MN Core Leadership Competencies (required for all licensure areas)

Portfolio Evaluation Form

SKILL/KNOWLEDGE	**Initial (during ED695A) June 2017**	**Mid-Program (during Masters in Ed Leadership practicum) May 2018**
A. Leadership	**Self Score (1-5) and Comments**	**Self Score (1-5) and Comments**
A1. Collaboratively assessing and improving culture, and climate;	2 - some experience, particularly working on my Middle School Building Leadership and Equity team.	4 - finishing Admin of Secondary School, which was heavily focused on reflection and planning for school climate and culture. Particularly good strategies learned from *School Culture Rewired* by Gruenert & Whitaker. Also, lead facilitation for multiple elementary building teams to develop plans for creating a better culture and climate in the 18-19 school year.
A2. Providing purpose and direction for individuals and groups;	3 - Spent 4 years serving as a Continuous Improvement and Innovation Coach. Each year, worked with approximately 25 teachers directly. Would collaboratively set goals, I would visit their classroom and give feedback/action steps each week, and we would assess goals and growths at the end of the school year (and throughout). Regularly facilitate groups of people (previously in PLCs, currently in small group professional learning).	4 - Continuing to increase proficiency with facilitating groups, both large and small, to achieve desired results. With regard to small groups as well as individuals, learning in Communication, Ethics, and Leadership offered practical learning and strategies for increasing the quality of my communication/leadership, both of which support my ability to provide purpose and direction to those I am coaching, facilitating, and supporting.
A3. Modeling shared leadership and decision-making strategies;	3 - Regularly utilize the Decision Making Model (Teamworks International). Regularly facilitate design teams in our district comprised of teachers, admin, additional staff, etc. Utilize design thinking methods to create options collaboratively.	4 - Continued learning from Teamworks frameworks and tools to support shared leadership, partnership, and decision-making. Continue to facilitate design processes that require collaboration and shared decision-making. Coursework in Admin of Secondary School also heavily focused on partnership between building admin, all staff, and how that enables a more positive and effective

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		environment.
A4. Demonstrating an understanding of issues affecting education	2 - Do a fair amount of professional learning and reading outside of my daily work, particularly in the areas of innovation, PBL, and personalized learning	3 - Part of my practicum focused on my level of cultural proficiency, and that learning has increased my level of understanding around how culture and diversity impact education. Additionally, have continued to learn about areas that are currently influencing education (digging even more deeply personalized learning, competency based learning, learning from Buck Institute around PBL, etc.)
A5. Through a visioning process, formulating strategic plans and goals with staff and community;	2 - much more experience with staff, less with community. Serve as project lead on multiple projects on our District Operational Plan, develop and create strategies to achieve key milestones on District Operational Projects	4 - Working with and leading District Operational Plan project teams made up of staff develop goals and achieve milestones. Use community voice where appropriate to drive those goals, milestones, and recommendations. As part of practicum, helped facilitate our Systems Improvement Advisory Council comprised of parents and community members. One area of focus of my practicum has been on improving my project leadership, particularly in the way I work with building level administrators - this has been an area of growth.
A6. Setting of priorities in the context of stakeholder needs;	3 - Have spent the better part of the last 2 years deeply completing learning work in the area of Human-Centered Design. Developed and implemented a methodology for using Design Thinking Methods throughout the district. Crux of HCD relies on gaining significant insight from key stakeholders to inform all aspects of decision making and design.	4 - Current project work around Competency based thinking, unit design, and learner profiles and maps has relied heavily on my ability to hear and learn from stakeholder needs to set next steps in projects. As part of practicum, helped facilitate our Systems Improvement Advisory Council comprised of parents and community members.
A7. Serving as a spokesperson for the welfare of all learners in a multicultural context;	1 - an area I would like to significantly increase competency in.	3 - One focus of my practicum has been on achieving a higher level of cultural proficiency in my work as well as the practices of our district. 10 full days of learning with CampbellJones & Associates

