

ISLLC Self-Assessment Tool*

Instructions: This self-assessment is designed to provide a personal profile of your school leadership assets based on the ISLLC Standards for School Leaders. The ISLLC Self-Assessment Tool consists of 182 statements that describe the knowledge, dispositions, and performances contained within the ISLLC Standards for School Leaders. You are asked to respond to each statement by reflecting on what you have learned, what you believe and value, and what you are accomplishing as a school leader.

Read each knowledge, disposition, or performance statement carefully. Then check the box that indicates the extent to which the statement represents your practices during the past 10–12 months. In responding to each item:

- 1 represents **Little** extent
- 2 represents **Some** extent
- 3 represents **Sufficient** extent
- 4 represents **Exemplary** extent

*Used by permission of the National Policy Board for Educational Administration and the Interstate School Leaders Licensure Consortium.

Developing Your School Leadership Profile

Purposes:

To provide school leaders with the opportunity to examine their own school leadership practices with respect to the knowledge, dispositions, and performances contained within the ISLLC Standards for School Leaders.

This self-examination should lead to greater familiarity with the standards and provide a starting point to assist you in identifying potential areas of focus for professional development planning.

Directions:

1. Complete the self-assessment rating scale.
2. Check the box under the rating that applies. Be sure to check only one response/number for each item.
3. After completion, go back and add the ratings under each standard (1 through 6). To do so, add the scores within each standard, and divide by the total number of items within each standard. Fill in the average rating in the space provided at the end of each standard.
4. Complete a written reflection, indicating areas of needed emphasis, growth, and improvement, in the space provided at the end of this self-assessment.
5. In the space provided at the end of this self-assessment, generate four self-improvement goals to be undertaken during this degree program. Each goal is to include the following:
 - A goal statement and its relationship to one or more of the ISLLC Standards
 - Anticipated activities that will lead to the accomplishment of the goal
 - Evidence that will demonstrate attainment of the goal
 - Targeted date of completion for the goal

--

Standard 1: 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.**

To what extent do I have a *CURRENT PERSONAL MASTERY* of the following **Knowledge** indicators?

	<i>LITTLE</i> (1)	<i>SOME</i> (2)	<i>SUFFICIENT</i> (3)	<i>EXEMPLARY</i> (4)
• learning goals in a pluralistic society	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• the principles of developing and implementing strategic plans	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• systems theory	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• information sources, data collection, and data analysis strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• effective communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• effective consensus-building and negotiation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

To what extent do I have a *CURRENT PERSONAL BELIEF IN, VALUE OF, AND COMMITMENT* to the following **Disposition** indicators?

	<i>LITTLE</i> (1)	<i>SOME</i> (2)	<i>SUFFICIENT</i> (3)	<i>EXEMPLARY</i> (4)
• the educability of all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• a school vision of high standards of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• continuous school improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• the inclusion of all members of the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• ensuring that students have the knowledge, skills, and values needed to become successful adults	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• a willingness to continuously examine one's own assumptions, beliefs, and practices	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- doing the work required for high levels of personal and organization performance

To what extent do I CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES ensuring the following **Performance** indicators?

	<i>LITTLE (1)</i>	<i>SOME (2)</i>	<i>SUFFICIENT (3)</i>	<i>EXEMPLARY (4)</i>
• the vision and mission of the school are effectively communicated to staff, parents, students, and community members	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• the core beliefs of the school vision are modeled for all stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• the vision is developed with and among stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• the contributions of school community members to the realization of the vision are recognized and celebrated	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• progress toward the vision and mission is communicated to all stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• the school community is involved in school improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• the vision shapes the educational programs, plans, and actions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• assessment data related to student learning are used to develop the school vision and goals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• relevant demographic data pertaining to students and their families are used in developing the school mission and goals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• barriers to achieving the vision are identified, clarified, and addressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- needed resources are sought and obtained to support the implementation of the school mission and goals
- existing resources are used in support of the school vision and goals
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

Standard 1: Average = Total ÷ 28

Average = 2.9

Standard 2: 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.

