

Principal Leadership

SELF ASSESSMENT &
REFLECTION PROTOCOL



The Principal Leadership Self-Assessment Protocol

This protocol is intended to support leaders in their development of effective leadership skills. While it is not a summative evaluation tool, it can be used as a formative guide to promote conversation and provide evidence at such evaluations. The protocol is based upon the Georgia Leader Assessment on Performance Standards, [LAPS](#). The protocol is further supported by its alignment with the Professional Standards for Educational Leaders, [PSEL 2015](#), and the companion [PSEL 2015 Standards](#).

As you consider each standard and its indicators, critically assess and reflect upon your current practice. What evidence can you provide to support how you perceive your practice? What are your strengths? What are your areas for improvement? The links on the far right of each section will lead you to resources for continued growth.

Explanation of Self-Assessment Protocol Ratings

Fully Integrated	Partially Integrated	Developing	Not Present
These indicators are present in every aspect of my work. These indicators inform my world view and the way I approach my work.	These indicators appear in my work. They inform some of my world view and the way I approach my work.	I am aware of these indicators and I am working to incorporate them into my work. I am interested in expanding my understanding and approaches.	I am not aware if I am beginning to learn about these indicators. They do not inform my world view or the way I approach my work.

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Leader Assessment on Performance Standards (LAPS) & Professional Standards for Educational Leaders (PSEL)

LAPS 1 - Instructional Leadership / PSEL 4 - Curriculum and Instruction

Indicator 1: *I communicate and look for high academic expectations for each student by: promoting and implementing high-quality intellectually challenging curricula and instruction and providing opportunities for each student to achieve within the general education curriculum using a multi-tiered system of supports (MTSS)*

Rating: FI/ PI/D/ NP	Fully Integrated (I have extensive evidence)	Partially Integrated (I have adequate evidence)	Developing (I have limited evidence)	Not present (I have little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					High Leverage Practices: Leader Guide

Indicator 2: *I work collaboratively with classroom teachers to help them develop and improve their capacity for effective instruction.*

Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					Mentoring and Induction Toolkit



Indicator 3: *I ensure that evidence-based approaches to instruction and assessment are implemented with integrity and are adapted to the needs of each student.*

Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					RTI Modules IRIS Center - RTI Considerations for School Leaders

Indicator 4: *I promote appropriate, clear, and valid monitoring and assessment systems by: providing meaningful information to teachers about how each student responds to instruction and providing information that is relevant to instructional improvement.*

Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					Teaching Channel: Using Data to Help Teachers Build Strategies to Improve Instruction

LAPS 2 – Climate / PSEL 5 - Communities of Care and Support

Indicator 1: *I build and maintain a safe, caring, and healthy environment by: meeting the needs of each student and encouraging them to be active, responsible members of their community and ensuring that students have opportunities to learn with their peers to the greatest extent appropriate.*

Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					-Roadmap for Systems Change -High-Leverage Practices in Special Education -Iris Resource Site: Creating an Inclusive School Environment

Indicator 2: *I promote and expect supportive social environments throughout the school that foster acceptance, care, and a sense of value and belonging in adult-student and student-peer relationships.*

Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					Universal Design for Learning

Indicator 3: *I equip and support teachers as they create productive and inclusive environments in their classrooms and throughout the school.*

Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					School Climate and Social/ Emotional Learning and Development

LAPS 3 - Planning and Assessment/ PSEL 1 - Mission Vision, and Core Values

Indicator 1: *I work collaboratively to develop a mission and vision that supports access and success for each student.*

Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					School Leadership Interventions Under ESSA Supporting Inclusive Schools for the Success of Each Child: A Guide for States on Principal Leadership CEEDAR: Preparing Principals to Meet the Needs of Each Student

Indicator 2: *I ensure a mutual commitment to this mission and vision among faculty.*

Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					Creating an Inclusive School Environment CEEDAR: Course Enhancement Module – School Leadership for Students with Disabilities

Indicator 3: *I support high expectations for each student.*

Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					Moving Toward Inclusive and High Achieving Schools

Indicator 4: *I include parents and other external stakeholders in the vision process.*

Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					Culturally Relevant Education Parent Toolkit

LAPS 4 - Organizational Management / PSEL 9 - Operations and Management

Indicator 1: *I ensure that external resources are aligned with the school's goals and support core programs and services for each student.*

Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					IRIS: Related Services: Common Supports for Students with Disabilities

Indicator 2: *I manage budgets and develop strong relationships with central offices to: ensure the effective and efficient use of resources and that each student has access to appropriate transportation, classrooms, services, accommodations, and extracurricular activities.*

Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					

Indicator 3: <i>I assign roles and responsibilities to optimize staff capacity to address each student's learning needs.</i>					
Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					IRIS RTI – Part 1 (An Overview)

Indicator 4: <i>I develop and effectively manage school structures, operations, and administrative systems that support all students.</i>					
Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					IRIS Secondary Transition: Interagency Collaboration

LAPS 5 - Human Resources Management / PSEL 7 - Professional Community for Teachers and Staff

Indicator 1: *I encourage, support, and expect teachers to set high expectations for and engage in active self-assessment and reflective learning to promote mutual accountability.*

Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					Why Inclusive Leadership

