

Greetings from Union University!

We are extremely excited to learn of your interest in our newly-revised Master of Education Program. The Union University M.Ed. is a 14-month contemporary degree designed for cohorts of licensed classroom teachers. The M.Ed. cohorts begin each year in June and complete the degree in July of the following year. Beginning in June 2012, our M.Ed. program will provide an **iPad® for each student**, and the program's cutting edge curriculum will utilize iPad® features to assist students in mastering the degree content and showcasing their growth as professionals. The M.Ed. includes two concentrations from which to choose:

### **Teaching and Learning**

The concentration in Teaching and Learning features relevant classes for today's classroom teacher in curriculum, instruction, and leadership. Applicants must have at least 1 year of teaching experience. Classes are offered in traditional and online formats, with several courses offering a blended technology structure.

### **Instructional Leadership**

The M.Ed. in Instructional Leadership is a licensure program that provides opportunities for students to develop their knowledge and skills toward becoming leaders in schools and school districts. Classes are offered in traditional and blended-online formats. Applicants for the IL concentration must have at least 3 years of teaching experience prior to enrolling in the program. Additionally, students who pursue the Instructional Leadership concentration must successfully pass the state licensure exam to obtain both the M.Ed. and state licensure.

After you have considered the enclosed details of our program, we encourage you to complete all required application materials as soon as possible. Space is limited in our cohorts, as we endeavor to maintain a very personal learning environment for our students. Completed applications must be received by **April 1, 2012**, to be considered for the 2012 M.Ed. cohorts. Applications received after this deadline will be considered for admission in 2013. *Please note that your application is not considered complete until you have submitted all of the required documentation.*

**To complete the application process, please submit all items on the enclosed Admission Requirements Form.**

We are here to help you, and our exemplary graduate degree program is structured for busy professionals, like you. In addition, our outstanding faculty and caring staff will provide you with the individualized attention you deserve. As our graduates will confirm, a Union University Master's degree is an exciting way to increase your knowledge, develop your skills, and build new friendships while advancing your career. We hope and pray that **you** will be among the next cohort of high quality teachers who begin their Union University Master of Education degree in June!

For additional information regarding the program, please access our Graduate Catalogue at [www.uu.edu/catalogue/graduate](http://www.uu.edu/catalogue/graduate). If you need assistance in completing your admission requirements, please feel free to contact Debra Martin at [dmartin@uu.edu](mailto:dmartin@uu.edu) or 901-312-1914.

Sincerely,

Dr. Ralph Leverett  
Director of M.Ed. Program  
Jackson Campus

Enclosures

# Admission Requirements for the M.Ed. Degree (Instructional Leadership Concentration Only)

Candidates for the Instructional Leadership Concentration must have completed at least three (3) years of teaching experience prior to beginning the application process.

