

Self-Assessments for PSEL 2015

Professional Standards for Educational Leaders (PSEL)

- Mission, Vision, and Core Values
- Ethics and Professional Norms
- Equity and Cultural Responsiveness
- Curriculum, Instruction, and Assessment
- Community of Care and Support for Students
- Professional Capacity of School Personnel
- Professional Community for Teachers and Staff
- Meaningful Engagement of Families and Community
- Operations and Management
- School Improvement

From *Professional Practices e-Newsletter*
by Marcia Baldanza



Just ASK Publications & Professional Development

2214 King Street, Alexandria, Virginia 22301 | 800-940-5434 | www.justaskpublications.com

What is PSEL?

Nine different member organizations of the **National Policy Board for Educational Administration** collaborated around the development of the new standards. As noted in the introduction of the **Professional Standards for Educational Leaders 2015 (PSEL)**, the ten new standards are designed to relentlessly develop and support teachers, create positive working conditions, effectively allocate resources, construct appropriate organizational policies and systems, and engage in deep and meaningful work outside of the classroom that has a powerful impact on what happens inside it. With the growing knowledge and changing demands of the job, educational leaders need new standards that guide practice in directions that will be most beneficial to students. The global economy is transforming jobs and the 21st century workplace for which schools prepare students. Technologies are advancing faster than ever. The conditions and characteristics of children, in terms of demographics, family structures, and more, are changing. Education leaders must embrace the change. **PSEL** provides clear guidance on what it will take for us to lead in this ever changing world.

What is *Professional Practices*?

The ***Professional Practices for the 21st Century Leader*** library houses forty issues of this newsletter in which Dr. Marcia Baldanza examines research from multiple fields to help school district leaders improve, enhance, and increase staff and student performance. She uses her more than 25 years of experience as a teacher, turnaround principal, director of state and federal programs, director of school reform and accountability, supervisor of principals, and mom to offer practical strategies and insightful reflections from the field to help answer the powerful and essential questions embedded in Just ASK publications and consulting services.

- What do districts, schools, and classrooms look like when they are organized around a commitment to the achievement of high standards by all students?
- What is my role in creating, implementing, and maintaining such a district, school, and classroom?
- What do districts, schools, and classrooms look like when all the adults are committed to the success of all other adults?
- What do districts, schools, and classrooms look like when they are results oriented?

Access copies of these self-assessments,
40 issues focused on **PSEL**, and subscribe at
www.justaskpublications.com/professionalpractices



Self-Assessment
Professional Standards for Educational Leaders 2015 (PSEL)
Standard 1: Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education, academic success and well-being of each student.

1. Develop an educational mission that promotes the academic success and well-being of each student.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

2. Collaborate to use real data to develop and promote a vision of instructional and organizational success.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

3. Advocate core values that define the school’s culture including child-centered practices, high expectations and support, equity and inclusiveness, trust and continuous improvement.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

4. Develop, implement, and evaluate actions that achieve the vision.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

5. Develop a shared understanding of and commitment to the mission, vision, and core values.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

Self-Assessment
Professional Standards for Educational Leaders 2015 (PSEL)
Standard 2: Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

1. Act ethically and professionally in personal conduct, relationships, decision-making, and resource use.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

2. Model and promote the norms of collaboration, integrity, fairness, transparency, and trust.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

3. Place children at the center of education and accept responsibility for each student's academic success and well-being.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

4. Safeguard and promote the values of democracy, individual freedom and responsibility, social justice, equity, community and diversity.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

5. Lead with effective interpersonal and communication skill and an understanding of students' and faculty backgrounds and cultures.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

Self-Assessment
Professional Standards for Educational Leaders 2015 (PSEL)
Standard 2: Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

6. Provide moral direction for the school and promote ethical and professional behavior among faculty.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

Professional Standards for Educational Leaders 2015

- **Mission, Vision, and Core Values**
- **Ethics and Professional Norms**
Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.
- **Equity and Cultural Responsiveness**
- **Curriculum, Instruction, and Assessment**
- **Community of Care and Support for Students**
- **Professional Capacity of School Personnel**
- **Professional Community for Teachers and Staff**
- **Meaningful Engagement of Families and Community**
- **Operations and Management**
- **School Improvement**

Self-Assessment
Professional Standards for Educational Leaders 2015 (PSEL)
Standard 3: Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

1. Ensure that each student is treated fairly, respectfully and with understanding of culture and context.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

2. Recognize, respect and employ each student's strengths, diversity and culture as assets for learning.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

3. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support needed for success.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

4. Develop and enforce student policies that address misconduct in a positive, fair, and unbiased manner.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

5. Confront and alter institutional biases of all kinds.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

Self-Assessment
Professional Standards for Educational Leaders 2015 (PSEL)
Standard 3: Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

6. Promote the preparation of students to live productively in and contribute to a global society.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

7. Act with cultural competence and responsiveness in all interactions and decision-making.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

Professional Standards for Educational Leaders 2015

- **Mission, Vision, and Core Values**
- Ethics and Professional Norms
- **Equity and Cultural Responsiveness**
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being
- **Equity and Cultural Responsiveness**
- **Curriculum, Instruction, and Assessment**
- **Community of Care and Support for Students**
- **Professional Capacity of School Personnel**
- **Professional Community for Teachers and Staff**
- **Meaningful Engagement of Families and Community**
- **Operations and Management**
- **School Improvement**

Self-Assessment
Professional Standards for Educational Leaders 2015 (PSEL)
Standard 4: Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

1. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

2. Align and focus curriculum, instruction, and assessment within and across grade levels to promote academic success and love of learning.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

3. Promote instructional practice consistent with knowledge of effective pedagogy and the needs of each student.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

4. Ensure instructional practice that is intellectually challenging, authentic, differentiated and personalized.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

5. Promote effective use of digital tools in the service of teaching and learning.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

Self-Assessment
Professional Standards for Educational Leaders 2015 (PSEL)
Standard 4: Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

6. Employ valid assessments that are consistent with effective pedagogy and use for intended purpose.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

7. Use assessment data appropriately to monitor student progress and improve instruction.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

Professional Standards for Educational Leaders 2015

- **Mission, Vision, and Core Values**
- **Ethics and Professional Norms**
- **Equity and Cultural Responsiveness**
- **Curriculum, Instruction, and Assessment**
 Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.
- **Community of Care and Support for Students**
- **Professional Capacity of School Personnel**
- **Professional Community for Teachers and Staff**
- **Meaningful Engagement of Families and Community**
- **Operations and Management**
- **School Improvement**

Self-Assessment
Professional Standards for Educational Leaders 2015 (PSEL)
Standard 5: Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

1. Build and maintain a safe, caring, and healthy learning environment that meets the academic, social, emotional, and physical needs of each student.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

2. Create and sustain a learning environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

3. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

4. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

5. Cultivate and reinforce student engagement and positive student conduct.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

Self-Assessment
Professional Standards for Educational Leaders 2015 (PSEL)
Standard 5: Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

6. Infuse the learning environment with the cultures and languages of the community.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

Professional Standards for Educational Leaders 2015

- **Mission, Vision, and Core Values**
- **Ethics and Professional Norms**
- **Equity and Cultural Responsiveness**
- **Curriculum, Instruction, and Assessment**
- **Community of Care and Support for Students**
 Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
- **Professional Capacity of School Personnel**
- **Professional Community for Teachers and Staff**
- **Meaningful Engagement of Families and Community**
- **Operations and Management**
- **School Improvement**

Self-Assessment
Professional Standards for Educational Leaders 2015 (PSEL)
Standard 6: Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

1. Recruit, hire, support, develop, and retain effective and caring teachers and form them into an educationally effective faculty.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

2. Plan for and manage turnover and succession, providing opportunities for effective induction and mentoring.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

3. Develop faculty professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

4. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

5. Deliver actionable feedback about instruction and other professional practice through valid systems of supervision and evaluation.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

Self-Assessment
Professional Standards for Educational Leaders 2015 (PSEL)
Standard 6: Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

6. Empower and motivate faculty to the highest levels of professional practice and to continuous learning and improvement.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

7. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

8. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

9. Tend to my own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

Self-Assessment

Professional Standards for Educational Leaders 2015 (PSEL)

Standard 7: Professional Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

1. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

2. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

3. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

4. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

5. Develop and support open, productive, caring, and trusting working relationships among leaders and faculty to promote professional capacity and the improvement of practice.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		



Self-Assessment

Professional Standards for Educational Leaders 2015 (PSEL)

Standard 7: Professional Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

6. Design and implement job-embedded and other opportunities for collaborative professional learning.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

7. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

8. Encourage faculty-initiated improvement of programs and practices.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

Self-Assessment
Professional Standards for Educational Leaders 2015 (PSEL)
Standard 8: Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

1. Are approachable, accessible, and welcoming to families and members of the community.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

2. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

3. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

4. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

5. Create means for the school community to partner with families to support student learning in and out of school.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

Self-Assessment
Professional Standards for Educational Leaders 2015 (PSEL)
Standard 8: Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

6. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

7. Develop and provide the school as a resource for families and the community.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

8. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

9. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		



Self-Assessment
Professional Standards for Educational Leaders 2015 (PSEL)
Standard 9: Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

1. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

2. Strategically manage resources, assigning and scheduling teachers to roles and responsibilities that optimize their professional capacity.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

3. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

4. Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

5. Protect teachers' work and learning from disruption.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		



Self-Assessment
Professional Standards for Educational Leaders 2015 (PSEL)
Standard 9: Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

6. Employ technology to improve the quality and efficiency of operations and management.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

7. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

8. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

9. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

10. Develop and manage productive relationships with the central office and school board.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

Self-Assessment
Professional Standards for Educational Leaders 2015 (PSEL)
Standard 9: Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

11. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

12. Manage governance processes and internal and external politics toward achieving the school's mission and vision.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

Professional Standards for Educational Leaders 2015

- **Mission, Vision, and Core Values**
- **Ethics and Professional Norms**
- **Equity and Cultural Responsiveness**
- **Curriculum, Instruction, and Assessment**
- **Community of Care and Support for Students**
- **Professional Capacity of School Personnel**
- **Professional Community for Teachers and Staff**
- **Meaningful Engagement of Families and Community**
- **Operations and Management**
 Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.
- **School Improvement**

Self-Assessment
Professional Standards for Educational Leaders 2015 (PSEL)
Standard 10: School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

1. Seek to make school more effective for each student, teachers and staff, families, and the community.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

2. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

3. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

4. Employ situationally-appropriate strategies for improvement.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

5. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

Self-Assessment
Professional Standards for Educational Leaders 2015 (PSEL)
Standard 10: School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

6. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

7. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		

8. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.		My Priority
Degree to which I do this... 1 (low)...2.....3.....4.....5 (high)	Degree to which I want to know/do this better... 1 (low)...2.....3.....4.....5 (high)	
Goals, thoughts, and comments:		