



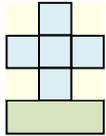
Silver Strong & Associates

Thoughtful Education Press

APPENDIX B

TCPEF

School Leader Self-Assessment Guide



THE THOUGHTFUL CLASSROOM PRINCIPAL EFFECTIVENESS FRAMEWORK
SCHOOL LEADER SELF-ASSESSMENT GUIDE

Self-assessment is a critical element in the professional growth process. Use this assessment guide to reflect on your leadership practices and to help identify your natural strengths as a leader and areas that you'd like to target for growth.

<p>CORNER STONE 1</p> <p>1 Organization, Rules, and Procedures How does a school leader organize the school and establish procedures that clarify expectations and enhance learning?</p>	<p>5 Establishing Goals for Improvement How does a school leader identify and establish meaningful school improvement goals?</p> <p>SCHOOL IMPROVEMENT PROCESS</p>	<p>CORNER STONE 2</p> <p>2 Positive Relationships How does a school leader build meaningful relationships with and among staff, students, and the community to promote learning?</p>
<p>7 Building Capacity and Professional Development How does a school leader help the staff develop the knowledge and skills they need to implement the plan?</p> <p>SCHOOL IMPROVEMENT PROCESS</p>	<p>6 Developing a Plan of Action How does a school leader develop a plan of action for system-wide implementation?</p> <p>SCHOOL IMPROVEMENT PROCESS</p>	<p>9 Refining Practice and Sustaining Change How does a school leader learn from the process so that the work can be refined and sustained?</p> <p>SCHOOL IMPROVEMENT PROCESS</p>
<p>4 A Culture of Thinking and Learning How does a school leader develop a culture that promotes inquiry and advances organizational and individual learning?</p> <p>CORNER STONE 4</p>	<p>8 Implementing Change Across the System How does a school leader implement change across the system and assess overall effectiveness?</p> <p>SCHOOL IMPROVEMENT PROCESS</p>	<p>3 Engagement and Enjoyment How does a school leader motivate the staff and students to do their best work and inspire the love of learning?</p> <p>CORNER STONE 3</p>
<p>10 Professional Practice How committed is the school leader to growing as a professional and to contributing to the larger school community?</p>		

What Are the Components of Effective Leadership?

Quality leadership has a dramatic impact on student learning. As the *Educational Leadership Policy Standards: ISLLC 2008* (CCSSO, 2008) notes, “Research now shows that leadership is second only to classroom instruction among school-related factors that influence student outcomes” (p. 9). The Thoughtful Classroom Principal Effectiveness Framework gives school leaders a powerful way to assess and improve the quality of their leadership. It also serves as a blueprint for school improvement, laying out a five-phase improvement process that makes up the heart of the framework. In all, the Framework consists of three components: effective leadership, the school improvement process, and professional practice and growth.

Component One

The Four Cornerstones of Effective Leadership (Dimensions 1, 2, 3, & 4)

Around the Framework are four essential dimensions of leadership, synthesized and adapted from key research studies, standards, and school leadership models (CCSSO, 2008; DuFour & Marzano, 2011; Fink & Markholt, 2011; Marzano, Waters, & McNulty, 2005; Reeves, 2009) as well as our own work in helping school leaders assess instructional effectiveness (Silver Strong & Associates, 2011). These four cornerstones relate to the leader's ability to:

- ❶ **Organize and manage the building (Dimension One: Organization, Rules, and Procedures)**
- ❷ **Nurture strong personal relationships (Dimension Two: Positive Relationships)**
- ❸ **Inspire and motivate others (Dimension Three: Engagement and Enjoyment)**
- ❹ **Foster a culture of continuous learning (Dimension Four: A Culture of Thinking and Learning)**

Take a moment to conduct a “snap assessment” of your leadership capacity in each of the four cornerstones. Which do you believe are particular strengths? Which do you think poses the greatest challenge to you as a leader? Use the simple 1-4 scale in each cornerstone (4 = A clear leadership strength, 1 = A clear leadership challenge) to make your snap assessment.

