

Self-Directedness Milestone

Sub-competencies of Ownership/Self-Directedness	Novice Learner (Level 1)	Intermediate Learner (Level 2)	Competent Learner (Level 3)	Exceptional Learner (Level 4)
1. Self-Assesses and Identifies Strengths and Areas for Growth <i>Understands full range of lawyering competencies and diagnoses learning needs</i>	RARELY demonstrates understanding of full range of lawyering competencies and diagnoses learning needs	SOMETIMES demonstrates understanding of full range of lawyering competencies and diagnoses learning needs	OFTEN demonstrates understanding of full range of lawyering competencies and diagnoses learning needs	CONSISTENTLY demonstrates understanding of full range of lawyering competencies and diagnoses learning needs
2. Articulates Goals and Follows a Plan <i>Implements a written professional development plan reflecting goals that are specific, measurable, achievable, relevant and time-bound¹</i>	RARELY creates and implements a written professional development plan reflecting goals that are specific, measurable, achievable, relevant and time-bound	SOMETIMES creates and implements a written professional development plan reflecting goals that are specific, measurable, achievable, relevant and time-bound	OFTEN creates and implements a written professional development plan reflecting goals that are specific, measurable, achievable, relevant and time-bound	CONSISTENTLY creates and implements a written professional development plan reflecting goals that are specific, measurable, achievable, relevant and time-bound
3. Acquires and Learns from Experience <i>Seeks experiences to develop competencies and meet articulated goals, and seeks and incorporates feedback received during the experiences</i>	RARELY seeks experiences or seeks and incorporates feedback received during the experiences	SOMETIMES seeks experiences and seeks and incorporates feedback received during the experiences	OFTEN seeks experiences and seeks and incorporates feedback received during the experiences	CONSISTENTLY seeks experiences and seeks and incorporates feedback received during the experiences
4. Reflects and Applies Lessons Learned <i>Uses reflective practice² to reflect on performance, contemplate lessons learned, identify how to apply lessons learned to improve in the future, and applies those lessons</i>	RARELY uses reflective practice to reflect on performance, contemplate lessons learned, identify how to apply lessons learned to improve in the future, and applies those lessons	SOMETIMES uses reflective practice to reflect on performance, contemplate lessons learned, identify how to apply lessons learned to improve in the future, and applies those lessons	OFTEN uses reflective practice to reflect on performance, contemplate lessons learned, identify how to apply lessons learned to improve in the future, and applies those lessons	CONSISTENTLY uses reflective practice to reflect on performance, contemplate lessons learned, identify how to apply lessons learned to improve in the future, and applies those lessons
5. Delivers work on time using calendaring and project management systems	OFTEN misses timetables/deadlines with calendaring and project management systems not yet developed	OCCASIONALLY misses timetables/deadlines with calendaring and project-management systems under development.	CONSISTENTLY delivers work within deadlines and has anticipated possibility of unforeseen obstacles with excellent systems developed and tested.	CONSISTENTLY on time and regularly delivers in advance of assigned timeframe to allow for completion of other tasks.
6. Commits to excellence and high quality work (work that meets expectations and demonstrates complete effort)	OFTEN submits less than high-quality work.	OCCASIONALLY submits less than high-quality work.	CONSISTENTLY submits high-quality work.	CONSISTENTLY submits high-quality work and regularly delivers beyond assigned tasks to exceed expectations.

¹ Goals that exhibit these factors are referred to as SMART Goals: Specific—clear goals including what, why, and how; Measurable—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?).