



Colorado's Teacher Perception Survey Principal Self-Assessment¹

Complete this self-assessment with your own perception of your practice.

Distributive Leadership: How principals share leadership, decision-making power, and accountability with teachers and staff.

	Never	Some of the time	Most of the time	Always
I am receptive to input from my teachers in forming goals for our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am receptive to professional development opportunities my teachers seek out on their own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I share decision-making power with my teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I draw on the strengths of teachers in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask teachers for input when I make policies for our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide opportunities for my teachers to take on leadership roles within our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I give my teachers credit when I use their ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I listen to teachers' feedback about scheduling decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage instructional collaboration among my teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider the input of all teachers equally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers and staff in my school:				
• Have leadership roles in implementing our school's vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Feel a sense of responsibility for implementing our school's vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Are encouraged to take action when they see a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When making school policies and decisions, I:				
• Incorporate input from a variety of stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Incorporate my teachers' feedback into my decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers understand how their input is used to guide instructional decisions in our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers are encouraged to collaborate in developing a vision for our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¹ This tool was developed by the Thompson school district.

Professional Growth: How principals connect teachers with opportunities for professional development including instructional guidance, feedback, and goal-setting.

	Never	Some of the time	Most of the time	Always
I hold teachers accountable for improving their instructional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I give my teachers the tools they need to meet rigorous goals for student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I add to my teachers professional development by encouraging meaningful engagement in professional learning communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide my teachers with real opportunities to be members of professional learning communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I connect my teachers with professional development opportunities to help them improve their practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good understanding of my teachers instructional strengths.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide coaching and feedback to help my teachers improve their instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I visit my teachers' classroom during instructional time through out the school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in innovation and new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I help my teachers:				
• Understand how to adapt their instruction to meet the needs of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Set their own goals for student growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Grow as a teaching professional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Set rigorous but achievable goals for each of their students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Understand how to change their teaching practice to increase student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers understand how to use the instructional feedback that I give them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers understand how I want them to change their professional practice to increase student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers are protected from duties that interfere with their roles as educators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Learning & Expectations: How principals create a culture of high expectations for all students.

	Never	Some of the time	Most of the time	Always
I consider the well-being of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I set the expectation that all students can learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I set the expectation that all students can graduate from high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I set the expectation that all students can be college/career ready.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My actions demonstrate interest in student progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Problem Solving, Conflict Management, and Disciplinary Leadership: How principals handle issues within their schools, including problem solving, conflict management, and acknowledging mistakes.

	Never	Some of the time	Most of the time	Always
I address and resolve problems quickly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work to prevent potential problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I effectively manage conflicts between students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I handle individual disciplinary infractions fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I hold students accountable for their individual learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I implement school behavior policies fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I demonstrate good follow-through.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I acknowledge when school policies are not working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I communicate both successes and failures in school policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Vision & Goal Setting: How principals develop a vision and communicate that vision to students, teachers, parents, and community members.

	Never	Some of the time	Most of the time	Always
I communicate a clear and coherent vision for our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I communicate instructional goals for our school to my teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a system in place to develop and revise our school's vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a plan in place that supports improved academic achievement and outcomes for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a plan in place to communicate my vision to parents and the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I monitor, evaluate, and revise school goals as necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use data to suggest changes in our school's goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After making school policies and decisions, I:				
• Clearly communicate changes in school policies to my teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Make myself available to clarify changes to school policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Put systems into place to keep all parents informed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school's goals are aligned with my teachers' own instructional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers understand my vision for our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructional Leadership: How principals use their instructional leadership expertise to assist with implementation of research-based practices, curriculum, and academic standards in classrooms.

	Never	Some of the time	Most of the time	Always
I demonstrate expertise in:				
• Student achievement and student growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Academic standards (including Colorado Academic Standards).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Research-based instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• How to integrate technology into my teachers' instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Incorporating appropriate assessment strategies into my teachers' practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Community: How principals create a community where student and parent differences are valued.

	Never	Some of the time	Most of the time	Always
I involve parents in decision-making conversations about school policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take the challenges and experiences of individual students into account when implementing school policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I recognize diversity as an asset to the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am focused on including all families in school activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find ways to involve parents and the community in the students' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ensure that all students are treated with dignity and respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I create a welcoming environment for all parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I reach out to diverse communities of parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I maintain clear, two-way communication with the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When making school policies and decisions, I:				
• Show consideration for the diversity of our student body.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Show consideration for the whole child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in my school accept and respect students who are different than they are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Culture & Teaching Conditions: How principals create a welcoming and accessible school environment for students, teachers, and parents.

	Never	Some of the time	Most of the time	Always
I have a positive presence within the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I help create an inclusive and welcoming school climate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am easily accessible to students and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I handle conflicts between teachers in a professional manner.

My behavior toward staff is supportive and encouraging.

There is an atmosphere of trust and mutual respect between teachers in my school and myself.

My teachers feel comfortable raising issues and concerns that are important to them.

My most recent evaluation of my teachers' performance was conducted fairly.