To what extent do I have a *CURRENT PERSONAL MASTERY* of the following **Knowledge** indicators?

	<i>LITTLE</i> (1)	<i>SOME</i> (2)	<i>SUFFICIENT</i> (3)	<i>EXEMPLARY</i> (4)
• student growth and development	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• applied learning theories	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• applied motivational theories	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• curriculum design, implementation, evaluation, and refinement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• principles of effective instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• measurement, evaluation, and assessment strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• diversity and its meaning for educational programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• adult learning and professional development models	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• the change process for systems, organizations, and individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• the role of technology in promoting student learning and professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- school cultures

To what extent do I have a *CURRENT PERSONAL BELIEF IN, VALUE OF, AND COMMITMENT* to the following **Disposition** indicators?

	<i>LITTLE (1)</i>	<i>SOME (2)</i>	<i>SUFFICIENT (3)</i>	<i>EXEMPLARY (4)</i>
• student learning as the fundamental purpose of schooling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• the proposition that all students can learn	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• the variety of ways in which students can learn	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• life-long learning for self and others	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• professional development as an integral part of school improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• the benefits that diversity brings to the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• a safe and supportive learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• preparing students to be contributing members of society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

To what extent do I *CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES* ensuring the following **Performance** indicators?

	<i>LITTLE (1)</i>	<i>SOME (2)</i>	<i>SUFFICIENT (3)</i>	<i>EXEMPLARY (4)</i>
• all individuals are treated with fairness, dignity, and respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• professional development promotes a focus on student learning consistent with the school vision and goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• students and staff feel valued and important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• the responsibilities and contributions of each individual are acknowledged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- | | | | | |
|---|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| • barriers to student learning are identified, clarified, and addressed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| • diversity is considered in developing learning experiences | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • life-long learning is encouraged and modeled | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • there is a culture of high expectations for self, student, and staff performance | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • technologies are used in teaching and learning | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • student and staff accomplishments are recognized and celebrated | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • multiple opportunities to learn are available to all students | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • the school is organized and aligned for success | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • the school culture and climate are assessed on a regular basis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| • a variety of sources of information is used to make decisions | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • student learning is assessed using a variety of techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • multiple sources of information regarding performance are used by staff and students | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • a variety of supervisory and evaluation models is employed | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • pupil personnel programs are developed to meet the needs of students and their families | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Standard 2: Average = Total ÷ 39

Average = 3,3

Standard 3: 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.

To what extent do I have a *CURRENT PERSONAL MASTERY* of the following **Knowledge** indicators?

	<i>LITTLE</i> (1)	<i>SOME</i> (2)	<i>SUFFICIENT</i> (3)	<i>EXEMPLARY</i> (4)
• theories and models of organizations and the principles of organizational development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• operational procedures at the school and district level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• principles and issues relating to school safety and security	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• human resources management and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• principles and issues relating to fiscal operations of school management	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• principles and issues relating to school facilities and use of space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• legal issues impacting school operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• current technologies that support management functions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

To what extent do I have a *CURRENT PERSONAL BELIEF IN, VALUE OF, AND COMMITMENT* to the following **Disposition** indicators?

	<i>LITTLE</i> (1)	<i>SOME</i> (2)	<i>SUFFICIENT</i> (3)	<i>EXEMPLARY</i> (4)
• making management decisions to enhance learning and teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• taking risks to improve schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• trusting people and their judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• accepting responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- having high-quality standards, expectations and performances
- involving stakeholders in management processes
- promoting a safe environment

To what extent do I CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES ensuring the following **Performance** indicators?

