

### Candidate Self-Assessment Form

The candidate self-assessment form is designed for the candidate to think about their skills for school leadership and assess which areas are ones of strength and which are ones of need. To complete the form, the candidate needs to read the skill description, think about their level with regards to that particular skill, and rate themselves with a score of 3 (high), 2 (moderate), or 1 (low). A fuller description of the rubric is described below.

#### Performance Rubric

- Score of 3: Exceeds expected performance levels; completes responsibilities at high levels of proficiency
- Score of 2: Meets expected performance levels; completes most responsibilities at a moderate level of proficiency
- Score of 1: Does not meet expected performance levels; often fails to complete responsibilities at expected levels of proficiency
- Score of 0: Failed to complete the internship requirement

The candidate should provide a self rating in each of the highlighted areas listed below: It is understood that the candidate may not have a clear idea of how well they would perform on these skills, but the candidate should nevertheless make a guess as how they would perform based on their past experiences as an educator.

**A) INSTRUCTIONAL LEADERSHIP: Demonstrates the ability to influence the instructional program in positive ways.**

**Overall Score:** \_\_\_\_\_

**1] Visionary Leadership:** Demonstrates the ability to develop, articulate, and use a vision of excellence.

**Score:** \_\_\_\_\_

**2] Curriculum Design and Development:** Demonstrates the ability to ensure that the curriculum of the school is designed to promote high student achievement and sound personal growth

**Score:** \_\_\_\_\_

**3] Instruction Effectiveness–** Demonstrates the ability to facilitate instructional practices that will lead to high student performance and to a safe, orderly, and caring environment

**Score:** \_\_\_\_\_

**4] Assessment and Evaluation –** Demonstrates a commitment to using information to promote sound instructional practices

**Score:** \_\_\_\_\_

**5] Results Oriented–** Demonstrates the ability to have students achieve at expected levels of performance or beyond.

**6) Other areas related to leadership:** (candidate may add other areas here that he/she wants to mention) \_\_\_\_\_ **Score:** \_\_\_\_\_

**B) ORGANIZATIONAL LEADERSHIP** – Demonstrates the ability to create and sustain an organizational culture that promotes high standards and expectations.

**Overall Score:** \_\_\_\_\_

1) **Climate** – Communicates a commitment to high expectations for student and teacher performance

**Score:** \_\_\_\_\_

2) **Empowerment** – Finds pathways and opportunities for teachers and others to make the best contributions they are capable of making for themselves and to the school.

**Score:** \_\_\_\_\_

3) **Communications** – Ensures commitment through practice the maxim that knowledge is power, to be shared and distributed to others.

**Score:** \_\_\_\_\_

4) **Continuous improvement** – Creates an environment where students, teachers, and parents understand and accept the “doctrine” of continuous improvement.

**Score:** \_\_\_\_\_

5) **Other identified areas under organizational leadership**

\_\_\_\_\_

**Score:** \_\_\_\_\_

**C) MORAL/ETHICAL LEADERSHIP** – Principals, as well as those they serve, constantly face situations and circumstances that might require them to make a difficult decision. Moral/ethical leadership is about making appropriate choices for the right reasons.

**Overall Score:** \_\_\_\_\_

1) **Commitment to others** – Ensures that the purposes of schooling and the people in the school are working in harmony

**Score:** \_\_\_\_\_

2) **Professional Ethics** – Models the qualities of fairness, equity, integrity, and honesty in professional dealings with others.

**Score:** \_\_\_\_\_

3) **Respect for Diversity** – Accepts as value all of the people and cultures represented in the school and by the community at large.

**Score:** \_\_\_\_\_

4) **Responsibility** – Accepts responsibility for his/her actions and decisions. Does not seek to blame others for the consequences of his/her actions.

**Score:** \_\_\_\_\_

5) **Other areas under moral/ethical leadership**

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Score: \_\_\_\_\_

- D) **MANAGERIAL LEADERSHIP** – Effective schools require good management as well as good leadership. Effective management ensures that the operational processes in the school are effective and efficient.

Overall Score: \_\_\_\_\_

- 1) **Law and Policy** – Understands and enforces both law and policy consistently

Score: \_\_\_\_\_

- 2) **Resource Management** -- Understands the resources available to the school and uses them wisely

Score: \_\_\_\_\_

- 3) **Personnel Management** – Understands how to select, induct, develop, evaluate, and retain personnel who assist the school in accomplishing its purposes and mission

Score: \_\_\_\_\_

- 4) **Information Management** – Ensures that another's need to have information is their personal assurance that others will receive the information they need

Score: \_\_\_\_\_

- 5) **Student Behavior Management** – Ensures that the school manages student conduct to facilitate maintaining a safe and orderly school climate conducive to high student performance

Score: \_\_\_\_\_

- 6) **Other areas under managerial leadership**

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Score: \_\_\_\_\_

Before the internship may begin, the candidate and the administration supervisor must together create a statement of goals and activities. These goals and activities will then become the blueprint for the candidate's internship experiences. First, the candidate should review the Self-Assessment Form previously completed. Next, the candidate should meet with the administration supervisor and, together, create a statement of goals and activities. This statement should address the interests of the candidate identified on the Self-Assessment Form as well as introduce the candidate to as many real-life administrative experiences as possible. The format of the goal statement should be as follows:

- I. Category 1. Discipline
  - A. Goal 1 – learn procedure for disciplining students
    - 1. Activity 1 – attend disciplinary conferences
    - 2. Activity 2 – attend suspension/expulsion hearings and/or have conferences with hearing officers
  - B. Goal 2 – Examine written disciplinary history of school/district
    - 1. Activity 1 – research disciplinary history of school/district
    - 2. Activity 2 – examine and analyze student handbook

The goal statement should then be emailed to the university supervisor. These activities should be completed very early in the semester of internship. The university supervisor will then approve the goal statement and activities may begin.