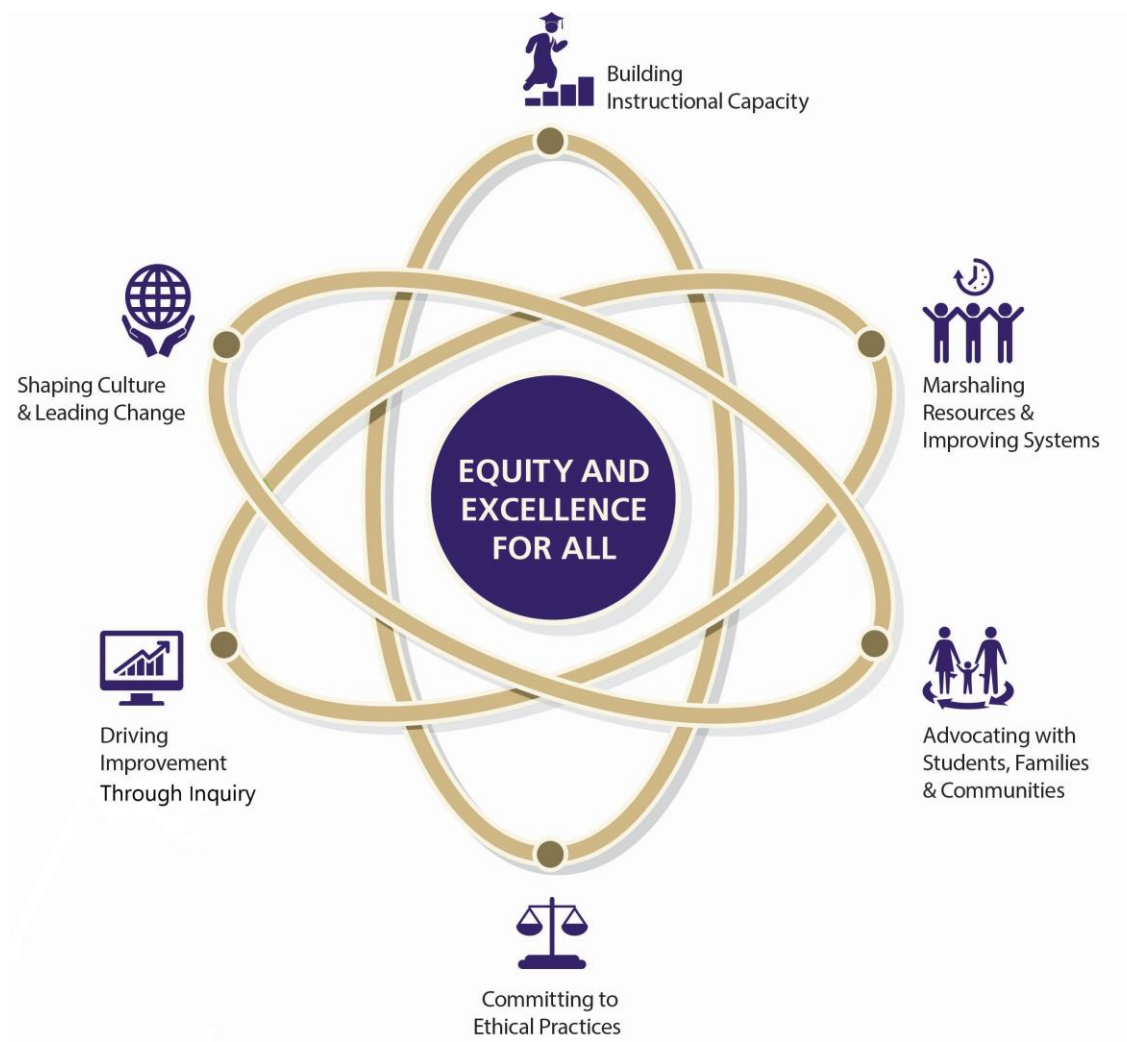




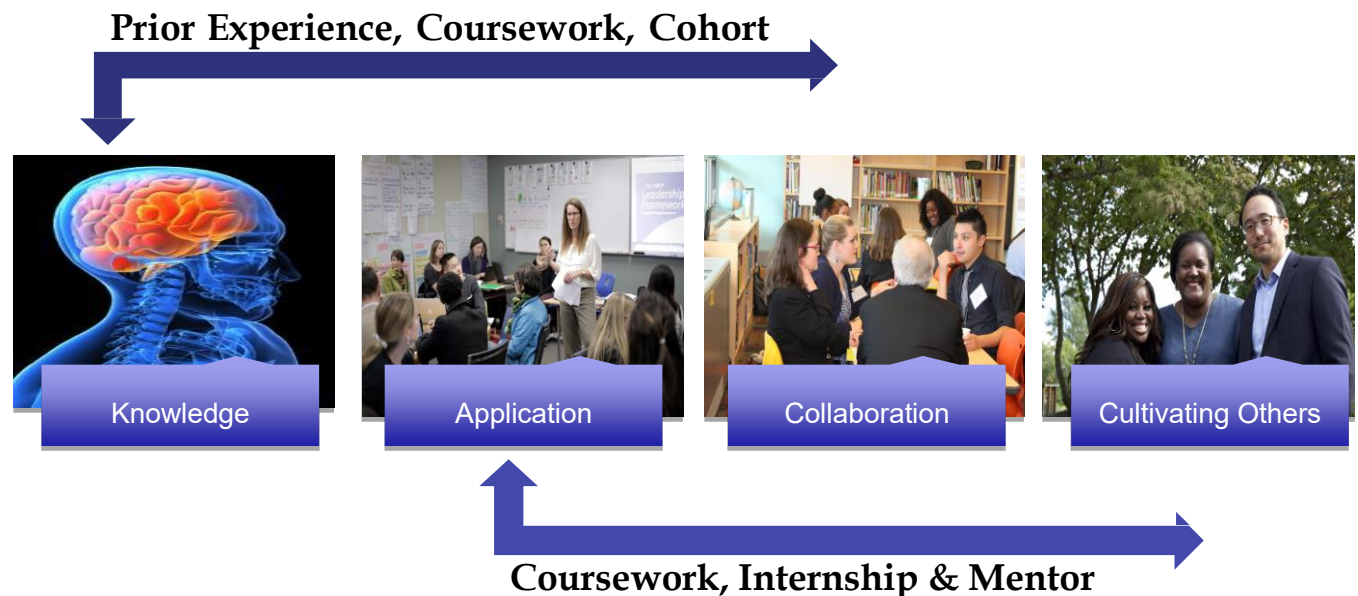
# The Danforth Core Competencies



## Danforth Core Competencies inform Coursework, Fieldwork and Performance Assessments

The Danforth Core Competencies were initially developed in collaboration with P12 practitioners, university faculty and leaders from nationally recognized programs. Washington has a multi-tiered principal residency certification system although we considered the WA residency requirements as the floor rather than the ceiling. Originally, aligned with the Washington State Principal Preparation Standards adapted from the 2008 ISLLC Standards, the Danforth Core Competencies have been developed in deep collaboration with district and school leaders. They have been reviewed and revised with each adoption of national standards. In 2018, WA adopted the NELPs as the principal preparation standards and Danforth instructors met shortly afterward to align our research-supported curriculum and associated learning performance tasks to the NELP Standards. Danforth learning experiences have been intentionally designed to reflect one or more standards.

**Format:** The Danforth Core Competencies specify expectations for “knowledge” and “application” of competencies that are delivered through course work. Demonstration of designated exit standards “in practice/ collaboration with others” are required through clinical/internship practicums and assigned performance tasks. Once students demonstrate the ability to apply knowledge in practice with others they are encouraged to “cultivate leadership with others” which is a stretch standard.



**Performance Assessment:** When entering the program, students self-assess current competencies through the Danforth Core Competencies and the AWSP Leadership Framework (one of two Washington State approved principal evaluation systems). Students use this self-assessment to inform their Professional Growth Plan (PGP) developed with input from the UW assigned Advocate and on-site internship Mentor. The PGP serves as their internship plan. During the internship, students document their leadership experience and impact in **each** competency area. The mentor, advocate and student meet midyear to develop a formative assessment through the Danforth Core Competencies and adjust the student’s PGP as needed. The mentor, advocate and intern review the student’s internship based on the core competencies to inform the end of program summative internship evaluation.

