



# North Carolina Leadership Assessment

## North Carolina Leadership Assessment

The North Carolina Practice Standards builds skills and behaviors in the workforce that provide the groundwork for learning, and they are the foundation of North Carolina's Practice Model. The Practice Standards are anchored by our core values: safety-focused, trauma-informed, family-centered, and cultural humility. They are described in observable, behaviorally specific terms to illustrate how case managers will conduct the essential functions of child welfare and how supervisors and leaders will support them. The Practice Standards are divided into five essential functions: communicating, engaging, assessing, planning, and implementing.

The North Carolina Leadership Assessment tool is a companion document to the Practice Standards. This assessment is a useful tool to evaluate ways in which you incorporate the Practice Standards into your own practice and areas to improve upon. Assessments are used as a quality improvement measure and will support your learning to enhance your skills and behaviors. This assessment tool can be used in a variety of ways, such as a self-assessment, peer review, or a 360-degree evaluation. Following the assessment tool is an Action Plan you will complete where you will identify the specific actions you plan to take to implement the behaviors of the Practice Standards into your work paying particular attention to the areas noted as occurring 'sometimes' or 'never.'

### **Self-Assessment**

A self-assessment is your evaluation of your own practice, behaviors, and attitudes, in particular your implementation of the Practice Standards within your work. When completing the assessment tool as a self-assessment, you will complete the tool on your own following the below instructions. Reflective, thoughtful, and honest responses to each item will provide you with the information necessary to improve your practice to the benefit of your organization and the children and families your staff work with.

### **Peer Review**

A peer review is an evaluation of your practice and professional work by others in leadership positions who you work with. A peer review provides a structured framework for other leaders to assess and provide feedback to you on your work and implementation of the Practice Standards. When completing the assessment tool as a peer review, you will ask other leaders to complete the tool as an evaluation of your work following the below instructions. You can use the information gathered through the peer review as you complete your action plan.

### **360-Degree Evaluation**

A 360-degree evaluation is a process where you receive confidential and anonymous feedback on your practice and work from others who work around you, including other leaders, supervisors and managers, case managers, and other staff. It's important that a 360-degree evaluation be completed by staff who are your direct reports. A 360-degree evaluation is a helpful assessment that will provide you with greater insight and understanding of your practice and behaviors, particularly those that relate to the Practice Standards. When completing the assessment tool as a 360-degree evaluation, you will ask other leaders, supervisors, case managers, and other staff within your organization to complete the tool as an evaluation of your work following the below instructions. You can use the information gathered through the 360-degree evaluation as you complete your action plan.

### **Instructions**

The North Carolina Leadership Assessment tool is divided into several sections; there is one section for each corresponding Practice Standard. Each section may be completed in one sitting or completed over time. The assessment should be completed individually, and keep in mind the assessment will be looking at your practice as a whole. Each core activity within the Practice Standards is broken down into three stages: optimal, developmental, and insufficient. These stages should be used to anchor the ratings in the assessment. Each stage is a steppingstone to the next allowing you to gradually improve your skill set as a child welfare professional. This assessment will help you, as a learner, identify goals and objectives to begin integrating the Practice Standards into your work.

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The assessment is completed by determining which number on the rating scale corresponds best to your own practice behaviors. There is also space to take notes where a rationale for the rating can be added. Each behavior will be rated on a three-point scale: (1) always, (2) sometimes, (3) never.

1. Always: I implement this standard consistently in my own child welfare practice
2. Sometimes: I inconsistently implement this standard in my own child welfare practice
3. Never: I never implement this standard in my own child welfare practice



# North Carolina Leadership Assessment: Communicating

## Introduction

Communicating is defined as timely and consistent sharing of spoken and written information so that meaning, and intent are understood in the same way by all parties involved. Open and honest communication underpins successful performance of all essential functions in child welfare.

There are three Communicating core activities: (1) using clear language and checking to assure two-way understanding, (2) operating with transparency and honesty, and (3) respecting confidentiality and privacy.