1. **Graduate Studies in Education Application (enclosed)**: A completed application form must be submitted by the priority deadline of **April 1**. All additional application materials must be received by the final deadline of April 15.
2. **Application Fee**: A nonrefundable application fee of \$25 must be submitted with your application. Checks should be made to Union University.
3. **Copy of Teaching License**: Please submit a copy of your current teacher license with your application.
4. **Recommendation Forms (enclosed)**: Four (4) completed recommendation forms, as specified below, must be returned to the Graduate Program Office (see address below). Each form must be returned in a sealed envelope.
  - a. One (1) must be completed by the applicant's principal or supervisor
  - b. Two (2) must be completed by fellow teachers/colleagues of the applicant
  - c. One (1) must be completed by a character/personal reference (non-family member) of the applicant with insight into all components of the form
5. **Recommendation Form from the Director of Schools (enclosed)**: This form is to be completed by the Director of the school system (or his/her designee) where the applicant is employed. This form is to be returned to the Graduate Program office at the address below. Applicant should provide addressed, stamped envelopes for this purpose.
6. **Copy of Most Recent Performance Appraisal**: Please submit a copy of your most recent performance Appraisal, from within the past three years. The form must be signed and dated by your evaluator. In Tennessee, this is the *Framework for Evaluation and Professional Growth*.
7. **Verification of Experience Form (<http://www.state.tn.us/education/lic/doc/ed2034a.pdf>)**: Please have this form completed by your school system. It must indicate at least 3 or more years of teaching experience at the time applying to the M.Ed. program. If you have taught in several school systems, you must request a *Verification of Experience Form* from each school system.
8. **Signed Acknowledgement Form (enclosed)**: Please sign and submit this form, acknowledging your understanding that you must successfully pass the state SLLA licensure exam to obtain both the M.Ed. degree and state licensure.
9. **Official Transcripts (request form enclosed, if needed)**: Please request official transcripts from all undergraduate and graduate colleges/universities attended. The minimum admission requirements include an official undergraduate degree transcript from a regionally accredited college/university. In addition, students must ensure that transcripts received from non-US institutions are translated and evaluated by a recognized agency, and forwarded directly to Union University. (If you are a graduate from an undergraduate program at Union University and have not attended another regionally accredited college/university since graduating, you may disregard this requirement.)

(Continued on Back)

10. **Current Professional Resume**: Please submit an up-to-date, carefully prepared, and error-free resume.
11. **Personal Summary Documents (see enclosed explanation)**: Four well-written and proofread documents, including a.) a personal development plan, b.) an explanation of how Union University's M.Ed. program will help you reach your goals, c.) a concise explanation of how you have improved student achievement as a classroom teacher, and d.) actual data (TVASS/TCAP data, Gateway scores, etc.) to support your explanation in Section C. *A detailed explanation of the Personal Summary is included in this packet.*
12. **Grade Point Average**: Applicant's undergraduate GPA must be at 3.0 or higher. Applicants not meeting this GPA criterion may be granted "Conditional Admission" only upon approval of the Graduate Admissions Committee.
13. **Writing Sample**: All applicants are required to successfully complete a writing sample, demonstrating adequate graduate level writing skills. Please contact Mrs. Christy Wyatt (cwyatt@uu.edu or 731.661.5523) in the Graduate Education Office to schedule a writing sample, immediately following the submission of your application. Writing samples are scheduled by appointment only.
14. **Immunization Record Form (enclosed)**: Please submit the enclosed form along with proof of immunity to measles, mumps, rubella (vaccinations MMR #1 and MMR #2) and varicella (chickenpox).
15. **Interview with M.Ed. Director**: Once all application materials have been submitted, applicants will be contacted to schedule a brief meeting with the M.Ed. Director.
16. **Interview with M.Ed. Screening Committee**: All applicants will interview with a M.Ed. Screening Committee, consisting of university and public school personnel who will make recommendation to the Dean and Graduate Admissions Committee concerning admission to the M.Ed. in Instructional Leadership program.

All completed materials (application, fee, transcripts, and supplementary materials) should be returned to:

**Graduate Studies in Education  
Attention: Christy Wyatt, Coordinator  
Union University, Box 1876  
1050 Union University Dr.  
Jackson, TN 38305**

# Admission Requirements for the M.Ed. Degree (Teaching and Learning Concentration Only)

Applicants for the Teaching and Learning Concentration must have completed at least one (1) year of teaching experience prior to beginning of the program.

