

<b>A. Instructional Leadership</b>
1. Support teachers and staff in the implementation of state academic standards, coherent systems of culturally responsive curriculum, instruction, and assessment that promote the mission, vision, and core values of the school district to embody high expectations for student learning;
2. Demonstrate the ability to understand and apply district-wide literacy and lead schoolwide literacy efforts in all content areas including numeracy.

Effective school leadership requires a deep understanding of curriculum, instruction, data, and equity. Over the past several years, I have been intentional in growing my capacity as an instructional leader across grade levels and content areas. From early literacy development grounded in the Science of Reading to broader schoolwide data analysis and equitable instructional practices, I have engaged in meaningful professional learning and hands-on experiences that have strengthened my ability to support teachers and students. Through my admin internships, district-level training, and reflective practice, I have worked to become a leader who can drive continuous improvement and ensure that all students have access to high-quality instruction.

In recent years, I have taken deliberate steps to deepen my understanding of literacy instruction and become a leader in my district in this area. I completed a [119-hour LETRS](#) training course, a comprehensive framework grounded in the Science of Reading. This in-depth professional development provided insights into how the brain processes reading. This knowledge had not been part of my initial teacher training. Equipped with this new understanding, I was able to share effective strategies with colleagues and support staff development at my school.

While serving as an Academic Support Teacher, I also gained hands-on experience with SIPPS, a curriculum aligned with Science of Reading research. I not only taught SIPPS but also conducted a research project examining the instructional model shift in Saint Paul Public Schools between the 2022–2023 and 2024–2025 school years. This shift expanded the focus of reading

instruction from kindergarten–2nd grade to include grades 3–5, leading to positive outcomes. Through these experiences, I have developed both the expertise and confidence to serve as a literacy leader within my school community.

During the 2024-2025 school year, as an intern at Como Park Elementary, I attended LiRN - or Leaders in Reading Network. This is a three part speaker series with education leaders from across the country facilitating talks around culturally relevant literacy. Throughout the first class, Cornelius Minor, a New York City 7th grade ELA teacher, led us through a protocol that had us reflect upon our own strengths and to build a system where teachers are encouraged and championed to use their strengths to better serve students. During our time together we were asked to [journal and reflect](#). What makes us great - what is our super power? Leaving this meeting I was left with imperative notes on how I would like to strengthen my schools' literacy goals. My biggest takeaway from this training was, how do we look at and *actually see* the kids that are in front of us? We can spend all day observing data, the curriculum, and have extensive training. As leaders and critical thinkers we need to be able to maintain the integrity and fidelity of the curriculum, while shifting materials and strategies to meet the needs of our kids.

As a school leader, it is not enough to be well-versed in curriculum alone, you must also be able to interpret schoolwide data and support teachers in adjusting instructional practices when necessary. During my internship at Roseville Area Middle School, I had the opportunity to review and analyze the [School Improvement Plan \(SIP\)](#) alongside my cooperating administrator. While observing this artifact, I observed how data was made accessible to stakeholders and how the leadership team engaged in thoughtful, equity-focused discussions about which student groups were being prioritized and which required more attention. The SIP clearly identified the area of greatest need, stating: “There is still an opportunity gap of at least 32 points between

BIPOC students and White students (White students – 46.7% proficient, Black – 17.6% proficient). (Roseville Area Middle School SIP, 2023). This experience deepened my understanding of data-driven leadership and the importance of equity in instructional leadership.

At the high school level, it is nearly impossible for an administrator to be an expert in every subject area. However, it is essential for school leaders to have a clear understanding of what is being taught in each classroom to ensure alignment with academic standards and graduation requirements. During my internship at Como Park Senior High School, my cooperating administrator shared a [“one-stop doc”](#)—a comprehensive resource outlining each course offered, the associated state standards, and how they align with graduation goals. This document serves as a valuable tool for administrators, allowing them to conduct walkthroughs and observations with a clear understanding of what instruction should look like in each classroom. It promotes instructional coherence and helps ensure that all students are receiving the learning opportunities they need to succeed.

My journey toward instructional leadership has been shaped by a commitment to both research-based practices and student-centered decision-making. Whether analyzing school improvement data, aligning instruction to state standards, or championing culturally relevant literacy practices, I have consistently prioritized equity, collaboration, and impact. These experiences have reinforced the importance of leading with both clarity and compassion. While supporting educators, responding to the needs of diverse learners, and maintaining strong curricular frameworks, I have developed a strong sense of who I am as an instructional leader.