

WISCAd

Self Reflection Tool on the Seven Wisconsin Administrator Standards

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(Compiled from Wisconsin DPI Self Reflection Tool)

Instructions: This self reflection tool is designed to provide a personal profile of school leadership assets based on the Wisconsin Administrator Standards for School Leaders. The inventory consists of 106 statements that describe administrative performances related to the Standards for School Leaders.

Following the series of statements for each standard there is a total. When you have completed the entire self reflection, go back and add your totals for each of the seven standards. Each standard includes the number of statements in that section. Add the total in each section. Complete this activity for each standard. Review all seven sections and you should begin to get a picture of higher and lower scores. The higher scores indicate areas of perceived strength and the lower scores indicate areas of perceived need. After completing the self-reflection tool, spend some time thinking about how your answers could inform your professional growth plan.

Circle only one number per question. Use the space provided as “notes” to describe your personal reflections. Respond to every statement. Add scores for each standard and total at the end of the survey. Use the information from your self reflection to include in your portfolio.

Standard 1: The administrator has an understanding of and demonstrates competence in the teacher standards.

In my work as an administrator, I actively support teachers in a variety of ways to:

Engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Assess individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of student development.

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Create a learning community in which individual differences are respected.

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Ask questions and stimulate discussion in different ways for particular purposes, for example; probing for learning understanding, helping students articulate their ideas and thinking processes, promoting problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Select and create learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Appropriately use a variety of formal and informal assessment techniques (e.g. observation, portfolio of student work, teacher-made tests, performance tasks, projects, student self-assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Articulate and defend a philosophy of education that guides his/her practice and contributes to the stated philosophy of the school building/district

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Establish respectful and productive relations with parents and guardians from diverse home and community situations, and seek to develop cooperative partnerships in support of student learning and wellbeing

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Score for Standard 1

Pre-Evaluation _____ out of 40

Post-Evaluation _____ out of 40

Notes:

Standard 2: The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.

As an administrator to what extent do you CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES ensuring the following **Performance** indicators?

The vision and mission of the school are effectively communicated to staff, parents, students, and community members

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

The core beliefs of the school vision are modeled for all stakeholders

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

The vision is developed with and among stakeholders

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

The contributions of school community members to the realization of the vision are recognized and celebrated

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Progress toward the vision and mission is communicated to all stakeholders

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

The school community is involved in school improvement efforts

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

The vision shapes the educational programs, plans, and actions

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Assessment data related to student learning are used to develop the school vision and goals

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Relevant demographic data pertaining to students and their families are used in developing the school mission and goals

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Barriers to achieving the vision are identified, clarified, and addressed

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Needed resources are sought and obtained to support the implementation of the school mission and goals

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Existing resources are used in support of the school vision and goals

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

The vision, mission, and implementation plans are regularly monitored, evaluated, and revised

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Score for Standard 2

Pre-evaluation _____ out of 60

Post-evaluation _____ out of 60

Notes:

1. **Standard 3:** The administrator leads by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

As an administrator to what extent do you CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES ensuring the following **Performance** indicators?

All individuals are treated with fairness, dignity, and respect

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Professional development promotes a focus on student learning consistent with the school vision and goals

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Students and staff feel valued and important

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

The responsibilities and contributions of each individual are acknowledged

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Barriers to student learning are identified, clarified, and addressed

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Diversity is considered in developing learning experiences

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Life-long learning is encouraged and modeled

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

There is a culture of high expectations for self, student, and staff performance

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Technologies are used in teaching and learning

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Student and staff accomplishments are recognized and celebrated

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Multiple opportunities to learn are available to all students

	Never	Sometimes	Often	Consistently

Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

The school is organized and aligned for success

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Curricular, co-curricular, and extracurricular programs are designed, implemented, evaluated, and refined

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

The school culture and climate are assessed on a regular basis

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

A variety of sources of information is used to make decisions

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Student learning is assessed using a variety of techniques

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Multiple sources of information regarding performance are used by staff and students

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

A variety of supervisory and evaluation models is employed

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Pupil personnel programs are developed to meet the needs of students and their families

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Score for Standard 3

Pre-evaluation _____ out of 80.

Post-evaluation _____ out of 80.

