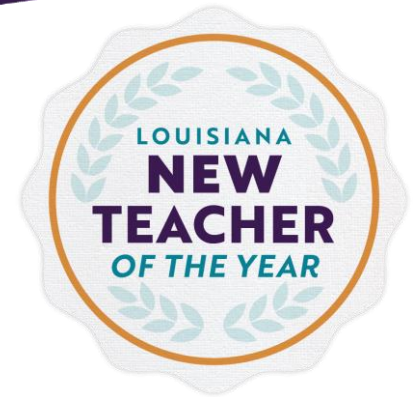




New Teacher of the Year Rubric

2026-2027 (The rubric is to be used holistically across all application components.)

Candidate's Name:

School System Name:

Total Score:

Competency 1 (Score 1-4 points)

The candidate demonstrates **excellence and expertise** in the field, **guiding students** (and, for principals, teachers) of **all** backgrounds and abilities to **succeed**.

- Highly Effective (4 points)
 - The candidate:
 - Demonstrates **excellence and expertise** in pedagogy and content
 - Holds themselves to **high standards** and **creates achievable, fair, and growth-oriented expectations for all**
 - **Recognizes, values, and advocates** for students (and for principals, also teachers) of **all** backgrounds and abilities through **deliberate and relevant instruction/leadership**
 - **Eliminates/substantially narrows** academic/opportunity gaps
 - **Describes and demonstrates a clear, impactful plan that ensures** every student is on track to a professional career, college degree, or service
- Effective Proficient (3 points)
 - The candidate:
 - Demonstrates **pedagogical and content knowledge**
 - Holds themselves to **high standards** and **creates fair and growth-oriented expectations**
 - **Recognizes and values students** (and for principals, also teachers) as **demonstrated through relevant instruction/leadership**
 - **Narrows** academic/opportunity gaps
 - **Describes a clear plan for ensuring** every student is on track to a professional career, college degree, or service
- Effective Emerging (2 points)
 - The candidate:
 - Demonstrates **some pedagogical and content knowledge**

- Holds **moderately high academic expectations**
 - Demonstrates **some recognition** of students (and for principals, also teachers) of all backgrounds and abilities through instruction/leadership
 - **Narrows some** academic gaps
 - **Describes a plan** for students to be on track academically
- Ineffective (1 point)
 - The candidate:
 - Demonstrates **little pedagogical and content knowledge**
 - Does **not demonstrate high academic expectations**
 - Does **not demonstrate recognition** of students of all backgrounds and abilities through instruction/leadership
 - Demonstrates **little evidence** of narrowing academic gaps
 - Does **not address a plan** for ensuring every student is on track academically

Competency 1 Score:

Notes for Competency 1:

Competency 2 (Score 1-4 points)

Demonstrates **leadership** and **innovation** inside and outside the school building, creating pathways for **students/teachers to excel**.

- Highly Effective (4 points)
 - The candidate:
 - Is a **leader** in the profession who **understands and demonstrates** the importance of leading and engaging professional learning communities to both positively impact the classroom/school as well as the students, teachers, and the profession at large
 - Is a **leader** who is **transforming** the educational profession and **creating pathways** for students and teachers to excel in new, different, and/or impactful ways
 - Is an **innovator and lifelong learner**. This manifests itself inside and outside the school building walls and positively impacts students/teachers
 - The educator **takes the initiative** to use creativity and ingenuity to positively impact student learning and the education profession
- Effective Proficient (3 points)
 - The candidate:

- Is **involved** in efforts to engage in/lead professional communities and **understands** how these communities can impact students and teachers
 - Demonstrates **some innovation and a growth mindset**. This is manifested inside and/or outside the school building walls and shows how the educator enhances student learning
 - Is **positively impacting** the education profession and **is involved** in efforts to help students excel
- Effective Emerging (2 points)
 - The candidate:
 - Shows **minimal involvement** in professional communities and **demonstrates little understanding** of how these communities impact students and teachers
 - Shows **minimal evidence of innovation and a growth mindset**
 - Demonstrates **minimal impact** on the educational system and **little involvement** in efforts to help students excel
- Ineffective (1 point)
 - The candidate:
 - Is **not involved** in professional communities and **does not demonstrate** understanding of how these communities impact students and teachers
 - **Does not show evidence** of innovation and a growth mindset
 - Does **not demonstrate impact** on the educational system and is not involved in efforts to help students excel

Competency 2 Score:

Notes for Competency 2:

Competency 3 (Score 1-4 points)

The candidate **builds collaborative relationships** with **colleagues, students, and families** to create a **school environment** that is **respectful and welcoming** and that **positively impacts student growth and achievement**.

