

## **National Educational Leadership Preparation Competencies**

### **Self-Analysis, Justin Tossas**

The following is an individualized self-assessment of my various abilities in regards to the seven NELP leadership competencies. The intention of this analysis is to understand my current levels of proficiency and expertise in each respective competency. The lessons gleaned from this study should give insight into both my strengths as well as areas in need of development with the anticipation of future internships and leadership opportunities that may be on the horizon.

Standard 1 of the NELP competencies focuses on mission, vision, and improvement. My current sources of expertise from the building level are Leader in Me Family nights, in which families are brought in monthly to review leadership skills that benefit families and students, and grade-level meetings. On the district level, my participation in district strategic planning committees and district curriculum review committees have provided me with expertise. My self-assessed level of preparation would be developed. The building level experiences showed me grass roots implementation of building missions and visions to foster strategic community culture and curriculum instructional decisions that are in alignment. My district-level experiences present similar lessons on a larger, district scale.

Ethics and professional norms are at the heart of standard 2 of the NELP competencies. Most of my expertise comes from the building level in this area. My sources of expertise are communication with parents and fellow district members, administering the 6th grade student government, and personal dress code. I would self-assess my level of preparation in this area at the awareness level. In my building-level participation, I demonstrate ethics and professionalism through the way that I communicate with others, the manner in which I demonstrate leadership to students, and my personal decisions to dress in a way that is becoming of an administrator. As opportunities to work on the district level begin to reveal themselves more and more, I must take care to embrace them with a lens of fidelity to good ethics and professionalism.

## **National Educational Leadership Preparation Competencies**

### **Self-Analysis, Justin Tossas**

The core of NELP standard 3 is equity, inclusiveness, and cultural responsiveness.

Sources of expertise that I currently possess are experiences with my building's PBIS committee, awareness of multi-cultural observances throughout the year, and participation in my district's social studies standards alignment committee. I would self-assess my level of preparedness at development. My building experiences have taught me what inclusion and responsiveness looks like from a behavioral as well as cultural perspective. My work on the district social studies alignment committee allowed me to help build a district framework with teams that are guaranteed and reliable. Work of this kind will be important in future internship work that may be district based.

NELP competency standard 4 focuses on learning and instruction. My sources of expertise in this area comes from my involvement in my district's ELA standards prioritization committee, my district's CKLA curriculum implementation committee, and work at building grade-level data meetings. I would say my greatest strengths lay here. My self-assessment level would be developed. While I have not had any formal administrative experience in this position, I believe that my expertise of knowledge may offset lack of formal experience. My data literacy, digital literacy, and dedication to student and self success will most likely form solid strengths for me to rely on moving into an internship position.

Standard 5 of the NELP competencies focuses on community and external leadership. Sources of expertise for me come from homework help clubs, enrichment clubs, coaching modified-level sports teams, and time spent on organizing committees for family event nights at schools. These experiences would equip me if charged with community outreach or work with external partners in an internship position. I would give myself a developed self-assessment rating in this area.

Operations and management are at the center of standard 6 of the NELP competencies. Expertise for me comes from time spent on my district's strategic planning committee, my

## **National Educational Leadership Preparation Competencies**

### **Self-Analysis, Justin Tossas**

building's PBIS committee, and district professional learning committee. These experiences provide me background knowledge in the management of both building and district level systems which the district operates on. I would be able to glean from these experiences if in similar situations in the future. Developed would be my self-assessment rating for this standard.

Lastly, NELP competency standard 7 focuses on building professional capacity. Through personal studies, additional formal education, time spent on multiple committees, time spent in grade level data meetings, and professional development training, I have built a body of expertise centered around professional know-how and can-do. I give myself a developed rating. It's my desire to put these experiences in work in internship scenarios that involve working in teams, understanding how to analyze data, and possessing the proper background knowledge to make informed decisions.

The self-awareness gained from this analysis can be used as a tool to understand my current developmental position, in regards to the NELP leadership standards. I now have the opportunity to move forward in possible future internship and leadership positions with a cognitive idea of areas that I can lean on for strength as well as areas in which I need to develop. Continuously working to improve myself with respect to these competencies will increase my ability to lead buildings and districts in impactful ways.