<p style="text-align: center;">1 Organization, Rules, and Procedures</p> <p style="text-align: center;">How do you organize the school and establish procedures that clarify expectations and enhance learning?</p> <div style="text-align: center;"> <p>1 2 3 4</p> <p>Clear Challenge Clear Strength</p> </div>	<p style="text-align: center;">5 Establishing Goals for Improvement</p> <p style="text-align: center;">How do you identify and establish meaningful school improvement goals?</p>	<p style="text-align: center;">2 Positive Relationships</p> <p style="text-align: center;">How do you build meaningful relationships with and among staff, students, and the community to promote learning?</p> <div style="text-align: center;"> <p>1 2 3 4</p> <p>Clear Challenge Clear Strength</p> </div>
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Component Two

The School Improvement Process (Dimensions 5, 6, 7, 8, & 9)

Effective leaders insist on and create continuous improvement. They do this by developing clear plans and processes that engage the entire staff in raising student achievement. By synthesizing the best research on organizational improvement (Bolman & Deal, 2008; Fullan, 2001; Hargreaves & Fullan, 2012; Senge, Cambron-McCabe, Lucas, Smith, Dutton, & Kleiner, 2012) and examining the school improvement plans used by various states and school districts, we've identified five key phases in the school improvement process. In this cyclical process, school leaders and the staff work together to

- 5 Establish Goals for Improvement (Dimension Five)**
- 6 Develop a Plan of Action (Dimension Six)**
- 7 Build Capacity and Professional Development (Dimension Seven)**
- 8 Implement Change Across the System (Dimension Eight)**
- 9 Refine Practice and Sustain Change (Dimension Nine)**

Now let's conduct a snap assessment of the phases of the school improvement process. Which phases do you feel are strongly in place in your school? Which phases pose the greatest challenge to your organization? Use the 1-4 scale to conduct your snap assessment.

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Component Three

Professional Practice and Growth (Dimension 10)

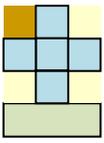
10 The Framework also includes a tenth dimension focused on the personal and professional aspects of leadership, including the leader’s commitment to **professional growth, the school community, and professionalism.**

Let’s do one more snap assessment. Review the three commitments that make up Dimension Ten: Professional Practice. How would you rate the strength of your commitment to each?

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Now let's look more closely at each of these dimensions. In the pages that follow you'll have the opportunity to reflect on the various leadership skills and practices associated with each dimension. You'll also have the chance to:

- assess your implementation of key leadership practices in each dimension;
- collect evidence of your impact in each dimension;
- brainstorm ideas for improving in each dimension.



Self-Assessing Dimension One: Organization, Rules, and Procedures

Essential Question: How do you organize the school and establish procedures that clarify expectations and enhance learning?

Key Leadership Practices

Review the leadership practices associated with this dimension below. Put an “S” next to any practices you believe are strengths of yours. Put a “C” next to any practices that you feel pose a challenge to you.

- ___ **1.1** Ensuring that the school curriculum and processes align with local, state, and national standards and policies
- ___ **1.2** Establishing clear systems and procedures for the daily operation of the school
- ___ **1.3** Organizing the school for safety, equal access, and to support the needs and learning of all students
- ___ **1.4** Operating within budgetary guidelines and maximizing the use of available resources to improve teaching and learning
- ___ **1.5** Establishing clear leadership structures, roles, and responsibilities within the organization and effectively supervising and managing school personnel
- ___ **1.6** Ensuring the proper use of technology and school equipment
- ___ **1.7** Recruiting and retaining quality teachers and school personnel

SELF-ASSESSMENT RUBRIC

Now that you have reviewed the practices and the essential question associated with this dimension, use the rubric below to assess your leadership practices, and impact in this dimension.

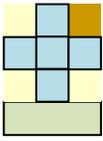
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REFLECTION

Evidence of your impact in this dimension

Ideas for improving in this dimension...

NOTES/COMMENTS



Self-Assessing Dimension Two: Positive Relationships

Essential Question: How do you build meaningful relationships with and among staff, students, and the community to promote learning?

Key Leadership Practices

Review the leadership practices associated with this dimension below. Put an “S” next to any practices you believe are strengths of yours. Put a “C” next to any practices that you feel pose a challenge to you.

