

Core Proposition 7: Reflection and Growth

Standard Indicator 7.1: Self-Reflection and Continuous Improvement

The leader reflects on personal and professional strengths and areas for development, and adjusts practice for continuous improvement.

Accomplished principals view their own learning as an intentional, central, foundational aspect of the work of school leadership, integrally linked to the growth of the school. They make their own learning journey public, placing their practice—and the continuous revision of their practice—in view of teachers, staff, parents and students as a model of commitment to perpetual learning. They are modest and unpretentious rather than all-knowing.

To improve their professional practice, they willingly invite, accept, and use feedback from others. These principals create systems that seek, value, and use formal and informal feedback from all who are affected by their leadership. For example, such principals may use a 360-degree evaluation approach to determine how others perceive them and then use the results to improve their practice. Accomplished principals are relentless in taking advantage of opportunities to reflect and to increase their professional knowledge. These principals remain current on educational research that supports their leadership. For example, they would read extensively on creating and cultivating a vision and mission before and while collaborating with staff in the creation of the vision and mission for the school.

Adapted from NBCEL, *Accomplished Principal Standards*, 1st ed. (2010, p. 66).

Key Elements of Leader Practice and Questions for Reflection and Planning Related to Standard Indicator 7.1

- Reflecting on leadership practices and decision making to modify and improve approaches and interactions to maximize organizational effectiveness in advancing student learning
 - *What systems do I have in place to ensure I reflect on my practice?*
 - *What sources of data and feedback might I gather and analyze to accurately assess the effectiveness of my practice?*
 - *What needs and strengths of my leadership practices are highlighted through these data and reflections?*
 - *Are my professional goals based on evidence of my practice as well as the learning needs of my school?*
 - *How might I adjust my leadership approach on the basis of the needs of students, staff, and identified best leadership practice?*
- Staying abreast of current research and, when appropriate, incorporating new findings and strategies into practice
 - *What practices do I have in place to stay current on research?*
 - *How do I make decisions about what new strategies/findings are implemented?*

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- Seeking opportunities for others to observe and offer a critique of one's leadership practices
 - *What systems do I have in place for others to provide feedback on my practice?*
 - *Do I gather feedback from all stakeholders? If not, how can I ensure I'm collecting feedback from all stakeholders?*
- ***What concrete sources of evidence will I need to gather to demonstrate effective practice related to these Key Elements?***

Professional Learning to Advance This Leadership Practice

- Building skill in working with data and feedback related to leadership practice and its impact
- Strengthening skills in analysis of, and reflection on, evidence related to student needs, staff needs, and professional practice
- Engaging in opportunities to gain feedback on leadership practice through reciprocal peer observation and other examination of leadership practice and evidence of its impact
- Building skills in developing and implementing a professional growth plan and selecting resources to support its implementation

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	7.1 Self-Reflection and Continuous Improvement: The leader reflects on personal and professional strengths and areas for development, and adjusts practice for continuous improvement			
	Ineffective (1) At this level, the leader...	Developing (2) At this level, the leader...	Effective (3) At this level, the leader...	Distinguished (4) At this level, the leader does one or more of the following. The leader...
LEPG Rubric Performance-Level Descriptors	<ul style="list-style-type: none"> Does not reflect on practice to set goals or create a professional development plan. Does not complete all activities in his or her professional growth plan. Does not seek feedback from others on his or her practice. 	<ul style="list-style-type: none"> Reflects on practice, sets goals, and creates a clear, concise professional development plan to accomplish these goals. Completes some activities in his or her professional growth plan. Seeks feedback from individuals on his or her practice. 	<ul style="list-style-type: none"> Creates a professional development plan using data and other evidence from the annual performance evaluation. Completes all activities in his or her professional growth plan. Shows evidence of applying learning to school operations, adjusting the plan as needed with support of the evaluator. Seeks feedback regularly from many individuals on his or her practice. 	<ul style="list-style-type: none"> Exceeds goals included on the annual professional development plan by pursuing additional professional development or achieving additional goals during the school year. Consistently employs a process for regularly receiving feedback from the school community on his or her practice. Displays new learning by pursuing innovative approaches to leadership practice.
Possible Examples	<ul style="list-style-type: none"> The leader does not ask stakeholders for feedback on leadership practice. 	<ul style="list-style-type: none"> The leader asks teachers for feedback on the evaluation process after the first semester. 	<ul style="list-style-type: none"> The leader asks teachers for feedback on the evaluation process after the first semester and adjusts the scheduling process and the conferencing questions for the second semester. 	<ul style="list-style-type: none"> The leader builds capacity in other principals by sharing what she learned at a conference about how to coach teachers.