

## MN K-12 Principal Competencies

### Portfolio Evaluation Form

SKILL/KNOWLEDGE	Initial (ED 695A)	Mid-program (Practicum)	Final (ED 695A or ED 699)
A. Instructional Leadership	Self Score (1-5) and Comments	Self Score (1-5) and Comments	Self Score (1-5) and Comments
A1. Demonstrating the ability to understand and apply school-wide literacy and numeracy systems;	2- I've been exposed, but I need to learn more about this skill.	3- I have expanded my knowledge by creating literacy goals for my students this year, and through my PLC work, where our major focus is building vocabulary and reading skills.	4- In addition to previous comments, our ALC focuses on literacy daily, as many students struggle with reading comprehension.
A2. Demonstrating the ability to understand and apply district wide literacy and numeracy systems.	2- I've been exposed, but I need to learn more about this skill.	3- See above-mentioned comments. They apply directly to this competency as well.	4- Same as mid-program comments.
B. Monitor Student Learning			
B1. Demonstrating the ability to create a culture that fosters a community of learners;	4- I am proficient at this skill.	4- Same as initial comments.	5- This is a hallmark of ALC education. We do team building activities weekly, and often talk about and research information related to community building during staff meetings.
B2. Demonstrating an understanding of student guidance systems and auxiliary services;	4- I am an expert at this skill, due to my work at an ALC.	4- Same as initial comments.	5- In addition to my ALC work, I have learned even more about this topic through my MSUM coursework.
B3. Demonstrating the ability to implement a positive and effective student management systems;	3- I have experience with this skill as an ALC teacher.	3- Same as initial comments.	4- I am very good at this skill, both in my physical classroom and by my use of digital classroom management tools such as Google Classroom. I actually lead PD on Google Classroom at conferences.
B4. Demonstrating the ability to develop and implement effective student discipline plans;	5- I do this all the time at my alternative learning center.	5- Probably my best skill. I am consistent and I follow through with plans I make with students regarding their classwork and their behaviors.	5- As mentioned before, I have this skill. Almost all ALC teachers must have this skill to survive. The ones who don't lean on the others, and it can be stressful. Through my practicum I had the opportunity to work with a struggling ALC teacher to improve their discipline skills.

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B5. Demonstrating the ability to develop a master instructional schedule;	2- I have very little experience with this skill.	2- Same as initial comments.	3- I am more comfortable with this skill now. I was able to help create schedules on a computer at the high school level, and on paper and a computer at the middle school level.
B6. Demonstrating the ability to meet the enrichment, remediation, and special education needs of all students;	4- This is a big part of my job as an alternative educator.	4- Same as initial comments.	5- I gained even more knowledge on this subject through my MSUM course work. I now lead PD on the subject, including topics such as scaffolding and differentiation.
B7. Demonstrating the ability to understand and support a comprehensive program of student activities.	2- I've been exposed, but I need to learn more about this skill.	2- Same as initial comments.	4- I was able to improve upon this skill by planning student activities as part of my PLC and during staff meetings.
<b>C. Early Childhood Through Grade 12 Leadership</b>			
C1. Demonstrating understanding of the articulation and alignment of curriculum from pre-school through grade 12;	3- I possess the skill, but need to improve upon it, especially in the younger grades.	4- I have improved upon this skill by meeting with elementary school teachers as they discussed ways to ease the transition from elementary to middle school.	4- Same as mid-program comments.
C2. Demonstrating understanding of different organizational systems and structures at early childhood, elementary, middle or junior high, and high school levels;	1- I need to improve upon this skill	1- Same as initial.	3- I have learned a lot about this topic in my MSUM classes. I also learned about these systems and was able to compare the differences and similarities of the elementary, middle school and high school levels.
C3. Demonstrating the ability to work with children of all ages;	3- I possess this skill, but could use more experience with younger populations.	5- I gained much experience by working with elementary students during a project based learning unit.	5- I gained much experience by working with elementary students during a project based learning unit.
C4. Demonstrating the ability to work with parents, teachers and other staff in all levels of schooling;	4- I strongly possess this skill, but could use more experience with younger populations.	4- Same as initial comments.	4- In addition to my initial comments, I have gained experience through my work with my middle school principal, and two elementary principals. What's more, I work with parents, teachers and outside service providers almost daily.
C5. Demonstrating understanding of the characteristics of effective transitions from one level of schooling to the next;	2- I am aware that I possess this skill, but it needs to be further cultivated.	3- I gained more knowledge about this topic through my MSUM course work.	4- Building upon the skills I gained from MSUM coursework, I was able to sit down with elementary and middle school principals to ask them questions about this topic. The information they conveyed was priceless!

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C6. Demonstrating understanding of the developmental needs of children of all ages.	2- I am aware that I possess this skill, but it needs to be further cultivated, especially when it comes to younger students.	2- Same as initial comments.	4- I am much more aware of the needs of children of all ages by working with principals at all levels, K12. I also worked with school counselors when developing appropriate curriculum for elementary school kids as part of the PBL projects I led.
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