- ____ **2.1** Earning the trust of the staff through fairness, a positive attitude, and the idea that “we’re all in this together”
- ____ **2.2** Involving the staff in decisions that affect the operations of the school and seeking input on how to enhance its effectiveness in serving students
- ____ **2.3** Providing parents and stakeholders with regular opportunities to voice their ideas
- ____ **2.4** Promoting a vision of teaching and learning that insists on respect, understanding of differences, and equitable learning opportunities for all students
- ____ **2.5** Working to resolve conflicting perspectives by building shared understanding and a clear commitment to students and their learning
- ____ **2.6** Working with staff to develop effective PLCs and providing time, support, and resources that staff and school leaders need to learn and grow as professionals
- ____ **2.7** Using various methods of communication (e.g., email, school website, meetings, communications in multiple languages) to inform and engage members of the school community

NOTES/COMMENTS

SELF-ASSESSMENT RUBRIC

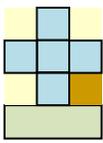
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REFLECTION

Evidence of your impact in this dimension...

Ideas for improving in this dimension...



Self-Assessing Dimension Three: Engagement and Enjoyment

Essential Question: How do you motivate the staff and students to do their best work and inspire the love of learning?

Key Leadership Practices

Review the leadership practices associated with this dimension below. Put an “S” next to any practices you believe are strengths of yours. Put a “C” next to any practices that you feel pose a challenge to you.

- ___ **3.1** Encouraging teachers to develop personal plans for growth
- ___ **3.2** Maintaining passion and enthusiasm for the school and for its work of helping students succeed
- ___ **3.3** Recognizing quality work and celebrating individual and group success
- ___ **3.4** Engaging staff, students, and the community in the continued development of a school-wide culture that inspires the love of learning
- ___ **3.5** Encouraging and working with other leaders to help them grow within the organization
- ___ **3.6** Inspiring staff members to take initiative and apply their personal talents to the achievement of organizational goals

SELF-ASSESSMENT RUBRIC

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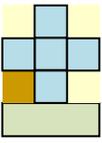
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REFLECTION

Evidence of your impact in this dimension...

Ideas for improving in this dimension...

NOTES/COMMENTS



Self-Assessing Dimension Four: A Culture of Thinking and Learning

Essential Question: How do you develop a culture that promotes inquiry and advances organizational and individual learning?

Key Leadership Practices

Review the leadership practices associated with this dimension below. Put an “S” next to any practices you believe are strengths of yours. Put a “C” next to any practices that you feel pose a challenge to you.

- ___ **4.1** Working with the staff to ensure that the curriculum, instruction, and assessment are aligned and promote college and career readiness for all students
- ___ **4.2** Using multiple sources of data to monitor progress and make informed decisions about how to improve
- ___ **4.3** Insisting on a vision of teaching and learning that engages diverse forms of thinking and challenges all students
- ___ **4.4** Committing to regular classroom observations—both formal and informal—to collect evidence on every teacher’s classroom effectiveness and to provide meaningful feedback to teachers
- ___ **4.5** Using technology as a tool for advancing the learning of students and staff
- ___ **4.6** Facilitating a collaborative learning process in which teachers identify growth areas, implement instructional strategies, and assess the impact on student learning

SELF-ASSESSMENT RUBRIC

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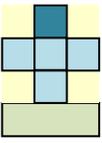
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REFLECTION

Evidence of your impact in this dimension...

Ideas for improving in this dimension...

NOTES/COMMENTS



Self-Assessing Dimension Five: Establishing Goals for Improvement

Essential Question How do you identify and establish meaningful school improvement goals?

Key Leadership Practices

Review the leadership practices associated with this dimension below. Put an “S” next to any practices you believe are strengths of yours. Put a “C” next to any practices that you feel pose a challenge to you.

___ **5.1** Analyzing varied sources of data and student performance trends to inform goal setting

___ **5.2** Engaging all stakeholders in the goal-setting process

___ **5.3** Establishing a manageable set of goals, with a clear focus on how these goals will improve teaching and learning

___ **5.4** Aligning goals with the mission of the school and district as well as to state and federal policies

___ **5.5** Ensuring that outcomes and expectations are measurable for teachers, students, and school leaders

___ **5.6** Assessing organizational effectiveness to identify and address potential stumbling blocks toward achieving goals

SELF-ASSESSMENT RUBRIC

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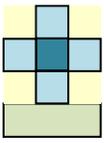
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REFLECTION

Evidence of your impact in this dimension...

