



TEXAS ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

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2019-2020 TASSP Region 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 that follows.

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 2019-2020 TASSP Assistant Principal of the Year application.
- Candidate must be 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.

For region recognition, send the complete application to your TASSP Region Coordinator. Find your Coordinator on your TASSP Region page.

TASSP Assistant Principal of the Year Scoring 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

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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

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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

TASSP Assistant Principal of the Year Scoring 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

2019-2020 TASSP Region 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			
Select and note the total number of years your current school has had a chapter/affiliation with each of the following:			
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			
PROFESSIONAL SOCIAL MEDIA PRESENCE: (List address/links for any that apply.)			
Facebook		Twitter @	
LinkedIn		Blog	
Other			
ABOUT YOUR DISTRICT			
School District Name			
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 2015-16	SY 2016-17	SY 2017-18
List major ethnic or racial subgroups:			
Students by gender:			
Male			
Female			
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 2015-16	SY 2016-17	SY 2017-18
List major ethnic or racial subgroups:			
Students by gender:			
Male			
Female			
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	
Fall Summit or 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
MEMBERSHIPS AND OFFICES HELD IN PROFESSIONAL ORGANIZATIONS (Specify)	START DATE	END DATE
MEMBERSHIPS OFFICES, AND ACTIVITIES IN YOUR COMMUNITY	START DATE	END DATE
AWARDS AND HONORS	DATE EARNED	
PUBLICATIONS AND PRESENTATIONS	DATE OCCURRED	
OTHER SERVICES TO THE PROFESSION	START DATE	END DATE

PROFESSIONAL PRACTICE – Question 1.

Reflect on your leadership practices at school. Use multiple categories from the Selection Criteria and share examples of how you have used your skills to accomplish each of the following (maximum length 400 words for each response).

1. Every school has a distinctive climate and culture. Tell us your school's story. What do reviewers need to know to understand the context in which you lead?

PROFESSIONAL PRACTICE – Question 2.

Reflect on your leadership practices at school. Use multiple categories from the Selection Criteria and share examples of how you have used your skills to accomplish each of the following (maximum length 400 words for each response).

2. How have you involved staff, students and the community to improve student achievement over time? Include information about equal access, closing the achievement gap and that each student is college and career ready. Using the data you have already provided identify evidence to support your statements.

PROFESSIONAL PRACTICE – Question 3.

Reflect on your leadership practices at school. Use multiple categories from the Selection Criteria and share examples of how you have used your skills to accomplish each of the following (maximum length 400 words for each response).

3. Studies have shown that principal leadership is second only to strong instruction in assuring positive student performance. What have you done to increase your capacity as an instructional leader and how have you influenced the behaviors of others who are aspiring to lead in your school?

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:
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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 TASSP Region 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.

- Finalists for the Texas Assistant Principal of the Year will travel to Austin, TX, for interviews in December. Expenses to attend the interview session are the responsibility of the assistant principal.
- 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 2020.

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

Principal's Signature:	Date:
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