Notes:

Standard 4: The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.

As an administrator to what extent do you CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES ensuring the following **Performance** indicators?

Knowledge of learning, teaching and student development is used to inform management decisions

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Operational procedures are designed and managed to maximize opportunities for successful learning

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Emerging trends are recognized, studied, and applied as appropriate

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Operational plans and procedures to achieve the vision and goals of the school are in place

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Collective bargaining and other contractual agreements related to the school are effectively managed

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

The school plant, equipment, and support systems operate safely, efficiently, and effectively

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Time is managed to maximize attainment of organizational goals

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Potential problems and opportunities are identified

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Problems are confronted and resolved in a timely manner

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Financial, human, and material resources are aligned to the goals of the school

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

The school acts entrepreneurially to support improvement

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Organizational systems are regularly monitored and modified as needed

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Stakeholders are involved in decisions affecting the school

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Responsibility is shared to maximize ownership and accountability

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Effective problem-framing and problem-solving skills are used

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Effective conflict resolution skills are used

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Effective group-process and consensus-building skills are used

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Effective communication skills are used

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

There is effective use of technology to manage school operations

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Fiscal resources of the school are managed responsibly, efficiently, and effectively

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

A safe, clean, and aesthetically pleasing school environment is created and maintained

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Human resource of functions support the attainment of school goals

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Confidentiality and privacy of school records are maintained

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Score for Standard 4

Pre-evaluation _____ out of 92

Post-evaluation _____ out of 92

Notes:

Standard 5: The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

As an administrator to what extent do you CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES ensuring the following **Performance** indicators?

High visibility, active involvement, and communication with the larger community is a priority

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Relationships with community leaders are identified and nurtured

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Information about family and community concerns, expectations, and needs is used regularly

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

There is outreach to different business, religious, political, and service agencies and organizations

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Credence is given to individuals and groups whose values and opinions may conflict

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

The school and community serve one another as resources

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Available community resources are secured to help the school solve problems and achieve goals

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Community youth family services are integrated with school programs

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Community stakeholders are treated equitably

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Diversity is recognized and valued

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Effective media relations are developed and maintained

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

A comprehensive program of community relations is established

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Public resources and funds are used appropriately and wisely

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Community collaboration is modeled for staff

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Opportunities for staff to develop collaborative skills are provided

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Score for Standard 5

Pre-evaluation _____ out of 64

Post-evaluation _____ out of 64

Notes:

Standard 6: The administrator acts with integrity, fairness, and in an ethical manner.

As an administrator to what extent do you CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES ensuring the following **Performance** indicators?

Examine personal and professional values

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Demonstrate a personal and professional code of ethics

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Demonstrate values, beliefs, and attitudes that inspire others to higher levels of performance

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Serve as a role model

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Accept responsibility for school operation

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Consider the impact of one's administrative practices on others

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Use the influence of the office to enhance the educational program rather than for personal gain

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Treat people fairly, equitably, and with dignity and respect

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Protect the rights and confidentiality of students and staff

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Demonstrate appreciation for and sensitivity to the diversity in the school community

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Recognize and respects the legitimate authority of others

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Examines and considers the prevailing values of the diverse school community

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Expect that others in the school community will demonstrate integrity and exercise ethical behavior

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Open the school to public scrutiny

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Fulfill legal and contractual obligations

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Apply laws and procedures fairly, wisely, and considerately

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Score for Standard 6

Pre-evaluation _____ out of 64.

Post-evaluation _____ out of 64.

Notes:

Standard 7: The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

As an administrator to what extent do you CURRENTLY FACILITATE PROCESSES AND ENGAGE IN ACTIVITIES ensuring the following **Performance** indicators?

The environment in which schools operate is influenced on behalf of students and their families

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Communication occurs within the school community on trends, issues, and potential changes in the environment in which schools operate

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

There is an ongoing dialogue with representatives of diverse community groups

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Public policy is shaped to provide quality education for students

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Lines of communication are developed with decision makers outside the school community

	Never	Sometimes	Often	Consistently
Pre Evaluation	1	2	3	4
Post Evaluation	1	2	3	4

Score for Standard 7

Pre-evaluation _____ out of 24

Post-evaluation _____ out of 24

Notes: