# Principal Self-Reflection Rubric

**Employee:** _____ **School(s):** _____ **Date:** _____

*Instructions:* Consider your leadership practice and determine, for each component of the framework for leadership, the level of performance that best reflects your own assessment. Circle or highlight the appropriate words, and then transfer your judgements to the Self-Reflection form. This will provide you with a summary of your current level of practice.

***Please Note: All Components are Required***

| **Domain 1: Focus on Student Achievement** | | | | |
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| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| **1a.** Ensures clear and measurable goals are established and focused on critical needs regarding improving school level and individual level student achievement *(Required)* | The school leader does not ensure that clear, measurable goals with specific timelines focused on improving student achievement are established at the school level and the individual student level | The school leader ensures that clear, measurable goals with specific timelines focused on improving student achievement at the school level and individual student level are established | The school leader ensures that clear, measurable goals with specific timelines focused improving student achievement are established at the school level and individual student level AND regularly monitors that everyone has an understanding of the goals | The school leader ensures adjustments are made or new methods are utilized so that all necessary stakeholders sufficiently understand the school level and individual student level goals |
| **1b.** Ensures that data are analyzed, interpreted and used to regularly monitor progress toward school achievement goals and individual student achievement goals *(Required)* | The school leader does not ensure that data are available for monitoring school and individual student achievement goals | The school leader regularly ensures that data are available for monitoring overall student achievement and individual student achievement goals | The school leader ensures that data are available for monitoring overall student achievement and individual student achievement goals AND monitors the extent to which student data are used to monitor progress toward goals | The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines achievement goals and the monitoring process as the situation changes |
| **1c.** Ensures that appropriate school-level and classroom-level programs and practices are effectively implemented to help all students meet individual achievement goals when data indicates interventions are needed *(Required)* | The school leader does not ensure that programs and practices are in place for individual students who are not making adequate progress | The school leader ensures that programs and practices are in place for individual students who are not making adequate progress | The school leader ensures that programs and practices are in place for individual students who are not making adequate progress AND monitors whether students are successfully completing those programs | The school leader continually examines and expands the options for individual students to make adequate progress |
| **Domain 2: Continuous Improvement of Instruction** | | | | |
| **2a.** The school leader provides common expectations for instruction and professional development for understanding the expectations and successful implementation of the expectations *(Required)* | The school leader does not ensure that common expectations for instruction are in place | The school leader ensures that common expectations for instruction are in place | The school leader ensures that common expectations for instruction are in place AND monitors the extent to which the faculty and staff implement the instructional expectations | The school leader continuously examines the implementation of school wide instructional expectations. The school leader provides direction so that all faculty and staff understand the common expectations for instruction. The school leader integrates new instructional initiatives into the school wide instructional expectations |
| **2b.** The school leader ensures that teachers and staff are provided with clear, ongoing evaluations of their strengths and weaknesses that are based on multiple sources of data including student achievement data *(Required)* | The school leader does not ensure that specific evaluation data are collected and shared with each teacher and staff member regarding strengths and weaknesses | The school leader ensures that specific evaluation data are collected and shared with each teacher and staff member regarding their strengths and weaknesses | The school leader ensures that specific evaluation data are analyzed and shared with each teacher and staff member regarding strengths and weaknesses and that these data are gathered from multiple sources | The school leader ensures that specific evaluation data are collected, analyzed and shared with each teacher and staff member regarding strengths and weaknesses including student achievement data where applicable. These processes are updated regularly to ensure the results are consistent with student achievement data |

| Domain 3: Professionalism and Collaboration | | | | |
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| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| **3a.** The school leader ensures that teachers and staff have opportunities to observe and discuss effective teaching *(Required)* | The school leader does not ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in-person | The school leader ensures that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in-person | The school leader ensures that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in-person AND monitors the extent to which teachers actively participate in those opportunities | The school leader intervenes and supports teachers who do not actively participate in opportunities to interact regarding effective instructional practices |
| **3b.** The school leader ensures that teachers have formal ways to provide input and participate in the decision-making process regarding optimal functioning of the school and school initiatives *(Required)* | The school leader does not utilize formal processes to collect input from all teachers regarding their preferences on school management and/or school initiatives | The school leader inconsistently uses formal processes to collect input, and involve teachers in decision-making regarding school management and/or school initiatives | The school leader ensures that formal processes are in place to collect input from all teachers regarding their preferences and utilizes that input to collaborate effectively with faculty | The school leader continually seeks new venues for teacher input regarding important decisions |
| **3c.** The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students *(Required)* | The school leader does not ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly with specific goals relative to curriculum, assessment, and instruction | The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly with specific goals relative to curriculum, assessment, and instruction | The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction AND monitors the extent to which these goals are designed to enhance the achievement of all students | The school leader ensures that group goals relative to curriculum, assessment and instruction are regularly revised to reflect the changes in student achievement data and intervenes and supports teacher teams whose goals do not adequately address the achievement of all students |
| **3d.** The school leader fosters the success of all students by communicating effectively with all stakeholders (i.e. students, families, staff & community) *(Required)* | The school leader demonstrates inadequate or detrimental communication with stakeholders | The school leader inconsistently or infrequently communicates on issues of importance to stakeholders | The school leader fosters the success of all students by communicating effectively with stakeholders in a variety of forms | The school leader proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders |
| **Domain 4: School Climate** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| **4a.** The school administrator is recognized as the leader of the school who continually improves his or her professional practice *(Required)* | The school leader does not attempt to engage in activities to improve his or her professional practices | The school leader engages in activities to improve his or her professional practices | The school leader continually engages in activities to improve his or her professional practices AND monitors the extent to which these activities enhance personal skills & the staff's confidence about their ability to lead | The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve leadership skills |
| **4b.** The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student population *(Required)* | The school leader does not have the trust of the faculty and staff that his or her actions are guided by what is best for all student populations | The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations | The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations AND monitors the extent to which faculty and staff perceive the school leader as an individual who will follow through with initiatives and whose actions are guided by the desire to help all students learn | The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve how he or she performs or is perceived |

| **Domain 4: School Climate** *(Continued)* | | | | |
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| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Exemplary** |
| **4c.**<br>The school leader ensures that faculty and staff perceive the school environment as safe and orderly *(Required)* | The school leader does not ensure that well-defined routines and procedures are in place that lead to orderly conduct and a safe school environment | The school leader ensures that well-defined routines and procedures are in place that lead to orderly conduct and a safe school environment | The school leader ensures that well-defined routines and procedures are in place that lead to safe and orderly conduct AND monitors the extent to which faculty and staff share the perception that the school environment is safe and orderly | The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception is such by school faculty and staff |
| **4d.**<br>The school leader effectively manages the fiscal, operational, and technological resources necessary to support an effective instructional program *(Required)* | The school leader does not manage the fiscal, operational and technological resources necessary to support effective instruction | The school leader manages the fiscal, operational and technological resources necessary to support effective instruction | The school leader manages the fiscal, operational and technological resources necessary to support effective instruction AND monitors the extent to which the resources and efficiencies enhance instruction and the achievement of all students | The school leader actively seeks and procures extra resources to enhance instruction and the achievement of all students |
| **4e.**<br>The school leader acknowledges the success of the whole school, as well as individuals within the school *(Required)* | The school leader does not acknowledge and celebrate the accomplishments of the school as a whole and the accomplishments of individuals within the school | The school leader at the appropriate time acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school | The school leader at the appropriate time acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school AND monitors the extent to which people feel honored for their contributions. | The school leader actively seeks a variety of methods for acknowledging individual and school-wide success that meet the unique needs of faculty and staff |