

# Leadership Standards for Principals and Vice-Principals in BC Self-Assessment Tool

*In order to assist principals and vice-principals in identifying which leadership area(s) they need to further develop we have created a self-directed assessment tool. This tool is designed to clearly indicate the domain, standard and action(s) that they need to concentrate on to improve their leadership effectiveness.*

## **Instructions**

On the following pages you will find a snapshot of each domain, standard and the actions within each area. You are to give yourself a score out of 5 for each of the actions. (1 = Developing, 2 is in between, 3 = Proficient, 4 is in between, and 5 = Accomplished.) After completing all of the actions within a specific standard, total your score and divide by the number of actions. This will provide a score out of 5. (i.e. – a total of 21 divided by the 6 actions will give a score of 3.5.) Do this for each of the standards. The Standard with the lowest score is the Standard you should attend to in order to improve your leadership effectiveness. The action(s) that score the lowest within an identified standard are the ones that you should develop further.

## MORAL STEWARDSHIP

The Moral Stewardship domain focuses on the principal's and vice-principal's role in setting and sustaining a sense of moral purpose and in making ethical decisions within schools and adult learning.

### Standard 1: Values, Vision, and Mission – Action Statements

Facilitate a collaborative process within the extended learning community to develop or foster shared values, vision, and mission for the school.	1	2	3	4	5
Maintain an inclusive process for sustaining the living nature of school values, vision, and mission.	1	2	3	4	5
Reflect on the realities of a changing world and the impact or the response in the process of upholding the values, vision, and mission of the school.	1	2	3	4	5
Model the moral courage to uphold and foster the values, vision, and mission of the school.	1	2	3	4	5

Total out of \_\_\_ / 20 / Divided by 4 / Score out of \_\_\_ / 5

### Standard 2: Ethical Decision Making – Action Statements

Model ethical practice and decision making based on core values and beliefs.	1	2	3	4	5
Develop and foster protocols and processes based on a strong ethical framework.	1	2	3	4	5
Discern the distinction between a problem and dilemma.	1	2	3	4	5
Model an open and honest ethical way of encountering challenges and finding resolution through inquiry and curious dialogue.	1	2	3	4	5
Promote and foster responsible communication based on core values and ethical character development.	1	2	3	4	5

Total out of \_\_\_ / 25 / Divided by 5 / Score out of \_\_\_ / 5

## INSTRUCTIONAL LEADERSHIP

The Instructional Leadership domain emphasizes the principal's and vice-principal's role in improving the quality of teaching and learning for students and adults.

### Standard 3: Super Vision for Learning – Leading for Learning – Action Statements

Promote and support the use of appropriate curriculum, learning resources, and effective instructional strategies.	1	2	3	4	5
Ensure leading for learning occurs on a regular and ongoing basis.	1	2	3	4	5
When evaluation is required, ensure implementation of district process and procedures.	1	2	3	4	5
Know current teaching and learning practices in every classroom through ongoing supervision.	1	2	3	4	5

**Total out of \_\_\_ / 20 / Divided by 4 / Score out of \_\_\_ / 5**

### Standard 3: Professional Relationships – Action Statements

Understand, model and use change processes to maximize staff and student learning.	1	2	3	4	5
Create opportunities to build professional relationships that inspire trust and demonstrate respect.	1	2	3	4	5
Demonstrate curiosity when engaging in reflective dialogue about teaching and student learning.	1	2	3	4	5

**Total out of \_\_\_ / 15 / Divided by 3 / Score out of \_\_\_ / 5**

### Standard 3: Clarifying Purpose – Action Statements

Set and maintain high and achievable expectations for all learners.	1	2	3	4	5
Ensure each classroom environment has a positive impact on student learning.	1	2	3	4	5
Engage teachers in dialogues about effective use of instructional time.	1	2	3	4	5
Involve teachers in data collection, analysis, and dialogue about student learning and instruction.	1	2	3	4	5
Ensure equity of access and outcomes for all learners by supporting personalized learning.	1	2	3	4	5

Total out of \_\_\_ / 25 / Divided by 5 / Score out of \_\_\_ / 5

### Standard 3: Structures and Support – Action Statements

Encourage collaborative staff teams to engage in an inquiry model based on data/evidence that promotes student engagement and learning.	1	2	3	4	5
Promote reflection and dialogue about effective teaching practices.	1	2	3	4	5
Actively work with staff to create opportunities to improve targeted areas of development.	1	2	3	4	5
Inspire and support innovation to enhance personalized learning, student engagement and success.	1	2	3	4	5
Challenge structures that create barriers to equity and inclusion.	1	2	3	4	5
Ensure that systems are in place to access and analyze data.	1	2	3	4	5

Total out of \_\_\_ / 30 / Divided by 6 / Score out of \_\_\_ / 5

### Standard 3: Learner-Focused Dialogue – Action Statements

Create a culture of understanding that focuses on the child as a 'learner'.	1	2	3	4	5
Engage in purposeful and ongoing learner-focused dialogue.	1	2	3	4	5
Ensure students' educational needs are central to all decision making.	1	2	3	4	5
Promote and support the staff in their understanding of The Principles of Learning* in order to meet diverse student needs.	1	2	3	4	5

**Total out of \_\_\_ / 20 / Divided by 4 / Score out of \_\_\_ / 5**

### Standard 4: Curriculum, Instruction, and Assessment – Action Statements

Communicate, encourage and support the use of current educational research and effective practices for teaching and learning.	1	2	3	4	5
Ensure the use of a variety of effective assessment practices.	1	2	3	4	5
Promote and support understanding and integration of cross-curricular competencies.	1	2	3	4	5
Promote and support understanding and integration of personalized learning to enhance student engagement and success.	1	2	3	4	5
Support the understanding and implementation of current curriculum.	1	2	3	4	5

**Total out of \_\_\_ / 25 / Divided by 5 / Score out of \_\_\_ / 5**

## RELATIONAL LEADERSHIP

The Relational Leadership domain describes the importance of emotional intelligence and how the principal's and vice-principal's intrapersonal, interpersonal, and cultural competencies influence relationships to support student and adult learning and achievement.

