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	0 = Not adequate	1 = Not really adequate, but almost OK	2 = Adequate, but just barely	3 = Somewhere between minimally OK and excellent	4 = Excellent		0 = Not adequate	1 = Not really adequate, but almost OK	2 = Adequate, but just barely	3 = Somewhere between minimally OK and excellent	4 = Excellent					
1. I had/have a clear understanding of the nature and role of inquiry in my practice.	5	3	3	0	0	0.82	0	0	0	5	6	3.55	2.73	10.00	0.000	3.12
2. I had/have a clear understanding of nature and role of critical reflection in my practice.	0	2	8	1	0	1.91	0	0	0	2	9	3.82	1.91	11.74	0.000	3.54
3. I was/am committed to reflecting on and thinking critically about my practice.	2	2	4	2	1	1.82	0	0	0	1	10	3.91	2.09	5.68	0.000	1.67
4. I questioned/question and tried/try to determine the effectiveness of my practice.	1	3	2	5	0	2.00	0	0	0	3	8	3.73	1.73	5.68	0.000	1.58
5. I aligned/align my practice with my values.	1	3	2	4	0	1.90	0	0	0	4	6	3.60	1.70	5.08	0.001	1.54
6. I took/take time to consider why I am doing what I am doing with my students.	1	2	7	1	0	1.77	0	0	0	3	8	3.73	1.95	8.22	0.000	2.39
7. I believed/believe it was/is important for me to find ways to support and inspire all of the students in my class(es).	0	1	2	4	4	3.00	0	0	0	2	9	3.82	0.82	3.61	0.005	0.82
8. I explored/explore unfamiliar teaching and assessment practices that support the learning of diverse students.	2	1	5	3	0	1.86	0	0	0	2	9	3.82	1.95	6.41	0.000	1.78
9. I developed/develop teaching and assessment practices that support the learning of diverse students.	2	2	4	3	0	1.77	0	0	1	4	6	3.50	1.73	7.01	0.000	1.53
10. I implemented/implement teaching and assessment practices that support the learning of diverse students.	2	1	4	4	0	1.96	0	0	1	5	5	3.36	1.41	5.10	0.000	1.23
11. I was/am confident in my ability to <u>develop</u> teaching and assessment practices that support the learning of diverse students.	1	4	5	1	0	1.59	0	0	0	7	4	3.36	1.77	5.98	0.000	2.06
12. I was/am confident in my ability to <u>implement</u> teaching and assessment practices that support the learning of diverse students.	2	3	5	1	0	1.50	0	0	1	4	6	3.46	1.96	5.86	0.000	2.01
13. I had/have a clear understanding of educational frameworks that support diverse learners.	1	4	5	1	0	1.59	0	0	0	1	10	2.91	1.32	4.14	0.002	1.53
14. I had/have a clear understanding of assessment practices that support diverse learners.	0	1	5	1	1	1.96	0	0	1	5	5	3.36	1.41	3.19	0.010	1.47
15. I had/have a clear understanding of theories of leadership and the characteristics of leaders.	1	3	3	3	1	2.00	0	0	0	2	9	3.82	1.82	4.82	0.001	1.54
16. I had/have confidence in my ability to take on leadership roles in educational settings.	3	1	3	1	3	2.00	0	0	1	4	6	3.46	1.46	3.53	0.005	0.9
17. I saw/see myself as a leader in educational settings (my classroom or my school, or beyond).	3	1	3	1	4	2.00	0	0	2	2	7	3.46	1.46	3.35	0.007	0.9
18. I sought/will seek and embrace leadership opportunities in my school, district or beyond.	3	1	3	2	2	1.91	0	1	2	2	6	3.18	1.27	2.97	0.014	0.84
19. I had/have a clear understanding of the ethic of care.	1	1	1	4	2	2.56	0	0	1	1	7	3.67	1.11	2.29	0.051	0.83
20. An ethic of care guided/guides my practice.	1	1	2	5	2	2.59	0	0	0	2	9	3.82	1.23	3.06	0.012	1.02
21. I was/am able to initiate and manage my professional learning and growth—learning and growth related to my practice.	1	3	2	5	0	2.00	0	0	0	4	7	3.64	1.64	4.50	0.001	1.49
22. I thrived/thrive amidst the opportunities and challenges brought about by new tools and																