

## MN Core Leadership Competencies (required for all licensure areas)

### MSUM Educational Leadership Portfolio Evaluation Form

#### SKILL/KNOWLEDGE

A. Leadership	Self Score (1-5) and Comments
A1. Collaboratively accessing and improving culture, and climate;	4 - I am a current member of our school's sunshine committee, which is a part of coordinating celebrations and social gatherings put on by our school for staff.  I believe I could assume a position with more leadership within this committee to further the overall culture and climate within our school.
A2. Providing purpose and direction for individuals and groups.	3 - I am a current member of our grade-level math committee for our district. I serve in the position to inform my team of any changes being made that involve our math curriculum.  I want to gain experiences of providing direction and feedback to colleagues outside of the frame of solely math curriculum.
A3. Modeling shared leadership and decision-making strategies	3 - I have had several opportunities to work with committees and share responsibilities through delegating tasks to members. Our math committee had to restructure our gradebook, pacing guides, rubrics, etc., when we switched our curriculum. This gave me the experiences of shared leadership, as well as decision-making strategies.
A4. Demonstrating an understanding of issues affecting education	3 – All of my years in education have been spent teaching at Title I schools, which has given me the exposure not only to a wide variety of student demographics, but also a diverse array socio-economic status.  With more time spent in our profession, I hope to broaden my understanding to progress and stay current on issues affecting education.
A5. Through a visioning process, formulating strategic plans and goals with staff and community;	3 – I attended a variety of meetings that discussed strategic planning for our district. I hope to gain more hands-on experience to strengthen my comprehension in this area.
A6. Setting of priorities in the context of stakeholder needs;	3 – I attended and observed several school board meetings where numerous stakeholders voice their concerns and opinions about the district. Although I would like to more fully understand the structure and processes that take place with these meetings.  I also attended our school's PTO meetings as a representative of our grade-level. There, I was given the opportunity to discuss our school's budget for each grade and consider where funds should be allocated.
A7. Serving as a spokesperson for the welfare of all learners in a multicultural context;	2 – I have not had a vast amount of experience in this domain. I believe I can strengthen this are by educating myself further in the diversity of not only our student population, but the community.
A8. Understanding how education is impacted by local, state, national, and international events;	3 – I believe this year has given me insight to how a national, state and local decision can affect education. I would enjoy the opportunity to see what other decisions can affect education outside of a medical/health lens.
A9. Demonstrating the ability to facilitate and motivate others;	3 – I believe this is one of my strong suits, but I have not been given a lot of opportunity to motivate my colleagues. My ability to showcase my motivational ability has been limited to the classroom with my students.

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A10. Demonstrating the ability to implement change or educational reform.	2 – I was given the chance to make decisions regarding our math curriculum that would affect
<b>B. Organizational Management</b>	<b>Self Score (1-5) and Comments</b>
B1. Demonstrating an understanding of organizational systems	3 - Discussions with peers, in ED 630, Leadership, planning and organization helped my grow in this domain. We talked about the many systems and how they can work as one.
B2. Defining and using processes for gathering, analyzing, managing and using data to plan and make decisions for program evaluation	3 – I have met with not only my own team, but several grade-level teams to observe them during their PLCs to examine how they gather and use data to make decisions within their team.
B3. Planning and scheduling personal and organizational work, establishing procedures to regulate activities and projects, and delegating and empowering others at appropriate levels;	3 – I have taught in a cooperative teaching style since I started teaching. With that comes the challenges of working around scheduling conflicts and learning to be flexible. This also have given me the opportunity to collaborate with colleagues in other subject areas.
B4. Demonstrating the ability to analyze need and allocate personnel and material resources;	3 – On several occasions I was asked to substitute for the dean of students. This resulted in me seeking out additional staff to cover for my position.
B5. Developing and managing budgets and maintain accurate fiscal budgets;	3 – I have had the opportunity to plan several grade level field trips. This has made me familiar with fundraising and budgeting for expenses. I would like to get the opportunity to manage a larger budget to gain the confidence needed for a school budget.
B6. Demonstrating an understanding of facilities development, planning and management;	3 – I was able to observe and provide my opinion during our weekly leadership meetings where the topics of discussion were school wide planning and management.
B7. Understanding and using technology as a management tool.	3 – Our district has several apps that we utilize to promote a consistent and transparent classroom management. More than ever technology has been applied in the classroom, so that every student can receive a meaningful education.
<b>C. Diversity Leadership</b>	<b>Self Score (1-5) and Comments</b>
C1. Demonstrating an understanding and recognition of the significance of diversity, and responding to the needs of diverse learners;	3 – I have only taught for five years, but I have had a wide variety of learners in my classroom. Due to the cooperative teaching style, I am in, I can teach roughly 40 – 50 students per year. This gives me the opportunity to observe a range of diverse learners in the classroom.
C2. Creating and monitoring a positive learning environment for all students;	4 – I believe this domain is in one of my strengths. I find very easy to establish meaningful relationships and rapport with my students. This helps to create a positive learning environment where they feel safe to share their opinions and ask questions.
C3. Creating and monitoring a positive working environment for all staff;	3 – My strength in this area is also my weakness. It is easy for me to communicate with colleagues, but sometimes the best thing I can do is just listen.

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C4. Promoting sensitivity of diversity throughout the school community;	3 – I believe I am well-rounded in my background knowledge of diversity and my understanding for promoting sensitivity. I can grow in this area by being exposed to more forms of diversity.
C5. Demonstrating the ability to adapt educational programming to the needs of diverse constituencies	3 – I believe once I have had more opportunities with diverse constituencies that I will use those experiences to grow and learn. Thus far, I have adapted my methods to the most suitable for my peers and students.
<b>D. Policy and Law</b>	<b>Self Score(1-5) and Comments</b>
D1. Developing, adjusting, and implementing policy to meet local, state, and federal requirements and conditional provisions, standards, and regulatory applications;	2 – I have had little hands-on experience with the development of policy through a legal lens. Most of my background knowledge of policy and law was learned during my educational law course through MSUM and governance meetings held in our district.  Conversations in ED 636 regarding policy have made me more familiar and comfortable in this topic area.
D2. Recognizing and applying standards of care involving civil and criminal liability for negligence, harassment, and intentional torts;	3 – I accompanied our dean of students on several welfare checks, Some were to transport students to and from school, others, were to check on the overall welfare of the home.
D3. Demonstrating an understanding of state, federal, and case law governing general education, special education, and community education.	3 – I have had several opportunities to work alongside our school psychologist, counselor, and special education teachers. We have had discussions pertaining to IEPs and 504s through a legal standpoint.
<b>E. Political Influence and Governance</b>	<b>Self Score(1-5) and Comments</b>
E1. Exhibiting an understanding of school districts as a political system, including governance models;	3 – I observed a handful of public meetings held by the district, where they discussed matters using parliamentary procedure and structured the cadence of their meeting using governance models. I would like to gain more hands-on experience in this domain.
E2. Demonstrating the ability to involve stakeholders in the development of educational policy;	3 – This was one of my main takeaways from all the meetings I observed. Throughout every meeting stakeholder from all parts of the district were given a chance to voice their opinions in front of a panel of their peers.
E3. Understanding the role and coordination of social agencies and human services;	2 – I have only communication with social agencies on one occasion but would like to know more about their full job description and relationship with the school.
E4. Demonstrating the ability to align constituencies in support of priorities and build coalitions for programmatic and financial support.	3 – When I moved schools, I asked the current principal to allow a colleague and myself to use a cooperative teaching style. This would place each teaching in their desired subject area, as well as cut down on the curriculum books needed for two sets.
<b>F. Communication</b>	<b>Self Score(1-5) and Comments</b>

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F1. Formulating and carrying out plans for internal and external communications;	3 – I have read through our school principal’s weekly newsletter for our internal communication, as well as the schoolwide newsletter sent to parents.
F2. Demonstrating facilitation skills;	3 – I was given the opportunity to create a new seating chart for each grade level in the lunchroom. I also help to create a locker bay chart for the school. On several separate occasions I was given the opportunity to fill in for our school’s dean of students and administrators.
F3. Recognizing and applying an understanding of individual and group behavior in normal and stressful situations;	3 – I have had several conversations with my administrators about how they brainstorm ideas to uplift their staff when times are stressful. We also discussed meaningful ways to communicate with staff, so that everyone feels they have a voice.
F4. Facilitating teamwork;	3 – PLC and academic planning with my grade level team, as well as delegating tasks in math committee have helped me in this domain. I have also worked closely with 2 <sup>nd</sup> grade teacher to schedule morning walks with their students that work with their schedules.
F5. Demonstrating an understanding of conflict resolution and problem solving strategies;	4 – Teachers at our school teach the social emotional learning lessons, which possess several different strategies for conflict resolution. I have also had personal conversations with administrators and peers in ED about how they would properly handle situation ED 635.
F6. Making presentations that are clear and easy to understand;	3 – I have created several presentations for students and parents throughout my time teaching virtually and hybrid
F7. Responding, reviewing and summarizing information for groups;	3 – I have given feedback on, as well as altered our district’s math standards and grading books.
F8. Communicating appropriately speaking, listening, and writing for different audiences such as students, teachers, parents, community, and other stakeholders;	4 – I use a variety of communication tools within my classroom to effectively and efficiently. A communication area I could strengthen would be listening to individuals more to gain their perspectives.
F9. Understanding and utilizing appropriate communication technology.	3 – I use various forms of technology when communicating with students, staff, and stakeholders. Some examples would be email, Twitter, Microsoft Teams, and Seesaw.
<b>G. Community Relations</b>	<b>Self Score(1-5) and Comments</b>
G1. Articulating organizational purpose and priorities to the community and media;	3 – I observed several school board and planning/development meetings hosted by the district, where they communicated with the community their intentions about upcoming changes and plans.
G2. Requesting and responding to community feedback;	3 – There were a variety of surveys sent out by the district, union and other stakeholders that a complete to give my opinion and feedback.
G3. Demonstrating the ability to build community consensus;	3 – When working with grade level teammates or committee members, I would make sure there is a mutual understanding for decisions being made before moving forward.

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G4. Relating political initiatives to stakeholders, including parental involvement programs;	3 – I observed several school board and planning/development meetings hosted by the district, where they communicated with the community their intentions about upcoming changes and plans.
G5. Identifying and interacting with internal and external publics;	3 – I have used Twitter as a form of communicating with external public, but could more fully utilize its range and other apps like it.
G6. Understanding and responding to the news media;	2 – I have responded to parent emails regarding what is happening in the news and media, but never had direct contact with our local news stations.
G7. Promoting a positive image of schools and the school district;	3 – I am very active, so when I have to opportunity to meet people, I like to wear clothing with our school’s name and logo on it. I could find more opportunities to do philanthropic work, while representing our district and school.
G8. Monitoring and addressing perceptions about school-community issues;	3 – I have answered to several emails regarding school-community issues and how the perception of them might look to students.
G9. Demonstrating the ability to identify and articulate critical community issues that may impact local education.	4 – Discussing topics like these with my peers during ED 613: Social, cultural, and community dimensions of education gave me valuable insight into matters in our area and surround districts.
<b>H. Curriculum Planning and Development for the Success of All Learners</b>	<b>Self Score (1-5) and Comments</b>
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;	4 – On a near weekly basis I meet with my grade level team to discuss our subject area curriculum. In our math committee, we break down the standards within each assignment and decide if we are assessing them correctly.
H2. Demonstrating the ability to provide planning and methods to anticipate trends and educational implications.	4 – Every month we meet virtually with our math committee to discuss trends we are seeing within our curriculum. Then, we report that information to our grade level teams to alter our lessons accordingly.
H3. Demonstrating the ability to develop, implement, and monitor procedures to align sequence, and articulate curriculum and validate curricular procedures;	3 – In ED 632 we discussed proper procedures to developing, implementing and differentiating curriculum to fit the needs in our own classroom.
H4. Demonstrating the ability to identify instructional objectives and use valid and reliable performance indicators and evaluative procedures to measure performance outcomes;	3 – In ED 632 we discussed proper procedures to developing, implementing and differentiating curriculum to fit the needs in our own classroom.

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H5. Appropriately using learning technologies;	3 – I use a wide variety of technology in my classroom. Recent changes in teaching, due to Covid, have opened many doors to new apps being used.
H6. Demonstrating an understanding of alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications;	3 – I helped of colleague of mine establish a new classroom management that can be used throughout the day and fits into a new theme in pop culture that students really liked.
H7. Demonstrating an understanding of urgency of global competitiveness.	4 – In our science curriculum and lessons we talked about issues affecting the world today and how we can use 21 <sup>st</sup> century skills to help solved these issues.
<b>I. Instructional Management for the Success of All Learners</b>	<b>Self Score(1-5) and Comments</b>
I1. Demonstrate an understanding of research of learning and instructional strategies;	3 – In ED 632 Curriculum and Learning Theory we discussed how educators are using the data from research to make decision on their teaching strategies.
I2. Describing and applying research and best practices on integrating curriculum and resources to help all learners achieve at high levels;	4 – I was one of the first 5 <sup>th</sup> grade teachers in the district to pilot our new math curriculum. I gather data throughout the year and reported back to our district math led to help her prepare for a district push out.
I3. Demonstrating the ability to utilize data for instructional decision making;	3 – During grade level PLCs, our team gather data from our classroom assessment to evaluate whether we need to alter our instruction.
I4. Demonstrating the ability to design appropriate assessment strategies for measuring learner outcomes;	4 – In our math committee, we each brought in sample of several assessments to see if they were appropriately assessing our standards.
I5. Demonstrating the ability to implement alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications.	4 – Due to limitations from Covid, I have had to shorten and combine many lessons in our curriculum, while still making sure to teach all the standards. Along with every other teacher, I have had the added task of management students with the our state guidelines and mandates throughout Covid.
I6. Demonstrating the ability to appropriately use technology to support instruction.	5 – Since our school went from fully online, to hybrid and now fully back, students all have 1 to 1 technology. This has opened many new possibilities from the application of technology in the classroom. I have strengthened not only my knowledge in the apps I already used, but added new ones as well.
<b>J. Human Resource Management</b>	<b>Self Score (1-5) and Comments</b>

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J1. Demonstrating knowledge of effective personnel recruitment, selection, and retention;	3 – I had the opportunity to look over my school and the district’s standard interview questions for staff. I discussed with administration what characteristics they look for while they are interviewing and any additional questions they prefer to ask.
J2. Demonstrating an understanding of staff development to improve the performance of all staff members;	3 – In ED 635: Personnel, Supervision and Staff Development we discussed options for staff activities to promote better and more productive performance out of staff members.
J3. Demonstrating the ability to select and apply appropriate models for supervision and evaluation;	3 – At the beginning and end of every math unit I have students fill out a self-evaluation form to show their growth throughout the unit and what they have learned.
J4. Describing and demonstrating the ability to apply the legal requirements for personnel selection, development, retention, and dismissal;	3 – between the courses of ED 631: educational law and ED 635: personnel, supervision and development we discussed the proper and professional actions in regards to staffing.
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;	3 – Much of what was discussed in ED 631: educational law talked about how each state and district may have different constraints on what they are legally able to do. This can be seen in how each district and state is each handling teaching during Covid.
J6. Demonstrating understanding of labor relations and collective bargaining; and	3 – Throughout the duration of Covid union representatives have been in constant communication with the school board and district administration about specifics dates to “return-to-learn” at every level. I have witnessed these conversations in several emails and school board meetings.
J7. Demonstrating understanding of the administration of employee contracts, benefits, and financial account;	3 – During ED 636: policy and educational finance we had an assignment to interview a district employee and ask questions regarding the district’s financial status. This helped me to further understand the inner workings of budgeting, contracts, benefits, etc.
<b>K. Values and Ethics of Leadership</b>	<b>Self Score (1-5) and Comments</b>
K1. Demonstrating an understanding of the role of education in a democratic society;	4 – In ED 634 we discussed how students’ environment can heavily impact how they learn. I have taught a wide variety of students from different racial backgrounds and socio-economic statuses.
K2. Demonstrating an understanding of and model democratic value systems, ethics, and moral leadership;	3 - Recently, I observed and interview an elementary principal who had a teacher who was transitioning. This gave me great insight on how to navigate a possible scenario like this.
K3. Demonstrating the ability to balance complex community demands in the best interest of learners;	4 – An example of this would be observing and also participating in communicating the changes in our schooling to parents and the community, but also listening to their concerns differences.

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K4. Helping learners grow and develop as caring, informed citizens;	3 – For snack time, students watch daily news as well as studying current events in their writing and ELA classes.
K5. Demonstrating an understanding and application of the Code of Ethics for Administrators under Part 3512.5200.	3 – We discussed the code of ethics and its application in ED 634 personal communication and ethics.
<b>L. Judgment and Problem Analysis</b>	<b>Self Score (1-5) and Comments</b>
L1. Identifying the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and reframing possible solutions;	3 – I discuss with my administrators an issue occurring between classroom teachers, their students and paraprofessional. We listened to all sides of the argument and what their issues were and gave our feedback. In the end, we came up with a plan altogether to move forward and problem-solve.
L2. Demonstrating adaptability and conceptual flexibility;	4 – when I subbed for the dean of students, I realized that the best part about the job would also be its downfall. There was no strict schedule, which ended up being good and bad. This lack of personal time and preparation taught me to adapt and remain physically and mentally flexible.
L3. Assisting others in forming opinions about problems and issues;	5 – the majority of what I did in my time as the dean of students was mainly problem solving and talking to students and staff about their own struggles. I got a lot of practice listening and allowing individuals to be heard, which also gave me time to formulate what I wanted to say and make it purposeful and meaningful.
L4. Reaching logical conclusions by making quality, timely decisions based on available information;	3 – We recently had a group of new students join our school and I discussed with administrators what would be the best placement for classroom for them. This gave me the experience of what it is like to make an important decision with only minimal time and details.
L5. Identifying and giving priority to significant issues.	3 – I observed a discussion between an administrator, a classroom teacher, and a paraprofessional to resolve a disagreement that needed to be settled. The admim
L6. Demonstrating understanding of and utilize appropriate technology in problem analysis;	3 – I observed our school administrators use wide variety of apps to survey staff on a multitude of topics.
L7. Demonstrating understanding of different leadership and decision-making strategies, including but not limited to collaborative models and model appropriately their implementation.	3 – In ED 630: leadership, planning and organization we discussed the different leadership types and the differences between being a leader and a manager. We also took a survey from a book “Standout 2.0” that told us our strengths as a leader and how to properly utilize them.
<b>M. Safety and Security</b>	<b>Self Score (1-5) and Comments</b>
M1. Demonstrating the ability to develop and implement policies and procedures for safe and secure educational environments;	3 – Following state and local Covid regulations for in-person teaching and making sure that staff has fully bought into these changes and informed on why they have come about.
M2. Demonstrating the ability to formulate safety and security plans to implement security procedures including an articulated emergency chain of	3 – when I was subbing for our dean of students, we went over a crisis plan for a student if the student had a behavior that day. We also discussed plans for more serious emergencies like a lockdown and what proper procedures for that. I have worked with our school resource officer to ensure that students and parents dealing



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<p>command, safety procedures required by law, law enforcement assistance, communication with the public, and evacuation procedures;</p>	<p>with truancy issues have a team of people to talk to.</p>
<p>M3. Demonstrating the ability to identify areas of vulnerability associated with school buses, buildings and groups and formulate a plan to take corrective action;</p>	<p>3 – We have recently had a change to our bussing zones after changes to our district school lines were changed. This caused tension between parents and staff who were being blamed for an issue they did not cause. My administrators said it's best practice to inform all staff on what questions they may receive and how to handle them.</p>
<p>M4. Demonstrating understanding of procedural predictabilities and plan variations where possible;</p>	<p>3 – I had discussions with administrators about fire drills, lock downs drills, tornado drills.etc. We talked about proper procedure and what to do in certain events when a unexpected issue arises.</p>
<p>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.</p>	<p>3 – I have been a part of the CICO program for several students. I also started a morning walks program with several second graders. Both helped students increase their positive interactions.</p>