**Proposal Contract**

Community Grounded Praxis Plan for UWT EdD Program with Superintendent/Program Administrator Option

National Educational Leadership Preparation (NELP) Standards for District Level Leaders

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| **Student Name:** | **School District(s):** | **Faculty Name:** | **Mentor Name:** |
| **Instructions:** Students must complete this form and submit to practicum faculty at the beginning of Paxis year (Summer Quarter). Insert additional lines or use additional sheets as needed. | | | |
| **EdD Learning Objectives Addressed:** | | | |

**ESTIMATED TOTAL HOURS (Summer – Spring Quarters):**

**STANDARD ONE: Mission, Vision, and Improvement**

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

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| **Component 1.1**  Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community. | | | |
| **ESTIMATED HOURS** | **PLANNED ACTIVITY (IES)** | **COMMENTS** |
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| **Component 1.2**  Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation. | | | |
| **ESTIMATED HOURS** | **PLANNED ACTIVITY (IES)** | **COMMENTS** |
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**STANDARD TWO: Ethics and Professional Norms**

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture.

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| **Component 2.1**  Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, and digital citizenship) and professional district and school cultures. | | |
| **ESTIMATED HOURS** | **PLANNED ACTIVITY (IES)** | **COMMENTS** |
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| **Component 2.2**  Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions | | |
| **ESTIMATED HOURS** | **PLANNED ACTIVITY (IES)** | **COMMENTS** |
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| **Component 2.3**  Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. | | |
| **ESTIMATED HOURS** | **PLANNED ACTIVITY (IES)** | **COMMENTS** |
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**STANDARD THREE: Equity, Inclusiveness and Cultural Responsiveness**

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well- being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.

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| **Component 3.1**  Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture. | | |
| **ESTIMATED HOURS** | **PLANNED ACTIVITY (IES)** | **COMMENTS** |
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| **Component 3.2**Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student. | | |
| **ESTIMATED HOURS** | **PLANNED ACTIVITY (IES)** | **COMMENTS** |
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| **Component 3.3**  Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff. | | |
| **ESTIMATED HOURS** | **PLANNED ACTIVITY (IES)** | **COMMENTS** |
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**STANDARD FOUR: Learning and Instruction**

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well- being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.

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| **Component 4.1**  Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs. | | |
| **ESTIMATED HOURS** | **PLANNED ACTIVITY (IES)** | **COMMENTS** |
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| **Component 4.2**  Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success. | | |
| **ESTIMATED HOURS** | **PLANNED ACTIVITY (IES)** | **COMMENTS** |
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| **Component 4.3**  Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership. | | |
| **ESTIMATED HOURS** | **PLANNED ACTIVITY (IES)** | **COMMENTS** |
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| **Component 4.4**  Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district. | | |
| **ESTIMATED HOURS** | **PLANNED ACTIVITY (IES)** | **COMMENTS** |
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**STANDARD FIVE: Community and External Leadership**

Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement and advocate for the needs of their school and community.

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| **Component 5.1**  Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school. | | |
| **ESTIMATED HOURS** | **PLANNED ACTIVITY (IES)** | **COMMENTS** |
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| **Component 5.2**  Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole. | | |
| **ESTIMATED HOURS** | **PLANNED ACTIVITY (IES)** | **COMMENTS** |
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| **Component 5.3**  Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs. | | |
| **ESTIMATED HOURS** | **PLANNED ACTIVITY (IES)** | **COMMENTS** |
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**STANDARD SIX: Operations and Management**

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well- being of each student and adult by applying the knowledge, skills, and commitments necessary to develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.

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| **Component 6.1**  Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district’s mission and vision. | | |
| **ESTIMATED HOURS** | **PLANNED ACTIVITY (IES)** | **COMMENTS** |
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| **Component 6.2**  Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans. | | |
| **ESTIMATED HOURS** | **PLANNED ACTIVITY (IES)** | **COMMENTS** |
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| **Component 6.3**  Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district’s collective instructional and leadership capacity. | | |
| **ESTIMATED HOURS** | **PLANNED ACTIVITY (IES)** | **COMMENTS** |
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**STANDARD SEVEN: Building Professional Capacity**

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well- being of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.

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| **Component 7.1**  Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district’s board of education focused on achieving the district’s shared mission and vision. | | |
| **ESTIMATED HOURS** | **PLANNED ACTIVITY (IES)** | **COMMENTS** |
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| **Component 7.2**  Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members. | | |
| **ESTIMATED HOURS** | **PLANNED ACTIVITY (IES)** | **COMMENTS** |
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| **Component 7.3**  Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations. | | |
| **ESTIMATED HOURS** | **PLANNED ACTIVITY (IES)** | **COMMENTS** |
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| **Component 7.4**  Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level. | | |
| **ESTIMATED HOURS** | **PLANNED ACTIVITY (IES)** | **COMMENTS** |
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**Signature below indicates approval of this plan:**

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