Exhibit 5.6.2 Assessment Instruments CPSELs

The State of California has defined, clearly and in detail, what it expects principals to do as leaders of their schools. San Diego State University supports principals in their development of these leadership standards and expects inductees to establish goals and objectives for their induction plan based on their self-assessment on the extent to which they can successfully execute these practices.

CPSEL Self-Assessment Rubric

Standard	Element	Definition	SELF			
			NMS	GA	E	H.E.
STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students	1A Student Centered Vision	Leaders share a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for students.				
	1B Developing a Shared Vision	Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.				
	1C Vision & Planning	Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.				
STANDARD 2: INSTRUCTIONAL LEADERSHIP Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.	2A Professional Learning Culture	Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.				
	2B Curriculum & Instruction	Leaders guide and support the implementation of standards - based curriculum, instruction, and assessments that address student expectations and outcomes.				
	2C Assessment & Accountability	Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.				
STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT Education leaders manage the organization to cultivate a safe and productive learning and working environment.	3A Operations & Facilities	Leaders provide and oversee a functional, safe, and clean learning environment.				
	3B Plans & Procedures	Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.				
	3C Climate	Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social - emotional, and physical needs of each learner.				
	3D Fiscal & Human Resources	Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.				
STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.	4A Parent & Family Engagement	Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.				
	4B Community Partnerships	Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.				
	4C Community Resources & Services	Leaders leverage and integrate community resources and services to meet the varied needs of all students.				
STANDARD 5: ETHICS AND INTEGRITY Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.	5A Reflective Practice	Leaders act upon a personal code of ethics that requires continuous reflection and learning.				
	5B Ethical Decision Making	Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.				
	5C Ethical Action	Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.				
STANDARD 6: EXTERNAL CONTEXT AND POLICY Education leaders influence political, social, economic, legal and	6A Understanding & Communicating Policy	Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.				

cultural contexts affecting education to improve education policies and practices.	6B Professional Influence	Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.				
	Policy Engagement	Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.				

Legend: NMS = Not meeting Standard GA = Growth Area E = Effective H.E. = Highly Effective