

Sample Building Administrator Self-Assessment Form

Name:			
School:		District:	
Grade Configuration:		Title/Role:	
Date Developed:			

The purpose of the Self-Assessment is to allow educators to reflect on their practice, identifying their own professional strengths and areas of development. Your Self-Assessment will lead directly into the development of your Professional Growth Goals. Before completing the Self-Assessment, review any prior evaluations (especially last year's), including feedback from your prior evaluation. The areas of strengths and areas of development should be aligned with competencies in these rubrics.

Building Administrator Self-Assessment– Professional Practice

Using the Idaho's Standards for Administrators, for each domain identify at least one competency as a strength and at least one as an area for development. Using previous evaluations and any other relevant information, provide a rationale for why you chose these competencies.

(EXAMPLE) Professional Practice Strength Domain 3		(EXAMPLE) Professional Practice Area for Development Domain 3	
EXAMPLE – 3e	<p><i>EX: On my previous evaluation, I earned an “Exemplary” rating on this competency with my evaluator commenting that “Both in school visits and after a review of intervention plans, it is clear that staff are organized into grade level and department teams regularly reviewing real-time student data and discussing adjustments to instruction in order to meet individual and school-wide goals.” This statement would need to reflect one of the statements in the Idaho Rubric. Also, because our school improvement plan requires a significant gap closing in student achievement, over the last two years I have instituted the use of a gap-closure tracker that is re-visited at the beginning of each monthly staff meeting.</i></p>	EXAMPLE – 3e	<p><i>EX: On my previous evaluation, I earned an “Unsatisfactory” rating on this competency. My evaluator commented that “In end-of-year surveys, staff reported not being observed regularly and feedback not being returned in a timely manner. In addition, you did not retain two highly effective teachers last year.” I am well aware that my personnel management has not been strong and am planning on spending a great deal more time this year in the classrooms observing teachers and have set up a system for myself in order to make sure observation feedback is delivered immediately after observations take place. I have also set a goal of 100% retention of Effective and Highly Effective teachers and plan to institute more check-ins with teachers mid-year to gauge teachers’ future plans.</i></p>

Idaho Standards of Highly Effective Administrators

School Climate

1. **School Culture**—Establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors
2. **Communication**—Proactively communicates the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders
3. **Advocacy**—Advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement

Collaborative Leadership

1. **Shared Leadership**—Fosters shared leadership that optimizes of individual expertise, strengths, and talents, and cultivates professional growth
2. **Priority Management**—Organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities
3. **Transparency**—Seeks input from stakeholders and takes all perspectives into consideration when making decisions
4. **Leadership Renewal**—Strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others
5. **Accountability**—High standards for professional, legal, ethical, and fiscal accountability are established for self and others

Instructional Leadership

1. **Innovation**—Seeks and implements innovative and effective solutions that comply with general and special education law
2. **Instructional Vision**—Ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject
3. **High Expectations**—Sets high expectation for all students academically, behaviorally, and in all aspects of student well-being
4. **Continuous Improvement of Instruction**—Aligns resources (i.e., professional development, allocation of teacher time, budget decisions), policies, and procedures (i.e., school improvement plans, teacher evaluation) toward continuous improvement of instructional practice guided by the instructional vision
5. **Evaluation**—Uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness
6. **Recruitment and Retention**—Recruits and maintains a high quality staff

Sample Administrator Self-Assessment– Professional Practice

Domain	Professional Practice Strength	Professional Practice Area for Development
Domain 1 School Climate		
Domain 2 Collaborative Leadership		
Domain 3 Instructional Leadership		

Sample Self-Assessment Narrative

Please respond to each of the following prompts below.

Prioritize. Review the three (or more) areas of development identified in your Self-Assessment and areas of strength. Reflect on your professional growth over the last year and prioritize these three to six areas of development that are most important for your professional growth and will yield the best outcomes for your students.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

1. **Summarize.** Briefly summarize the *top three* priority areas of professional growth that you plan to focus on in the coming year in two paragraphs or less. Explain why these are your priority areas of growth and how focusing on these development areas will help you improve as a professional. These areas of development will be the basis of the Professional Growth Goals in your Professional Growth Plan.

2. Is there anything else about your role as an educator this year that you feel is important to share with your evaluator (new assignment, major program change, new management structure, etc.)?