Interstate School Leaders Licensure Consortium (ISLLC)
Self-Assessment

ACKNOWLEDGEMENT
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Instructions: This self inventory is designed to provide a personal profile of your school leadership assets based on the ISLLC Standards for School Leaders. The inventory 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 circle the number that indicates the extent to which the statement represents your practices during the past 10-12 months. In responding to each question:

1 represents **Little** extent;
2 represents **Some** extent;
3 represents **Sufficient** extent; and
4 represents **Exemplary** extent.

Circle only one numeral per question. Respond to each question.

Developing Your School Leadership Profile

Purpose:

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 School Leader Standards.

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 School Leadership Self-Inventory rating scale (see the following pages).
2. After completion, go back and compute the ratings under each ISLLC Standard (1 through 6). Add the scores within each Standard, and divide by the total number of items within each Standard. Record your average rating in space located on the right hand side of the page at the end of each Standard.
3. Transfer your averages to the graph on the last page. This graph will display your areas of relative strength with respect to each Standard.
4. Review your School Leadership Self Inventory ratings and complete a written reflection indicating personal areas of needed emphasis, work, and improvement.

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Standard 1: **Facilitating the Vision**: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.

Knowledge

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

	Little	Some	Sufficient	Exemplary
1. learning goals in a pluralistic society	1	2	3	4
2. the principles of developing and implementing strategic plans	1	2	3	4
3. systems theory	1	2	3	4
4. information sources, data collection, and data analysis strategies	1	2	3	4
5. effective communication	1	2	3	4
6. effective consensus-building and negotiation skills	1	2	3	4

Dispositions

To what extent do I have a CURRENT PERSONAL BELIEF, VALUE, AND COMMITMENT in the following **Diposition** indicators?

	Little	Some	Sufficient	Exemplary
7. the educability of all	1	2	3	4
8. a school vision of high standards of learning	1	2	3	4
9. continuous school improvement	1	2	3	4
10. the inclusion of all members of the school community	1	2	3	4
11. ensuring that students have the knowledge, skills, and values needed to become successful adults	1	2	3	4
12. a willingness to continuously examine one's own assumptions, beliefs, and practices	1	2	3	4
13. doing the work required for high levels of personal and organization performance	1	2	3	4

Performances

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

	Little	Some	Sufficient	Exemplary
14. the vision and mission of the school are effectively communicated to staff, parents, students, and community members	1	2	3	4
15. the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities	1	2	3	4
16. the core beliefs of the school vision are modeled for all stakeholders	1	2	3	4
17. the vision is developed with and among stakeholders	1	2	3	4
18. the contributions of school community members to the realization of the vision are recognized and celebrated	1	2	3	4
19. progress toward the vision and mission is communicated to all stakeholders	1	2	3	4
20. the school community is involved in school improvement efforts	1	2	3	4
21. the vision shapes the educational programs, plans, and actions	1	2	3	4
22. an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated	1	2	3	4
23. assessment data related to student learning are used to develop the school vision and goals	1	2	3	4
24. relevant demographic data pertaining to students and their families are used in developing the school mission and goals	1	2	3	4
25. barriers to achieving the vision are identified, clarified, and addressed	1	2	3	4
26. needed resources are sought and obtained to support the implementation of the school mission and goals	1	2	3	4
27. existing resources are used in support of the school vision and goals	1	2	3	4
28. the vision, mission, and implementation plans are regularly monitored, evaluated, and revised	1	2	3	4

Standard 1. Average = Total/28 Average = _____

Standard 2: **School Culture and Instructional Program**: 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.

Knowledge

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

	Little	Some	Sufficient	Exemplary
29. student growth and development	1	2	3	4
30. applied learning theories	1	2	3	4
31. applied motivational theories	1	2	3	4
32. curriculum design, implementation, evaluation, and refinement	1	2	3	4
33. principles of effective instruction	1	2	3	4
34. measurement, evaluation, and assessment strategies	1	2	3	4
35. diversity and its meaning for educational programs	1	2	3	4
36. adult learning and professional development models	1	2	3	4
37. the change process for systems, organizations, and individuals	1	2	3	4
38. the role of technology in promoting student learning and professional growth	1	2	3	4
39. school cultures	1	2	3	4

To what extent do I have a CURRENT PERSONAL BELIEF, VALUE, AND COMMITMENT in the following Diposition indicators?