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		has resulted in a much higher level of understanding, and in turn, skills and strategies to speak up and ask questions hen the welfare of learners is at stake.
A8. Understanding how education is impacted by local, state, national, and international events;	2 - When developing district operational plans, we typically do an "emerging influences" scan, though my experience here is relatively limited	3 - Continue to increase proficiency with consider emerging influences, particularly when creating "guiding change" documents which ask us to consider the current context around an issue before we begin to develop possible ideas and solutions.
A9. Demonstrating the ability to facilitate and motivate others;	3 - Have facilitated groups ranging in size from 3 to 100+ on various topics. Develop and implement facilitation strategies focused on dialogue, active engagement, and authentic application. Regularly receive strong marks on post-facilitate evals on Guskey's 1st and 2nd levels of evaluation.	5 - My practicum has included continual practice and feedback on my facilitation, including 1:1 feedback from my work with CampbellJones & Associates. Additionally, coursework over the past two semesters has supported learning and reflection on facilitation and motivation as an ed leader in both Communication, Ethics, and Leadership as well as Admin of Secondary Schools.
A10. Demonstrating the ability to implement change or educational reform.	2 - Regularly a part of planning, developing, and implementing systemic changes via our District Operation plan. Frame within the context of learning work, adaptive work, and standard work. Definitely an area that could always be improved upon.	3 - Much of my practicum focus was on leading project work, and making growth as a professional in the area of project management. I believe I have made growth in this area, resulting in practice with implementing change - particularly around our initiative of implementing Learner Profiles K-12 this school year, which I serve as project lead on.
B. Organizational Management	**Self Score (1-5) and Comments**	**Self Score (1-5) and Comments**
B1. Demonstrating an understanding of organizational systems;	2 - Serve on our District Leadership Team, and a member of our District Ed Services Team. A great deal of our work focuses on systems and structures within our organization.	4 - Beyond my district level work, which has been a regular part of my professional growth the past three years, my coursework in Ed Law and Organizational Structure of Education has supported my understanding of the organizational systems that make up education. Additionally, having moved into more

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		inter-district work this school year, my understanding has expanded beyond my own system.
B2. Defining and using processes for gathering, analyzing, managing and using data to plan and make decisions for program evaluation;	3 - Regularly work with our district Learning Analytics Coordinator to develop program evaluations that rely on Guskey's 5 Levels of PD Evaluation for district level implementation. Have supported our principals in developing evaluation plans for building level implementation.	3 - I have continued my professional growth in this area primarily through my day to day work as a Coordinator of Learning, as well as some focus on this within my coursework, particularly Policy and Ed Finance. Expect continued growth through remaining grad program coursework.
B3. Planning and scheduling personal and organizational work, establishing procedures to regulate activities and projects, and delegating and empowering others at appropriate levels;	2 - I serve as a project lead on several projects on our District Operation Plan. Help develop project milestones, timelines, and key achievement points. Occasionally develop and facilitate design teams to move project work forward.	3 - I believe my focus on project leadership and management as part of my practicum focus has supported my growth in this area. Additionally, coursework in Administration of the Secondary School allowed me to interview two principals in our district, both of whom provided practical learning and advice around the importance of delegation and empowerment.
B4. Demonstrating the ability to analyze need and allocate personnel and material resources;	1 - I have a budget I need to be mindful of (particularly a professional learning budget) within our Ed Services Team, but I rely heavily on our Director of Learning Innovation to make key decisions in this area. I definitely have a lot of room to grow. I have not been involved in staffing conversations or decision making.	3 - Coming from little to no background on this topic, I learned a great deal through my coursework in Ed Policy and Finance. In particular, I engaged in a great deal of learning on how to align resource allocation with our organization's mission and vision.
B5. Developing and managing budgets and maintain accurate fiscal budgets;	1 - Similar answer to the competency above.	3 - Similar to above, the majority of my learning in this area has stemmed from coursework, learning, reflection, and application in Ed Policy and Finance.
B6. Demonstrating an understanding of facilities development, planning and management;	2 - I have been involved in learning work and planning around our recent bond referendum involving renovations at each site in our district, as well as the building of a new elementary school.	3 - Similar to above, the majority of my learning in this area has stemmed from coursework, learning, reflection, and application in Ed Policy and Finance.