1. **Graduate Studies in Education Application (enclosed)**: A completed application form must be submitted by the priority deadline of **April 1**. All additional application materials must be received by the final deadline of April 15.
2. **Application Fee**: A nonrefundable application fee of \$25 must be submitted with your application. Checks should be made to Union University.
3. **Copy of Teaching License**: Please submit a copy of your current teacher license with your application.
4. **Recommendation Forms (enclosed)**: Four (4) completed recommendation forms, as specified below, must be returned to the Graduate Program Office (see address below). Each form must be returned in a sealed envelope.
  - a. One (1) must be completed by the applicant's principal or supervisor
  - b. Two (2) must be completed by fellow teachers/colleagues of the applicant
  - c. One (1) must be completed by a character/personal reference (non-family member) of the applicant with insight into all components of the form
5. **Official Transcripts (request form enclosed, if needed)**: Please request official transcripts from all undergraduate and graduate colleges/universities attended. The minimum admission requirements include an official undergraduate degree transcript from a regionally accredited college/university. In addition, students must ensure that transcripts received from non-US institutions are translated and evaluated by a recognized agency, and forwarded directly to Union University. (If you are a graduate from an undergraduate program at Union University and have not attended another regionally accredited college/university since graduating, you may disregard this requirement.)
6. **Grade Point Average**: Applicant's undergraduate GPA must be at 3.0 or higher. Applicants not meeting this GPA criterion may be granted "Conditional Admission" only upon approval of the Graduate Admissions Committee.
7. **Writing Sample**: All applicants are required to successfully complete a writing sample, demonstrating adequate graduate level writing skills. Please contact Mrs. Christy Wyatt (cwyatt@uu.edu or 731.661.5523) in the Graduate Education Office to schedule a writing sample, immediately following the submission of your application. Writing samples are scheduled by appointment only.
8. **Immunization Record Form (enclosed)**: Please submit the enclosed form along with proof of immunity to measles, mumps, rubella (vaccinations MMR #1 and MMR #2) and varicella (chickenpox).
9. **Interview with M.Ed. Director**: Once all application materials have been submitted, applicants will be contacted to schedule a brief meeting with the M.Ed. Director.

All completed materials (application, fee, transcripts, and supplementary materials) should be returned to:

**Office of Graduate Studies in Education**  
**Attention: Christy Wyatt, Coordinator**  
**Union University, Box 1876**  
**1050 Union University Dr.**  
**Jackson, TN 38305**





**Recommendation from Director of Schools  
For Admission to the  
Tennessee Instructional Leadership Program**

Applicant's name \_\_\_\_\_  
(First) (Middle) (Last)

Applicant's SSN \_\_\_\_\_

This candidate is in the process of applying to Union University's TN Instructional Leadership Program. One purpose of this program is to identify and secure candidates based upon local needs identified using student achievement data and emerging research about the dispositions and characteristics of exemplary school leaders. *Recommending this candidate is **not** a guarantee that a leadership position will be granted prior to, during, or upon completion of the program.*

Please check the option that best describes your recommendation of this candidate for the Master of Education in Instructional Leadership Program.

\_\_\_\_\_ This candidate possesses the leadership qualities of an exemplary school leader. I am very confident in making this recommendation.

\_\_\_\_\_ At this time, I am not confident in making a recommendation for the Instructional Leadership Program. However, based on the potential of the candidate to demonstrate leadership within content or grade level roles, I am confident in recommending this candidate for the Teaching & Learning track of the Master of Education Program (non-licensure).

\_\_\_\_\_ At this time, I am not confident in recommending this candidate for either track of the Master of Education Program.

\_\_\_\_\_  
Printed name of Director of Schools (or Designee)

\_\_\_\_\_  
Signature of Director of Schools (or Designee)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Title

\_\_\_\_\_  
School System

Please place the form in the envelope provided by the applicant and return it to the Graduate Program Office at the following address: Office of Graduate Studies in Education; Attn: Christy Wyatt, Union University Box 1876, 1050 Union University Dr., Jackson, TN 38305.