### Core Activity: Using clear language and checking to assure two-way understanding

#### Practice Standard 1: Makes organization-wide presentations to inform, educate, and inspire staff

	A	S	N	Notes
I regularly set meetings with staff, follow a prepared agenda	(1)	(2)	(3)	
I prepare and present on wide range of topics relevant to current happenings, agency vision	(1)	(2)	(3)	
I include staff appreciation messages in presentations	(1)	(2)	(3)	
I conduct research on best and promising practices to inform presentation topics	(1)	(2)	(3)	
I understand how topics are tied to Federal requirements	(1)	(2)	(3)	
I actively listen, solicit, and use opinions from staff on topics to discuss	(1)	(2)	(3)	
I solicit and use feedback from staff on presentations	(1)	(2)	(3)	
I follow up with staff on presentation topics to ensure implementation, monitor action steps or planning made	(1)	(2)	(3)	
I inspire staff during presentations, always referring to how the material relates to the mission, vision, goals, and	(1)	(2)	(3)	

**NC DEPARTMENT OF HEALTH AND HUMAN SERVICES**

outcomes of the agency				
<b>Practice Standard 2: Writes reports, edits materials, and provides suggestions to improve clarity while ensuring documents are for the intended audiences</b>				
	A	S	N	Notes
I author clear and concise emails, memos, and reports	(1)	(2)	(3)	
I am comfortable editing documents from superiors and subordinates, providing helpful feedback to improve clarity and quality	(1)	(2)	(3)	
I tailor written communications to intended audiences	(1)	(2)	(3)	
I incorporate data in regular communications and written materials	(1)	(2)	(3)	
<b>Practice Standard 3: Ensures clarity and enhances two-way communication with staff, providers, and the community through questions and checks for understanding</b>				
	A	S	N	Notes
I set aside regular scheduled time with subordinates, available for ad hoc consultation as well	(1)	(2)	(3)	
I take time in meetings to make sure staff understand directives and direction	(1)	(2)	(3)	
I meet staff frequently enough to be helpful	(1)	(2)	(3)	
I check in with providers to ensure mutual understanding of work and next steps	(1)	(2)	(3)	
I listen and solicit feedback from staff and providers	(1)	(2)	(3)	
I actively listen to concerns from the community	(1)	(2)	(3)	
I encourage, respond to questions from community	(1)	(2)	(3)	

**NC DEPARTMENT OF HEALTH AND HUMAN SERVICES**

I am responsive to questions from community when issues escalate	(1)	(2)	(3)
I use clear, specific, understandable language in oral and written communication within the agency and to community	(1)	(2)	(3)
I ensure acronyms and child welfare language is understood by providers	(1)	(2)	(3)

**Practice Standard 4: Facilitates small and large meetings with ease and makes attendees feel included and motivated.**

	A	S	N	Notes
I start meetings by checking in with participants to see how they are feeling before beginning agenda	(1)	(2)	(3)	
I ensure meeting participants know the intended outcomes of the meeting	(1)	(2)	(3)	
I solicit and use input from meeting participants prior to developing agenda	(1)	(2)	(3)	
I end meetings by recapping, articulating next steps	(1)	(2)	(3)	
I express gratitude for meeting participation, participants time, effort, and work during and after meetings	(1)	(2)	(3)	

**Core Activity: Operating with transparency and honesty**

**Practice Standard 5: Clearly and openly communicates to senior managers expectations of job responsibilities and provides regular and ongoing feedback regarding individual performance**

	A	S	N	Notes
I schedule, prepare for, conduct performance reviews on regular basis	(1)	(2)	(3)	
I provide written and oral feedback, suggestions to improve individual performance	(1)	(2)	(3)	
I provide written and oral communication on job responsibilities, expectations	(1)	(2)	(3)	

**NC DEPARTMENT OF HEALTH AND HUMAN SERVICES**

I reinforce expectations routinely through meetings, follow up, and actions	(1)	(2)	(3)	
I monitor senior managers' job performance for requested corrective action, follow up when insufficient progress made	(1)	(2)	(3)	
<b>Practice Standard 6: Consistently tells the truth during difficult conversations with staff, providers, legislators, and the community in a way that promotes dialogue</b>				
	<b>A</b>	<b>S</b>	<b>N</b>	<b>Notes</b>
I am consistent in messaging across staff, providers, legislators, and community	(1)	(2)	(3)	
I foster and promote honest conversations	(1)	(2)	(3)	
I share information that shows challenges or setbacks, in addition to successes	(1)	(2)	(3)	
I use data or other evidence in internal and external meetings to engage participants in conversations	(1)	(2)	(3)	
I am forthcoming in conversations with legislators and community, differentiating between 'needs' and 'wants'	(1)	(2)	(3)	
<b>Practice Standard 7: Presents, explains, and defends organization positions and proposals to staff and stakeholders</b>				
	<b>A</b>	<b>S</b>	<b>N</b>	<b>Notes</b>
I present agency data, reports, outcomes in a clear and concise manner	(1)	(2)	(3)	
I articulate positions in a way that staff and stakeholders ask few questions and agree with the information presented	(1)	(2)	(3)	
I am knowledgeable and able to articulate policy and regulations that guide child welfare work with ease	(1)	(2)	(3)	
I articulate agency goals and outcomes in a clear and concise manner	(1)	(2)	(3)	