Indicator 2: *I promote collaborative cultures focused on shared responsibility for achieving the mission and vision of the school and for the success of each student.*

Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					Creating an Inclusive School Environment: A Model for School Leaders

Indicator 3: <i>I maintain a just and democratic workplace that gives teachers the confidence to exercise responsible discretion and to be open to feedback.</i>					
Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					Support for Beginning Teachers: A Case Study

Indicator 4: <i>I communicate clear expectations for collaboration within and among established teams of teachers without micromanaging and encourage experimentation among teams.</i>					
Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					CEEDAR: Principal Assessment: Leadership Behaviors Known to Influence Schools and the Learning of All Students

Indicator 5: <i>I manage tensions and conflict while developing conditions for productivity, including effective professional development (PD), practice, and support to staff.</i>					
Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					

LAPS 6 - Teacher and Staff Evaluation / PSEL 6 - Professional Capacity of School Personnel

Indicator 1: *I hire and retain highly effective faculty and staff, including special education and general education teachers, with a school- wide vision and a set of core values that support improving achievement and outcomes for each student.*

Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					-Why Inclusive Leadership -Disrupting Inequity: Having Brave Conversations About Bias

Indicator 2: *I provide multiple sources of high-quality, meaningful professional learning and development opportunities and participate alongside faculty and staff.*

Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					-Classroom Diversity: An Introduction to Student Differences

Indicator 3: *I identify strategies to motivate faculty and staff and encourage, recognize, and facilitate leadership opportunities for faculty and staff who effectively educate diverse students.*

Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					-IRIS – CEEDAR IC Alignment Tool -Responding to the Need for New Local Special Education Administrators: A Case Study



LAPS 7 – Professionalism / PSEL 2 - Ethics and Professional Norms

Indicator 1: *I adhere to ethical and professional norms and uphold the moral imperative to provide a quality education to each student.*

Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					Forward Together

Indicator 2: *I possess and demonstrate an ethical mindset to: identify, interpret, and manage the ethical dilemmas in leadership and address them by embodying the values of justice, care, and community in service of each student.*

Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					GAO Report Discipline Disparities

Indicator 3: *I lead with interpersonal and social-emotional competence and develop productive relationships by communicating effectively, cultivating interpersonal awareness, and building trust.*

Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					Strong and Engaged Site Leadership Principals of Inclusive Schools

LAPS 8 - Communication and Community Relations / PSEL 8 - Meaningful Engagement of Families and Community

Indicator 1: *I create partnerships with families of all students, and engage them purposefully and productively in the learning and development of their children in and out of school.*

Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					SWIFT – Family Partnerships Colorado Dept of Ed

Indicator 2: *I engage families to provide insight about their children’s specific needs and/or disabilities that allows teachers to: better understand their needs, make educationally sound instructional decisions, and assist in interpreting and assessing student progress.*

Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					IRIS Collaborating with Families

LAPS 1-8 PSEL 10 School Improvement

Indicator 1: *I ensure the academic success and well-being of each student through: access to effective teachers, rigorous learning opportunities, and support and necessary resources.*

Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					CCSSO Leadership Competencies

Indicator 2: *I provide learning opportunities for teachers and staff to equip them to participate in strategic processes of improvement and to take part in implementing effective programs and practices for each student.*

Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					-IRIS Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students -IRIS – Differentiated Instruction: Maximizing the Learning of All Students

Indicator 3: <i>I address teacher capacity needs to: identify, implement, and evaluate evidence-based interventions, ensure that necessary conditions for teaching and learning exist, and prepare each student, including students with disabilities, for success in college, career, and life.</i>					
Rating: FI/ PI/D/ NP	Fully Integrated <i>(Extensive evidence)</i>	Partially Integrated <i>(Adequate evidence)</i>	Developing <i>(Limited evidence)</i>	Not present <i>(Little or no evidence)</i>	Resources/Links
Evidence <i>(List under the appropriate rating)</i>					Forward Together IRIS – IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs
Indicator 4: <i>I ensure that the needs of each student, including students with disabilities, are intentionally addressed in the school's broader improvement plans.</i>					
Rating: FI/ PI/D/ NP	Fully Integrated <i>(Extensive evidence)</i>	Partially Integrated <i>(Adequate evidence)</i>	Developing <i>(Limited evidence)</i>	Not present <i>(Little or no evidence)</i>	Resources/Links
Evidence <i>(List under the appropriate rating)</i>					CCSSO – Ensuring Equitable Opportunity Providing High Quality Education

PSEL 3 Equity and Cultural Responsiveness School Improvement					
Indicator 1: <i>I ensure the academic success and well-being of each student through: access to effective teachers, rigorous learning opportunities and supports, and necessary resources.</i>					
Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					CEEDAR – Culturally Relevant Education
Indicator 2: <i>I hold and demonstrate asset-based (rather than deficit-based) perspectives of students.</i>					
Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					
Indicator 3: <i>I recognize and address the institutional forces that have impeded rigorous educational opportunities for students with disabilities.</i>					
Rating: FI/ PI/D/ NP	Fully Integrated (Extensive evidence)	Partially Integrated (Adequate evidence)	Developing (Limited evidence)	Not present (Little or no evidence)	Resources/Links
Evidence (List under the appropriate rating)					