**UNION UNIVERSITY  
SCHOOL OF EDUCATION**

**ACKNOWLEDGMENT OF SLLA TEST REQUIREMENT  
FOR GRADUATION WITH A  
MASTER OF EDUCATION DEGREE IN INSTRUCTIONAL LEADERSHIP**

**The candidate for the M.Ed. Degree in the Instructional Leadership concentration MUST PASS the Praxis II School Leader Licensure Assessment (SLLA) in order to complete the M.Ed./Instructional Leadership program. Neither the M.Ed. degree, nor state licensure, will be granted to the candidate without passing the SLLA exam. The exam is typically taken in April (exact registration deadlines and exam dates are available online) to allow time for processing prior to graduation. (Candidates may elect, at their own discretion, to take the exam prior to the spring testing date). Exam results must be received by early-June, so that the candidate will know if he/she will complete and obtain the Instructional Leadership license and M.Ed. Degree. If the student does not pass the SLLA exam, per state law, the candidate cannot graduate with the M.Ed. in Instructional Leadership, nor will the student receive state licensure.**

**The M.Ed. in Instructional Leadership curriculum is solid preparation for the SLLA exam, and failure on the SLLA among students in our leadership programs is infrequent. If, however, an M.Ed. student does fail the SLLA in the Spring, he or she may retake the exam at the next testing date; passing the exam at that time would enable the student to then receive his or her M.Ed. degree at the graduation ceremony the following semester (i.e., December).**

I certify by my signature below that I have read the statement above and understand the graduation requirement.

Applicant's Name \_\_\_\_\_  
(Please print)

Applicant's Signature \_\_\_\_\_ Date \_\_\_\_\_

# Personal Summary Requirements

(Instructional Leadership Concentration Only)

As part of the application process for the M.Ed. in Instructional Leadership, candidates must submit a clearly-written and carefully-edited Personal Summary, as specified below. The *Personal Summary* must consist of four separate documents, each with its own cover sheet:

**A. Professional Development Plan** – First, please complete an assessment to determine your strengths and weaknesses (The *21<sup>st</sup> Century School Administrator Skills Self-Assessment* is attached for your convenience). You must include the name of the instrument you used (italicized) in the professional development plan.

Next, compile a 3-5 page (not including title page), double-spaced professional development plan as follows:

1. The first page should include a description of the purpose of the professional development plan. The purpose should primarily address the fact that the PDP will identify your strengths and weaknesses, as well as develop a plan to address each strength and weakness.
2. Secondly, you should clearly identify 3 areas of professional strength in teaching, leading and/or learning, as well as 2 areas of necessary growth (i.e., weaknesses).
3. Next, please discuss how these areas of strength and weakness impact your ability as an instructional leader, using at least 3 main points.
4. Clearly state a.) **Goals**, b.) **Benchmarks** and c.) **Timelines**, in narrative/paragraph form, for each of your strengths and weaknesses. The purpose of this is to show that you have a specific plan for self-improvement in all areas you have identified. The plan should include your specific goals of improvement, indicators (benchmarks) to know or determine when you have met those goals, and the anticipated timeline (month and year) when you plan to have met each goal.

Please note that your PDP should be error free (i.e., organization, grammar, punctuation) and follow APA formatting. We request that you have a colleague proofread your work prior to submitting as part of the application process.

**B. Professional Goals Description** – A 1-3 page (not including title page), double-spaced explanation of how Union University's M.Ed. in Instructional Leadership program will assist you toward reaching your goals. This well-organized document should address the purpose of the M.Ed. Instructional Leadership program, as it relates to the School Leaders Licensure Assessment (SLLA) and the Tennessee Instructional Leadership Standards (TILS). You should emphasize that the curriculum and standards of the program will assist you toward meeting each of the licensure standards. You should also address the fact that you will be creating artifacts that are linked to the standards, as part of the program, which will represent your skills toward meeting each set of standards. Again, we request you have a colleague carefully proofread the document so that it is submitted without error.

- C. Student Achievement Report** – A 1-3 page (not including the title page) double-spaced and well-organized explanation of how you have successfully improved student achievement as a classroom teacher. Please provide a detailed and specific explanation/description, in paragraph form, of how you have raised student achievement scores. You must clearly state the type of student achievement and the techniques you have utilized to improve the students' scores. This description must be clearly linked to the data provided in the following document (i.e., Document D.)
- D. Supporting Data** - Authentic/original data (e.g., TVASS/TCAP data, Discovery Learning Scores, Gateway scores, grade book scores, etc.) to support (as proof) the explanation you provided in the Student Achievement Report (i.e., Document C). Please mark out any student names or other identifiers from the data. This document must also include a title page.

Example of Document A, B, and C are available at <http://www.uu.edu/programs/education/graduate/med.cfm>. Please be very careful not to plagiarize these examples (you must write your documents in your own words).

## 21<sup>st</sup> Century School Administrator Skills

### Self-Assessment for Instructional Leaders

Participant's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** Read the definition for each skill dimension. Reflect on your current behavior and practice as it relates to the skill dimension and its definition. Read each behavioral statement below the definition and circle the number for each item that best describes your behavior. Be honest with yourself. This self-assessment is intended for personal use. You may share it with a coach or mentor as you see fit.

#### EDUCATIONAL LEADERSHIP

**Setting Instructional Direction:** Implementing strategies for improving teaching and learning including putting programs and improvement efforts into action. Developing a vision and establishing clear goals; providing direction in achieving stated goals; encouraging others to contribute to goal achievement; securing commitment to a course of action from individuals and groups.

1=almost never 2=rarely 3=occasionally 4=frequently 5= almost always na=not applicable

1.	I articulate a clear vision for the school and its efforts	1	2	3	4	5	na
2.	I set high expectations for myself and for others	1	2	3	4	5	na
3.	I encourage innovation toward improved of teaching and learning	1	2	3	4	5	na
4.	I set and clarify measurable objectives	1	2	3	4	5	na
5.	I generate enthusiasm and work to persuade others to work together to accomplish common goals	1	2	3	4	5	na
6.	I develop alliances and/or resources outside the school that improve the quality of teaching and learning	1	2	3	4	5	na
7.	I clearly articulate expectations regarding the performance of others	1	2	3	4	5	na
8.	I acknowledge achievement and accomplishment of others	1	2	3	4	5	na
9.	I seek commitment of all involved to a specific course of action	1	2	3	4	5	na
Add the circled numbers and divide the sum by 9. Enter the S.I.D. quotient here.		S.I.D. quotient _____					

**Teamwork:** Seeking and encouraging involvement of team members. Modeling and encouraging the behaviors that move the group to task completion. Supporting group accomplishment.

**1=almost never 2=rarely 3=occasionally 4=frequently 5= almost always na=not applicable**

10.	I support the ideas and views of team members to solve problems	1	2	3	4	5	na
11.	I encourage others to share their ideas	1	2	3	4	5	na
12.	I contribute ideas toward achieving a solution	1	2	3	4	5	na
13.	I assist in the operational tasks of the team	1	2	3	4	5	na
14.	I seek input from others regarding their own ideas and solutions	1	2	3	4	5	na
15.	I assist the team in maintaining the direction needed to complete a task	1	2	3	4	5	na
16.	I seek consensus among team members	1	2	3	4	5	na
Add the circled numbers and divide the sum by 7. Enter the T. quotient here.							T. quotient _____

**Sensitivity:** Perceiving the needs and concerns of others; dealing tactfully with others in emotionally stressful situations or in conflict. Knowing what information to communicate and to whom. Appropriately relating to people varying ethnic, cultural, and religious backgrounds.

**1=almost never 2=rarely 3=occasionally 4=frequently 5= almost always na=not applicable**

17.	I deal appropriately and tactfully with people from different backgrounds	1	2	3	4	5	na
18.	I elicit perceptions, feelings, and concerns of others	1	2	3	4	5	na
19.	I voice disagreement without creating unnecessary conflict	1	2	3	4	5	na
20.	I anticipate responses of others and act to reduce negative impact	1	2	3	4	5	na
21.	I communicate necessary information to the appropriate persons in a timely manner	1	2	3	4	5	na
22.	I express verbal and/or non-verbal recognition of feelings, needs, and concerns of others	1	2	3	4	5	na
23.	I respond tactfully to others in emotionally stressful situations or in conflict	1	2	3	4	5	na
24.	I take action to divert unnecessary conflict	1	2	3	4	5	na
25.	I respond in a timely manner to others who initiate contact with me	1	2	3	4	5	na
Add the circled numbers and divide the sum by 9. Enter the S. quotient here.							S. quotient _____

## RESOLVING COMPLEX PROBLEMS

**Judgment:** Reaching logical conclusions and making high quality decisions based on available information. Assigning appropriate priority to significant issues. Exercising appropriate caution in making decisions and in taking action. Seeking out relevant data, facts, and impressions. Analyzing and interpreting complex information.

**1=almost never 2=rarely 3=occasionally 4=frequently 5= almost always na=not applicable**

26.	I assign appropriate priority to issues and tasks	1	2	3	4	5	na
27.	I take appropriate caution when dealing with unfamiliar issues and individuals	1	2	3	4	5	na
28.	I avoid reaching quick conclusions and making decisions with limited data	1	2	3	4	5	na
29.	I evaluate information to determine the important elements	1	2	3	4	5	na
30.	I communicate a clear rationale for a decision	1	2	3	4	5	na
31.	I seek additional information about issues and events relevant to the school	1	2	3	4	5	na
32.	I seek relevant sources of information to confirm or refute assumptions	1	2	3	4	5	na
33.	I access the Internet to obtain information to benefit my school	1	2	3	4	5	na
34.	I seek to clarify information by asking follow-up questions	1	2	3	4	5	na
35.	I seek to identify the cause of a problem	1	2	3	4	5	na
36.	I seek to establish relationships among issues and events	1	2	3	4	5	na
Add the circled numbers and divide the sum by 11. Enter the J. quotient here.		J. quotient _____					

**Results Orientation:** Assuming responsibility. Recognizing when a decision is required. Taking prompt action as issues emerge. Resolving short-term issues while balancing them against long-term objectives.

**1=almost never 2=rarely 3=occasionally 4=frequently 5= almost always na=not applicable**

37.	I take action to move issues toward closure in a timely manner	1	2	3	4	5	na
38.	I take responsibility to implement initiatives to improve teaching and learning	1	2	3	4	5	na
39.	I determine the criteria that indicate a problem or issue is resolved	1	2	3	4	5	na
40.	I consider the long-term and short-term implications of a decision before taking action	1	2	3	4	5	na
41.	I am able to see the big picture	1	2	3	4	5	na
Add the circled numbers and divide the sum by 5. Enter the R.O. quotient here.		R.O. quotient _____					

**Organizational Ability:** Planning and scheduling one's own and the work of others so that resources are used appropriately. Scheduling flow of activities; establishing procedures to monitor projects. Practicing time and task management; knowing what to delegate and to whom.

**1=almost never 2=rarely 3=occasionally 4=frequently 5= almost always na=not applicable**

42.	I delegate responsibilities to others	1	2	3	4	5	na
43.	I plan follow-up to monitor progress of delegated responsibilities	1	2	3	4	5	na
44.	I develop action plans	1	2	3	4	5	na
45.	I monitor progress of plans and adjusts plans or actions as needed	1	2	3	4	5	na
46.	I establish timelines, schedules, and milestones	1	2	3	4	5	na
47.	I am well prepared for meetings	1	2	3	4	5	na
48.	I use the computer to schedule appointments and keep track of ongoing projects	1	2	3	4	5	na
49.	I create and manage a simple budget with a computer spreadsheet program	1	2	3	4	5	na
50.	I make effective use of available resources	1	2	3	4	5	na
Add the circled numbers and divide the sum by 9. Enter the O.A. quotient here.							O.A. quotient _____

## COMMUNICATION

**Oral Communication:** Clearly communicating when speaking to individuals, small groups, and large groups. Making oral presentations that are clear and easy to understand.

**1=almost never 2=rarely 3=occasionally 4=frequently 5= almost always na=not applicable**

51.	Demonstrates effective presentation skills, e.g., opening and closing comments, eye contact, enthusiasm, confidence, rapport, use of visual aids	1	2	3	4	5	na
52.	I speak articulately	1	2	3	4	5	na
53.	I use grammar properly	1	2	3	4	5	na
54.	I tailor message to meet the needs of unique audiences	1	2	3	4	5	na
55.	I clearly present thoughts and ideas in one-on-one presentations	1	2	3	4	5	na
56.	I clearly present thoughts and ideas in small group presentations	1	2	3	4	5	na
57.	I clearly present thoughts and ideas in formal, large-group presentations	1	2	3	4	5	na
Add the circled numbers and divide the sum by 7. Enter the O.C. quotient here.							O.C. quotient _____

**Written Communication:** Expressing ideas clearly in writing; demonstrating technical proficiency. Writing appropriately for different audiences.

1=almost never 2=rarely 3=occasionally 4=frequently 5= almost always na=not applicable

58.	I write concisely	1	2	3	4	5	na
59.	I demonstrate technical proficiency in writing	1	2	3	4	5	na
60.	I express ideas clearly in writing	1	2	3	4	5	na
61.	I write appropriately for different audiences	1	2	3	4	5	na
62.	I use a personal computer to communicate with staff, parents, etc.	1	2	3	4	5	na
63.	I create presentations on a personal computer	1	2	3	4	5	na
Add the circled numbers and divide the sum by 6. Enter the W.C. quotient here.							W.C. quotient _____

## DEVELOPING SELF AND OTHERS

**Development of Others:** Teaching, coaching, and helping others. Providing specific feedback based on observations and data.

1=almost never 2=rarely 3=occasionally 4=frequently 5= almost always na=not applicable

64.	I share information and expertise from personal experiences	1	2	3	4	5	na
65.	I motivate others to change behaviors that inhibit professional and organizational growth	1	2	3	4	5	na
66.	I suggest specific developmental activities to assist others' professional growth	1	2	3	4	5	na
67.	I give behaviorally-specific feedback focusing on behaviors, not the person	1	2	3	4	5	na
68.	I ask a protégé what he/she perceives to be strengths and weaknesses and what he/she wants to improve	1	2	3	4	5	na
69.	I seek agreement on specific actions to be taken by a protégé for his/her development and growth	1	2	3	4	5	na
Add the circled numbers and divide the sum by 6. Enter the D.O. quotient here.							D.O. quotient _____

**Understanding Own Strengths and Weaknesses:** Understanding personal strengths and weaknesses. Taking responsibility for improvement by actively pursuing developmental activities. Striving for continuous learning.

**1=almost never 2=rarely 3=occasionally 4=frequently 5= almost always na=not applicable**

70.	I recognize and appropriately communicate my own strengths	1	2	3	4	5	na
71.	I recognizes and manage my own developmental needs	1	2	3	4	5	na
72.	I actively pursue personal growth through participation in planned developmental activities	1	2	3	4	5	na
Add the circled numbers and divide the sum by 3. Enter the U.S.W. quotient here.		U.S.W. quotient _____					

## Compare How You See Yourself With How Others See You

Enter your skill quotients from your Self-Assessment, subtract the average of your observers' quotients to see where the greatest difference lies.

<b>Skill Area</b>	<u>Skill Dimension</u>	<u>Skill Quotient</u>	<u>Observer Average</u>	<u>Difference</u>
<b>Setting Instructional Direction</b>	Setting Instructional Direction			
	Teamwork			
	Sensitivity			
<b>Resolving Complex Problems</b>	Judgment			
	Results Orientation			
	Organizational Ability			
<b>Communication Skills</b>	Oral Communication			
	Written Communication			
<b>Developing Self and Others</b>	Development of Others			
	Understanding Own Strengths and Weaknesses			