on one side only), with at least 1" margins and a font size no smaller than 11 points. Letters that exceed one page will not be considered. TASSP will not release letters of recommendation without express authorization from authors of letters.

## CANDIDATES ACKNOWLEDGEMENT 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 TASSP 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.

| | |
|---|---|
| Assistant Principal's Signature: | Date: |

**CERTIFICATION FORM**
(Please print for Principal's signature)

The purpose of this form is to advise the AP's principal that: _____(candidate's name) has been nominated and is applying for the Texas Assistant Principal of the Year award.  It also indicates that the principal understands the following obligations, opportunities, and responsibilities inherent in acceptance of the award.

- The assistant principals of the year will attend and participate in the TASSP Summer Workshop and Award's Dinner in June.
- Texas assistant principals of the year may receive limited requests to represent TASSP at events and/or serve on committees.
- Continued membership in TASSP is required, at least through June 2023.
- Finalists for the Texas Assistant Principal of the Year will travel to Austin, TX, for interviews in December. Expenses to attend the interview session will be paid by the assistant principal.

My signature certifies that I endorse this candidate and acknowledge the nomination of competing for the Texas Assistant Principal of the Year award.

| Principal's Signature: | Date: |
|---|---|