	<i>LITTLE (1)</i>	<i>SOME (2)</i>	<i>SUFFICIENT (3)</i>	<i>EXEMPLARY (4)</i>
• knowledge of learning, teaching, and student development is used to form management decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• operational procedures are designed and managed to maximize opportunities for successful learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• emerging trends are recognized, studied, and applied as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• operational plans and procedures to achieve the vision and goals of the school are in place	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• collective bargaining and other contractual agreements related to the school are effectively managed	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• the school plant, equipment, and support systems operate safely, efficiently, and effectively	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• time is managed to maximize attainment of organizational goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• potential problems and opportunities are identified	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• problems are confronted and resolved in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• financial, human, and material resources are aligned to the goals of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• the school acts entrepreneurially to support continuous improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | |
|--|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| • organizational systems are regularly monitored and modified as needed | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • stakeholders are involved in decisions affecting the school | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • responsibility is shared to maximize ownership and accountability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| • effective problem-framing and problem-solving skills are used | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • effective conflict resolution skills are used | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| • effective group-process and consensus-building skills are used | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • effective communication skills are used | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • there is effective use of technology to manage school operations | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • fiscal resources of the school are managed responsibly, efficiently, and effectively | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • a safe, clean, and aesthetically pleasing school environment is created and maintained | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| • human resource functions support the attainment of school goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| • confidentiality and privacy of school records are maintained | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Standard 3: Average = Total ÷ 38

Average = 3.18

Standard 4: 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.

To what extent do I have a *CURRENT PERSONAL MASTERY* of the following Knowledge indicators?

	<i>LITTLE</i> (1)	<i>SOME</i> (2)	<i>SUFFICIENT</i> (3)	<i>EXEMPLARY</i> (4)
• emerging issues and trends that potentially impact the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- the conditions and dynamics of the diverse school community
- community resources
- community relations and marketing strategies and processes
- successful models of school, family, business, community, government and higher education partnerships

To what extent do I have a *CURRENT PERSONAL BELIEF IN, VALUE OF, AND COMMITMENT* to the following **Disposition indicators?**

	<i>LITTLE</i> (1)	<i>SOME</i> (2)	<i>SUFFICIENT</i> (3)	<i>EXEMPLARY</i> (4)
• schools operating as an integral part of the larger community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• collaboration and communication with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• involvement of families and other stakeholders in school decision-making processes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• the proposition that diversity enriches the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• families as partners in the education of their children	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• the proposition that families have the best interests of their children in mind	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• resources of the family and community needing to be brought to bear on the education of students	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• an informed public	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

To what extent do I *CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES* ensuring the following **Performance indicators?**

	<i>LITTLE</i> (1)	<i>SOME</i> (2)	<i>SUFFICIENT</i> (3)	<i>EXEMPLARY</i> (4)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

-
- high visibility, active involvement, and communication with the larger community is a priority
 - relationships with community leaders are identified and nurtured
 - information about family and community concerns, expectations, and needs is used regularly
 - there is outreach to different business, religious, political, and service agencies and organizations
 - credence is given to individuals and groups whose values and opinions may conflict
 - the school and community serve one another as resources
 - available community resources are secured to help the school solve problems and achieve goals
 - partnerships are established with area business, institutions of higher education, and community groups to strengthen programs and support school goals
 - community youth family services are integrated with school programs
 - community stakeholders are treated equitably
 - diversity is recognized and valued
 - effective media relations are developed and maintained
 - a comprehensive program of community relations is established
 - public resources and funds are used appropriately and wisely
 - community collaboration is modeled for staff
 - opportunities for staff to develop collaborative skills are provided

Standard 4: Average = Total ÷ 29

Average = 3

2.9

Standard 5: A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner.**

To what extent do I have a *CURRENT PERSONAL MASTERY* of the following **Knowledge** indicators?

