

21st Century School Administrator Skills



Self-Assessment for Breaking Ranks II™ Instructional Leaders

Participant's Name _____ Date _____

Instructions: Read the definition for each skill dimension. Reflect on your current behavior and practice as it relates to the skill dimension and its definition. Read each behavioral statement below the definition and assign the rating from 1 to 5 that best describes your behavior. Be honest with yourself. This self-assessment is intended for your personal use. You may share it with a coach or mentor as you see fit. Copy the Observer Assessment that follows the Self-Assessment and distribute copies to as many colleagues as you like to collect their perceptions of your behavior.

For assistance or additional information, call NASSP Professional Development Services at 703-860-0200.

EDUCATIONAL LEADERSHIP

Setting Instructional Direction: Implementing strategies for improving teaching and learning including putting programs and improvement efforts into action. Developing a vision and establishing clear goals; providing direction in achieving stated goals; encouraging others to contribute to goal achievement; securing commitment to a course of action from individuals and groups.

1=never 2=rarely 3=occasionally 4=frequently 5=almost always na=not applicable

1.	I articulate a clear vision for the school and its efforts related to teaching and learning.	
2.	I set high performance expectations related to teaching and learning for myself and for others.	
3.	I encourage innovation to improve teaching and successful learning for every student.	
4.	I set measurable objectives for student academic success and effective instruction.	
5.	I generate enthusiasm and persuade others to work together to accomplish common goals for the success of every student.	
6.	I develop alliances and resources outside the school to improve the quality of teaching and learning.	
7.	I clearly articulate expectations regarding the performance of others as it relates to effective instruction and student success.	
8.	I acknowledge and celebrate the achievements and accomplishments of others in their efforts to ensure student success.	
9.	I seek commitment of all involved to a specific course of action to improve student learning.	

Add the ratings and divide the sum by 9. Enter the S.I.D. quotient here.	S.I.D. quotient _____
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Teamwork: Seeking and encouraging involvement of team members. Modeling and encouraging the behaviors that move the group to task completion. Supporting group accomplishment.

1=never 2=rarely 3=occasionally 4=frequently 5=almost always na=not applicable

I engage in this behavior:

10.	I support the ideas and views offered by team members to resolve problems and improve learning.	
11.	I encourage others to share their ideas and opinions regarding improved teaching and learning.	
12.	I contribute my ideas and opinions toward reaching solutions and improving student success.	
13.	I assist in the operational tasks of the team.	
14.	I seek input from team members regarding ideas to improve learning.	
15.	I assist the team in maintaining the direction needed to complete tasks.	
16.	I seek to develop consensus among team members.	
Add the ratings and divide the sum by 7. Enter the T. quotient here.		T. quotient _____

Sensitivity: Perceiving the needs and concerns of others; dealing tactfully with others in emotionally stressful situations or in conflict. Knowing what information to communicate and to whom. Appropriately relating to people of varying ethnic, cultural, and religious backgrounds.

1=never 2=rarely 3=occasionally 4=frequently 5=almost always na=not applicable

17.	I interact appropriately and tactfully with people from different backgrounds.	
18.	I elicit perceptions, feelings, and concerns of others.	
19.	I voice disagreement without creating unnecessary conflict.	
20.	I anticipate responses of others and act to reduce negative impact.	
21.	I communicate necessary information to the appropriate persons in a timely manner.	
22.	I express verbal and/or non-verbal recognition of feelings, needs, and concerns of others.	
23.	I respond tactfully to others in emotionally stressful situations or in conflict.	
24.	I take action to divert unnecessary conflict.	
25.	I respond in a timely manner to others who initiate contact with me.	
Add the ratings and divide the sum by 9. Enter the S. quotient here.		S. quotient _____

RESOLVING COMPLEX PROBLEMS

Judgment: Reaching logical conclusions and making high quality decisions based on available information. Assigning appropriate priority to significant issues. Exercising appropriate caution in making decisions and in taking action. Seeking out relevant data, facts and impressions. Analyzing and interpreting complex information.

