

Self-Directedness Milestone

Sub-competencies of	Novice Learner	Intermediate Learner	Competent Learner	Exceptional Learner
Ownership/Self-Directedness	(Level 1)	(Level 2)	(Level 3)	(Level 4)
1. Self-Assesses and Identifies Strengths	RARELY demonstrates	SOMETIMES demonstrates	OFTEN demonstrates	CONSISTENTLY demonstrates
and Areas for Growth	understanding of full range of	understanding of full range of	understanding of full range of	understanding of full range of
Understands full range of lawyering	lawyering competencies and	lawyering competencies and	lawyering competencies and	lawyering competencies and
competencies and diagnoses learning	diagnoses learning needs	diagnoses learning needs	diagnoses learning needs	diagnoses learning needs
needs				
2. Articulates Goals and Follows a Plan	RARELY creates and	SOMETIMES creates and	OFTEN creates and	CONSISTENTLY creates and
Implements a written professional	implements a written	implements a written	implements a written	implements a written
development plan reflecting goals	professional development	professional development	professional development	professional development
that are specific, measurable,	plan reflecting goals that are	plan reflecting goals that are	plan reflecting goals that are	plan reflecting goals that are
achievable, relevant and time-bound ¹	specific, measurable,	specific, measurable,	specific, measurable,	specific, measurable,
	achievable, relevant and	achievable, relevant and	achievable, relevant and	achievable, relevant and
	time-bound	time-bound	time-bound	time-bound
3. Acquires and Learns from Experience	RARELY seeks experiences or	SOMETIMES seeks	OFTEN seeks experiences and	CONSISTENTLY seeks
Seeks experiences to develop competencies	seeks and incorporates	experiences and seeks and	seeks and incorporates feedback	experiences and seeks and
and meet articulated goals, and seeks and	feedback received during the	incorporates feedback received	received during the experiences	incorporates feedback received
incorporates feedback received during the	experiences	during the experiences		during the experiences
experiences				
4. Reflects and Applies Lessons Learned	RARELY uses reflective	SOMETIMES uses reflective	OFTEN uses reflective	CONSISTENTLY uses
Uses reflective practice ² to reflect on	practice to reflect on	practice to reflect on	practice to reflect on	reflective
performance, contemplate lessons learned,	performance, contemplate	performance, contemplate	performance, contemplate	practice to reflect on
identify how to apply lessons learned to	lessons learned, identify	lessons learned, identify	lessons learned, identify	performance, contemplate
improve in the future, and applies those	how to apply lessons	how to apply lessons	how to apply lessons	lessons learned, identify
lessons	learned to improve in the	learned to improve in the	learned to improve in the	how to apply lessons
	future, and applies those	future, and applies those	future, and applies those	learned to improve in the
	lessons	lessons	lessons	future, and applies those
	0.77777			lessons
5. Delivers work on time using calendaring	OFTEN misses	OCCASIONALLY misses	CONSISTENTLY delivers	CONSISTENTLY on time and
and project management systems	timetables/deadlines with	timetables/deadlines with	work within deadlines and has	regularly delivers in advance
	calendaring and project	calendaring and project-	anticipated possibility of	of assigned timeframe to
	management systems not yet	management systems under	unforeseen obstacles with	allow for completion of other
	developed	development.	excellent systems developed	tasks.
	OFFERNA 1 1 1		and tested.	GONGGERNAMA
6. Commits to excellence and high quality	OFTEN submits less than	OCCASIONALLY submits	CONSISTENTLY submits	CONSISTENTLY submits
work (work that meets expectations and	high-quality work.	less than high-quality work.	high-quality work.	high-quality work and
demonstrates complete effort)				regularly delivers beyond
				assigned tasks to exceed
		<u> </u>	<u> </u>	expectations.

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¹ Goals that exhibit these factors are referred to as SMART Goals: <u>Specific</u>—clear goals including what, why, and how; <u>Measurable</u>—including a clear method for evaluation of progress; Achievable—including obstacles and realistic solutions; Relevant—including connection to core values; and Time-bound—including a clear timeline of steps.

² Reflective practice requires learners to: focus on their own performance (what?); consider multiple perspectives, including their own, and contemplate lessons learned (so what?); and identify how to apply lessons learned to improve in the future (now what?).