

Understanding and Using the Standards

Principal Self-Assessment Tool: Standards-Based Guiding Questions

One way to consider your strengths and weaknesses as a principal is to respond to focused, guiding questions related to effective instructional practices. Any questions to which you respond at levels 1, 2 or 3 may be areas for growth. Remember that this tool is confidential – it is not intended as an external tool for evaluation. This is an opportunity to be personal and honest in your assessment for self-improvement. You may wish to do this activity with a trusted peer or colleague to allow for additional discussion and reflection.

Standard 1:

Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

ESSENTIAL QUESTION: *Do you lead the change process for continuous improvement?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I identify and include stakeholders in the process of developing a shared vision.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I implement a process for the development of a shared vision.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I remain focused on the vision through difficulties, setbacks and failures.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify goal areas that promote high levels of achievement for all students and staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I focus attention on established goals.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I communicate the expectation of high learning and achievement for all students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use my knowledge of the Ohio Standards for the Teaching Profession to support teachers' professional growth.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I articulate well-defined beliefs about teaching, schooling and learning in response to the environment and levels of student achievement.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify changes needed to improve student learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I engage stakeholders in the change process through effective communication.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I respond to building, district, community and societal changes and issues that affect the instructional needs of students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 2:

Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.

ESSENTIAL QUESTION: *Are you the instructional leader for the school?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I provide teachers with a basic understanding of the academic standards.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I monitor the use of resources aligned to the academic content standards.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I ensure that curriculum, instruction and assessments are aligned with the academic content standards.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I monitor implementation of academic content standards in curriculum and instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I monitor the use of various instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I make systematic classroom visits and provide feedback on classroom instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I monitor the identification and instruction of students of diverse abilities, and support teachers and staff in implementing state and local policies.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use disaggregated achievement data to determine the performance and needs of particular students and groups.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I examine school-wide student performance data to determine under- and over-identification of students in gifted and/or special education.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I understand effective acceleration processes and work with teachers to establish structures that meet student needs and support state and local policies.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I keep informed about current research and theory on effective curriculum design and instructional strategies.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I share current research and theory on effective curriculum design and instruction strategies.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

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Standard 2:

I serve as a model for effective teaching.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I model the use of data to inform and make decisions.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I communicate data about student progress to the school community.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I monitor staff knowledge and use of data and the impact of this knowledge on student achievement.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I participate in professional development to increase teachers' knowledge and skills.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I facilitate professional development opportunities that support classroom instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use staff and student data to identify professional development needs.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I provide ongoing opportunities for teachers to reflect on their practice.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 3:

Principals allocate resources and manage school operations to ensure a safe and productive learning environment.

ESSENTIAL QUESTION: *Do you act to create and ensure a nurturing, safe school environment?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I communicate and reinforce high behavioral standards to staff, students and parents.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I ensure that behavioral policies and procedures are consistently applied from day-to-day and student-to-student.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I implement routines that ensure safety for all.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 3:

I use building and district procedures for crisis management.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I am accessible to students, staff and parents.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I assess how well the physical, social and cultural environment supports student needs.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify available resources to address the physical and mental health needs of the students and staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I treat all students, parents and community members with respect.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I manage the budget to support student and staff learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify and equitably allocate resources to support student and staff learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I effectively use technology to manage school operations.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I supervise and evaluate all staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I establish and reinforce rules, guidelines and operational procedures that enable staff to focus on teaching and learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I give both formal and informal recognition to staff and students for achievement, improvement and effort.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I meet my legal, ethical and professional responsibilities with integrity, honesty, fairness and dignity.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I implement procedures to comply with local, state and federal mandates.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I communicate local, state and federal mandates to students, staff and parents.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I ensure that staff, students and parents receive information about legal requirements and policies.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

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Standard 4:

Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

ESSENTIAL QUESTION: *Do you share leadership and promote a collaborative learning culture?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I establish and reinforce expectations, roles, norms and responsibilities for effective working teams.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I develop structures for collaboration among all teachers and other education support personnel.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I foster positive interpersonal relationships among staff by maintaining open and effective lines of communication.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I seek input from staff, students, parents and community members.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I share leadership responsibilities with staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I serve as a role model for the leadership behaviors I seek to instill in others.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I participate in leadership development activities with staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify strengths and interests of the building staff in order to identify potential leaders.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

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Standard 5:

Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

ESSENTIAL QUESTION: *Do you share leadership and promote a collaborative learning culture?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I represent the school at community functions and advisory groups.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use print and electronic media to inform the community about the school.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I practice two-way communication with parents about student progress.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I provide parents and students with relevant information about available school services (instructional, behavioral and psychological) to address student learning needs.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I inform the community about the school's expectations for student learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I welcome community involvement.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify and use community-based resources to increase achievement among all students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I model appreciation and respect for the cultures of the school and community and create an environment that supports high achievement levels for all students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I support cooperation by using strategies to remedy instances of intolerance of individuals and groups.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always