	<i>LITTLE</i> (1)	<i>SOME</i> (2)	<i>SUFFICIENT</i> (3)	<i>EXEMPLARY</i> (4)
• the purpose of education and the role of leadership in modern society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• various ethical frameworks and perspectives on ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• the values of the diverse school community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• professional codes of ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• the philosophy and history of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

To what extent do I have a *CURRENT PERSONAL BELIEF IN, VALUE OF, AND COMMITMENT* to the following **Disposition** indicators?

	<i>LITTLE</i> (1)	<i>SOME</i> (2)	<i>SUFFICIENT</i> (3)	<i>EXEMPLARY</i> (4)
• the ideal of the common good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• the principles in the Bill of Rights	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• the right of every student to a free, quality education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• bringing ethical principles to the decision-making process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• subordinating one's own interests for the good of the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• accepting the consequences for upholding one's principles and actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- using the influence of one's office constructively and productively in the service of all students and their families
- development of a caring school community

To what extent do I CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES ensuring the following **Performance** indicators?

	<i>LITTLE (1)</i>	<i>SOME (2)</i>	<i>SUFFICIENT (3)</i>	<i>EXEMPLARY (4)</i>
• examines personal and professional values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• demonstrates a personal and professional code of ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• serves as a role model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• accepts responsibility for school operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• considers the impact of one's administrative practices on others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• uses the influence of the office to enhance the educational program rather than for personal gain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• treats people fairly, equitably, and with dignity and respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• protects the rights and confidentiality of students and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• demonstrates appreciation for and sensitivity to the diversity in the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• recognizes and respects the legitimate authority of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• examines and considers the prevailing values of the diverse school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• expects that others in the school community will demonstrate integrity and exercise ethical behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- opens the school to public scrutiny
- fulfills legal and contractual obligations
- applies laws and procedures fairly, wisely, and considerately

Standard 5: Average = Total ÷ 29

Average = 3.9

Standard 6: 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 context.

To what extent do I have a *CURRENT PERSONAL MASTERY* of the following Knowledge indicators?

	<i>LITTLE</i> (1)	<i>SOME</i> (2)	<i>SUFFICIENT</i> (3)	<i>EXEMPLARY</i> (4)
• principles of representative governance that undergird the system of American schools	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• the role of public education in developing and renewing a democratic society and an economically productive nation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• the law as related to education and schooling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• the political, social, cultural, and economic systems and processes that impact schools	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• global issues and forces affecting teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• the dynamics of policy development and advocacy under our democratic political system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• the importance of diversity and equity in a democratic society	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

To what extent do I have a *CURRENT PERSONAL BELIEF IN, VALUE OF, AND COMMITMENT* to the following **Disposition** indicators?

	<i>LITTLE</i> (1)	<i>SOME</i> (2)	<i>SUFFICIENT</i> (3)	<i>EXEMPLARY</i> (4)
• seeing education as a key to opportunity and social mobility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• recognizing a variety of ideas, values, and cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• having a continuing dialogue with other decision makers affecting education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• actively participating in the political and policy-making context in the service of education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• using legal systems to protect student rights and improve student opportunities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do I *CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES* ensuring the following **Performance** indicators?

	<i>LITTLE</i> (1)	<i>SOME</i> (2)	<i>SUFFICIENT</i> (3)	<i>EXEMPLARY</i> (4)
• the environment in which schools operate is influenced on behalf of students and their families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• communication occurs within the school community on trends, issues, and potential changes in the environment in which schools operate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• there is ongoing dialogue with representatives of diverse community groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• public policy is shaped to provide quality education for students	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• lines of communication are developed with decision makers outside the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Standard 6: Average = Total ÷ 19

Average = 3

In the space below, please write your written reflection, indicating areas of needed emphasis, growth, and improvement (the space will expand as you type):

In the space below, generate four self-improvement goals to be undertaken during this degree program. Each goal is to include the following:

- **A goal statement and its relationship to one or more of the ISLLC Standards**
- **Anticipated activities that will lead to the accomplishment of the goal**
- **Evidence that will demonstrate attainment of the goal**
- **Targeted date of completion for the goal**