

Niki Schepers

## Student Personal Assessment and Field Experience Plan

### Standard 1 VISION

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Suggested Types of Experience:

|                         |        |                                       |
|-------------------------|--------|---------------------------------------|
| Measures of Competence: | vision | model through extension               |
| 1. No experience        |        | web page - mission, SLE's, philosophy |
| 2. Limited experience   |        | syllabus                              |
| 3. Experienced          |        | language                              |
| 4. Competent            |        |                                       |

Pre Field Experience Competencies

CG should be higher

Evidence of Standard 1

| Evidence of Standard 1   | 1 | 2 | 3 | 4 | End of Field Experience Competencies |
|--|---|---|---|---|--------------------------------------|
| Facilitates the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators. | 1 | 2 | 3 | 4 | 1 2 3 4                              |
| Communicates and implements the shared vision so that the entire school community understands and acts on the mission of the school as a standards based educational system.       | 1 | 2 | 3 | 4 | 1 2 3 4                              |
| Leverages and marshals sufficient resources to implement and attain the vision for all students and subgroups of students.   | 1 | 2 | 3 | 4 | 1 2 3 4                              |
| Identifies and addresses any barriers to accomplishing the vision.   | 1 | 2 | 3 | 4 | 1 2 3 4                              |
| Shapes school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.  | 1 | 2 | 3 | 4 | 1 2 3 4                              |
| Uses the influence of diversity to improve teaching and learning.  | 1 | 2 | 3 | 4 | 1 2 3 4                              |

Pre Self-Assessment Completed Sept. 28 (NS)

Reviewed Oct. 4 (NS and CG)





\* higher

**Standard 3 ENVIRONMENT**

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective environment.

**Suggested Types of Experience:**

**Measures of Competence:**

1. No experience
2. Limited experience
3. Experienced
4. Competent

**Pre Field Experience Competencies**

**End of Field Experience Competencies**

**Evidence of Standard 3**

|   |   |   |   |  |   |   |   |   |
|---|---|---|---|--|---|---|---|---|
| 1 | 2 | 3 | 4 | Monitors and supervises faculty and staff at the site and manages and evaluates the instructional program.   | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Establishes school operations, patterns, and processes that support student learning.  | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Understands and manages legal and contractual policies, agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.  | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Coordinates and aligns fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all groups of students.   | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Sustains a safe, efficient, clean, well-maintained, and productive a school environment that nurtures student learning and supports the professional growth of teachers and support staff.             | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Utilizes the principles of systems management, organizational development, problem solving and collaborative decision-making techniques fairly and effectively.  | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Utilizes effective and positive nurturing practices in establishing student behavior management systems.   | 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 | Utilizes successful staff recruitment, selection and induction approaches, and understands the collective bargaining process, including the administrator's role and the union's role in that process. | 1 | 2 | 3 | 4 |



## Standard 5 ETHICS

A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

### Suggested Types of Experience:

|                         |  |
|-------------------------|--|
| Measures of Competence: |  |
| 1. No experience        |  |
| 2. Limited experience   |  |
| 3. Experienced          |  |
| 4. Competent            |  |

### Pre Field Experience Competencies

### End of Field Experience Competencies

| Evidence of Standard 5 |  | End of Field Experience Competencies |       |
|------------------------|--|--------------------------------------|-------|
| 1 (2) 3 4              | Demonstrates skills in shared decision making, problem solving, change management, planning, conflict management, and evaluation, and foster and develop those skills in others. | 1                                    | 2 3 4 |
| 1 (2) 3 4              | Models personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others.   | 1                                    | 2 3 4 |
| 1 (2) 3 4              | Makes and communicates decisions based upon relevant data and research about effective teachings and learning, leadership, management practices, and equity.                     | 1                                    | 2 3 4 |
| 1 2 (3) 4              | Utilizes technology to foster effective and timely communication to all members of the school community.   | 1                                    | 2 3 4 |
| 1 (2) 3 4              | Reflects on personal leadership practices and recognizes their impact and influence on the performance of others.  | 1                                    | 2 3 4 |
| 1 (2) 3 4              | Encourages and inspires others to higher levels of performance, commitment, and motivation.  | 1                                    | 2 3 4 |
| 1 2 (3) 4              | Sustains personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.  | 1                                    | 2 3 4 |
| 1 2 (3) 4              | Engages in professional and personal development.  | 1                                    | 2 3 4 |
| 1 2 (3) 4              | Demonstrates knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.   | 1                                    | 2 3 4 |
| 1 2 (3) 4              | Uses the influence of the office to enhance the educational program rather than for personal gain.   | 1                                    | 2 3 4 |
| 1 2 (3) 4              | Protects the rights and confidentiality of students and staff.   | 1                                    | 2 3 4 |

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## Standard 6 POLICY

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

### Suggested Types of Experience:

|                         |  |
|-------------------------|--|
| Measures of Competence: |  |
| 1. No experience        |  |
| 2. Limited experience   |  |
| 3. Experienced          |  |
| 4. Competent            |  |

### Pre Field Experience Competencies

### End of Field Experience Competencies

| Evidence of Standard 6 |   | 1 | 2 | 3   | 4       |
|------------------------|---|---|---|---|---------|
| 1                      | 2 | 3 | 4 | Views oneself as a leader of a team by clarifying the roles and relationships of individuals within the school but also view oneself as a member of a larger team.                                | 1 2 3 4 |
| 1                      | 2 | 3 | 4 | Ensures that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.   | 1 2 3 4 |
| 1                      | 2 | 3 | 4 | Demonstrates responsiveness to diverse community and constituent views and groups and generates support for the school by two-way communication with key decision-makers in the school community. | 1 2 3 4 |
| 1                      | 2 | 3 | 4 | Works with the governing board and district and local leaders to influence policies that benefit students and supports the improvement of teaching and learning.                                  | 1 2 3 4 |
| 1                      | 2 | 3 | 4 | Influences and supports public policies that ensure the equitable distribution of resources, and support for all the subgroups of students.   | 1 2 3 4 |
| 1                      | 2 | 3 | 4 | Opens the school to the public plus welcomes and facilitates constructive conversations about how to improve student learning and achievement.  | 1 2 3 4 |