



21st Century School Administrator Skills Assessment

ASSESSMENT of _____ Date _____
(name of person you are rating)

Directions: This survey contains categories of skills for effective educational leaders along with definitions and key behaviors. For each skill dimension, first read the general definition. Next, read the behavioral statements below the definition and rate the named person regarding each of these behaviors. Mark 1 (low) if you believe this person almost never exhibits the behavior. Mark 5 (high) if you believe this person almost always practices the behavior. Mark 2, 3, or 4 if you believe this person's typical behavior falls somewhere in between. Mark N/A if you have no basis to judge. Please be assured that your responses will remain anonymous.

DEMOGRAPHIC INFORMATION

Gender

Male Female

Years familiar with the work of the administrator being assessed.

NOTE: If you are the person being assessed, mark your years of administrative experience using the same scale.

0 to 5 6 to 9 10 plus

Rater Category

Please mark the category that best describes your relationship with the administrator you are assessing.

Self = I am the administrator being assessed.

Supervisor = I supervise the administrator being assessed.

Admin = I am another administrator in this system.

Prof Staff = I am a certified teacher or other professional staff member.

Support Staff = I work in the school in a job other than a teacher or other professional staff position.

Community = I do not work in the school.

Self Admin Support Staff
 Supervisor Prof Staff Community

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.	Rating
1.	Articulates a clear vision for the school and its efforts	1 2 3 4 5 N
2.	Sets high expectations for self and others	1 2 3 4 5 N
3.	Encourages innovation and improvement of teaching and learning	1 2 3 4 5 N
4.	Sets and clarifies measurable objectives	1 2 3 4 5 N
5.	Generates enthusiasm and works to persuade others to work together to accomplish common goals	1 2 3 4 5 N
6.	Develops alliances and/or resources outside of the school that improve the quality of teaching and learning	1 2 3 4 5 N
7.	Clearly articulates expectations regarding the performance of others	1 2 3 4 5 N
8.	Acknowledges achievement and accomplishments of others	1 2 3 4 5 N
9.	Seeks commitment of all involved to a specific course of action	1 2 3 4 5 N

Teamwork		
	Seeking and encouraging involvement of team members. Modeling and encouraging the behaviors that move the group to task completion. Supporting group accomplishment.	Rating
1.	Supports the ideas and views of team members to solve problems	1 2 3 4 5 N
2.	Encourages others to share their ideas	1 2 3 4 5 N
3.	Contributes ideas toward achieving a solution	1 2 3 4 5 N
4.	Assists in the operational tasks of the team	1 2 3 4 5 N
5.	Seeks input from others regarding their own ideas and solutions	1 2 3 4 5 N
6.	Assists the team in maintaining the direction needed to complete a task	1 2 3 4 5 N
7.	Seeks consensus among team members	1 2 3 4 5 N
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. Relating to people of varying ethnic, cultural, and religious backgrounds.	Rating
1.	Deals appropriately and tactfully with people from different backgrounds	1 2 3 4 5 N
2.	Elicits perceptions, feelings, and concerns of others	1 2 3 4 5 N
3.	Voices disagreement without creating unnecessary conflict	1 2 3 4 5 N
4.	Anticipates responses of others and acts to reduce negative impact	1 2 3 4 5 N
5.	Communicates necessary information to the appropriate persons in a timely manner	1 2 3 4 5 N
6.	Expresses verbal and/or non-verbal recognition of feelings, needs, and concerns of others	1 2 3 4 5 N
7.	Responds tactfully to others in emotionally stressful situations or in conflict	1 2 3 4 5 N
8.	Takes action to divert unnecessary conflict	1 2 3 4 5 N
9.	Responds in a timely manner to others who initiate contact	1 2 3 4 5 N
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.	Rating
1.	Assigns appropriate priority to issues and tasks	1 2 3 4 5 N
2.	Takes appropriate caution when dealing with unfamiliar issues and individuals	1 2 3 4 5 N
3.	Avoids reaching quick conclusions and making decisions with limited data	1 2 3 4 5 N
4.	Evaluates information to determine the important elements	1 2 3 4 5 N
5.	Communicates a clear rationale for a decision	1 2 3 4 5 N
6.	Seeks additional information about issues and events relevant to the school	1 2 3 4 5 N
7.	Seeks relevant sources of information to confirm or refute assumptions	1 2 3 4 5 N
8.	Seeks to clarify information by asking follow-up questions	1 2 3 4 5 N
9.	Seeks to identify the cause of a problem	1 2 3 4 5 N
10.	Seeks to establish relationships among issues and items	1 2 3 4 5 N
Results Orientation (Decisiveness)		
	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.	Rating
1.	Takes action to move issues toward closure in a timely manner	1 2 3 4 5 N
2.	Takes responsibility to implement initiatives to improve teaching and learning	1 2 3 4 5 N
3.	Determining the criteria that indicate a problem or issue is resolved	1 2 3 4 5 N
4.	Considers the long-term and short-term implications of a decision before taking action	1 2 3 4 5 N
5.	Sees the big picture	1 2 3 4 5 N