Ideas for improving in this dimension...

NOTES/COMMENTS



Self-Assessing Dimension Six: Developing a Plan of Action

Essential Question: How do you develop a plan of action for system-wide implementation?

Key Leadership Practices

Review the leadership practices associated with this dimension below. Put an “S” next to any practices you believe are strengths of yours. Put a “C” next to any practices that you feel pose a challenge to you.

- ___ **6.1** Establishing clear benchmarks for assessing progress toward school improvement goals
- ___ **6.2** Working with the staff to create a realistic plan for achieving each benchmark
- ___ **6.3** Including time for analyzing progress and refining plans based on multiple sources of data
- ___ **6.4** Anticipating and securing necessary resources (e.g., staff time, funding, materials, professional development, learning technology) to execute plans and achieve goals
- ___ **6.5** Insisting on an “open school,” in which classroom observation and regular conversations about progress and learning are the norms
- ___ **6.6** Conveying enthusiasm for and communicates regularly about goals, progress, and the shared vision of the school

SELF-ASSESSMENT RUBRIC

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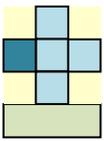
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NOTES/COMMENTS

REFLECTION

Evidence of your impact in this dimension...

Ideas for improving in this dimension...



Self-Assessing Dimension Seven: Building Capacity and Professional Development

Essential Question: How do you help the staff develop the knowledge and skills they need to implement the plan?

Key Leadership Practices

Review the leadership practices associated with this dimension below. Put an "S" next to any practices you believe are strengths of yours. Put a "C" next to any practices that you feel pose a challenge to you.

- ___ **7.1** Developing effective strategies for training, coaching, and supporting teachers as they implement research-based techniques in their classrooms
- ___ **7.2** Establishing PLCs that empower teachers to learn together, observe each other in the classroom, and refine their practices as partners in professional development
- ___ **7.3** Empowering teacher-leaders to play an active role in supporting teachers' growth
- ___ **7.4** Using a research-based teacher observation/evaluation framework to observe classrooms
- ___ **7.5** Making a clear commitment to visiting classrooms on a regular basis and providing constructive feedback to teachers on their practice
- ___ **7.6** Encouraging all teachers to develop professional growth plans and discussing the plans regularly with teachers

NOTES/COMMENTS

SELF-ASSESSMENT RUBRIC

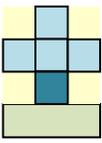
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REFLECTION

Evidence of your impact in this dimension...

Ideas for improving in this dimension...



Self-Assessing Dimension Eight: Implementing Change Across the System

Essential Question: How do you implement change across the system and assess overall effectiveness?

Key Leadership Practices

Review the leadership practices associated with this dimension below. Put an “S” next to any practices you believe are strengths of yours. Put a “C” next to any practices that you feel pose a challenge to you.

- ___ **8.1** Conducting regular reviews and collecting evidence of progress toward school improvement goals
- ___ **8.2** Engaging the entire staff in monitoring implementation of the school improvement plan and its impact on student learning
- ___ **8.3** Using multiple sources of data (e.g., classroom observation, student feedback, student achievement data, teacher feedback) to assess achievement across the building and for individual students
- ___ **8.4** Helping teachers develop intervention plans and alternate strategies for struggling students
- ___ **8.5** Providing ongoing feedback to teachers on the quality of their instruction and how it can be improved to increase student achievement

NOTES/COMMENTS

SELF-ASSESSMENT RUBRIC

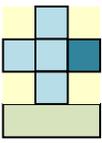
Now that you have reviewed the practices and the essential question associated with this dimension, use the rubric below to assess your leadership practices, and impact in this dimension.

- (1) I have not yet made a serious commitment to this dimension. Relevant leadership practices are not being applied or are not having their intended effect of improving learning across the organization.
- (2) I have made an initial commitment to this dimension but have not yet fostered a sense of shared commitment among the staff. I apply relevant leadership practices, but the practices need refinement. With refinement, the impact on learning across the organization can be increased.
- (3) I am committed to this dimension and am building a shared commitment to this dimension among the staff. I apply relevant leadership practices that have a positive impact on learning across the entire organization.
- (4) I am deeply committed to this dimension and have been successful in fostering a strong sense of shared commitment to this dimension among the staff. I apply highly effective leadership practices and am able to adapt them to the needs and demands of students, the staff, and the organization as a whole. These practices have a consistently positive impact on learning across the entire organization.