1=never 2=rarely 3=occasionally 4=frequently 5=almost always na=not applicable

26.	I assign priority to issues and tasks within the school's vision for teaching and learning.	
27.	I exercise caution when dealing with unfamiliar issues and individuals.	
28.	I avoid reaching quick conclusions and making decisions with limited data.	
29.	I evaluate information to determine the elements that affect teaching and learning.	
30.	I communicate a clear learning-related rationale for each decision.	
31.	I seek additional information about issues and events relevant to the school and its mission.	
32.	I use relevant sources for data and information to confirm or refute assumptions.	
33.	I ask follow-up questions to clarify information.	
34.	I seek to identify the causes of problems.	
35.	I establish relationships between issues and events.	
Add the ratings and divide the sum by 10. Enter the J. quotient here.		J. quotient _____

Results Orientation: Assuming responsibility. Recognizing when a decision is required. Taking prompt action as issues emerge. Resolving short-term issues while balancing them against long-term objectives.

1=never 2=rarely 3=occasionally 4=frequently 5=almost always na=not applicable

36.	I take action to move issues toward closure in a timely manner.	
37.	I take responsibility for implementing initiatives to improve teaching and learning.	
38.	I determine criteria that indicate a problem or issue is resolved.	
39.	I consider the long-term and short-term implications of a decision on teaching and learning before taking action.	
40.	I see the big picture related to student learning as the mission of the school.	
Add the ratings and divide the sum by 5. Enter the R. O. quotient here.		R. O. quotient _____

Organizational Ability: Planning and scheduling one's own and the work of others so that resources are used appropriately. Scheduling flow of activities; establishing procedures to monitor projects. Practicing time and task management; knowing what to delegate and to whom.

1=never 2=rarely 3=occasionally 4=frequently 5=almost always na=not applicable

41.	I delegate responsibility to others.	
42.	I monitor the progress and completion of delegated responsibilities.	
43.	I develop action plans to achieve goals related to student learning.	
44.	I monitor progress and modify plans or actions as needed.	
45.	I establish timelines, schedules, and milestones.	
46.	I prepare effectively for meetings.	
47.	I use available resources effectively to accomplish the student learning goals of the school.	
Add the ratings and divide the sum by 7. Enter the O. A. quotient here.		O. A. quotient _____

COMMUNICATION

Oral Communication: Clearly communicating when speaking to individuals, small groups, and large groups. Making oral presentations that are clear and easy to understand.

1=never 2=rarely 3=occasionally 4=frequently 5=almost always na=not applicable

48.	I demonstrate effective presentation skills, e.g., opening and closing comments, eye contact, enthusiasm, confidence, rapport, use of visual aids.	
49.	I speak articulately.	
50.	I use correct grammar.	
51.	I tailor messages to meet the needs of each unique audience.	
52.	I clearly present thoughts and ideas in one-on-one conversations.	
53.	I clearly present thoughts and ideas in communication with small groups.	
54.	I clearly present thoughts and ideas in formal, large-group presentations.	
Add the ratings and divide the sum by 7. Enter the O. C. quotient here.		O. C. quotient _____

Written Communication: Expressing ideas clearly in writing; demonstrating technical proficiency. Writing appropriately for different audiences.

1=never 2=rarely 3=occasionally 4=frequently 5=almost always na=not applicable

55.	I write concisely.	
56.	I demonstrate technical proficiency in writing.	
57.	I express ideas clearly in writing.	
58.	I write appropriately for each of the different audiences in the school community.	
Add the ratings and divide the sum by 4. Enter the W. C. quotient here.		W. C. quotient _____

DEVELOPING SELF AND OTHERS

Development of Others: Teaching, coaching, and helping others. Providing specific feedback based on observations and data.

1=never 2=rarely 3=occasionally 4=frequently 5=almost always na=not applicable

59.	I share information and expertise from my professional experiences to assist the professional growth of others.	
60.	I motivate others to change behaviors that inhibit their professional growth and student learning.	
61.	I suggest specific developmental activities to improve others' professional capacity to contribute to student learning.	
62.	I give behaviorally-specific feedback focusing on behaviors, not the person.	
63.	I ask a protégé what he/she perceives to be strengths and weaknesses and what he/she wants to improve.	
64.	I seek agreement on specific actions to be taken by a protégé for his/her development and growth.	
Add the ratings and divide the sum by 6. Enter the D. O. quotient here.		D. O. quotient _____

Understanding Own Strengths and Weaknesses: Understanding personal strengths and weaknesses. Taking responsibility for improvement by actively pursuing developmental activities. Striving for continuous learning.

