

Doctoral Program in Educational Leadership (Ed.D.)

Student Instructions: Complete the initial information below and ask your mentor to complete the evaluation. Submit this completed form to your university supervisor electronically, with a copy sent to Ashley Walker (aew7@uw.edu). Use additional sheets as needed.

Student Name:				
Location of Practicum:				
Quarter:				
Faculty Name:				
Mentor Name, email and phone:				
Hours Completed (360 minimum): Summer = Autumn = Winter = Spring = TOTAL HOURS =				
Completed by Preceptor Please indicate the level of progress the student made toward each NELP learning objective listed.				
Standard One: Mission, Vision, and Core Values Leadership candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: (1) a shared mission and vision; (2) a set of core values; (3) and continuous and sustainable district and school improvement.				
	Not Met	Growth Area	Satisfactory	Excellent
Element 1.1 (MISSION AND VISION) Program completers understand and demonstrate the capability to analyze and communicate a data-informed shared mission and vision for the school district focused on the academic success and overall well-being of each student and district and school personnel.				
Element 1.2 (CORE VALUES) Program completers understand and demonstrate the capability to promote core democratic values that define the district's culture and stress the imperative of child-centered education such as high expectations and student support, equity, inclusiveness, social justice, openness, caring, and trust.				
Element 1.3 (IMPROVEMENT) Program completers understand and demonstrate the capability to analyze, plan for, and promote continuous, sustainable, and evidence-based school and district improvement.				
Standard Two: Ethics and Professionalism				

Leadership candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: (1) professional norms; (2) ethical behavior; (3) responsibility; and (4) ethical behavior.				
	Not Met	Growth Area	Satisfactory	Excellent
Element 2.1 (PROFESSIONAL NORMS) Program completers understand and demonstrate the capability to enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement in their actions, decision-making, and relationships with others.				
Element 2.2 (MODEL) Program completers understand and demonstrate the capability to model ethical behavior in their personal conduct, relationships with others, decision-making, and stewardship of the district's resources.				
Element 2.3 (RESPONSIBILITY) Program completers understand and demonstrate the capability to ensure that unethical and unprofessional actions are addressed promptly and appropriately throughout the organization.				
Element 2.4 (VALUES) Program completers understand and demonstrate the capability to promote essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity.				
Standard Three: Equity and Cultural Leadership Leadership candidates who successfully complete a district level educational leadership preparation program promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: (1) equitable treatment; (2) equitable access; (3) culturally and individually responsive practice; and (4) a healthy district culture.				
	Not Met	Growth Area	Satisfactory	Excellent
Element 3.1 (EQUITABLE TREATMENT) Program completers understand and demonstrate the capability to develop, implement and evaluate equitable district policies and systems that ensure that each stakeholder is treated fairly, respectfully, and with an understanding of culture and context.				
Element 3.2 (EQUITABLE ACCESS) Program completers understand and demonstrate the capability to ensure that each student has equitable access to resources and support such as effective teachers, learning opportunities, and academic, social and behavioral support.				
Element 3.3 (CULTURALLY AND INDIVIDUALLY RESPONSIVE PRACTICE) Program completers understand and demonstrate the capability to support the development of culturally responsive practices among teachers and staff so they are able to recognize, confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.				
Element 3.4 (DISTRICT CULTURE) Program completers understand and demonstrate the capability to build and maintain an inclusive, responsive, safe, caring, and healthy district culture that provides coherent systems of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student.				

Standard Four: Instructional Leadership Leadership candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary through: (1) systems of learning and instruction; (2) instructional capacity; (3) professional development of principals; and (4) principal effectiveness.				
	Not Met	Growth Area	Satisfactory	Excellent
Element 4.1 (SYSTEMS OF LEARNING AND INSTRUCTION) Program completers understand and demonstrate the capability to analyze and manage district-wide use of coherent and technologically appropriate systems of curriculum, instruction, assessment, student services, and instructional resources that embody high expectations for student learning and align with academic standards across grade levels.				
Element 4.2 (INSTRUCTIONAL CAPACITY) Program completers understand and demonstrate the capability to plan for the support of principals and other school leaders to develop collective and individual instructional capacity of teachers and other staff members.				
Element 4.3 (PROFESSIONAL DEVELOPMENT OF PRINCIPALS) Program completers understand and demonstrate the capability to promote systems of support, coaching, and professional development for individual principals to help them grow as instructional leaders.				
Element 4.4 (PRINCIPAL EFFECTIVENESS) Program completers understand and demonstrate the capability to analyze and use research-anchored systems of principal supervision, evaluation, and feedback to improve principal practice.				
Standard Five: Community and External Leadership Leadership candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for: (1) community engagement; (2) productive partnerships; (3) two-way communication; and (4) representation.				
	Not Met	Growth Area	Satisfactory	Excellent
Element 5.1 (COMMUNITY ENGAGEMENT) Program completers understand and demonstrate the capability to engage families, community, public, private, and non-profit sectors in meaningful ways.				
Element 5.2 (PARTNERSHIPS) Program completers understand and demonstrate the capability to sustain productive partnerships with communities and public, private, and non-profit sectors to recognize and celebrate school and community improvement.				
Element 5.3 (TWO-WAY COMMUNICATION) Program completers understand and demonstrate the capability to maintain ongoing, two-way communication with families and the community to develop an understanding of the diverse interests, needs, and resources of the district community in the service of student development and educational improvement.				
Element 5.4 (REPRESENTATION) Program completers understand and demonstrate the capability to represent the district and engage various stakeholders in building an appreciation of the overall context in which decisions are made in the service of student learning and development.				

Standard Six: Management of People, Data, and Processes Leadership candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for effectively managed: (1) district systems; (2) resources; (3) human resources; and (4) policies and procedures.				
	Not Met	Growth Area	Satisfactory	Excellent
Element 6.1 (MANAGING SYSTEMS) Program completers understand and demonstrate the capability to manage the district's systems, including administration, management, governance, finance, and operations.				
Element 6.2 (RESOURCES) Program completers understand and demonstrate the capability to seek, acquire, and manage fiscal resources, physical resources, technological resources, data, and other resources to support student learning, collective professional capability and community, and family engagement.				
Element 6.3 (HUMAN RESOURCES) Program completers understand and demonstrate the capability to manage the growth of individual and collective capability through systems of hiring, retention, development, supervision of school and district personnel, and pathways for effective leadership succession.				
Element 6.4 (POLICIES AND PROCEDURES) Program completers understand and demonstrate the capability to promote effective policies and procedures that protect the welfare and safety of students and staff across the district.				
Standard Seven: Policy, Governance and Advocacy Leadership candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary to: (1) understand and foster Board relations; (2) understand and manage effective systems for district governance; (3) understand and ensure compliance with policy, laws, rules and regulations; (4) understand and respond to local, state and national decisions; and (5) advocate for the needs and priorities of the district.				
	Not Met	Growth Area	Satisfactory	Excellent
Element 7.1 (BOARD RELATIONS) Program completers understand and demonstrate the capability to foster a respectful and responsive relationship with the District's Board of education.				
Element 7.2 (DISTRICT GOVERNANCE) Program completers understand and demonstrate the capability to manage effective systems for district governance.				
Element 7.3 (LEGAL) Program completers understand and demonstrate the capability to ensure compliance with applicable policy, laws, rules, and regulations.				
Element 7.4 (POLICY ENGAGEMENT) Program completers understand and demonstrate the capability to appropriately respond to local, state, and national decisions.				
Element 7.5 (ADVOCACY) Program completers understand and demonstrate the capability to advocate for the needs and priorities of the district.				

Mentor Comments:

Mentor's Overall Rating *(Select One):*

CREDIT

NO CREDIT

Mentor's Signature:

Date: