

# Herb Kohl Educational Foundation Principal Leadership Award Private School Scoring Rubric

Criteria	Points Possible	Principal Score
<b>Professional Growth:</b> Assess the degree to which the candidate has demonstrated the following:		
Shows a history of participation in and leadership with professional organizations	5	
Shows a history of community engagement and interaction	5	
Has been recognized for achievements in education, both for his or her own work, and/or for work the candidate has achieved in collaboration with or by leading others	5	
Works to improve the broader education community through sharing ideas and strategies (publications, articles, presentations, etc.)	5	
Demonstrates successful continued personal professional development	5	
Models continuous leadership in professional growth for others	5	
<b>Professional Practice Short Answers:</b> Assess the degree to which the candidate has demonstrated the following:		
Creates a distinctive school climate and culture that stands out from others in a positive way	5	
Communicates the context of how he or she leads	5	
Shows how his or her leadership style has influenced student achievement	5	
Involves teachers, staff members, parents, students, and the community in developing programs that offer equal access	5	
Provides evidence that the students at the applicant's school are on the path to or are graduating college or career ready	5	
Demonstrates behaviors that increase instructional leadership	5	
Demonstrates behaviors that positively influence the behaviors of others	5	
<b>Letters of Recommendation</b>		
To what degree do the writers express that the applicant positively influences teachers, students and the school environment?	10	
To what degree do the writers provided specific examples to support recommendations?	10	
<b>Overall quality of the Application</b>		
To what degree do you feel the application provided a clear picture of how the applicant improves the education of his or her students?	5	
To what degree do you feel the application provided a clear picture of how the applicant's methods make him or her stand out from other administrators?	5	
To what degree has the applicant given strong supporting evident throughout his or her application?	5	
<b>Total Points</b>	<b>100</b>	

## How do I decide how many points to give for each criterion?

It is challenging to create a rubric that honors the wide variety of contextual situations in which principals live, work and learn throughout Wisconsin. Therefore, it will be important that the candidate communicates both what they did, and the context in which they have lived and worked, within their answers. There is some subjectivity in making point decisions, but points should be awarded based on these ideas:

- The response to a given prompt is complete, regardless of the language in which it was written. There is not a priority around a candidate adhering to standard American English, nor should they be negatively considered if they do not.
- The response is compelling, and helps to tell the full story of the candidate.
- The response helps demonstrate the candidate's context in which they lived, learned and worked.
- The response demonstrates excellence within the candidate's context (which may be different from other candidate's context).
- The response shows how the candidate acted in ways to benefit others as well as themselves.
- The response shows the acceptance of personal challenge or rigor, even if "perfect" success was not achieved.
- The response demonstrates strong, positive personal characteristics such as: humility; honesty; inclusion of and uplifting others; determination and hard work; social justice; engaged citizenship; demonstrating kindness; innovation and problem solving; and responsibility.
- Consider reserving the full point value in any criterion only for exemplar answers.

### Other considerations:

- This process does NOT prioritize any one "correct" response or minimum criterion for eligibility. A candidate does not need to have a "perfect" record of success to be considered. For example, there is a fallacy that a principal's school must have demonstrated success on state standardized assessments in order for that principal to be considered "worthy". This is not true.
- Reviewers must consider their personal biases before scoring, and work to identify and eliminate any personal biases that impact scoring (either positively or negatively). Candidates should only be scored on the information they provide.