**Danforth Core Competency 1 – Shaping Culture and Leading Change: Articulates and uses clear vision of equity and achievement to mobilize students, staff, and community in support of a culture of learning for all. (Guaranteed as of June 2016)**

*Aligned with NELP Standard 1.1: Mission, Vision, and Improvement*

*Aligned with NELP Standard 3.1: Use Data to Evaluate, Design, Cultivate & Advocate for supportive & inclusive school culture*

*Aligned with NELP Standard 7.2: Engage Staff in Professional Culture with a Goal of School Improvement*

*Aligned with NELP Standard 8.1: Utilize internship experiences to synthesize & apply content knowledge, & develop & refine professional skills*

**Rubric Process:** Evaluate coursework products, internship observation(s) &/or portfolio artifacts for evidence. Begin at Knowledge. If there is evidence of all indicators at this level, move to next level (Application) and so on. It is the intent to develop each Danforth graduate to at least the In Practice/Collaboration with Others level.

Element	Knowledge	Application	In Practice/Collaboration With Others (EXIT EXPECTATION)	Cultivation of Leadership in Others
1.1 Nurtures a Shared Vision	__Articulates purposes and rationale for a site-specific vision for learning consistent with the district-wide vision. (WA Res 1.1)	__Examines an authentic school and district vision process and describe how school/programs might develop an inclusive shared vision that promotes success for each student. (WA Res 1.1 adjusted)	__Develops in collaboration with others a vision for a learning improvement plan /inquiry project that establishes a culture of learning and shared accountability for results to promote success for each student and a shared growth mindset – especially for traditionally marginalized students. (DF 2014)	__Develops the vision with stakeholders at a specific school/program, to include consideration of site demographics, components of research-based instruction, student achievement and other relevant data, and to identify barriers and promote the success of all. Ensure the vision aligns with the broader district-wide vision. (WA Pro 1.1)

<p><b>1.2 Shapes a Culture of Learning</b></p>	<p>__ Identifies objectives and strategies to implement a shared school/program vision <i>that reflects a culture of academic success for all students.</i> (WA Res 1.1 adjusted)</p>	<p>__ Evaluates how the vision serves the needs of students, staff and community. (WA Res 1.3)</p>	<p>__ Demonstrates ability <i>in practice</i> to develop a plan school/program improvement plans and/or <i>inquiry project</i> that align structures, processes, and resources with a vision. (WA Res 1.2 adjusted)</p>	<p>__ Uses the vision to create a School/Program Improvement Plan that in collaboration with the district shapes education programs, systems, and resources. Use action plans and timelines to communicate the school/program vision to all stakeholders. Evaluate the effectiveness of the School/ Program Improvement Plan in moving the school/ program community toward the vision of promoting success of all students. (WA Pro 1.2)</p>
<p><b>1.3 Serves as a Change Agent</b></p>	<p>__ Demonstrates understanding of how to use the vision to facilitate effective communication, cultivate relationships, nurture and maintain trust, develop collaboration among stakeholders and celebrate efforts and achievement of the vision. (WA Res 1.3)</p>	<p>__ Analyzes how systems are affected by a shared vision and suggests changes to an existing system. (WA Res 1.2)</p>	<p>Demonstrates understanding of the leader’s role as keeper of the vision for a <i>school improvement/inquiry project</i> while establishing a means to involve stakeholders in <i>implementing and keeping</i> the vision. (WA Res 1.3 adjusted)</p>	<p>__ Systematically engages stakeholders in carrying out the vision through an atmosphere of collaboration and vision ownership. Evaluate alignment between the vision and progress toward promoting success of all students within the learning community. Facilitate, guide, and celebrate progress toward the vision. (WA Pro 1.3 abridged)</p>
<p><b>1.4 Creates opportunities for shared leadership (AWSP)</b></p>	<p>__ Understands the nature of power in organizations and explores various models and methods to build a sense of efficacy and empowerment among staff, students and community members such as distributed leadership, shared decision-making, and collaborative systems. (DF 2014)</p>	<p>__ Develops a organizational model for an authentic or hypothetical organization that describes methods for stakeholder engagement and systems that expand opportunities for shared leadership. (DF 2014)</p>	<p>__ Provides continual opportunity and invitation for staff to develop leadership qualities; consistently engages processes that support high participation in decision-making; assesses, analyzes and anticipates emerging trends and initiatives in order to adapt shared leadership opportunities. (AWSP 1.4 Proficient)</p>	<p>__ Is proficient AND proactively cultivates leadership qualities in others; builds a sense of efficacy and empowerment among staff and students that results in increased capacity to accomplish substantial outcomes; involves staff in leadership roles that foster career development; expands opportunities for community stakeholders to engage in shared leadership (AWSP 1.4 Distinguished)</p>

