

Principal Self Reflection – Part I REQUIRED

Directions: The purpose of this self-assessment is to give you an opportunity to assess your knowledge and confidence on each of the Effective Traits of Successful Principals. As you complete this form, keep in mind your role in School Improvement. Complete **Part I-A** of this form before October 14, 2011. At the end of the school year, you will complete **Part I-B** and **Part II**. This will give you an opportunity to reflect on the successes and challenges of the year.

Principal Name: _____

Campus: _____

District: _____

Region: _____

SCALE:

- 1 - I have very little knowledge in this area.
- 2 - I have some knowledge, but limited application.
- 3 - I have enough knowledge and feel comfortable applying it.
- 4 - I have a solid knowledge base and high level of confidence in this area.
- 5 - I am confident and am able to empower my staff in this area.

A

B

Start	Descriptors	End
	Curriculum Systems	
	Use teacher leaders to establish teams to match curriculum and instructional timelines to correspond with TEKS /STAAR	
	Ensure teachers understand and implement deep curriculum alignment between the written, taught and tested curriculum.	
	Creating Vision/Communication	
	Promote a vision of student achievement that is based upon data gathered from multiple measures of student learning.	
	Periodically rethink vision and tweak or adjust to meet changing face of campus.	
	Time Management/Organization	
	Meet with leadership teams/department chairs/grade level teachers to inform, listen, and share responsibility.	
	Know strengths of assistants, teacher leaders and others and delegate to these strengths.	
	Professional Development Planning	
	Match school wide staff development to meet challenges or solve problems determined by significant staff input.	
	Use professional development to reaffirm alignment between the TEKS & the teaching of the curriculum at TAKS rigor.	
	Effective Instruction	
	While doing walk-throughs, monitor and discuss with teachers the percentage of students who are focused and engaged.	
	Develop a campus-wide instructional timeline or calendar that covers all TAKS objectives/targets based on the needs of students/student groups and the weight of the objective.	
	Systems Monitoring/Evaluation	
	Have an understanding of the systems in place on the campus and be able to identify which are working and which may need to be eliminated.	
	Delegate monitoring responsibilities among staff and work together to design forms to report data back to you.	

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A**B**

Start	Descriptors	End
	Data-Driven Interventions	
	Use data to identify teacher weaknesses and strengths, and then match teacher assignment to strengths.	
	Instruct teachers on using data to focus instruction on weak areas that are most heavily weighted on TAKS and to establish short term/long term goals.	
	Fostering Collaboration	
	Encourage and inspire others to higher levels of performance and motivation by building and maintaining effective interpersonal relationships.	
	Discuss student data as a mean of unifying faculty and staff toward a common sense of urgency.	
	Effective Communication	
	Set aside time and select staff members to help specify times, timelines, methods and venues for effective communication.	
	Create opportunities for parents, staff, and students to offer suggestions and share information.	
	Establishing a High Performing Learning Culture/Climate	
	Shape a culture of high expectations built upon a system of standards-based accountability.	
	Effectively build buy-in within the entire school community.	
	Effective Resources/Staffing	
	Review the budget to prioritize academic performance and opportunities for student achievement.	
	Learn special skills/abilities of faculty and staff and match these to school needs.	
	Creating a Community of Leaders	
	Inspire and encourage others to higher levels of performance and motivation.	
	Provide opportunities for all members of the school community to collaborate, share responsibility and exercise leadership.	
	Parent Involvement	
	Train teachers and parents who will lead parental involvement efforts to work collaboratively to maintain the focus of all activities on improving student performance.	
	Ensure faculty has an understanding of the Title I requirements regarding parental involvement.	
	Accountability System Requirements	
	Have an understanding of the systems in place on the campus and are able to identify which are working and which may need to be eliminated.	
	Delegate monitoring responsibilities among staff, and work together to design forms to report data back to you.	
	Developing a School-Wide Plan	
	Shape and coordinate school programs to ensure they are well communicated and consistent with the vision.	
	Share data with all staff, so everyone recognizes the urgency, need for improvement and common goals.	

Principal Self Reflection – Part II Optional

Directions: To reflect on your successes and challenges this past year, complete this portion of the Principal Self Reflection and share it with your CAM. An electronic version of this form is available on the SIRC website at www.esc13.net/sirc/camp/.

Curriculum Systems	Systems Monitoring/ Evaluation	Effective Resources/Staffing
Creating Vision & Communication	Data-Driven Interventions	Creating a Community of Leaders
Time management/Organization	Fostering Collaboration	Parent Involvement
Effective Instruction	Effective Communication	Accountability System Requirements
Professional Development Planning	Learning Culture/Climate	Developing a School-Wide Plan

Please list the 3 goals from the above list that you worked on this year with your CAM.

Then reflect on the following:

- What successes have you experienced this year in this area?
- What obstacles/ challenges do you still face?
- What assistance, if any, do you still need in this area for next year?

Goal 1:

Goal 2:

Goal 3: