



Early Childhood Teacher and Leader of the Year Award Application Rubric

Personal Information- all fields required

The personal details regarding the candidates personal information need to be accurate and complete. The accuracy of the information completion impacts qualification for this program and future correspondence to the applicant regarding their application status.

Professional Work History- all required fields

This section of the application should demonstrate your contributions and gains in the field, guiding children of all backgrounds and abilities to achieve excellence. An Early Childhood Teacher and Leader of the Year serves economically-disadvantaged children who are in publicly funded programs, children who have disabilities, and/or children who are experiencing homelessness (i.e., Teachers in a CCAP-certified Type III Center or Head Start, Early Head Start Center, or Family Child Care (FCC).

Experience Rubric

A score of 5 should be reserved for exemplary submissions that significantly exceed expectations and demonstrate exceptional effectiveness, impact, and professionalism.

Characteristic	5 (Extremely Qualified)	4 (Highly Qualified)	3 (Qualified)	2 (Somewhat Qualified)	1 (Emerging Qualified)
Serves economically disadvantaged children in publicly funded programs, children who have disabilities, and/or children who are experiencing homelessness	10+ years serving economically disadvantaged children in publicly funded programs, children who have disabilities, and/or children who are experiencing homelessness (i.e., Teachers in a CCAP-certified Type III Center or Head Start,	9-8 years serving economically disadvantaged children in publicly funded programs, children who have disabilities, and/or children who are experiencing homelessness (i.e., Teachers in a CCAP-certified Type III Center or Head Start,	7-5 years serving economically disadvantaged children in publicly funded programs, children who have disabilities, and/or children who are experiencing homelessness (i.e., Teachers in a CCAP-certified Type III Center or Head Start,	4-2 years serving economically disadvantaged children in publicly funded programs, children who have disabilities, and/or children who are experiencing homelessness (i.e., Teachers in a CCAP-certified Type III Center or Head Start,	1-0 years serving economically disadvantaged children in publicly funded programs, children who have disabilities, and/or children who are experiencing homelessness (i.e., Teachers in a CCAP-certified Type III Center or Head Start, Early Head Start Center, or Family Child Care (FCC)

	Early Head Start Center, or Family Child Care (FCC)	Early Head Start Center, or Family Child Care (FCC)	Early Head Start Center, or Family Child Care (FCC)	Early Head Start Center, or Family Child Care (FCC)	
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Professional Leadership & Contributions					
A score of 5 should be reserved for exemplary submissions that significantly exceed expectations and demonstrate exceptional effectiveness, impact, and professionalism.					
Characteristic	5 (Extremely Qualified)	4 (Highly Qualified)	3 (Qualified)	2 (Somewhat Qualified)	1 (Emerging Qualified)
Professional Leadership & Contributions	Demonstrates sustained leadership and significant contributions beyond assigned responsibilities, including mentoring, facilitating professional learning, serving on	Demonstrates multiple leadership roles and contributions beyond assigned responsibilities with evidence of positive influence on colleagues or programs.	Demonstrates some leadership experiences or contributions beyond assigned responsibilities.	Demonstrates limited leadership experiences or contributions beyond assigned responsibilities.	Demonstrates minimal or no evidence of leadership experiences or contributions beyond assigned responsibilities.

	committees, leading initiatives, or supporting program improvement. Evidence shows broad influence on colleagues, programs, or the early childhood field.				
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Characteristic	Extremely Qualified	Highly Qualified	Qualified	Somewhat Qualified
CLASS® Scores	Excellent (6.00-7.00)	High-Proficient (5.25-6.99)	Proficient (4.50-5.24)	Approaching Proficient (3.00-4.49)

Additional Qualifications for Consideration (these are not required, so weigh appropriately using your best judgement)
• National Administrator Credential (NAC) • Louisiana Early Leaders Academy (LELA) Graduate • TS Gold© Interrater Reliability

- CLASS® Reliable
- Adverse Childhood Experiences (ACEs) certification
- Trained in administering the Ages and Stages Questionnaire (ASQ)
- Other certifications

Essay Questions- all fields required

Each Candidate must respond to all 3 essay prompts. Responses must be at least 100 words. Clarity, conciseness and grammatical correctness is all considered in scoring the essay responses.

Question 1: Why do you work in Early Childhood Education? Why is this work important to you?

Question 2: What makes you an excellent early childhood educator or leader?

Question 3: Describe a professional challenge you have faced within the last three years. What steps did you take to address the challenge, what did you learn from the experience, and how has it influenced your work today?