**NC DEPARTMENT OF HEALTH AND HUMAN SERVICES**

I present positions and proposals that are consistent with overall agency goals, while open to hearing concerns	(1)	(2)	(3)
I work with providers and the community to ensure they understand 'the why' behind decisions	(1)	(2)	(3)
I set regular meetings with providers and stakeholders in the community to clearly explain agency direction, protocols, initiatives	(1)	(2)	(3)

**Core Activity: Respecting confidentiality and privacy**

**Practice Standard 7: Diligently respects confidentiality while sharing information when necessary and appropriate with staff, providers, legislators, and the community**

	A	S	N	Notes
I model confidentiality in all interactions	(1)	(2)	(3)	
I ensure staff understand confidentiality standards	(1)	(2)	(3)	
I promote understanding of what information, can, cannot and should be shared with parties and when	(1)	(2)	(3)	
I communicate with providers to ensure their staff are held to the same standards				
I model importance of confidentiality	(1)	(2)	(3)	
I address breaches in confidentiality in swift and serious manner	(1)	(2)	(3)	
I anticipate and minimize potential breaches of confidentiality	(1)	(2)	(3)	
I monitor for breaches in confidentiality	(1)	(2)	(3)	



# North Carolina Leadership Self-Assessment: Engaging

## Introduction

Engaging is defined as empowering and motivating families to actively participate with child welfare by communicating openly and honestly with the family, demonstrating respect, and valuing the family’s input and preferences. Engagement begins upon first meeting a family and continues throughout child welfare services.

As leader, you will integrate the Engaging Practice Standard in your practice by empowering and motivating staff, stakeholders, elected officials, and communities to actively participate with child welfare by communicating openly and honestly, demonstrating respect, and valuing input and preferences.

There are two Engaging core activities: (1) builds consensus to reach agreement among staff, stakeholders, legislature, and communities, and (2) manages conflict by encouraging differences of opinion and resolves friction or disagreements in a constructive manner.

### **Core Activity: Builds consensus to reach agreement among staff, stakeholders, legislature, and communities**

#### Practice Standard 1: Develops relationships with staff, political leaders, and key leaders

	A	S	N	Notes
I develop relationships with new staff, officials, and key leaders in the community	(1)	(2)	(3)	
I ensure future partnerships by developing strong relationships, resolving issues with partners	(1)	(2)	(3)	
I build upon relationships by partnering with staff and key stakeholders by considering input and promoting trust through transparency	(1)	(2)	(3)	

#### Practice Standard 2: Meets and partners with staff and key stakeholders including elected officials and/or community leadership, as appropriate, to gather information for building coalitions

	A	S	N	Notes
I hold regular meetings with internal and external stakeholders to gather, share information	(1)	(2)	(3)	
I utilize teaming approach in meetings and partnering to accomplish goals and move work forward	(1)	(2)	(3)	

**NC DEPARTMENT OF HEALTH AND HUMAN SERVICES**

I solicit input, opinions from stakeholders before and after meetings	(1)	(2)	(3)
I am open to hearing all feedback	(1)	(2)	(3)
I involve variety of stakeholders in development of new strategies	(1)	(2)	(3)

**Practice Standard 3: Gains support from key leaders and staff within the organization to ensure support for work objectives and team initiatives**

	A	S	N	Notes
I convene meetings, utilize other strategies to gain support for organizational change from internal staff	(1)	(2)	(3)	
I listen actively to staff and respond to concerns	(1)	(2)	(3)	
I consider other approaches, compromise to reach agreement, about need and approach for change	(1)	(2)	(3)	

