Name: _	 Date:

Directions: Rate yourself on each of these domains and mark the box under the score of your choice. This is completely about YOU and YOUR GROWTH.

For reference, each of the score options are defined below.

I = Ineffective: Not demonstrated yet, needs improvement.

D = Developing: I sometimes demonstrate this, but have room to grow and am progressing.

A = Accomplished: I consistently demonstrate this.

E = Exemplary: This is consistently demonstrated through my students' actions, products, etc.

National Board Certification for Educational Leaders

Accomplished Principal Standards

First Edition

Refer to descriptions in Accomplished Principal Standards*		E	Α	D	I	What do these results help me see about my leadership and/or the student's learning experience?		
	1.	I lead by example – achieving results. (pp. 19-21)					Standard 1	
Leadership for Results	2.	I think strategically in a forward fashion. (pp. 21-22)					Standard 3 Standard 6	
	3.	I work collaboratively. (pp. 22-23)					Stundard 6	15**
Leade	4.	I lead change strategically. (p. 23-24)						Standard
Ţ	5.	I build organizational capacity. (pp. 24-25)						PP St
uc	6.	I advance the vision and mission through collaborative design					Standard 1 Standard 5	
Mission		and development. (pp. 27-28)					Standard 6	
Ξ	7.	I implement and realize the vision and mission. (pp. 28-29)					333337	
2. Vision and	I reflect and learn publicly to recommit to the vision and mission. (p. 29)							
	9.	I champion the vision and mission. (pp. 29-30)						PP Standar

^{*}Accomplished Principal Standards, The National Board for Professional Teaching Standards, first edition. **Principal Performance Standards, KDE.

Refer to descriptions in Accomplished Principal Standards*		Е	Α	D	I	What do these results help me see about my leadership and/or the student's learning experience?		
Teaching and Learning	10.	I plan for learning. (pp. 33-34)					Standard 1 Standard 3 Standard 6	
	11.	I collaboratively implement curricula. (pp. 34-35)						
3. Te	12.	I continuously monitor, evaluate, and adjust performances to improve teaching and learning. (pp. 35-36)						PP Standards**
र	13.	I understand child development. (pp. 39-40)					Standard 2 Standard 3 Standard 5 Standard 6	
4. Knowledge of Students and Adults	14.	I understand home structures and scaffold community support. <i>(pp. 40-41)</i>						
wle	15.	I celebrate student and adult accomplishments. (p. 41, 43)						
Kno lents	16.	I understand human development and learning theory. (pp. 41-42)						
4. Stud	17.	I understand adults in a broader context and scaffold support. (pp. 40-41)						PP Standards*
	18.	I promote high expectations. (pp. 45-46)					Standard 1 Standard 2 Standard 5 Standard 6	
4)	16.	I promote collaborative and collegial relationships. (p. 46)						
Culture	17.	I promote rituals and behaviors that demonstrate common values and beliefs. (pp. 46-47)						
5.	18.	I promote respect for cultural differences, diversity, and equity. (pp. 47-48)						
	19.	I promote a safe and trusting environment. (p. 48)						PP Standards**
c nt	20.	I develop strategic management systems that start with design and development. (pp. 51-53)					Standard 1 Standard 2 Standard 3 Standard 4	
Strategic nagemen	21.	I implement strategic management systems. (p. 53)						
6. Strategic Management	22.	I monitor strategic management systems. (pp. 53-54)						
	23.	I continuously improve management systems. (p. 54)						PP Standards**

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Refer to descriptions in Accomplished Principal Standards*			E	Α	D	I	What do these results help me see about my leadership and/or the student's learning experience?	
Advocacy	24.	I advocate for the organization and the individual. (pp. 57-58)					Standard 2 Standard 5	rds **
7. Adve	25.	I advocate in the broader context. (p. 59)						PP Standaı
Ethics	26.	I demonstrate personal and professional ethics. (pp. 61-62)					Standard Standard	
8.	27.	I establish an ethical culture. (pp. 62-63)						PP C+capt
	28.	I practice humility and continuous personal learning. (pp. 65-66)					Standard 1	
and	29.	I practice personal reflection. (p. 66)					Standard (
Reflection a	30.	I promote reflective strategies. (pp. 66-67)						**sp.
9. Refl	31.	I establish and culture of reflection. (p. 67)						Standards
	32.	I practice rejuvenation and recommitment. (p. 67)						PP

Standard	Overall Rating	Standard	Overall Rating
1. Leadership for Results		6. Strategic Management	
2. Vision and Mission		7. Advocacy	
3. Teaching and Learning		8. Ethics	
4. Knowledge of Students and Adults		9. Reflection and Growth	
5. Culture			

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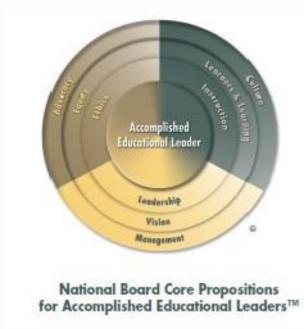
The Architecture of Accomplished Educational Leading The Architecture of Accomplished Educational Leading triple helix illustrates the upwardly spiraling process reflective of an accomplished educational leader's practice. The three strands portray the skills, applications and dispositions as defined in the core propositions and applied through eight stages in an integrated process.

Set new goals that build on a students' Celebrate successes, reflect on the and adults' successes and needs to appartunities for a , and inspire advance the school's mission and vision, stakeholders inside and outside the increase growth and performance, and earning community to high levels strengthen your leadership. of performance. Landenhie, Vision, Learners & Learning, Equity, Advocacy) Learning, Ethics, Equity, Advocacy) Assess and adjust systems and strategies to strengthen the learning culture and better achieve goals for all learners. Engage the broader district and community to provide resources and support interventions, system building Equity, Advocacy) and change to achieve the goals. lead, facilitate and use interventions, I admitte Vision, Management, Advocacyl resources and systems while developing stakeholder capacity to build a learning culture and achieve desired results. Design, develop and deploy Culture, Instruction, Ethics, Equity, Advocacy) organizational, curricular and instructional interventions to strengthen the learning culture and Engage stakeholders in setting achieve goals. equitable, substantial and high value goals informed by data. Culture, Ethics, Advocacyl Wines, Management, Learners & Learning. Ethics, Equity, Advocacy)

> Your Learning Community & Your Leadership What is the vision/mission? What are your leadership strengths? What are the good for the earning community? How can you effectively lead What is the context of your your learning community? earning community? How can you and your learning community achieve desired Who are your stakeholders? Where are your stakeholders in relation to the visions/mission# Culture, Learners & Learning, Ethics, What do they need or you Equity, Advocacy need from them?

Where are you currently in the triple helix? What steps in the helix are personal strengths? What steps in the helix are areas of growth?

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Skills

- 1. Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance (Leadership).
- 2. Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission. (Vision)
- 3. Accomplished educational leaders manage and leverage systems and processes to achieve desired results. (Management)

Applications

- 4. Accomplished educational leaders are committed to student and adult learners and to their development. (Learners & Learning)
- 5. Accomplished educational leaders drive, facilitate, and monitor the teaching and learning process. (Instruction)
- 6. Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning. (Culture)

Dispositions

- 7. Accomplished educational leaders model professional, ethical behavior and expect it from others. (Ethics)
- 8. Accomplished educational leaders ensure equitable learning opportunities and high expectations for all. (Equity)
- 9. Accomplished educational leaders advocate on behalf of their schools, communities, and profession. (Advocacy)

Created by KYNBPL with the support of NT3, 2018.

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