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B7. Understanding and using technology as a management tool.	3 - I served as a 21st Century Lead for 2 years, and a Continuous Improvement and Innovation Coach with a Tech Emphasis for 4 years. Through that, I developed a strong understanding for available tech tools and resources. I also work on the same team as our district Learning Technology Coordinator.	4 - In addition to the experience listed as part of my background coming into this program, my expertise has grown through my coursework, which has integrated a number of management tools including D2L, WebX, Adobe Connect, and Twitter. I have also continued to become more proficient at using Asana to support and monitor project management, project delegation, project milestones, and project tasks.
C. Diversity Leadership	**Self Score (1-5) and Comments**	**Self Score (1-5) and Comments**
C1. Demonstrating an understanding and recognition of the significance of diversity, and responding to the needs of diverse learners;	1 - Have studied, but do not feel I have much to demonstrate competency in this area. This is an area I am passionate about improving upon.	3 - During my practicum, I spent 10 full days with CampbellJones & Associates. The first five focused on cultural competency, and the last five focused on facilitating groups to support moving our district as a whole to become a more culturally competent organization. Both have resulted in significant growth and learning in the area of recognizing the significance of diversity and the needs of diverse learners.
C2. Creating and monitoring a positive learning environment for all students;	2 - Have experience with PBIS, particularly in the context of a middle school.	4 - District focus on Inviting Student Learning Environment project work has been a learning support. Additionally, continued learning within several courses focused on building a positive culture and climate within the school (especially Admin in the Secondary School).
C3. Creating and monitoring a positive working environment for all staff;	2 - Particular experience serving on our Middle School Building Leadership and Equity Team.	4 - Major learning in Admin of Secondary School has been focused on building and maintaining a positive climate and culture. This learning has including reading *School Culture Rewired* by Gruenert & Whitaker (2015), which provided a great deal of theoretical and practical learning.

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C4. Promoting sensitivity of diversity throughout the school community;	1 - Have studied, but do not feel I have much to demonstrate competency in this area. This is an area I am passionate about improving upon.	3 - As mentioned above, my ten days of learning with CampbellJones & Associates has supported a great deal of growth in this area.
C5. Demonstrating the ability to adapt educational programming to the needs of diverse constituencies;	1 - Have studied, but do not feel I have much to demonstrate competency in this area. This is an area I am passionate about improving upon.	3 - Again, CampbellJones & Associates supported work in this area. Additionally, as part of my practicum, I helped facilitate our Systems Improvement Advisory Council comprised of parents and community members, giving me a new perspective on utilizing those outside our system as a source of advising.
D. Policy and Law	**Self Score (1-5) and Comments**	**Self Score (1-5) and Comments**
D1. Developing, adjusting, and implementing policy to meet local, state, and federal requirements and conditional provisions, standards, and regulatory applications;	1 - Area needing growth and experience	3 - Growing from almost no background on this topic, my coursework in both Educational Policy and Finance as well as Educational Law and Organizational Structure built a solid foundation of learning on this particular topic.
D2. Recognizing and applying standards of care involving civil and criminal liability for negligence, harassment, and intentional torts;	1 - Area needing growth and experience	3 - Growing from almost no background on this topic, my coursework in both Educational Policy and Finance as well as Educational Law and Organizational Structure built a solid foundation of learning on this particular topic.
D3. Demonstrating an understanding of state, federal, and case law governing general education, special education, and community education.	2 - Have studied and collaborated with our Director of Student Services to ensure this filter is applied to my work, but definitely an area of growth	4 - Building on the small foundation I came in with, as mentioned above, my coursework in both Educational Policy and Finance as well as Educational Law and Organizational Structure has fostered even more growth and learning on this particular topic.
E. Political Influence and Governance	**Self Score (1-5) and Comments**	**Self Score (1-5) and Comments**

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E1. Exhibiting an understanding of school districts as a political system, including governance models;	1 - Do not regularly filter my work through this lense	2 - Some learning through coursework related to Administration of the Secondary School as well as Ed Law and Organizational Structure.
E2. Demonstrating the ability to involve stakeholders in the development of educational policy;	1 - Area needing growth and experience	3 - My first experience with facilitating a family and community advisory occured during my practicum - our Systems Improvement Advisory Council. Additionally, engaged in a great deal of learning around creating opportunities for stakeholder feedback on the development of policy within my Ed Policy and Finance coursework.
E3. Understanding the role and coordination of social agencies and human services;	1 - Area needing growth and experience	3 - During my practicum, I helped plan and facilitate a design process with both our Director of Student Services and our Lead Student and Family Advocate. Our work focused both on social agencies and human services, as well as how our district coordinates these resources.
E4. Demonstrating the ability to align constituencies in support of priorities and build coalitions for programmatic and financial support.	1 - Area needing growth and experience	2 - Definitely a topic of learning and reflection, particularly in leadership focused coursework. That said, I anticipate further learning and practical application in upcoming coursework.
F. Communication	**Self Score (1-5) and Comments**	**Self Score (1-5) and Comments**
F1. Formulating and carrying out plans for internal and external communications;	2 - Consistently work in developing internal and external communication both in team, at building level, and districtwide. Always an area where growth is desired.	4 - Leadership, Communication and Ethics coursework has resulted in a great deal of learning and reflection on the topic. Additionally, my practicum focus on project leadership and project management has required developing and executing multiple forms of communication both internally and externally about project work to various groups including principals, teachers, students, community members, and families.

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F2. Demonstrating facilitation skills;	3 - Facilitate on a regular basis (each week) - varying levels of group size, composition, and objectives. Well versed in protocols and methods, norm development and use, etc.	5 - My practicum has included continual practice and feedback on my facilitation, including 1:1 feedback from my work with CampbellJones & Associates. Additionally, coursework over the past two semesters has supported learning and reflection on facilitation and motivation as an ed leader in both Communication, Ethics, and Leadership as well as Admin of Secondary Schools.
F3. Recognizing and applying an understanding of individual and group behavior in normal and stressful situations;	2 - Often use tools such as CBAM (concerns based adoption model) or Systems Thinking ("iceberg model") to help individuals and groups assess, acknowledge, and address concerns, both as a form of self-reflection, and a communication tool with others.	4 - Beyond experience listed to the left, additional learning on this topic has deepened through coursework. In particular, looked deeply at communication in Leadership, Communication, and Ethics, and particularly focused on communication within various cultures and climates in Admin of the Secondary School.
F4. Facilitating teamwork;	3 - Facilitate heavily in the area of design thinking - well versed in design methods used to encourage and capture individual and group voice.	4 - Work with CampbellJones & Associates, particularly my 2nd five days with them focused on facilitation skills, deepened my ability to use questioning (as well as other strategies) to support high levels of collaboration and teamwork.
F5. Demonstrating an understanding of conflict resolution and problem solving strategies;	2 - While I have integrated this into my work heavily, both as an instructional coach and coordinator of learning, this is an area I have a great deal of desire to make tremendous growth in. Have experience in Managerial Moment of Truth models, Mutual Influencing, and coaching strategies.	4 - Again, my work with CampbellJones & Associates equipped me with a deeper skill set for facilitating groups. In particular, we worked a lot on facilitating groups through difficult conversations. Digging more deeply into Lencioni's work within Leadership, Communications, and Ethics has also helped further develop my ability to support conflict resolution and problem solving as a leader.
F6. Making presentations that are clear and easy to understand;	2 - A part of my near daily work.	3 - While working with CampbellJones & Associates for five days to increase my facilitation abilities, we dug into the different between presenting and facilitating. When presenting, we learned

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		about aspects and characteristics that might lead to a more clearly presented and understood presentation.
F7. Responding, reviewing and summarizing information for groups;	2 - Utilize strategies such as key messages and other messages of over-communicating clarity (Lencioni)	4 - Continued work around Lencioni's work in Leadership, Communication and Ethics coursework. Additionally, my continued focus on facilitating groups as well as project leadership and management within my practicum has deepened my learning and experience with responding to, reviewing, and summarizing information for groups.
F8. Communicating appropriately speaking, listening, and writing for different audiences such as students, teachers, parents, community, and other stakeholders;	2 - while I regularly communicate messages to various groups, I would love to learn more deeply about the nuances of working with various levels of stakeholders	4 - As part of practicum, helped facilitate our Systems Improvement Advisory Council comprised of parents and community members.
F9. Understanding and utilizing appropriate communication technology.	3 - Regularly utilize a variety of methods of tech communication dependent upon the audience including email, screencasts via YouTube, Asana for project management and messaging, Twitter, Schoology messaging, etc.	4 - Building off of my foundation described to the left, coursework up to this point has involved additional learning around digital communication tools including twitter chats and WebX/Adobe Connect sessions.
G. Community Relations	**Self Score(1-5) and Comments**	**Self Score(1-5) and Comments**
G1. Articulating organizational purpose and priorities to the community and media;	1 - Area needing growth and experience	2 - As part of my practicum, helped facilitate our Systems Improvement Advisory Council comprised of parents and community members.
G2. Requesting and responding to community feedback;	2 - Sometimes incorporate community feedback requests as part of "insight" phase of design thinking methodology, but definitely an area in need of focus and improvement.	3 - As part of my practicum, helped facilitate our Systems Improvement Advisory Council comprised of parents and community members.
G3. Demonstrating the ability to build community consensus;	1 - Area needing growth and experience	2 - As part of my practicum, helped facilitate our Systems Improvement Advisory Council comprised of parents and community members.