**Core Activity: Manages conflict by encouraging differences of opinion and resolves friction or disagreements in a constructive manner**

**Practice Standard 4: Fosters an organizational culture that positively manages conflict**

	A	S	N	Notes
I understand nature of conflict and seek to resolve it early on	(1)	(2)	(3)	
I am responsive when critical issues arise	(1)	(2)	(3)	
I listen to all sides and drills down to understand root causes	(1)	(2)	(3)	
I develop reasonable and realistic solutions and document the results	(1)	(2)	(3)	
I adhere to and promote agency protocol for reporting concerns	(1)	(2)	(3)	
I empower staff to work through conflicts with each other	(1)	(2)	(3)	



# North Carolina Leadership Assessment: Assessing

## Introduction

Assessing is defined as gathering and synthesizing information from children, families, support systems, agency records, and persons with knowledge to determine the need for child protective services and to inform planning for safety, permanency, and well-being. Assessing occurs throughout child welfare services and includes learning from families about their strengths and preferences.

As a leader, you will integrate the Assessing Practice Standard in your practice by gathering and synthesizing of information and using data to make decisions and determine next steps for organizational strategic plans, goals, and objectives.

There are two Assessing core activities: (1) understands and uses data to inform decision making, and (2) identifies and analyzes problems, weighs relevancy and accuracy of information, and generates and evaluates alternative solutions.

### Core Activity: Understands and uses data to inform decision making

**Practice Standard 1: Provides overall agency focus on using data and evidence to measure outcomes, guide decision making, and inform best practice**

	A	S	N	Notes
I incorporate data and evidence into strategic plans, reports, presentations, communications, meetings, and other information sharing forums	(1)	(2)	(3)	
I make decisions based on data and evidence	(1)	(2)	(3)	
I model, coach, am transparent with staff and stakeholders using data and evidence in decision making process	(1)	(2)	(3)	

**Practice Standard 2: Ensures data is gathered by race, ethnicity, gender, and tribal affiliation to guide systemic improvements**

	A	S	N	Notes
I identify gaps in data, ensure collection of missing data is implemented	(1)	(2)	(3)	
I encourage staff to discuss data, discover root causes, and determine solutions and interventions	(1)	(2)	(3)	

**NC DEPARTMENT OF HEALTH AND HUMAN SERVICES**

I foster an environment in which cultural and other differences are explored and appreciated	(1)	(2)	(3)	
<b>Practice Standard 3: Establishes strategic performance measures to allow the organization to continually assess and adjust program direction</b>				
	A	S	N	Notes
I use a CQI approach to continually assess, adjust program direction	(1)	(2)	(3)	
I align performance measures with the Child and Family Services Review outcomes and process	(1)	(2)	(3)	
I model and coach staff and stakeholders regarding setting strategic performance measures, tracking measures, and importance of accountability and reporting to determine if measures are being met	(1)	(2)	(3)	
I connect performance measures with importance of serving families and improved outcomes in safety, permanency, and well-being	(1)	(2)	(3)	

**Core Activity: Identifies and analyzes problems, weighs relevancy and accuracy of information, and generates and evaluates alternative solutions**

<b>Practice Standard 4: Synthesizes information from internal and external sources to identify solutions</b>				
	A	S	N	Notes
I assess information from a variety of sources to determine root causes to inform solutions	(1)	(2)	(3)	
I seek evidence-based and informed practices; information from subject matter experts, leaders from county administered states; and other reliable and valid sources for innovative, creative solutions	(1)	(2)	(3)	
I rely on internal experts as reliable and valid sources for innovative and creative solutions	(1)	(2)	(3)	
I synthesize information from a variety of sources in a succinct manner	(1)	(2)	(3)	

**Practice Standard 5: Addresses systemic barriers inhibiting the achievement of results by forming teams to explore**

**NC DEPARTMENT OF HEALTH AND HUMAN SERVICES**

root causes of problems and develop solutions				
	A	S	N	Notes
I form teams by assigning the right staff and stakeholders with the right skill sets and capabilities with time and availability to participate	(1)	(2)	(3)	
I empower teams to explore root causes of problems and develop solutions by assigning clear roles and responsibilities to teams	(1)	(2)	(3)	
I model and coach to staff and stakeholders for consensus building processes to get to solutions	(1)	(2)	(3)	
Practice Standard 6: Includes diverse perspectives when exploring solutions				
	A	S	N	Notes
I encourage many voices at the table when considering solutions	(1)	(2)	(3)	
I include diverse populations and cultural groups in decision making processes and in exploring solutions	(1)	(2)	(3)	



# North Carolina Leadership Assessment: Planning

## Introduction

Planning is defined as respectfully and meaningfully collaborating with families, communities, tribes, and other identified team members to set goals and develop strategies based on the continuous assessment of safety, risk, family strengths, and needs through a child and family team process. Plans should be revisited regularly by the team to determine progress towards meeting goals and make changes when needed.

As a leader, you will integrate the Planning Practice Standard in your practice by working with staff, stakeholders, partners, and others to develop a joint vision for your organization and to develop short- and long-term strategic plans.

There are two Planning core activities: (1) takes an aspirational and long-term view and builds a shared vision with others, and (2) provides project management oversight, including developing strategic plans with short- and long-range goals with the involvement of all organizational levels and stakeholders.

### Core Activity: Takes an aspirational and long-term view and builds a shared vision with others

**Practice Standard 1: Involves staff, stakeholders, and partners to develop and communicate a shared vision for the organization**

	A	S	N	Notes
I provide technical assistance to build vision, strategy, and goals for the organization	(1)	(2)	(3)	
I collaborate with staff in setting annual goals to ensure buy-in	(1)	(2)	(3)	
I use data-informed decision making to identify gaps and needs to inform vision	(1)	(2)	(3)	
I develop and implement a clear communications plan with messages, channels to ensure communications are appropriately disseminated	(1)	(2)	(3)	

**Practice Standard 2: Communicates vision and mission to staff, stakeholders, and partners while incorporating feedback on accomplishing new goals and objectives**

	A	S	N	Notes
I have a personal vision, contribute to realizing the shared vision of the organization	(1)	(2)	(3)	

**NC DEPARTMENT OF HEALTH AND HUMAN SERVICES**

I take ownership of organization's vision	(1)	(2)	(3)
I communicate a commitment, plan for dismantling systemic racism in the organization working with those with differing abilities, addressing issues as they arise	(1)	(2)	(3)
I involve staff and stakeholders in an organizational change process by conducting meetings, providing frequent updates	(1)	(2)	(3)
I meet with staff and stakeholders to address concerns about new goals and objectives	(1)	(2)	(3)

**Practice Standard 3: Engages and provides guidance to managers to develop long-term strategic plans**

	A	S	N	Notes
I clearly link and connect the organizations strategy to individual sections' goals	(1)	(2)	(3)	
I encourage, support others to translate vision into action	(1)	(2)	(3)	
I integrate planning efforts across sections	(1)	(2)	(3)	

**Core Activity: Provides project management oversight, including developing strategic plans with short- and long-range goals with the involvement of all organizational levels and stakeholders**

**Practice Standard 4: Acknowledges organizational strengths and develops plans to address areas needing improvement**

	A	S	N	Notes
I assess organizational strengths and builds upon strengths in planning	(1)	(2)	(3)	
I conduct regular organizational assessments to identify needs and strengths	(1)	(2)	(3)	
I seek input from internal and external stakeholders on strengths and areas needing improvement	(1)	(2)	(3)	

**NC DEPARTMENT OF HEALTH AND HUMAN SERVICES**

I am realistic, accurately identify areas needing improvement and support	(1)	(2)	(3)
I put resources in place for areas needing improvement	(1)	(2)	(3)
I monitor for achievement of desired outcomes	(1)	(2)	(3)

**Practice Standard 5: Handles multiple demands and competing priorities in a strategic manner**

	A	S	N	Notes
I organize the work and set priorities, so staff and stakeholders are clear regarding timelines, deadlines	(1)	(2)	(3)	
I align staff, allocate resources according to strategic priorities, shifting personnel and budget to meet priorities	(1)	(2)	(3)	
I strategize and determine necessary sequence of activities to achieve goals	(1)	(2)	(3)	

**Practice Standard 6: Successfully finds and allocates resources, such as training and tools, to support staff needs**

	A	S	N	Notes
I seek out and provide staff and stakeholders with training in advance of new knowledge, skills, and behaviors required for the job	(1)	(2)	(3)	
I seek out and provide staff and stakeholders with technology required for the job	(1)	(2)	(3)	
I provide resources for coaching and support to staff and stakeholders ahead of implementing new policies, practices, and procedures	(1)	(2)	(3)	



# North Carolina Leadership Assessment: Implementing

## Introduction

Implementing is defined as carrying out plans that have been developed. Implementing includes linking families to services and community supports, supporting families to take actions agreed upon in plans and monitoring to assure plans are being implemented by both families and providers, monitoring progress on behavioral goals, and identifying when plans need to be adapted.

As a leader, you will integrate the Implementing Practice Standard in your practice by guiding change efforts through a purposeful process that results in improved outcomes.

There are two Implementing core activities: (1) directs implementation activities and supports (internal and external) needed to promote sustainable change, and (2) continuously assesses progress and adjusts as needed to achieve outcomes.

### **Core Activity: Directs implementation activities and supports (internal and external) needed to promote sustainable change**

#### Practice Standard 1: Understands and utilizes phased approach to implementation

	A	S	N	Notes
I understand and identify when change is needed	(1)	(2)	(3)	
I identify and communicate phases of organizational change efforts and their importance	(1)	(2)	(3)	
I lead change efforts using specific model, process	(1)	(2)	(3)	
I maintain fidelity to the model and process unless implementation monitoring indicates needed e correction	(1)	(2)	(3)	
I develop and implement internal controls, including an implementation plan, to manage potential barriers to implementation	(1)	(2)	(3)	
I attend to training, technology, policy, practice, continuous quality improvement, family voice, and other organizational factors in implementation	(1)	(2)	(3)	

**NC DEPARTMENT OF HEALTH AND HUMAN SERVICES**

**Practice Standard 2: Strategically delegates responsibilities, tasks, and decisions to others and acknowledges ideas and success of those I lead**

	A	S	N	Notes
I engage staff at all levels in change efforts	(1)	(2)	(3)	
I clearly communicate expectations regarding what each level of staff is responsible and accountable for in change effort	(1)	(2)	(3)	
I communicate with staff using various mechanisms about change efforts' status	(1)	(2)	(3)	
I empower others to make decisions and provide coaching and mentoring	(1)	(2)	(3)	
I acknowledge and promote ideas and success of others I lead	(1)	(2)	(3)	
I balance leading by example with delegating to others	(1)	(2)	(3)	

**Practice Standard 3: Acts as a champion for change effort**

	A	S	N	Notes
I generate buy-in with staff and partners around proposed system or practice changes	(1)	(2)	(3)	
I explain rationale for changes to get buy in from staff and partners	(1)	(2)	(3)	
I connect change efforts back to the agency's strategic mission, vision, values, and strategic plans	(1)	(2)	(3)	
I partner with leaders from related systems to improve outcomes	(1)	(2)	(3)	
I routinely communicate with external stakeholders the progress in change efforts	(1)	(2)	(3)	

**NC DEPARTMENT OF HEALTH AND HUMAN SERVICES**

**Core Activity: Continuously assesses progress and adjusts as needed to achieve outcomes**

**Practice Standard 4: Facilitates process assessing implementation progress on change efforts, identifying barriers, and developing solutions to achieve outcomes**

	A	S	N	Notes
I monitor implementation process on change efforts and make course corrections	(1)	(2)	(3)	
I utilize project management plans to assess progress on change efforts	(1)	(2)	(3)	
I model a continuous quality improvement approach to using data in assessing progress, identifying barriers, developing solutions, and course corrections	(1)	(2)	(3)	
I collaborate and seek input from staff and partners to identify barriers and develop solutions to implementation problems	(1)	(2)	(3)	
I use data to inform decision making and assess achievement of outcomes	(1)	(2)	(3)	
I utilize root cause analysis to determine solutions	(1)	(2)	(3)	
I identify gaps in data and develops plan	(1)	(2)	(3)	



## North Carolina Leadership Action Plan

### Action Planning

This Action Plan will help you identify the specific actions you plan to take to implement the behaviors of the Practice Standards into your work. While you complete the Action Plan, pay particular attention to the behaviors noted as happening 'sometimes' or 'never' and identify specific actions to address these areas.

	<b>Practice Standard Behavior</b>	<b>As a result of what I learned through this assessment, I am going to...</b>	<b>I will know I am succeeding with this objective when...</b>
1.			
2.			
3.			
4.			
5.			
6.			
7.			