



Woodring College of Education
Preparing outstanding teachers, educational leaders, human services professionals, nurses and rehabilitation counselors.

Department of Special Education and Education Leadership

SELF-ASSESSMENT PLAN

SELF-ASSESSMENT PLANNING DOCUMENT

Intern's Name: _____ Date: _____
(please print legibly)

Intern's W# _____

Intern Signature: _____

Superintendent's Name: _____ Date: _____
(please print legibly)

Superintendent's Signature: _____

School District: _____
(please print legibly)



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Standard 1: Mission, Vision, and Improvement

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Component: Program completers understand and demonstrate the capacity to:

- (1.1) collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community;
- (1.2) lead improvement processes that include data use, design, implementation, and evaluation.

Substantial
Experience

Some
Experience

Limited Experience

Note: this box will expand as you type in the on-line template.



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Standard 2: Ethics and Professional Norms

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

Component: Program completers understand and demonstrate the capacity to:

(2.1) reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

(2.2) evaluate, communicate about, and advocate for ethical and legal decisions.

(2.3) model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Substantial
Experience

Some Experience

Limited Experience

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Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Candidates who successfully complete a building-level educational leadership preparation program to understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

Component: Program completers understand and demonstrate the capacity to:

(3.1) use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

(3.2) evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.



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(3.3) evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

Substantial Experience

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Standard 4: Learning and Instruction

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports and assessment.

Component: Program completers understand and demonstrate the capacity to:

(4.1) evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

(4.2) evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

(4.3) evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

(4.4) collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.



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Standard 5: Community and External Leadership

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

Component: Program completers understand and demonstrate the capacity to:

(5.1) collaboratively engage diverse families in strengthening student learning in and out of school.

(5.2) collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

(5.3) communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

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Standard 6: Operations and Management

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

Component: Program completers understand and demonstrate the capacity to:

(6.1) evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

(6.2) evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

(6.3) reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Substantial Experience

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Standard 7: Building Professional Capacity

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Component: Program completers understand and demonstrate the capacity to:

(7.1) collaboratively develop the school’s professional capacity through engagement in recruiting, selecting, and hiring staff.

(7.2) develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and



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adult in the school.

(7.3) personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

(7.4) evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

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Standard 8: Internship

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engage candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

Component: Candidates are provided a:

(8.1) variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the 7 components included in NELP building-level program standards 1-7.

(8.2) minimum of six months of concentrated (10-15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting.

(8.3) mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution.



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