Organizational Ability		
	Planning and scheduling one's own and the work of others so that resources are used appropriately. Scheduling the flow of activities; establishing procedures to monitor projects. Practicing time and task management; knowing what to delegate and to whom.	Rating
1.	Delegates responsibilities to others	1 2 3 4 5 N
2.	Plans follow-up to monitor progress of delegated responsibilities	1 2 3 4 5 N
3.	Develops action plans	1 2 3 4 5 N
4.	Monitors progress and adjusts plans or actions as needed	1 2 3 4 5 N
5.	Establishes timeliness, schedules, and milestones	1 2 3 4 5 N
6.	Is well prepared for meetings	1 2 3 4 5 N
7.	Makes effective use of available resources	1 2 3 4 5 N
COMMUNICATION		
Oral Communication		
	Clearly communicating when speaking to individuals, small groups, and large groups. Making oral presentations that are clear and easy to understand.	Rating
1.	Demonstrates effective presentations skills, e.g., opening and closing comments, eye contact, enthusiasm, confidence, rapport, use of visual aids	1 2 3 4 5 N
2.	Speaks articulately	1 2 3 4 5 N
3.	Uses grammar properly	1 2 3 4 5 N
4.	Tailors messages to meet the needs of unique audiences	1 2 3 4 5 N
5.	Clearly presents thoughts and ideas in one-on-one presentations	1 2 3 4 5 N
6.	Clearly presents thoughts and ideas in small-group presentations	1 2 3 4 5 N
7.	Clearly presents thoughts and ideas in formal, large-group presentation	1 2 3 4 5 N
Written Communication		
	Expressing ideas clearly in writing; demonstrating technical proficiency. Writing appropriately for different audiences.	Rating
1.	Writes concisely	1 2 3 4 5 N
2.	Demonstrates technical proficiency in writing	1 2 3 4 5 N
3.	Expresses ideas clearly in writing	1 2 3 4 5 N
4.	Writes appropriately for different audiences	1 2 3 4 5 N
DEVELOPING SELF AND OTHERS		
Development of Others		
	Teaching, coaching, and helping others. Providing specific feedback based on observations and data.	Rating
1.	Shares information and expertise from personal experiences	1 2 3 4 5 N
2.	Motivates others to change behaviors that inhibit professional and organizational growth	1 2 3 4 5 N
3.	Suggests specific developmental activities to assist others' professional growth	1 2 3 4 5 N
4.	Gives behaviorally-specific feedback focusing on behaviors, not the person	1 2 3 4 5 N
5.	Asks the person what he/she perceives to be strengths and weaknesses and what he/she want to improve	1 2 3 4 5 N
6.	Seeks agreement on specific actions to be taken for development and growth	1 2 3 4 5 N
Understanding Own Strengths and Weaknesses		
	Understanding personal strengths and weaknesses. Taking responsibility for improvement by actively pursuing developmental activities. Striving for continual learning.	Rating
1.	Recognizes and appropriately communicates own strengths	1 2 3 4 5 N
2.	Recognizes and appropriately manages own developmental needs	1 2 3 4 5 N
3.	Actively pursues personal growth through participation in planned developmental activities	1 2 3 4 5 N

COMMENTS:

- 1. List the most prominent strengths that positively impact overall effectiveness.**

- 2. Please list the most important thing(s) the administrator could improve on to increase overall effectiveness.**

- 3. If you wish to record any comments, please enter them in the space below.**