	Little	Some	Sufficient	Exemplary
40. student learning as the fundamental purpose of schooling	1	2	3	4
41. the proposition that all students can learn	1	2	3	4
42. the variety of ways in which students can learn	1	2	3	4
43. life long learning for self and others	1	2	3	4
44. professional development as an integral part of school improvement	1	2	3	4
45. the benefits that diversity brings to the school community	1	2	3	4
46. a safe and supportive learning environment	1	2	3	4
47. preparing students to be contributing members of society	1	2	3	4

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

	Little	Some	Sufficient	Exemplary
48. all individuals are treated with fairness, dignity, and respect	1	2	3	4
49. professional development promotes a focus on student learning consistent with the school vision and goals	1	2	3	4
50. students and staff feel valued and important	1	2	3	4
51. the responsibilities and contributions of each individual are acknowledged	1	2	3	4
52. barriers to student learning are identified, clarified, and addressed	1	2	3	4
53. diversity is considered in developing learning experiences	1	2	3	4
54. life long learning is encouraged and modeled	1	2	3	4
55. there is a culture of high expectations for self, student, and staff performance	1	2	3	4
56. technologies are used in teaching and learning	1	2	3	4
57. student and staff accomplishments are recognized and celebrated	1	2	3	4
58. multiple opportunities to learn are available to all students	1	2	3	4
59. the school is organized and aligned for success	1	2	3	4
60. curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined	1	2	3	4
61. curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies	1	2	3	4
62. the school culture and climate are assessed on a regular basis	1	2	3	4
63. a variety of sources of information is used to make decisions	1	2	3	4
64. student learning is assessed using a variety of techniques	1	2	3	4
65. multiple sources of information regarding performance are used by staff and students	1	2	3	4
66. a variety of supervisory and evaluation models is employed	1	2	3	4
67. pupil personnel programs are developed to meet the needs of students and their	1	2	3	4

families	

Standard 2. Average = Total/39 Average = _____

Standard 3: **Managing the Organization** : 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.

Knowledge

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

	Little	Some	Sufficient	Exemplary
68. theories and models of organizations and the principles of organizational development	1	2	3	4
69. operational procedures at the school and district level	1	2	3	4
70. principles and issues relating to school safety and security	1	2	3	4
71. human resources management and development	1	2	3	4
72. principles and issues relating to fiscal operations of school management	1	2	3	4
73. principles and issues relating to school facilities and use of space	1	2	3	4
74. legal issues impacting school operations	1	2	3	4
75. current technologies that support management functions	1	2	3	4

To what extent do I have a CURRENT PERSONAL BELIEF, VALUE, AND COMMITMENT in the following Diposition indicators?

	Little	Some	Sufficient	Exemplary
76. making management decisions to enhance learning and teaching	1	2	3	4
77. taking risks to improve schools	1	2	3	4
78. trusting people and their judgments	1	2	3	4
79. accepting responsibility	1	2	3	4
80. high-quality standards, expectations, and performances	1	2	3	4
81. involving stakeholders in management processes	1	2	3	4
82. a safe environment	1	2	3	4