Essay Questions Rubric

A score of 5 should be reserved for exemplary submissions that significantly exceed expectations and demonstrate exceptional effectiveness, impact, and professionalism.

Characteristic	5 (Extremely Effective)	4 (Highly Effective)	3 (Effective)	2 (Somewhat Effective)	1 (Emerging Effective)
Claim	Applicant directly answers the question with a clear answer	Applicant directly answers the question with a clear answer	Applicant answers the question, with a somewhat clear answer	Applicant attempts to answer the question, but response is	Applicant does not answer the question.

	that is easily understood and has an impact on the reviewer	that is easily understood	that may need additional clarification to understand	unclear or unrelated to the question asked	
Evidence	Applicant provides supporting evidence that directly connects to the claim, and creates a compelling response in the reader	Applicant provides supporting evidence that directly connects to the claim	Applicant provides some supporting evidence that may connect to the claim, but is not abundantly clear	Applicant provides minimal supporting evidence that may connect to the claim, but is minimally related to the claim	Applicant does not provide evidence to the claim
Reasoning	Applicant clearly ties evidence to the claim through reasoning that tells a convincing and compelling narrative to answer the question	Applicant ties evidence to the claim through reasoning that tells a narrative to answer the question asked.	Applicant somewhat ties evidence to the claim through reasoning that attempts to tell a narrative to answer the question asked.	Applicant attempts to connect evidence and claim through reasoning, but fails to display understanding of the question or topic	Applicant does not provide reasoning that ties the evidence to the claim

	asked.				
Impact	Applicant clearly demonstrates meaningful and measurable impact on children, families, staff, or program quality through specific examples and outcomes.	Applicant demonstrates clear positive impact on children, families, staff, or program quality through examples.	Applicant demonstrates some positive impact, though examples or outcomes may be limited.	Applicant references impact, but evidence is limited or unclear.	Applicant provides little to no evidence of impact.
Conventions, Grammar, and Syntax	Response is clearly understood by any and all people reviewing, with no instances of confusion or lack of clarity	Response is clearly understood by any and all people reviewing. There may be some small moments of lack of clarity.	Response is somewhat understood by any and all people reviewing. There are some moments of lack of clarity that impact the meaning of the	Response is somewhat understood by any and all people reviewing, but there are many instances of lack of clarity that impact the meaning of the	Response is unclear to the point of minimal to no understanding by the reviewing team.

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Video and Supporting Documentation

- Record up to 15 continuous minutes of instruction (for teachers), leading PD (leaders), or a meeting (leaders)
- Clearly state at the beginning of the video, or in the submission description, the type of leadership being demonstrated (PD, or teaching), the topic of the meeting/PD or the lesson objective/meeting/PD agenda, and a description of the people in the room (i.e., teachers, community members, family members, toddlers, and how many)
- Demonstrate leadership and instructional skills reflective of what you provide to your staff or children for their growth and development
- Ensure that audio of teacher(s)/leaders/staff and children is clearly heard throughout the video Videos should be an authentic capture of your normal classroom day, professional development session, or staff meeting. Please do not feel compelled to create a “perfect” video. The LDOE wants to see how your children or staff experience your leadership every day.

Teacher Video Rubric

A score of 5 should be reserved for exemplary submissions that significantly exceed expectations and demonstrate exceptional effectiveness, impact, and professionalism.

Characteristic	5 (Extremely Effective) All video requirements were met.	4 (Highly Effective) Most video requirements were met.	3 (Effective) Some of the video requirements were met.	2 (Somewhat Effective) A few of the video requirements were met.	1 (Emerging Effective) None of the video requirements were met.
Teacher Voice	Teacher leads	Teacher	Teacher	Teacher	Teacher struggles to demonstrate any

and Presence	her classroom, is positive and has respectful relationships with children. Teacher effectively manages the room in an exemplary way with all children fully engaged and no off task behaviors are observed.	exhibits confidence, positive and respectful relationships with children. Teacher effectively manages the room with all children fully engaged or off-task behaviors are addressed.	appears somewhat confident, has some evidence of positive and respectful relationships with children. Leader manages the room but with some children off task that are not addressed.	appears to struggle with confidence, has little evidence of positive and respectful relationships with children. Teacher manages the room but with many children off task that are not addressed.	leadership presence, is not engaging the room, and many if not all children are off-task or disengaged, or engaging in unsafe behaviors.
Facilitation of Learning	Teacher has created a stimulating learning environment where all children have choices to engage in developmentally appropriate tasks that are actively	Teacher has created a stimulating learning environment where most children have choices to engage in developmentally appropriate tasks that are mostly	Teacher has created a learning environment where some children have choices to engage in, or all children are engaged in the same, developmentally appropriate	Teacher has created an environment where children have limited choices to engage in, or all children are engaged in the same, task(s) that are minimally facilitated by	Teacher has created an environment where children are minimally, or not at all, engaged in learning. Teacher is passively monitoring the room.

	facilitated by the teacher.	facilitated by the teacher.	tasks that are somewhat facilitated by the teacher.	the teacher, and/or are not developmentally appropriate.	
Language and Feedback	Teacher always models language for children by repeating and extending their own words, providing sincere encouragement and affirmation, expanding knowledge through a variety of new or advanced vocabulary, and always gives feedback on behavior and language performed or	Teacher sometimes models language for children by repeating and extending their own words, providing sincere encouragement and affirmation, expanding knowledge through some new or advanced vocabulary, and sometimes gives feedback on behavior and	Teacher occasionally models language for children by repeating and extending their own words, providing some encouragement or affirmation, and may attempt to expand knowledge through vocabulary, and rarely gives feedback on behavior and language	Teacher struggles to model language for children by repeating and extending their own words. Provides limited encouragement or affirmation. Teacher does not attempt to expand knowledge through vocabulary, and rarely gives feedback on behavior and language	Teacher does not model any advanced language, rarely engages verbally with children, and provides little to no feedback on children's speech or behavior.

	spoken by children.	language performed or spoken by children.	performed or spoken by children.	performed or spoken by children.	
Child Engagement & Thinking	Children are actively engaged, communicate ideas, solve problems, and demonstrate ownership of learning. Teacher consistently extends children's thinking through meaningful interactions.	Most children are actively engaged and demonstrate participation in learning experiences. Teacher frequently extends children's thinking.	Children participate in learning experiences, though engagement varies. Teacher occasionally extends children's thinking.	Limited child engagement is observed. Teacher provides few opportunities to extend children's thinking.	Minimal child engagement is observed. Little to no evidence of extending children's thinking is present.

Leader Video Rubric					
A score of 5 should be reserved for exemplary submissions that significantly exceed expectations and demonstrate exceptional effectiveness, impact, and professionalism.					
Characteristic	5 (Extremely	4 (Highly	3 (Effective)	2 (Somewhat	1 (Emerging Effective)

	Effective) All video requirements were met.	Effective) Most video requirements were met.	Some of the video requirements were met.	Effective) A few of the video requirements were met.	None of the video requirements were met.
Leader Voice and Presence	Leader leads the PD session/meeting, and is positive and has respectful relationships with staff. Leader effectively manages the session in an exemplary way with all staff fully engaged and no off-task behaviors are observed.	Leader exhibits confidence, positive and respectful relationships with staff. Leader effectively manages the room with all staff fully engaged or off-task behaviors are addressed.	Leader appears somewhat confident, has some evidence of positive and respectful relationships with staff. Leader manages the room but some staff are off-task and those staff are not addressed.	Leader appears to struggle with confidence, has little evidence of positive and respectful relationships with staff. Leader manages the room but many staff are off-task and are not addressed.	Leader struggles to demonstrate any leadership presence, is not engaging the room, and many if not all staff are off- task or disengaged.
Facilitation of Learning	Leader has created a stimulating learning	Leader has created a stimulating learning	Leader has created an environment where some	Leader has created an environment where staff	Leader has created an environment where staff are minimally, or not at all, engaged.

	environment where all staff have opportunities to engage.	environment where most staff have opportunities to engage in tasks that are mostly facilitated by the leader.	staff have opportunities to engage in, or all staff are engaged in the same tasks that are somewhat facilitated by the leader.	have limited opportunities to engage in.	
Leadership Impact	Staff actively engage in discussion, reflection, planning, and application of learning. The leader facilitates meaningful professional learning that supports growth and improvement.	Staff regularly engage and contribute throughout the session. Learning opportunities are relevant and support staff growth.	Staff participate in the session, though engagement may vary. Learning opportunities support some staff growth.	Limited staff engagement is observed. Learning opportunities have minimal evidence of supporting staff growth.	Minimal evidence of staff engagement, learning, or professional growth is observed.

Questions- brandee.david@la.gov.