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G4. Relating political initiatives to stakeholders, including parental involvement programs;	1 - Area needing growth and experience	2 - As part of my practicum, helped facilitate our Systems Improvement Advisory Council comprised of parents and community members.
G5. Identifying and interacting with internal and external publics;	1 - Area needing growth and experience	2 - As part of my practicum, helped facilitate our Systems Improvement Advisory Council comprised of parents and community members.
G6. Understanding and responding to the news media;	1 - Area needing growth and experience	1 - Have not gained significant additional learning or experience in this area. Anticipate further learning in upcoming coursework.
G7. Promoting a positive image of schools and the school district;	2 - Recently passed a bond referendum requiring frequent sharing of a District Teachable Point of View. Occasionally work with our Communications Dept to draft stories related to district initiatives and to relay our District Vision for the Future.	3 - Nearly all coursework has involved some level of reflecting on and crafting messaging about our vision, which supports positive messaging about schools and our school in general. Anticipate further learning in upcoming coursework as well.
G8. Monitoring and addressing perceptions about school-community issues;	1 - Area needing growth and experience	3 - As part of practicum, helped facilitate our Systems Improvement Advisory Council comprised of parents and community members. Additionally, an area of focus around our District Leadership Team learning has been on crafting our narrative for our external community.
G9. Demonstrating the ability to identify and articulate critical community issues that may impact local education.	1 - Area needing growth and experience	2 - Some learning within coursework, particularly within Ed Policy and Finance around building teams for influence on policy/finance in Sorenson & Goldsmith's (2013) *The Principal's Guide to School Budgeting*.
H. Curriculum Planning and Development for the Success of All Learners	**Self Score (1-5) and Comments**	**Self Score(1-5) and Comments**

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H1. Demonstrating the ability to enhance teaching and learning through curriculum assessment and strategic planning for all learners, including early childhood, elementary, middle and junior high school, high school, special education, and adult levels;	2 - Have focused much of my work on the Secondary level (though also work with our elementary, SPED, and Pre-K principles and directors). I'd like to expand my expertise in the lower grades.	4 - A major focus of coursework in Curriculum, Instruction, and Learning Theory focused on digging deeply into Tomlinson's work around differentiation.
H2. Demonstrating the ability to provide planning and methods to anticipate trends and educational implications.	2 - Utilize a variety of design thinking methods and protocols focused on anticipation and implications. Use various processes within project management focused on trends/implications.	2 - Not a major area of additional learning or experience. I anticipate more learning and growth within upcoming coursework.
H3. Demonstrating the ability to develop, implement, and monitor procedures to align sequence, and articulate curriculum and validate curricular procedures;	1 - Area needing growth and experience	1 - Not a major area of learning or experience. I anticipate more learning and growth within upcoming coursework.
H4. Demonstrating the ability to identify instructional objectives and use valid and reliable performance indicators and evaluative procedures to measure performance outcomes;	2 - Well versed in 7 Strategies of Assessment for Learning both theoretically, at the implementation level personally, and at the facilitation level as a focus of professional learning.	3 - Growth in this area both through learning within Curriculum, Instruction, and Learning Theory as well as my work as project lead on Competency Based Learning.
H5. Appropriately using learning technologies;	3 - Has been a heavy focus of my professional growth and expertise, serving in a leadership role in the area of learning technologies specifically for 6 years. Also taught a course with 1:1 macbooks utilizing many learning technology tools for 4 years.	4 - Continue to engage in more learning related to learning technologies both through modeling and exposure in coursework as well as serving on the same team as our Ed Services Learning Technology Coordinator. Also attend bi-yearly meetings with an interdistrict group of Ed Tech leaders in the Twin Cities metro area. Also had the opportunity to attend and present at TIES this year - an Ed Tech focused conference.
H6. Demonstrating an understanding of alternative instructional designs, curriculum, behavior management, and assessment accommodations and	1 - While this was a heavy focus of my work as a classroom teacher and instructional coach, it's less of an everyday focus of my work as a	2 - Continued growth through learning in Curriculum, Instruction, and Learning Theory coursework.