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

	Little	Some	Sufficient	Exemplary
83. knowledge of learning, teaching, and student development is used to inform management decisions	1	2	3	4
84. operational procedures are designed and managed to maximize opportunities for successful learning	1	2	3	4
85. emerging trends are recognized, studied, and applied as appropriate	1	2	3	4
86. operational plans and procedures to achieve the vision and goals of the school are in place	1	2	3	4
87. collective bargaining and other contractual agreements related to the school are effectively managed	1	2	3	4
88. the school plant, equipment, and support systems operate safely, efficiently, and effectively	1	2	3	4
89. time is managed to maximize attainment of organizational goals	1	2	3	4
90. potential problems and opportunities are identified	1	2	3	4
91. problems are confronted and resolved in a timely manner	1	2	3	4
92. financial, human, and material resources are aligned to the goals of schools	1	2	3	4
93. the school acts entrepreneurially to support continuous improvement	1	2	3	4
94. organizational systems are regularly monitored and modified as needed	1	2	3	4
95. stakeholders are involved in decisions affecting schools	1	2	3	4
96. responsibility is shared to maximize ownership and accountability	1	2	3	4
97. effective problem-framing and problem-solving skills are used	1	2	3	4
98. effective conflict resolution skills are used	1	2	3	4
99. effective group-process and consensus-building skills are used	1	2	3	4
100. effective communication skills are used	1	2	3	4
101. there is effective use of technology to manage school operations	1	2	3	4

102. fiscal resources of the school are managed responsibly, efficiently, and effectively	1	2	3	4
103. a safe, clean, and aesthetically pleasing school environment is created and maintained	1	2	3	4
104. human resource functions support the attainment of school goals	1	2	3	4
105. confidentiality and privacy of school records are maintained	1	2	3	4

Standard 3. Average = Total/38 Average = _____

Standard 4: **Collaboration and Community Engagement** : 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.

Knowledge

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

	Little	Some	Sufficient	Exemplary
106. emerging issues and trends that potentially impact the school community	1	2	3	4
107. the conditions and dynamics of the diverse school community	1	2	3	4
108. community resources	1	2	3	4
109. community relations and marketing strategies and processes	1	2	3	4
110. successful models of school, family, business, community, government and higher education partnerships	1	2	3	4

To what extent do I have a CURRENT PERSONAL BELIEF, VALUE, AND COMMITMENT in the following Diposition indicators?

	Little	Some	Sufficient	Exemplary
111. schools operating as an integral part of the larger community	1	2	3	4
112. collaboration and communication with families	1	2	3	4
113. involvement of families and other stakeholders in school decision-making processes	1	2	3	4
114. the proposition that diversity enriches the school	1	2	3	4
115. families as partners in the education of their children	1	2	3	4
116. the proposition that families have the best interests of their children in mind	1	2	3	4
117. resources of the family and community needing to be brought to bear on the education of students	1	2	3	4
118. an informed public	1	2	3	4

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

	Little	Some	Sufficient	Exemplary
119. high visibility, active involvement, and communication with the larger community is a priority	1	2	3	4
120. relationships with community leaders are identified and nurtured	1	2	3	4
121. information about family and community concerns, expectations, and needs is used regularly	1	2	3	4
122. there is outreach to different business, religious, political, and service agencies and organizations	1	2	3	4
123. credence is given to individuals and groups whose values and opinions may conflict	1	2	3	4
124. the school and community serve one another as resources	1	2	3	4
125. available community resources are secured to help the school solve problems and achieve goals	1	2	3	4
126. partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals	1	2	3	4
127. community youth family services are integrated with school programs	1	2	3	4
128. community stakeholders are treated equitably	1	2	3	4
129. diversity is recognized and valued	1	2	3	4
130. effective media relations are developed and maintained	1	2	3	4
131. a comprehensive program of community relations is established	1	2	3	4

132. public resources and funds are used appropriately and wisely	1	2	3	4
133. community collaboration is modeled for staff	1	2	3	4
134. opportunities for staff to develop collaborative skills are provided	1	2	3	4

Standard 4. Average = Total/29 Average = _____

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

Knowledge

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

	Little	Some	Sufficient	Exemplary
135. the purpose of education and the role of leadership in modern society	1	2	3	4
136. various ethical frameworks and perspectives on ethics	1	2	3	4
137. the values of the diverse school community	1	2	3	4
138. professional codes of ethics	1	2	3	4
139. the philosophy and history of education	1	2	3	4

To what extent do I have a CURRENT PERSONAL BELIEF, VALUE, AND COMMITMENT in the following Diposition indicators?

	Little	Some	Sufficient	Exemplary
140. the ideal of the common good	1	2	3	4
141. the principles in the Bill of Rights	1	2	3	4
142. the right of every student to a free, quality education	1	2	3	4
143. bringing ethical principles to the decision-making process	1	2	3	4
144. subordinating one's own interest to the good of the school community	1	2	3	4
145. accepting the consequences for upholding one's principles and actions	1	2	3	4
146. using the influence of one's office constructively and productively in the service of all students and their families	1	2	3	4
147. development of a caring school community	1	2	3	4

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

	Little	Some	Sufficient	Exemplary
148. examines personal and professional values	1	2	3	4
149. demonstrates a personal and professional code of ethics	1	2	3	4
150. demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance	1	2	3	4
151. serves as a role model	1	2	3	4
152. accepts responsibility for school operations	1	2	3	4
153. considers the impact of one's administrative practices on others	1	2	3	4
154. uses the influence of the office to enhance the educational program rather than for personal gain	1	2	3	4
155. treats people fairly, equitably, and with dignity and respect	1	2	3	4
156. protects the rights and confidentiality of students and staff	1	2	3	4
157. demonstrates appreciation for and sensitivity to the diversity in the school community	1	2	3	4
158. recognizes and respects the legitimate authority of others	1	2	3	4
159. examines and considers the prevailing values of the diverse school community	1	2	3	4
160. expects that others in the school community will demonstrate integrity and exercise ethical behavior	1	2	3	4
161. opens the school to public scrutiny	1	2	3	4
162. fulfills legal and contractual obligations	1	2	3	4
163. applies laws and procedures fairly, wisely, and considerately	1	2	3	4

Standard 5. Average = Total/29 Average = _____

Standard 6: **Understanding Publics** : 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.

Knowledge

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

	Little	Some	Sufficient	Exemplary
164. principles of representative governance that undergird the system of American schools	1	2	3	4
165. the role of public education in developing and renewing a democratic society and an economically productive nation	1	2	3	4
166. the law as related to education and schooling	1	2	3	4
167. the political, social, cultural and economic systems and processes that impact schools	1	2	3	4
168. models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling	1	2	3	4
169. global issues and forces affecting teaching and learning	1	2	3	4
170. the dynamics of policy development and advocacy under our democratic political system	1	2	3	4
171. the importance of diversity and equity in a democratic society	1	2	3	4

To what extent do I have a CURRENT PERSONAL BELIEF, VALUE, AND COMMITMENT in the following Diposition indicators?

	Little	Some	Sufficient	Exemplary
172. education as a key to opportunity and social mobility	1	2	3	4
173. recognizing a variety of ideas, values, and cultures	1	2	3	4
174. importance of a continuing dialogue with other decision makers affecting education	1	2	3	4
175. actively participating in the political and policy-making context in the service of education	1	2	3	4
176. using legal systems to protect student rights and improve student opportunities	1	2	3	4

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

	Little	Some	Sufficient	Exemplary
177. the environment in which schools operate is influenced on behalf of students and their families	1	2	3	4
178. communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate	1	2	3	4
179. there is ongoing dialogue with representatives of diverse community groups	1	2	3	4
180. the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities	1	2	3	4
181. public policy is shaped to provide quality education for students	1	2	3	4
182. lines of communication are developed with decision makers outside the school community	1	2	**3**	4

Standard 6. Average = Total/19 Average = _____

STANDARDS BASED PROFESSIONAL DEVELOPMENT FOR SCHOOL LEADERS

ISLLC School Leadership Profile

Average Score														
	Exemplary	4												
	Sufficient	3												
	Some	2												
	Little	1												
				1. Shared Vision		**2.** Learning Culture		**3.** Managing the Learning Environ-ment		**4.** Community Collabora-tion		**5.** Integrity and Fairness		**6.** Political, Legal, and Cultural Context

The ISLLC Collaborative Professional Development Process for School Leaders