REFLECTION

Evidence of your impact in this dimension...

Ideas for improving in this dimension...



Self-Assessing Dimension Nine: Refining Practice and Sustaining Change

Essential Question: How do you learn from the process so that the work can be refined and sustained?

Key Leadership Practices

Review the leadership practices associated with this dimension below. Put an “S” next to any practices you believe are strengths of yours. Put a “C” next to any practices that you feel pose a challenge to you.

___ **9.1** Communicating regularly with the staff and community to celebrate success and highlight areas for growth

___ **9.2** Evaluating and revising processes and operations to increase the effectiveness of the system

___ **9.3** Engaging the staff in data analysis and reflection to refine practices and establish new goals for school improvement and professional growth

___ **9.4** Supporting continuous improvement by modeling lifelong learning as a school leader and by encouraging and inspiring the staff to enhance their skills

___ **9.5** Providing teachers with clear and timely evaluations of their effectiveness based on multiple measures

SELF-ASSESSMENT RUBRIC

Now that you have reviewed the practices and the essential question associated with this dimension, use the rubric below to assess your leadership practices, and impact in this dimension.

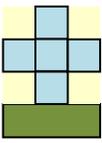
- (1) I have not yet made a serious commitment to this dimension. Relevant leadership practices are not being applied or are not having their intended effect of improving learning across the organization.
- (2) I have made an initial commitment to this dimension but have not yet fostered a sense of shared commitment among the staff. I apply relevant leadership practices, but the practices need refinement. With refinement, the impact on learning across the organization can be increased.
- (3) I am committed to this dimension and am building a shared commitment to this dimension among the staff. I apply relevant leadership practices that have a positive impact on learning across the entire organization.
- (4) I am deeply committed to this dimension and have been successful in fostering a strong sense of shared commitment to this dimension among the staff. I apply highly effective leadership practices and am able to adapt them to the needs and demands of students, the staff, and the organization as a whole. These practices have a consistently positive impact on learning across the entire organization.

NOTES/COMMENTS

REFLECTION

Evidence of your impact in this dimension...

Ideas for improving in this dimension...



Self-Assessing Dimension Ten: Professional Practice

Essential Question: How committed are you to growing as a professional and to contributing to the larger school community?

A complete self-assessment means looking not only at school practices but also at your own capacity for lifelong learning and leadership. Below are some indicators to help you think about your commitment to professional learning, your contributions to the school community, and your level of professionalism and integrity.

Use an "S" for your strengths and a "C" for your challenges.

My Commitment to Professional Growth

Signs of commitment include...

- ___ 10.1 Staying up to date on current policy, trends, and research and working to craft meaningful responses to important developments in education.
- ___ 10.2 Self-assessing leadership style and skills, and establishing goals for professional growth.
- ___ 10.3 Seeking out professional development opportunities that align with professional goals and the goals and needs of the school.

Evidence of my commitment to professional growth...

Ideas for improving...

How would you rate your commitment to professional growth? (Select the most appropriate level.)

- (1) Little or no commitment (2) Initial Commitment (3) Clear Commitment (4) Strong Commitment

My Commitment to the School Community

Signs of commitment include...

- ___ 10.4 Maintaining open communication with the entire school community.
- ___ 10.5 Actively promoting and contributing to the development of a positive school culture.
- ___ 10.6 Serving as an advocate for the community and seeking to build a school culture that meets the community's needs and reflects its values.

Evidence of my commitment to the school community...

Ideas for improving...

How would you rate your commitment to the school community? (Select the most appropriate level.)

- (1) Little or no commitment (2) Initial Commitment (3) Clear Commitment (4) Strong Commitment

My Commitment to Professionalism

Signs of commitment include...

- ___ 10.7 Maintaining a high level of professionalism and holding others accountable for lack of professionalism.
- ___ 10.8 Operating with integrity, honesty, and fairness at all times.

Evidence of my commitment to professionalism...

Ideas for improving...

How would you rate your commitment to the professionalism? (Select the most appropriate level.)

- (1) Little or no commitment (2) Initial Commitment (3) Clear Commitment (4) Strong Commitment

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