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modifications;	coordinator, and something I would like to revisit as an area of growth.	
H7. Demonstrating an understanding of urgency of global competitiveness.	2 - Often follow and learn from thought leaders in the area of global competitiveness and relevance (e.g. Ken Robinson, Horizon Report, Ed Reimagined, etc.) Often analyze "emerging influences" when scoping out current reality and desired results for projects.	2 - Not an area of continued learning or experience. I anticipate further learning through upcoming coursework.
I. Instructional Management for the Success of All Learners	**Self Score (1-5) and Comments**	**Self Score(1-5) and Comments**
I1. Demonstrate an understanding of research of learning and instructional strategies;	3 - A large percentage of my current job revolves area research based strategies for improving and accelerating student learning.	4 - Furthered my learning through coursework in Curriculum, Instruction, and Learning Theory, particularly around differentiation. Additionally, as part of my project leadership around Competency Based Learning this year, I have deepened my learning and application.
I2. Describing and applying research and best practices on integrating curriculum and resources to help all learners achieve at high levels;	1 - Less of my job focuses on the curriculum and resource selection process to support high levels of learning.	3 - A significant focus of Curriculum, Instruction, and Learning Theory coursework focused on differentiation, including analyzing previous lessons for their focus on differentiation, and revamping the lesson to reflect more aspects that would help all learners achieve at high levels (inclusive of elements such as varied modalities, varied instructional strategies, tiering, etc.)
I3. Demonstrating the ability to utilize data for instructional decision making;	3 - Regularly used data as a classroom teacher, instructional coach, and coordinator of learning to make instructional decision at various levels of influence. Helped implement and facilitate our PLC process focused on DuFour model of decision making.	3 - Have not engaged in significantly more learning or experiences related to this particular topic.

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I4. Demonstrating the ability to design appropriate assessment strategies for measuring learner outcomes;	2 - While I have experience and have done a great deal of learning in the area of assessment design, and have facilitated groups in the development of reliable assessment measures, I still feel this is an area that could always use a great deal of focus and professional growth.	3 - Learning within Curriculum, Instruction, and Learning Theory focused on assessment. Additionally, I have continued my learning around assessment (especially assessment for learning) as part of my leadership of our Competency Based Learning project this year.
I5. Demonstrating the ability to implement alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications.	1 - While this was a heavy focus of my work as a classroom teacher and instructional coach, it's less of an everyday focus of my work as a coordinator, and something I would like to revisit as an area of growth.	3 - A significant focus of Curriculum, Instruction, and Learning Theory coursework focused on differentiation, including analyzing previous lessons for their focus on differentiation, and revamping the lesson to reflect more aspects that would help all learners achieve at high levels (inclusive of elements such as varied modalities, varied instructional strategies, tiering, etc.)
I6. Demonstrating the ability to appropriately use technology to support instruction.	3 - Has been a heavy focus of my professional growth and expertise, serving in a leadership role in the area of learning technologies specifically for 6 years. Also taught a course with 1:1 macbooks utilizing many learning technology tools for 4 years.	4 - Have continued to grow in my knowledge and use of instructional technology, both through my coursework (in which instructional tech is regularly modeled), as well as being part of our Ed Services team and working alongside our Learning Technology Coordinator.
J. Human Resource Management	**Self Score (1-5) and Comments**	**Self Score(1-5) and Comments**
J1. Demonstrating knowledge of effective personnel recruitment, selection, and retention;	2 - Have been a part of hiring processes for a variety of positions, but is not a major focus of my work.	2 - Have not engaged in additional significant learning or experience related to this topic. I anticipate further learning in upcoming coursework.
J2. Demonstrating an understanding of staff development to improve the performance of all staff members;	3 - My work for the last 6 years has been focused, for the most part, on the professional learning of the adults in our system, both working as a coach and a coordinator. Regularly use goal setting processes, as well as formative assessment of adults to personalize professional learning. Have studied Learning Forward standards of professional learning in depth.	4 - Beyond experience described in the left hand column, additional learning and experience has been gained through both my practicum and relevant coursework. I anticipate additional learning and experience in the coming semester as I explore both Adult Learning and Personnel, Supervision, and Staff Development.

