

# SELF-ASSESSMENT

Superintendent of Schools



EVALUATE  
**DAVIS**

Superintendent:

Supervisor:

Date:

## PLAN

	Low	High
(P.1) Cultivates a collaborative process through which the district vision, mission, and goals are created to meet the unique needs of students, families, staff, and communities served by Davis School District	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 4
(P.2) Utilizes data and research to anticipate emerging trends and proactively address district needs	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 4
(P.3) Plans effectively for the acquisition and efficient, equitable allocation and use of fiscal, human, and capital resources	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 4
(P.4) Develops and implements strategies for formulating policies that meet legal requirements and define organizational expectations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 4

**PLAN Reflection:** Discuss areas of strength and areas of needed improvement

## LEAD

	Low	High
(L.1) Clearly articulates and consistently communicates vision, mission, goals, and goal progress	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 4
(L.2) Maintains a focus on student learning and achievement by ensuring implementation of quality instruction, curriculum, and assessment	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 4
(L.3) Ensures quality staffing through effective hiring, induction, mentoring, training, and evaluation policies and practices	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 4
(L.4) Empowers and inspires employees to collaboratively create and implement innovative and effective programs, processes, and solutions	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 4
(L.5) Moderates the impact of external pressures and effectively moves the system through change processes	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 4
(L.6) Utilizes effective communication strategies to ensure the timely flow of information	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	0 4

(L.7) Advocates for legislation and state policies that support quality education

0 4

**LEAD Reflection:** Discuss areas of strength and areas of needed improvement

## CHECK

(C.1) Checks regularly to ensure decisions, practices, policies, and resources support district vision, mission, and goals

Low High

0 4

(C.2) Monitors and ensures compliance with federal, state, local, and district laws, policies, and procedures

0 4

(C.3) Uses a wide variety of data to evaluate the effectiveness of policies, programs, and practices

0 4

(C.4) Ensures frequent feedback is provided to employees and departments for continuous improvement

0 4

**CHECK Reflection:** Discuss areas of strength and areas of needed improvement

## ENVIRONMENT

(E.1) Is approachable, supportive, and responsive

Low High

0 4

(E.2) Ensures facilities are well-maintained, safe, and inviting

0 4

(E.3) Fosters an environment where administrators, staff, and students are positive, respectful, and understanding of individual differences

0 4

(E.4) Creates an environment of high expectations and celebrates excellence

0 4

**ENVIRONMENT Reflection:** Discuss areas of strength and areas of needed improvement

## PROFESSIONALISM

(PRO.1) Models effective interpersonal, communication, and problem-solving skills

Low High

0 4

(PRO.2) Engages in self-reflection and professional learning for continuous growth and expertise

0 4

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(PRO.3) Collaborates and cultivates productive relationships with a wide variety of stakeholders to improve learning

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(PRO.4) Approaches challenges and changes positively in a problem-solving manner

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(PRO.5) Makes professional contributions to community, state, and the larger arena of education

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**PROFESSIONALISM Reflection:** Discuss areas of strength and areas of needed improvement

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