### Standard 5: Intrapersonal Capacity – Action Statements

Display characteristics of leadership.	1	2	3	4	5
Understand and demonstrate self-management and self-awareness.	1	2	3	4	5
Recognize and understand personal strengths and challenges.	1	2	3	4	5
Understand the importance of engaging in actions, activities, and communication that develop relationships.	1	2	3	4	5
Personally understand the importance of maintaining high visibility and accessibility.	1	2	3	4	5
Effectively manage time, set priorities, and meet deadlines.	1	2	3	4	5
Create a professional growth plan that engages in new learning, is inquiry-based, action oriented, reflective, and sets goals and actions for improved performance.	1	2	3	4	5

**Total out of \_\_\_ / 35 / Divided by 7 / Score out of \_\_\_ / 5**

## Standard 6: Interpersonal Capacity – Action Statements

Model a positive attitude and commitment towards the school's learning culture.	1	2	3	4	5
Foster leadership capacity in others.	1	2	3	4	5
Facilitate team development and collaboration.	1	2	3	4	5
Establish and model effective communication.	1	2	3	4	5
Create an inclusive school that recognizes and values diversity.	1	2	3	4	5
Create an environment of creative thinking, innovative practice, and problem solving processes.	1	2	3	4	5
Encourage reflections and the challenging of assumptions.	1	2	3	4	5
Protect the rights and confidentiality of students, staff, and parents.	1	2	3	4	5
Establish and maintain the boundaries of professional relationships.	1	2	3	4	5
Recognize and celebrate individual and collective accomplishments that support the values, vision, and mission of the school.	1	2	3	4	5

**Total out of \_\_\_ / 50 / Divided by 10 / Score out of \_\_\_ / 5**

## Standard 7: Cultural Leadership – Action Statements

Create a safe, orderly, caring, and healthy school environment.	1	2	3	4	5
Model and encourage a climate of trust, risk-taking, and optimism.	1	2	3	4	5
Develop an inclusive and collaborative culture where individuals are treated fairly, equitably, with dignity and respect.	1	2	3	4	5
Provide opportunities and participates in dialogue on transformational change, educational initiatives, and research.	1	2	3	4	5
Develop and maintain an effective system of communication amongst the school staff, parents, community, and media.	1	2	3	4	5
Encourage and support positive parental involvement and advocacy for their child's learning.	1	2	3	4	5
Foster a culture of high expectations for self, students, staff, family, and community.	1	2	3	4	5
Facilitate, implement, and manage educational change.	1	2	3	4	5
Foster and maintain positive relationships with all agencies and community groups that support students and families.	1	2	3	4	5
Contribute to the development of teaching and learning.	1	2	3	4	5

**Total out of \_\_\_ / 50 / Divided by 10 / Score out of \_\_\_ / 5**



## ORGANIZATIONAL LEADERSHIP

The Organizational Leadership domain focuses on the principal's and vice-principal's role in strengthening culture, building organizational learning, and collaborative processes.

### Standard 8: Management and Administration – Action Statements

Ensure that acts, regulations, policies and contracts govern your decisions and actions.	1	2	3	4	5
Develop and maintain structures and processes to support school operations, facilities management, and safety.	1	2	3	4	5
Align financial, personnel and curricular resources with school goals and priorities.	1	2	3	4	5
Facilitate an effective school improvement process by building collaborative teams, structures and processes that support student learning.	1	2	3	4	5
Understand theoretical frameworks that promote and guide organizational change.	1	2	3	4	5
Proactively plan for complex issues within the school and district.	1	2	3	4	5
Develop and maintain an effective system of communication.	1	2	3	4	5
Understand and ensure appropriate processes are followed for evaluation, investigation, and discipline.	1	2	3	4	5

**Total out of \_\_\_ / 40 / Divided by 8 / Score out of \_\_\_ / 5**

## Standard 9: Community Building – Action Statements

Involve parents and families as partners in school planning and community development.	1	2	3	4	5
Develop networks to enhance student learning within and between schools and the community.	1	2	3	4	5
Liaise with external agencies and organizations to protect and support children.	1	2	3	4	5
Liaise with community agencies and organizations to strengthen learning opportunities.	1	2	3	4	5

**Total out of \_\_\_ / 20 / Divided by 4 / Score out of \_\_\_ / 5**

## SELF-DIRECTED ASSESSMENT SCORES

Enter the scores (out of five) that you have for each of the standards from the previous section. The standard(s) that has the lowest score should provide you with a basis for your personal professional goals for the year. Please enter your raw scale score beside the standard.

STANDARD #1 \_\_\_\_\_ STANDARD #2 \_\_\_\_\_ STANDARD #3 \_\_\_\_\_ STANDARD #4 \_\_\_\_\_ STANDARD #5 \_\_\_\_\_

STANDARD #6 \_\_\_\_\_ STANDARD #7 \_\_\_\_\_ STANDARD #8 \_\_\_\_\_ STANDARD #9 \_\_\_\_\_

### PROFESSIONAL GROWTH PLAN FOCUS

STANDARD(S): \_\_\_\_\_

### ACTION STATEMENTS:

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### PROFESSIONAL GROWTH GOAL(S):

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