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J3. Demonstrating the ability to select and apply appropriate models for supervision and evaluation;	2 - Served on a design team for our current model Teacher Learning and Evaluation model. Implemented elements of the model as a Continuous Improvement and Innovation Coach (CIIC).	3 - As part of our Ed Services team, continue to support both our district Principals and CIICs as they implement our Teacher Learning and Evaluation program.
J4. Describing and demonstrating the ability to apply the legal requirements for personnel selection, development, retention, and dismissal;	1 - Area needing growth and experience	2 - Learning primarily through coursework in Ed Policy and Finance, which covered aspects of Ed Law related to selection, development, retention, and dismissal.
J5. Demonstrating an understanding of management responsibilities to act in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures, and directives governing human resource management;	1 - Area needing growth and experience	3 - Both Ed Policy and Finance and Ed Law and Organization Structure coursework have provided a strong and solid foundation for this competency.
J6. Demonstrating understanding of labor relations and collective bargaining; and	1 - Area needing growth and experience	1 - Still an area in need of learning and experience. I anticipate this to be an area of focus for upcoming coursework.
J7. Demonstrating understanding of the administration of employee contracts, benefits, and financial account;	1 - Area needing growth and experience	1 - Still an area in need of learning and experience. I anticipate this to be an area of focus for upcoming coursework.
K. Values and Ethics of Leadership	**Self Score (1-5) and Comments**	**Self Score(1-5) and Comments**
K1. Demonstrating an understanding of the role of education in a democratic society;	2 - At an awareness level theoretically, but not a filter regularly applied to my everyday work.	3 - Definitely an aspect of continued learning through coursework. In particular, within Ed Law and Organizational Structure.
K2. Demonstrating an understanding of and model democratic value systems, ethics, and moral leadership;	2 - Would like to develop more tangible elements that demonstrate growth or competence in this area.	4 - A significant focus of coursework has been around democratic leadership as well as administrative morality and ethics including Ed Law & Organizational Structure, Ed Policy & Finance, Leadership, Communication, & Ethics, and

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		Administration of the Secondary School.
K3. Demonstrating the ability to balance complex community demands in the best interest of learners;	1 - Absolutely an area I would like to explore deeply and grow in. While I definitely have experience in this type of decision making, it is a complicated and complex element of leadership that I would like to expand my expertise in.	2 - As part of my practicum, helped facilitate our Systems Improvement Advisory Council comprised of parents and community members. Purposefully worked through an Appreciative Inquiry protocol gather insight and perspective related to three projects within my Ed Services team.
K4. Helping learners grow and develop as caring, informed citizens;	2 - At an awareness level theoretically, but not a filter regularly applied to my everyday work.	2 - Not a major focus of coursework or experience. I anticipate additional learning in upcoming coursework.
K5. Demonstrating an understanding and application of the Code of Ethics for Administrators under Part 3512.5200.	1 - Area needing growth and experience	4 - A major component of several of my courses have focused on learning and application through the lens of the Code of Ethics for Administrators including Communication, Ethics, and Leadership, Policy and Ed Finance, and Admin of the Secondary School.
L. Judgment and Problem Analysis	**Self Score (1-5) and Comments**	**Self Score (1-5) and Comments**
L1. Identifying the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and reframing possible solutions;	2- Regularly use several tools to support this including Guiding Change documents, design thinking methodology, Decision Making Model, etc.	4 - Continued learning and application of Design Thinking as part of my daily work and application has supported my ability in this area. Additionally, coursework in nearly every class has supported some or all aspects of this topic.
L2. Demonstrating adaptability and conceptual flexibility;	2 - Would like to develop more tangible elements that demonstrate growth or competence in this area.	3 - Similar to above, continued learning and application of Design Thinking as part of my daily work and application has supported my ability in this area. Additionally, coursework in nearly every class has supported some or all aspects of this topic.

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L3. Assisting others in forming opinions about problems and issues;	2 - Would like to develop more tangible elements that demonstrate growth or competence in this area.	3 - In particular, learning related to Admin of the Secondary School has supported this topic. Analyzed articles related to supporting resistant teachers and reading T. Whitaker's (2015) *What Great Principals Do Differently* has also deepened my knowledge and application of this competency.
L4. Reaching logical conclusions by making quality, timely decisions based on available information;	2 - Would like to develop more tangible elements that demonstrate growth or competence in this area.	4 - This has been a major focus of our discussion and learning in Admin of the Secondary School coursework. Has also been a focus of learning and application in Leadership, Communication, and Ethics, and Ed Policy and Finance.
L5. Identifying and giving priority to significant issues.	2 - A focus and goal area of our District Leadership Team. Have studied the work of Covey, and would like to dig more deeply into this learning.	4 - Ed Policy and Finance focused heavily on structuring decisions about finance around a strong vision. Learning and discussion within Admin of the Secondary School has also focused heavily on how decisions within the school must align with a strong vision. Lastly, continued work with our District Leadership Team has further enhanced my learning and experience with this topic.
L6. Demonstrating understanding of and utilize appropriate technology in problem analysis;	2 - While I generally feel proficient in the use of technology to support learning, organization, and efficiency, I have less experience in using it specifically as a tool for problem analysis.	2 - Not a significant focus of learning or experience. I anticipate additional learning in future coursework.
L7. Demonstrating understanding of different leadership and decision-making strategies, including but not limited to collaborative models and model appropriately their implementation.	2 - Have studied various models such as Decision Making Model, Collaborative Inquiry, Leadership Choices, etc.	4 - Coursework has deepened my abilities in this area, particularly Ed Policy and Finance as well as Admin of the Secondary School. Additionally, work with CampbellJones & Associates involved several tools and protocols related to supporting group decision making.
M. Safety and Security	**Self Score (1-5) and Comments**	**Self Score(1-5) and Comments**

MN Core Leadership Competencies (required for all licensure areas)

M1. Demonstrating the ability to develop and implement policies and procedures for safe and secure educational environments;	1 - Area needing growth and experience	3 - Coursework has supported learning in this area. In particular within Administration of the Secondary School, participated in an analysis of current student and staff handbooks, with a particular focus on learning and reflection around school safety and behavior management. Additionally, has been a focus of learning in our district as we have implemented learning and work around building an Inviting Student Learning Environment all year long.
M2. Demonstrating the ability to formulate safety and security plans to implement security procedures including an articulated emergency chain of command, safety procedures required by law, law enforcement assistance, communication with the public, and evacuation procedures;	1 - Area needing growth and experience	2 - Coursework has supported learning in this area. In particular within Administration of the Secondary School, participated in an analysis of current student and staff handbooks, with a particular focus on learning and reflection around school safety and behavior management. Additionally, has been a focus of learning in our district as we have implemented learning and work around building an Inviting Student Learning Environment all year long.
M3. Demonstrating the ability to identify areas of vulnerability associated with school buses, buildings and groups and formulate a plan to take corrective action;	1 - Area needing growth and experience	1 - Not as much focus specific to these aspects. Anticipate additional learning through upcoming coursework.
M4. Demonstrating understanding of procedural predictability and plan variations where possible;	1 - Area needing growth and experience	1 - Not as much focus specific to these aspects. Anticipate additional learning through upcoming coursework.
M5. Demonstrating the ability to develop plans that connect every student with a school adult, eliminate bullying and profiling and implement recommended threat assessment procedures.	1 - Area needing growth and experience	3 - Coursework has supported learning in this area. In particular within Administration of the Secondary School, participated in an analysis of current student and staff handbooks, with a particular focus on learning and reflection around school safety and behavior

MN Core Leadership Competencies (required for all licensure areas)

		management. Additionally, has been a focus of learning in our district as we have implemented learning and work around building an Inviting Student Learning Environment all year long.