1=never 2=rarely 3=occasionally 4=frequently 5=almost always na=not applicable

65.	I recognize and appropriately communicate my own strengths.	
66.	I recognize and manage my own developmental needs.	
67.	I actively pursue personal growth through participation in planned developmental activities.	
Add the ratings and divide the sum by 3. Enter the U.S.W. quotient here.		U.S.W. quotient _____

Analysis

1. In the matrix below enter for each skill dimension the skill quotient computed in your self-assessment.
2. When you have collected observer assessments from all the colleagues to whom you distributed them, average the ratings for each skill dimension and enter the mean in the appropriate space in the observer average column.
3. Subtract the observer average from the self-assessment skill quotient for each skill dimension.
4. Study the results. Plus or minus differences of greater or less than 1 may indicate areas you want to focus on for professional development. In which skill dimensions do others see you performing better than you see yourself? In which ones do you see yourself performing better than your observers perceive you to be performing?
5. For differences of greater or less than one, compare your self-ratings on each behavioral indicator with the average ratings of observers on the same indicator to determine which behaviors you might seek to develop.

Skill Area	Skill Dimension	Skill Quotient	Observer Average	Difference
Setting Instructional Direction	Setting Instructional Direction			
	Teamwork			
	Sensitivity			
Resolving Complex Problems	Judgment			
	Results Orientation			
	Organizational Ability			
Communication Skills	Oral Communication			
	Written Communication			
Developing Self and Others	Development of Others			
	Understanding Own Strengths and Weaknesses			

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Observer Assessment for Instructional Leaders

Participant's Name _____ Date _____

Rate each item from 1 to 5 to best describe the behavior of the person named at the top of the form.

EDUCATIONAL LEADERSHIP

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1.	This person articulates a clear vision for the school and its efforts related to teaching and learning.	
2.	This person sets high performance expectations related to teaching and learning for self and for others.	
3.	This person encourages innovation to improve teaching and successful learning for every student.	
4.	This person sets measurable objectives for student academic success and effective instruction.	
5.	This person generates enthusiasm and persuades others to work together to accomplish common goals for the success of every student.	
6.	This person develops alliances and resources outside the school to improve the quality of teaching and learning.	
7.	This person clearly articulates expectations regarding the performance of others as it relates to effective instruction and student success.	
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Teamwork: Seeking and encouraging involvement of team members. Modeling and encouraging the behaviors that move the group to task completion. Supporting group accomplishment.

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10.	This person supports the ideas and views offered by team members to resolve problems and improve learning.	
11.	This person encourages others to share their ideas and opinions regarding improved teaching and learning.	
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21.	This person communicates necessary information to the appropriate persons in a timely manner.	
22.	This person expresses verbal and/or non-verbal recognition of feelings, needs, and concerns of others.	
23.	This person responds tactfully to others in emotionally stressful situations or in conflict.	
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25.	This person responds in a timely manner to others who initiate contact.	

RESOLVING COMPLEX PROBLEMS

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Understanding Own Strengths and Weaknesses: Understanding personal strengths and weaknesses. Taking responsibility for improvement by actively pursuing developmental activities. Striving for continuous learning.

1=almost never 2=rarely 3=occasionally 4=frequently 5=almost always na=not applicable

65.	This person recognizes and communicates his or her own strengths.	1	2	3	4	5	na
66.	This person recognizes and manages his or her own developmental needs.	1	2	3	4	5	na
67.	This person actively pursues personal growth through participation in planned developmental activities.	1	2	3	4	5	na

When you have completed the ratings for the person who gave you this observer assessment, please seal it in an envelope and return it to him or her. The information you give will be combined with ratings from other observers and used with other data to assist this leader in planning meaningful professional development activities. Thank you.