

Danforth Educational Leadership Program Application Rubric

Candidate Name:

Reviewed By:

RESUME					
	Not Yet	Representative Only OR Contributions Not Connected to Instructional Core	Leading Department-Level or Small Group Impacting Instructional Core/Culture	School-wide and/or District Contributions	SCORE
Résumé	<p>1 Point</p> <ul style="list-style-type: none"> Only classroom (teacher/CTE/ESA) experience Limited membership or participation on committees Little to no evidence of leadership contributions or involvement in school, district or surrounding community 	<p>2 Points</p> <p>Participation only on either team level, school-wide or district committees (rather than leadership) or leadership contributions limited to Non-Instructional Core Areas such as:</p> <ul style="list-style-type: none"> Social Committee PTSA, Extracurricular coach 	<p>3 Points</p> <ul style="list-style-type: none"> Grade Level or Team Lead Department Chair PLC Leader/Facilitator Student Teacher Supervisor New Teacher Mentor After-school Coordinator 	<p>4 Points</p> <ul style="list-style-type: none"> Instructional Coach/Intervention Lead/Technology Lead/ Academic Dean Summer School Principal/Lead Central Office Director Diversity, Equity, Inclusion Lead (school or district) Regularly delivers school-wide or district-level professional development 	<p>POINTS</p> <p>Total=</p> <p>_____</p>
STATEMENT OF PURPOSE					
	Not Yet	Knowledge Awareness	Active Practice/Collaboration	Cultivating Leadership in Others/Deliberately Shares Power	SCORE
Statement of Purpose	<p>1 Point</p> <ul style="list-style-type: none"> Lacks elaboration of leadership purpose or purpose centers on earning a degree/certificate Does not describe improving culturally responsive teaching/leading practice, fostering culture, or advocating with others Lack of awareness of systemic inequities, and/or deficit language regarding students, families, or communities Fails to address own core values or values do not reflect Danforth program values (<i>see at right</i>) 	<p>2 Points</p> <ul style="list-style-type: none"> Purpose describes desire to serve others Describes desire to improve culturally sustaining teaching and/or leading practice; shape culture; or advocate with students families and communities but lacks specific actions/steps, evidence of outcomes Discusses awareness of systemic inequities but does not describe own agency & power to impact inequities Description of Why Danforth includes one or more Danforth values of <i>equity, belonging, learning, collaboration, advocating with others</i> 	<p>3 Points</p> <ul style="list-style-type: none"> Purpose describes actions taken to serve students, families, communities and improve self as a leader Describes specific individual and/or collaborative actions steps or outcomes to: improve culturally sustaining teaching and/or leading practice; shape culture; or advocate with students families and communities Describes agency & accountability toward eliminating systemic inequities Description of Why Danforth includes one or more Danforth values (<i>see at left</i>) and desire to improve own leadership knowledge & skills 	<p>4 Points</p> <ul style="list-style-type: none"> Purpose describes consistent, collaborative action and sharing power with students, families, communities, Describes how they intentionally shared power and/or built capacity with others to: improve culturally sustaining teaching and/or leading practice; shape culture; or advocate with students families and communities Describes agency & accountability and how they empower others to eliminate systemic inequities Description of Why Danforth includes one or more Danforth values (<i>see at left</i>) and desire to leverage own learning to improve schools/systems 	<p>POINTS</p> <p>Total=</p> <p>_____</p>

Danforth Educational Leadership Program Application Rubric

REFERENCE LETTERS					
	Not Yet	Knowledge Awareness	Active Practice/Collaboration	Cultivating Leadership in others	
Reference Letter 1 1 Principa/ immediate Supervisor + 2 from an alternate supervisor(s) or co-worker(s)	1 Point <ul style="list-style-type: none"> Does not describe potential for leadership Does not describe contributions or impact Does not describe strengths/targets for leadership growth 	2 Points <ul style="list-style-type: none"> Describes potential for leadership Describes contributions or impact within current teaching/ESA/CTE and/or leadership role Describes strengths /targets for growth related to current teaching/ESA/CTE and/or leadership role 	3 Points <ul style="list-style-type: none"> Describes one or more leadership characteristics Describes at least one leadership contribution and/or impact at school/district level Describes specific strengths/ targets related to leadership growth and development 	4 Points <ul style="list-style-type: none"> Describes candidate as a recognized leader Describes multiple examples of leadership contributions and/or impact at school/district level Describes specific strengths/ targets for leadership growth Describes ways candidate has intentionally built capacity or cultivated leadership with others 	POINTS Total = ____
Reference Letter 2 1 Principa/ immediate Supervisor + 2 from an alternate supervisor(s) or co-worker(s)	1 Point <ul style="list-style-type: none"> Does not describe potential for leadership Does not describe contributions or impact Does not describe strengths/targets for leadership growth 	2 Points <ul style="list-style-type: none"> Describes potential for leadership Describes contributions or impact within current teaching/ESA/CTE and/or leadership role Describes strengths /targets for growth related to current teaching/ESA/CTE and/or leadership role 	3 Points <ul style="list-style-type: none"> Describes one or more leadership characteristics Describes at least one leadership contribution and/or impact at school/district level Describes specific strengths/ targets related to leadership growth and development 	4 Points <ul style="list-style-type: none"> Describes candidate already as a recognized leader Describes multiple examples of leadership contributions and/or impact at school/district level Describes specific strengths/ targets for leadership growth Describes ways candidate has intentionally built capacity or cultivated leadership with others 	POINTS Total = ____
Reference Letter 3 1 Principa/ immediate Supervisor + 2 from an alternate supervisor(s) or co-worker(s)	1 Point <ul style="list-style-type: none"> Does not describe potential for leadership Does not describe contributions or impact Does not describe strengths/targets for leadership growth 	2 Points <ul style="list-style-type: none"> Describes potential for leadership Describes contributions or impact within current teaching/ESA/CTE and/or leadership role Describes strengths /targets for growth related to current teaching/ESA/CTE and/or leadership role 	3 Points <ul style="list-style-type: none"> Describes one or more leadership characteristics Describes at least one leadership contribution and/or impact at school/district level Describes specific strengths/ targets related to leadership growth and development 	4 Points <ul style="list-style-type: none"> Describes candidate already as a recognized leader Describes multiple examples of leadership contributions and/or impact at school/district level Describes specific strengths/ targets for leadership growth Describes ways candidate has intentionally built capacity or cultivated leadership with others 	POINTS Total = ____

Danforth Educational Leadership Program Application Rubric

REFERENCE FORMS & RUBRICS					
	Not Yet	Knowledge Awareness	Active Practice/Collaboration	Cultivating Leadership in others	
Confidential Reference Rubric Score 1	1 Point Underdeveloped or Lack of Readiness (1-11)	2 Points Approaching Readiness for Leadership Development (12-17)	3 Points Ready for Leadership Development (18-21)	4 Points Significant Development as an Educational Leader (22-24)	POINTS Total = ____
Confidential Reference Rubric Score 2	1 Point Underdeveloped or Lack of Readiness (1-11)	2 Points Approaching Readiness for Leadership Development (12-17)	3 Points Ready for Leadership Development (18-21)	4 Points Significant Development as an Educational Leader (22-24)	POINTS Total = ____
Confidential Reference Rubric Score 3	1 Point Underdeveloped or Lack of Readiness (1-11)	2 Points Approaching Readiness for Leadership Development (12-17)	3 Points Ready for Leadership Development (18-21)	4 Points Significant Development as an Educational Leader (22-24)	POINTS Total = ____
				TOTAL OF ALL SECTIONS =	