

Self-Assessment on Leadership Practice

This self-report inventory¹ is designed to assist you in reflecting upon your current professional practices. Gaining an accurate picture of your current practices can help you set appropriate and reasonable professional improvement goals and can help you decide upon which professional learning opportunities to engage in to help you improve your practice. This self-assessment is intended to assist you in considering different areas of your professional practice. Please keep in mind that this is a tool to reflect on your current practice.

Directions: Please complete this inventory by yourself. You may, if you so choose, consider consulting with a colleague and/or using the feedback you have received from fellow administrators, coaches, colleagues, mentors, parents and students to help inform your answers. This is a tool for your use only, and you will verify that the self-assessment has been completed in the relicensure application.

Step 1: For each statement, rate whether you engage in the behavior(s) listed in the statement rarely, occasionally, frequently, or routinely in your leadership practice by circling the number that corresponds to how often you engage in a behavior. For example, if you frequently engage in a behavior, you would circle a “3” next to that statement.

Step 2: Add up the number of circled numbers in each column.

Step 3: Add up the numbers in each column to create a total for Vision, Mission & Goals; Teaching and Learning; Managing Organizational Systems and Safety; Collaborating with Families and Stakeholders; Ethics and Integrity; and the Education System.

Step 4: Graph the total for each of the six areas on the graph on page 9 to create a profile of your practice in each of the six areas.

Using the Results: Consider exploring the standard, functions, and knowledge and performance indicators in the area for which you had the lowest total. You’ll find the Core Leadership Standard indicator referenced in the parenthesis after each statement to guide your work.

¹ *Developed from the Council of Chief State School Officers. (2013). InTASC Lumibook: An Interactive Guide to Understanding and Applying the InTASC Standards to Teacher Effectiveness and Student Success [ebook]. Washington, DC: Author.*
http://www.ccsso.org/Resources/Digital_Resources/InTASC_Lumibook.html#sthash.7uJ2OOa



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I. Vision, Mission, & Goals

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

	<i>I rarely do this as a leader</i>	<i>I occasionally do this as a leader</i>	<i>I frequently do this as a leader</i>	<i>I do this routinely as a leader</i>
1. I work collaboratively to develop and implement a shared vision, mission, and goals. (1.1)	1	2	3	4
2. I use or develop data systems and other sources of information to identify unique strengths and needs of learners, gaps between current outcomes and goals, and areas for improvement. (1.2)	1	2	3	4
3. I engage diverse community members, including those with conflicting perspectives, in ways that build shared understanding and commitment to vision, mission, and goals (1.3)	1	2	3	4
4. I share responsibilities with my staff and the community for making decisions and evaluating actions and outcomes. (1.4)	1	2	3	4
5. I obtain and align resources, such as learning technologies, staff, time, funding, materials, training, etc., to achieve the vision, mission, and goals. (1.5)	1	2	3	4
Total for Each Column				
Sum for Standard I				

II. Teaching and Learning

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	<i>I rarely do this as a leader</i>	<i>I occasionally do this as a leader</i>	<i>I frequently do this as a leader</i>	<i>I do this routinely as a leader</i>
6. I model openness to change and collaborative practices and provide support, time, and resources for leaders, staff, and learners to examine their own beliefs and practices in relation to the vision and goals for teaching and learning. (2.1)	1	2	3	4
7. I develop a shared understanding of rigorous curriculum and standards-based instructional programs, working with teams to analyze learner work, monitor learner progress, and redesign curricular and instructional programs to meet diverse needs. (2.3)	1	2	3	4
8. I spend time in classrooms supervising instruction. (2.4)	1	2	3	4
9. I guide regular analyses and disaggregation of data about all learners to improve instructional programs. (2.5)	1	2	3	4
10. I guide and support job-embedded, standards-based professional learning that improves teaching and meets diverse learning needs of every student. (2.6)	1	2	3	4
Total for Each Column				
Sum for Standard II				

III. Managing Organizational Systems & Safety

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient and effective learning environment.

	<i>I rarely do this as a leader</i>	<i>I occasionally do this as a leader</i>	<i>I frequently do this as a leader</i>	<i>I do this routinely as a leader</i>
11. I operate within budget and fiscal guidelines and direct resources effectively toward teaching and learning. (3.2)	1	2	3	4
12. I develop and monitor a comprehensive safety and security plan. (3.3)	1	2	3	4
13. I recruit, support, and retain effective educators. (3.4)	1	2	3	4
14. I distribute leadership responsibilities. (3.5)	1	2	3	4
15. I maximize time spent on quality instruction and learning by setting work priorities and by limiting distractions to teachers and students. (3.6)	1	2	3	4
Total for Each Column				
Sum for Standard III				

IV. Collaborating with Families and Stakeholders

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs and mobilizing community resources.

	<i>I rarely do this as a leader</i>	<i>I occasionally do this as a leader</i>	<i>I frequently do this as a leader</i>	<i>I do this routinely as a leader</i>
16. I collect and accurately communicate data about educational performance in a clear and timely way. (4.1)	1	2	3	4
17. I promote understanding appreciation, and use of the community's diverse cultural, social, and intellectual resources. (4.2)	1	2	3	4
18. I involve families in decision making about their children's education. (4.3)	1	2	3	4
19. I use effective public information strategies to communicate with families and community members (e.g. email, social media, night meetings, written materials in multiple languages). (4.3)	1	2	3	4
20. I seek out and collaborate with community partners to share school and community resources, to sustain existing resources, and to add new resources that address emerging learner needs. (4.4)	1	2	3	4
Total for Each Column				
Sum of Standard IV				

V. Ethics & Integrity

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	<i>I rarely do this as a leader</i>	<i>I occasionally do this as a leader</i>	<i>I frequently do this as a leader</i>	<i>I do this routinely as a leader</i>
21. I protect the rights and appropriate confidentiality of students and staff.	1	2	3	4
22. I operate consistently to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements in support of every learner.	1	2	3	4
23. I model principles of self-awareness, reflective practice, transparency, and ethical behavior.	1	2	3	4
24. I model respect for diverse community members and treat them equitably.	1	2	3	4
25. I respectfully challenge and work to change assumptions and beliefs that negatively affect students and educational environments.	1	2	3	4
Total for Each Column				
Sum of Standard V				

VI. The Education System

An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal and cultural context.

	<i>I rarely do this as a leader</i>	<i>I occasionally do this as a leader</i>	<i>I frequently do this as a leader</i>	<i>I do this routinely as a leader</i>
26. I advocate for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every learner can meet educational expectations and policy goals. (6.1)	1	2	3	4
27. I communicate effectively with key decision makers in the community to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements. (6.2)	1	2	3	4
28. I build strong relationships with the school board, district and state education leaders, and policy makers to inform and influence policies and policymakers in the service of children and families. (6.2)	1	2	3	4
29. I assess, analyze, and anticipate emerging trends and initiatives in order to adapt my leadership strategies. (6.3)	1	2	3	4
30. I stay abreast of educational research and trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning. (6.3)	1	2	3	4
Total for Each Column				
Sum of Standard VI				

Leadership Profile Based on Your Self-Assessment:

20						
16						
12						
8						
4						
	Vision, Mission, & Goals	Teaching and Learning	Managing Organizational Systems & Safety	Collaborating with Families and Stakeholders	Ethics & Integrity	The Education System

Directions: Graph the total for each of the six areas on the graph to create a profile of your practice.

Using the Results: Consider exploring the standard, functions, and knowledge and performance indicators in the area for which you had the lowest total.

Notes to Self: