



**BerkeyLeadership.com**  
High Impact Leadership for Tomorrow's Schools

# ***Effective Principal 360°***

## ***Principal's Self-Assessment***

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### **Directions**

Read each of the descriptors and place a number in the box using the following scale:

**1 = Never**

**2 = Rarely**

**3 = Occasionally**

**4 = Frequently**

**5 = Almost Always**

When responding to each item it is important to consider your normal daily behaviors. Think about how you invest your time and be completely honest with yourself. The purpose of this assessment is to get an accurate picture of the state of your leadership in relation to habits and practices that positively contribute to improved teaching and learning on a school campus. Your self-assessment will be used in combination with a series of observer assessments to provide you with an overall perception of how you are leading your school.

Congratulations, you are to be commended for undertaking this endeavor. It is a sign that you are interested in continuous improvement and value the input of others in identifying your effectiveness and areas for growth.

Effective principals know how to shift the culture of a school so that over time, a focus on improved teaching and learning becomes the core business of daily work. They collaborate with teachers to sharpen the vision of their schools around a shared set of expectations for curriculum, assessment, and instruction in every classroom.

Effective principals demonstrate a personal commitment to the vision by first changing their own daily habits and practices before asking others to do the same. They model their beliefs through daily interactions with teachers to improve learning for every student.

**S**etting & Shaping Expectations

*Effective principals set and shape expectations through rebuilding a passion for change; focusing on teaching and learning; strengthening relationships based upon common covenants; and setting high expectations for all members of the school community.*

**Rebuilding a Passion for Change**

**Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)**

In my daily practice . . .

- 1. I carry on a dialogue with staff and emphasize the need to change and improve teaching and learning to help all children prepare for their future success.
- 2. I ensure that faculty are acutely aware of the content, methodology, expectations, and rigor of educational systems of competing countries.
- 3. I build a passion and sense of urgency for continuous improvements to the quality of learning for every student.
- 4. I sustain the need and desire for change and improvement by facilitating the collection, analysis, and distribution of data to inform teachers in the design and alteration of learning experiences for students.

**Focusing on Teaching and Learning**

**Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)**

In my daily practice . . .

- 1. I work with teachers to bring clarity to the vision of the school by focusing on teaching and learning as the priority.
- 2. I collaborate with teachers in the identification of expected standards for curriculum, assessment, and instruction for every classroom, every day.
- 3. I protect the school from practices, disruptions, and distractions that take the focus away from teaching and learning as the priority.

**Strengthening Relationships**

**Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)**

In my daily practice . . .

- 1. I empower teachers to identify needs and expectations for successful learning experiences so that students, parents, staff, administration, and community understand their roles and responsibilities in supporting the vision of the school.
- 2. I establish and build relationships that are based on covenants and commitments, not titles or transactions.
- 3. I work with teachers to build strong relationships within their teams and among their colleagues so that a culture of shared learning and practice becomes the norm.
- 4. I form positive relationships with school stakeholders, based on improved teaching and learning as the priority and core business of the school.

**Setting High Expectations**

**Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)**

In my daily practice . . .

- 1. I work with teachers to set high academic standards that rise above state minimum expectations.
- 2. I collaborate with teachers to ensure that curriculum, assessment, and instruction are designed and delivered at a standard and expectational level that is comparable to what is provided in classrooms of competing countries.
- 3. I work with teachers to establish sufficient rigor in the daily learning activities and experiences of students.

**C**reating Disequilibrium

*Effective principals keep the school out of balance so that students and staff do not become complacent and accepting of existing conditions. The principal pushes for change and improvement by first modeling it in his/her daily practices and then facilitating it in others.*

**Modeling Change**

**Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)**

In my daily practice . . .

- 1. I engage others in understanding the purpose of changing my daily practices in order to provide greater attention to teaching and learning.
- 2. I refrain from spending time on traditional duties while school is in session and instead invest the majority of my day in classrooms and meetings with teachers.
- 3. I model an openness to learning from others and a desire to improve my instructional leadership skills.
- 4. I demonstrate a willingness to change structures and processes to support improved teaching and learning.

**Managing Change**

**Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)**

In my daily practice . . .

- 1. I resist making decisions for others and insist on the use of collaborative processes that build ownership of change and improvement.
- 2. I use the vision of the school as the filter for new initiatives and raise key questions to keep proposals in alignment with the expectations that have been set in place.
- 3. I manage perceptions by addressing rumors and misperceptions with speed and clarity.

Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)

4. I engage teacher leaders in the identification of problems and opportunities as well as provide them with the authority and responsibility to collaborate with colleagues on changes to improve teaching and learning.

5. I recognize and reward staff for taking risks and initiating changes that advance the vision of the school.

**E**ngaging Staff in Knowledge Transfer

*Effective principals understand the knowledge transfer process and engage members of the school community in finding best practices; encouraging transfer; creating transfer; completing transfer; evaluating transfer; and assuring that transferred knowledge is used and improved throughout the school. Principals know that effective staff development is an ongoing and internal process that engages everyone in improvement.*

Finding Best Practices

Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)

In my daily practice . . .

1. I facilitate the identification of best practices that improve teaching and learning.

2. I work with faculty to ensure that the label, *best practice*, is only assigned when the practice has been subjected to a rigorous and collaborative review, and meets specific criteria and results established by teachers.

Encouraging & Creating Transfer

Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)

In my daily practice . . .

1. I encourage teachers to nominate improvements to curriculum, assessment, and instruction for consideration as a best practice.

**Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)**

2. I provide structures and processes that encourage teachers to observe and study best practices.

3. I facilitate opportunities for teachers to transfer and coach best practices with other teachers.

**Ensuring & Evaluating Transfer**

**Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)**

In my daily practice . . .

1. I establish and oversee procedures that ensure the progress and completion of the transfer of best practices among teachers.

2. I facilitate the evaluation of the transfer of best practices to affirm that they are used and improved among teachers.

**Improving Curriculum, Assessment & Instruction**

**Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)**

In my daily practice . . .

1. I facilitate the collection, distribution, analysis, and use of data to drive improvements to curriculum, instruction, and assessment.

2. I demonstrate a current knowledge of curriculum, assessment, and instruction in collegial work with teachers to improve and strengthen teaching and learning in every classroom.

3. I provide teachers with common planning time on a daily basis and participate in their meetings to collaborate on specific improvements to the learning experiences for every student.

**O**bserving and Coaching the Learning Process

*Effective principals conduct daily classroom walkthroughs; coach effective instruction; resolve specific learning problems of students; and create a learning environment that successfully reaches all children.*

**Conducting Classroom Walkthroughs**

**Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)**

In my daily practice . . .

- 1. I create a climate that is accustomed to regular and frequent visits to the classroom by professionals.
- 2. I visit classrooms to observe and monitor the quality of curriculum, assessments, and instruction that engage students in successful learning.
- 3. I engage teachers in an exchange of feedback from classroom walkthroughs that focus on the vision of the school and agreed upon standards.

**Coaching Effective Instruction**

**Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)**

In my daily practice . . .

- 1. I provide teachers with the opportunity to critique their own delivery of curriculum, assessment, and instruction.
- 2. I use effective coaching techniques that provide teachers with useful feedback versus evaluative judgement.
- 3. I differentiate my coaching of teachers based upon their personal needs, desires, personality, and preferred learning styles.
- 4. I facilitate peer coaching by allowing teachers to visit each other's classrooms and assist in the process of improving teaching and learning.

**Resolving Learning Problems**

**Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)**

In my daily practice . . .

- 1. I collaborate with teachers to identify learning problems of individual students in a timely manner.
- 2. I design and manage networks of support that share the responsibility of resolving identified learning problems of individual students as they occur.
- 3. I require all learning teams to report back on the success of learning interventions and the need for any additional remediation.

**Reaching all Learners**

**Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)**

In my daily practice . . .

- 1. I work collaboratively to reduce the amount of teacher variability of effectiveness so that every student realizes a minimum of a year's worth of academic growth per subject, per school year.
- 2. I confront, eliminate, or alter practices that are in direct conflict with the vision of the school and the improvement of teaching and learning.
- 3. I insist that teachers collaborate with one another to provide differentiated content, processes, and instructional strategies that reach and challenge each learner on a daily basis.
- 4. I ensure that in every classroom, students are provided with relevant and highly engaging learning experiences that capture their interest and desire to succeed.
- 5. I seek input from students to monitor their satisfaction and success with their learning.



**E**xpanding Knowledge and Skills

*Effective principals share and learn with their peers; conduct action research to improve their schools; read and reflect upon current books and articles in the field; and engage in staff development alongside teachers to improve knowledge and skills related to the classroom.*

**Sharing and Learning with other Leaders**

**Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)**

In my daily practice . . .

1. I reach out to colleagues to learn and share ideas and best practices to improve my leadership.
2. I seek the advice, assistance, and support of available resources such as state associations, universities, and professional networks to enhance my knowledge and skills in the improvement of teaching and learning.

**Conducting Action Research**

**Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)**

In my daily practice . . .

1. I design and implement action research projects that support the advancement of teaching and learning in my school.
2. I use formal action research processes to identify a problem and use data to guide and evaluate actions and results.

**Reading and Reflecting**

**Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)**

In my daily practice . . .

- 1. I invest time in reading professional literature and keeping up with challenges, trends, and opportunities in the field.
- 2. I take time to reflect upon my effectiveness as a leader and how to improve myself.
- 3. I reflect on my personal life and provide attention to my family and friends.

**Training alongside Teachers**

**Never (1) Rarely (2) Occasionally (3) Frequently (4) Almost Always (5)**

In my daily practice . . .

- 1. I place myself in the role of learner alongside teachers to demonstrate and model an openness and hunger for new ideas and information.
- 2. I attend teacher team meetings, teacher staff development, and teacher conferences to maintain knowledge and skills equivalent to the instructional staff.