

Please Print

Employee Name: _____ Title: _____ Location: _____

ADMINISTRATOR SELF ASSESSMENT FORM

The Rudimentary level typically describes that little or no evidence exists for the set of behaviors called for by the specific component. It is important to note that the designation of rudimentary does not necessarily mean that the school leader is not capable overall or not capable of the specific set of behaviors found within the component. Instead, this designation simply means that there is little or not evidence of achievement of the component judged by performance.

The Developing level typically describes limited evidence. The evidence may not address the component in its complexity, may be lacking in breadth or depth, or may be less effective than is expected. For example, the school leader may be aware of the fact that stakeholders should be involved in the decision-making process, but there is only limited evidence that the leader knows when or how to get them involved, or is consistent with this fundamental practice over time.

The Proficient level typically describes clear evidence. The evidence is specific and reasonable, and addresses the complexity of the component. At times, the evidence may be somewhat uneven, with specific features within the component addressed more effectively than others. In general, the evidence shows that the school leader knows what to do and does it.

The Accomplished level typically describes clear, convincing, and consistent evidence. The evidence is very specific, and credible. It is comprehensive and thoughtful, presenting an integrated, highly effective approach to the behaviors specified in the component.

I. Standards for Performance

Standard 1: The Vision of Learning A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community	Rudimentary	Developing	Proficient	Accomplished	Standard 2: The Culture of Teaching and Learning A school administrator is an educational leader who promotes the success of all students by advocating nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth	Rudimentary	Developing	Proficient	Accomplished
Developing the Vision					Valuing Students and Staff				
Communicating the Vision					Developing and Sustaining the Culture				
Implementing the Vision					Ensuring an Inclusive Culture				
Monitoring and Evaluating the Vision					Monitoring and Evaluating the Culture				
Actions taken in support of this Standard/Rating					Actions taken in support of this Standard/Rating				

Standard 3: The Management of Learning A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	Rudimentary	Developing	Proficient	Accomplished	Standard 4: Relationships with the Broader Community to Foster Learning A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.	Rudimentary	Developing	Proficient	Accomplished
Making Management Decisions to Ensure Successful Teaching and Learning					Understanding Community Needs				
Developing Procedures to Ensure Successful Teaching and Learning					Involving Members of the Community				
Allocating Resources to Ensure Successful Teaching and Learning					Providing Opportunities for the Community and School to Serve Each Other				
Creating a Safe, Healthy Environment to Ensure Successful Teaching and Learning.					Understanding and Valuing Diversity.				
Action taken in support of this Standard/Rating					Action taken in support of this Standard/Rating				
Standard 5: Integrity, Fairness, and Ethics in Learning A school administrator is an educational leader who promotes the success of all students by acting with integrity, with fairness, and in an ethical manner	Rudimentary	Developing	Proficient	Accomplished	Standard 6: The Political, Social, Economic, Legal, and Cultural Context of Learning A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural contexts.	Rudimentary	Developing	Proficient	Accomplished
Demonstrating a Personal and Professional Code of Ethics					Operating Schools on Behalf of Students and Families				
Understanding One's Impact on the School and Community					Communicating Changes in Environment to Stakeholders				
Respecting the Rights and Dignity of All					Working within Policies, Laws, and Regulations				
Inspiring Integrity and Ethical Behaviors in Others					Communicating with Decision-Makers Outside the School Community				
Action taken in support of this Standard/Rating					Action taken in support of this Standard/Rating				

Progress Report on Work Plan

Employee Signature: _____ Date: _____