- Highly Effective (4 points)
 - The candidate:
 - **Exemplifies** how **collaboration** and **building meaningful relationships** with colleagues, students, and families positively impact student growth and achievement
 - **Demonstrates and shares** an **impactful plan for creating/inventing** ways to **bring groups** of people together in order to **create** an environment of **respect, achievement, and wellness**, as well as establish a **safe and thriving learning environment**

- **Communicates** with **all stakeholders** in a **clear, compelling, and impactful manner** that leads to lifelong success
- Effective Proficient (3 points)
 - The candidate:
 - **Demonstrates collaboration to enhance** the learning and educational experiences of students
 - **Builds relationships** with colleagues, students, and families, and **brings groups** of people together in order to create a **positive environment** as well as establish a **safe learning environment**
 - **Communicates** with stakeholders in a **somewhat clear, compelling, and impactful manner**
- Effective Emerging (2 points)
 - The candidate:
 - **Minimally collaborates** to enhance the learning and educational experiences of students
 - **Minimally builds relationships** with colleagues, students, and families, and **shows little involvement** in creating a positive environment
 - **Communication** is **generally**, but **not** completely, **clear, and/or compelling**
- Ineffective (1 point)
 - The candidate:
 - **Does not collaborate** to enhance the learning and educational experiences of students
 - **Does not build relationships** with colleagues, students, and families, and **shows no involvement** in creating a positive environment
 - **Communication is not clear**, and/or it is **not compelling**

Competency 3 Score:

Notes for Competency 3:

Competency 4 (Score 1-4 points)

The candidate deliberately connects the classroom/school to the **community** to positively **impact students, the school, and the community**.

- Highly Effective (4 points)
 - The candidate:
 - **Ensures** that education **transcends** the classroom/school by **intentionally connecting** students/staff with the community in order to **positively impact** students, the school, and communities
 - **Brings key stakeholders** into the classroom/school and/or **takes the classroom to the community** in order to foster a strong community at large

- **Leverages key stakeholders**/the community to broaden students' horizons, open their eyes to career opportunities, and gain a greater understanding of the world
- Effective Proficient (3 points)
 - The candidate:
 - **Connects** students/staff with the community in an effort to **form connections** within and/or outside of the school in order to **impact** students, the school, and communities
 - **Brings some stakeholders** into the classroom/school, and/or **somewhat takes** the classroom to the community
 - **Leverages some** stakeholders/the community to enhance student learning
- Effective Emerging (2 points)
 - The candidate:
 - **Minimally connects** students/staff with the community in order to impact students
 - **Minimally brings** stakeholders into the classroom/school and/or takes the classroom to the community
 - **Minimally leverages** stakeholders/the community to enhance student learning
- Ineffective (1 point)
 - The candidate:
 - **Does not connect** students/staff with the community in order to impact students
 - **Does not bring stakeholders** into the classroom/school, and/or **takes the classroom to the community**
 - **Does not leverage stakeholders**/the community to enhance student learning

Competency 4 Score:

Notes for Competency 4:

Competency 5 (Score 1-4 points)

The **candidate** is **inspiring, compelling, and professional**, expresses themselves in an **engaging, clear way**, and demonstrates the ability to **connect with and represent** the state.

- Highly Effective (4 points)
 - The candidate:
 - Communicates in a way that is **engaging, inspiring, impactful, and unifying**
 - Communicates a **captivating and impactful message** that **resonates** with **all audiences**
 - **Clearly conveys** the lived classroom experience and **communicates** a message that is **capable of attracting and retaining educators** to the profession

- **Expresses a strong desire and capability** to speak on behalf of **all educators and stakeholders** in the state
 - **Presents** themselves in a **professional and confident manner**
- Effective Proficient (3 points)
 - The candidate:
 - Communicates in a way that is **somewhat engaging, inspiring, and impactful**
 - Communicates a message that **conveys** the lived classroom experience that is **relevant** to a **wide range of audiences**
 - **Expresses a desire and capability** to speak on behalf of all educators in the state
 - **Presents** themselves in a **professional manner**
- Effective Emerging (2 points)
 - The candidate:
 - Communicates in a manner that is **generally, but not completely, clear and/or compelling**
 - Communicates a message that is **minimally relevant to some audiences**
 - **Minimally expresses a desire and capability** to speak on behalf of all educators in the state
- Ineffective (1 point)
 - The candidate:
 - Communication is **not clear, and/or it is not compelling**
 - Communicates a message that is **not relevant to a wide range of audiences**
 - **Does not express a desire and capability** to speak on behalf of all educators in the state

Competency 5 Score:

Notes for Competency 5:

Total Score: ____/20

Final Notes: