

Reflection: Professional Leadership Experiences

Take time to look over documents reflecting your tenure as a classroom teacher. As you look over the evidence, you may be surprised by how many times you took on leadership roles which you may not have seen as “leadership” at the time. These documents may include, but are not limited to:

- Resume of professional teaching experiences
- Certificates, plaques, awards reflecting appreciation of others
- Transcripts from universities or records of professional development activities
- Letters of thanks from students, parents, principals, colleagues, community members, etc.
- Brochures, handbooks, other publications you wrote or helped write
- Curricular documents, handbooks, and other written materials that were the result of committees on which you served or perhaps even led
- Photos of sports, social, and academic activities in which you were involved
- Newspaper clippings, student yearbooks, and other documentation in which your name appeared or which described a project in which you were involved

Look through these documents to find examples when you assumed formal and/or informal leadership roles. Begin to organize this information in a chart similar to the one below. Once finished begin to “rank” your leadership experiences by the significance of the activity/accomplishment and the impact on student learning. Choose the accomplishments that provide the clearest, most consistent, and convincing evidence to describe in depth as documented accomplishments for Entry 4.

Year(s)	Location/School	Informal Leadership	Formal Leadership	Impact on Student Learning	Documentation	Rank

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Adapted from Lead With Me: A Principal's Guide to Leadership, Moller, G. and Pankake, A., 2006.

