



GASSP

Award Application

2017/2018 NASSP/GASSP Assistant Principal of the Year Award

The NASSP/GASSP 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 school assistant principals who have demonstrated excellence in the areas addressed by the listed selection criteria below.

Eligibility

- This program is designed to recognize the outstanding leadership of active, front-line assistant principals.
- NASSP/GASSP must be notified immediately of any change in assistant principal status. Failure to notify NASSP/GASSP could jeopardize a candidate's eligibility for the national award.
- Any assistant principal or private middle level or high school from the 50 states is eligible to be an assistant principal of the year candidate. Middle level and high schools are defined as those containing some portion of grades 6 through 12.
- **Applicants must have served as an assistant principal at one or more middle level or high schools for four or more consecutive school years.**
- Each candidate must be an assistant principal at a middle level or high school and a member of GASSP.
- Previous state winner(s) are ineligible to reapply for the award.

Selection Criteria

Personal Excellence

- Models continuous professional growth
- Interacts with others professionally and tactfully
- Communicates effectively in speaking and writing
- Models values, beliefs, and attitudes that encourage others to higher levels of performance
- Demonstrates commitment to NASSP/GASSP and its programs through continuous membership and participation in the following:
 - National Association of Secondary School Principals (NASSP) through national and state affiliate involvement (i.e., conference presentations, etc.)
 - National Honor Society (NHS), National Junior Honor Society (NJHS), and/or National Elementary Honor Society (NEHS) chapter(s) that actively supports achievement and works to improve the academic culture in the school
 - National Association of Student Councils (NASC) affiliation with active community and school involvement projects.

Collaborative Leadership

- Involves teachers, staff members, parents, students, and the community in creating and fostering a shared vision for the school
- Leads collaboratively to promote ownership among staff, students, parents, and community members for school efforts and outcomes
- Creates a culture of collaboration in which staff members work together as a professional learning community to promote student learning.
- Teaches, coaches, and supports the development of potential and current school leaders
- Utilizes available technology tools for school management, operation, instruction, and assessment, fostering collaboration and communication to effectively address issues in the school community and meet the unique learning needs of each student.

Curriculum, Instruction, and Assessment

- Improves teaching, learning, and assessment by implementing practices, programs, and improvement efforts on the basis of multiple sources of data
- Leads efforts in curriculum alignment and identification of essential learning at each level
- Observes, supervises, and evaluates teachers and instructional programs to maximize the learning opportunities for every teacher and for each student
- Demonstrates knowledge of learning, teaching, assessment practices, research, and programs that maximize student performance
- Facilitates in developing and maintaining co-curricular programs that complement the curriculum while fostering students' academic and social success
- Ensures that each student has the best possible opportunity of realizing success by providing a personalized plan that evaluates individual learner needs in relation to learning time, setting, methods, and course sequence
- Provides enrichment and support for both students and teachers in meeting high standards.

Personalization

- Establishes and maintains a school environment that reflects high expectations for students and staff
- Creates a school climate that is warm, inviting, safe, and secure
- Organizes the school so that all social, economic, and racial/ethnic groups have equal access to all school programs and provides the support needed for student success
- Creates structures that promote positive relationships between adults and students and ensures that each student is well-known by at least one staff member
- Acknowledges the accomplishments of students, teachers, and school community members.

Application Deadline

October 2, 2017

Email your application to m.callahan@gassp.org

PDF file or Word

Move to the next page.

School Social Media Presence: (List links for any that apply.)

Facebook: _____ Twitter @ _____

YouTube: _____ SchoolTube Channel: _____

Other: _____

Professional Social Media Presence: (List links for any that apply.)

Facebook: _____ Twitter @ _____

LinkedIn: _____ Blog: _____

Other: _____

About Your District

School District Information:

School district name: _____

Superintendent name: _____

Superintendent e-mail: _____

Principal: _____

Principal e-mail: _____

School district address: _____

School district addresses : _____

City: _____ State: _____ Zip: _____

School district phone: _____ School district website: _____

School Profile

School Demographics:

Grades: _____ Total student enrollment: _____

Number of 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 in school classified as ELL or limited-English proficiency students

_____ % Students on free/reduced-price lunches

_____ % School attendance

_____ % Graduation/promotion rate

School Profile (continued)

Approximate gender composition in your school

_____ % Males
 _____ % Females

Approximate racial and ethnic composition of the students in your school

Race: _____ Ethnicity: _____
 _____ % American Indian or Alaska Native _____ % Hispanic or Latino
 _____ % Asian _____ % Not Hispanic or Latino
 _____ % Black or African American
 _____ % Native Hawaiian or Other Pacific Islander
 _____ % White
 _____ % Other

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

	% Proficient + Advanced	% Proficient + Advanced	% Proficient + Advanced
Reading/ELA	SY 2013–14	SY 2014–15	SY 2015–16
List major ethnic or racial subgroups:			
Students by gender:			
Male			
Female			
Students with disabilities			
ELL/Limited English proficiency			
Economically disadvantaged			
Mathematics	SY 2013–14	SY 2014–15	SY 2015–16
List major ethnic or racial subgroups:			
Students by gender:			
Male			
Female			
Students with disabilities			
ELL/Limited English proficiency			
Economically disadvantaged			

Professional Growth

Please check the following state affiliate offerings in which you have participated in the last three years:

State conference

Advocacy efforts

Professional development

Others: _____

Please check the following NASSP offerings in which you have participated in the last three years:

NASSP/GASSP conference

Advocacy efforts

Professional development

Others: _____

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

Institution

(list the highest degree earned)

Degree

(without abbreviations)

Date earned

Memberships and offices held in professional

organizations (include state and national association years)

Start date

End date

**Memberships, offices, and activities in
the community**

Start date

End date

Awards and honors

Date earned

Publications and presentations

Date occurred

Other services to the profession

Start date

End date