**Danforth Core Competency 2 – Building Instructional Capacity: Improves instructional quality and supports teacher learning for equitable practice (Guaranteed as of June 2014)**

*Aligned with NELP Standard 4.1- 4.4: Learning & Instruction*

*Aligned with NELP Standard 7.3 – 7.4: Engage Staff in Culturally Responsive Leadership – Building Professional Capacity*

*Aligned with NELP Standard 8.1: Utilize internship experiences to synthesize & apply content knowledge, & develop & refine professional skills*

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Element	Knowledge	Application	In Practice/Collaboration With Others (EXIT EXPECTATION)	Cultivation of Leadership in Others
2.1 Nurture & Sustain Student Learning	__ Demonstrate understanding that student learning is the fundamental purpose of schools. Identify features of organizational cultures promoting student learning and explain the purpose of alignment of curriculum, instruction and assessment with state and local standards (WA Res 2.1, adjusted)	__ Analyze current school and/or district plan for coherence and alignment of curriculum, instruction and assessment with state and local standards (WA Res 2.2)	__ Support in practice the school/district Improvement Plan and work toward alignment of curriculum, instruction and assessment with state and local standards (WA Pro 1.2)	__ Builds capacity with others to engage with teachers, students and parents from diverse racial, ethnic, cultural, and language groups to cooperatively promote the success of all students. (WA Pro 1.2)
2.2 Observes & Analyzes Instruction	__ Identifies and describes elements of culturally responsive, learner-focused teaching that supports student learning such as coherent curriculum, pedagogy, assessment, learning environment, student engagement and culturally responsive practices. (DF 2014)	__ Identifies look fors, conducts learning observations, scripts notes, and applies a research-informed teaching and learning framework to analyze strengths and areas of growth in observed lessons. (DF 2014)	__ Conducts observations of individual teachers/teacher candidates: identifying look fors, learning observations, scripting notes, and applying a research-informed teaching and learning framework to analyze strengths and areas of growth in observed lessons. (DF 2014)	__ Builds capacity of others to conducts observations of individual teachers/teacher candidates: identifying look fors, learning observations, scripting notes, and applying a research-informed teaching and learning framework to analyze strengths and areas of growth in observed lessons.

Element	Knowledge	Application	In Practice/Collaboration With Others (EXIT EXPECTATION)	Cultivation of Leadership in Others
2.3 Analyzes Learning Outcomes	__Demonstrates knowledge of Common Core State Standards (CCSS), Next Generation Science/Social Studies Standards, State Standards, and other appropriate standards etc. (DF 2014)	__Analyzes learning outcomes based on student learning experiences, assessments and student work products for alignment to appropriate standards. (DF 2014)	__Facilitates and supports staff in the implementation of effective instruction and assessment practices; has deep and thorough knowledge and understanding of best practices in instruction and assessment aligned to standards (AWSP 5.1 & 5.3 Proficient adjusted)	__Builds capacity of building level and/or central office personnel to identify patterns and trends and make recommendations for differentiated supports to improve student learning aligned with appropriate standards including developing, deploying and monitoring student growth plans (AWSP 5.2 Proficient)
2.4 Composes & Delivers Targeted Feedback	__Describes the need to acknowledge and set aside personal bias and identifies the elements of clear, written and oral feedback that is evidence-based. (DF 2014)	__Composes clear written and oral feedback that is evidence-based and aligned to targeted learning needs. (DF 2014)	__Communicates clear written and oral feedback that is evidence-based and includes data evidence to support claims, aligned to targeted learning needs and helps to inform practice. (AWSP 5.4 Proficient adjusted)	__Builds capacity in others to compose, communicate and implement clear written and oral feedback that is evidence-based and aligned to targeted learning needs and helps to inform practice. (DF 2014)
2.5 Leads Collaborative Processes	__ Describes sources of learning outcome evidence and school/organizational context such as deployment of standards, current professional development, pacing guides, curriculum, to derive look for's and targets for practice. (DF 2014)	__Calibrates observations with other observers by collaboratively identifying look fors, conducting learning observations, scripting notes, and applying a research-informed teaching and learning framework to analyze strengths and areas of growth in observed lessons to identify learning needs. (DF 2014)	__ Fosters collaboration in practice through one or more experiences leading peer observations, lesson study cycle, learning walks and action planning aligned to identify learning needs and professional practice. (DF 2014)	__Builds capacity with others to engage in instructionally focused dialogue to assess instructional practice and apply a research-informed teaching and learning framework that identifies strengths and areas of growth in observed lessons. (DF 2014)

Element	Knowledge	Application	In Practice/Collaboration With Others (EXIT EXPECTATION)	Cultivation of Leadership in Others
2.6 Designs & Delivers Effective Professional Learning	<p>__ Explains connection between, and need for quality of, student learning outcomes and professional learning goals. Describes critical characteristics of culturally responsive teaching and Identifies elements of adult learning theory that support effective professional learning, (WA Res 2.3 adjusted)</p>	<p>__ Analyzes multiple forms of evidence/data to identify patterns and trends within and across classrooms from observations and examination of student learning outcomes to inform culturally responsive professional learning and development for individuals and groups. (WA Res 2.3 adjusted)</p>	<p>__ Designs, delivers and reflects upon outcomes of culturally responsive professional development that incorporates adult learning strategies and support individual and group learning needs aligned to identify student learning outcomes and linked to the organization’s vision. (AWSP 6.2 adjusted)</p>	<p>__ Use a continuous cycle of analysis to create and monitor culturally responsive professional development systems that have a positive impact on student learning. Take responsibility for supervising and coaching staff to ensure only effective educators and support staff are in the classroom. (WA Pro 2.3 and AWSP 6.2)</p>
2.7 Creates Collaborative Structures for Professional Learning	<p>__ Explores professional development that incorporates collaborative structures for problem-solving and collaborative product development such as lesson plans, unit assessments, inquiry cycles, etc. (DF 2014)</p>	<p>__ Designs plans which utilizes collaborative structures for problem-solving and collaborative product development such as lesson plans, unit assessments, inquiry cycles, etc. (DF 2014)</p>	<p>__ Offers professional development that incorporates collaborative structures for problem-solving and collaborative product development such as lesson plans, unit assessments, inquiry cycles, etc. (DF 2014)</p>	<p>__ Support staffs' capacity to analyze student learning data in order to establish school/program goals and associated professional development. Use cycle of inquiry-identified area(s) of professional growth within the staff evaluation process. (WA Pro 2.3)</p>
2.8 Connects Evaluation to Growth	<p>__ Understands the Washington teacher and principal evaluation criteria, four-tiered performance rating system, and the preferred instructional and leadership frameworks used to describe the evaluation criteria including self-assessment, goal setting, and reflective practices; evidence gathering over time; classroom observation skills; bias training; rater agreement on the four-tiered system (WA Res 2.2)</p>	<p>__ Uses student growth data and multiple measures of performance to develop classroom teacher and principal support plans aligned to criteria from a selected state teacher evaluation and specific to evidence-based needs. (WA Res 2.2)</p>	<p>__ Develops and support implementation of learning plan(s) specific to evidence-based individual needs, may employ digital media examples or actual practice. (DF 2014)</p>	<p>__ Establish processes through which research-based, culturally responsive instructional strategies, and cycles of inquiry are implemented to improve instructional practice and student learning. (WA Pro 2.2)</p>

Element	Knowledge	Application	In Practice/Collaboration With Others (EXIT EXPECTATION)	Cultivation of Leadership in Others
2.9 Applies Policies	__ Demonstrates knowledge of state and district policies and Collective Bargaining Agreements as related to evaluation. (DF 2014)	__ Analyzes evaluation scenarios and identifies possible approaches in view of state and district policies and Collective Bargaining Agreements (DF 2014)	__ Interprets and applies state and district policies and Collective Bargaining Agreements as related to evaluation. (DF 2014)	__ Engages with others to collaboratively develop individual learning and/or growth plans that adhere to legal requirements and district collective bargaining agreements. (DF 2014)

**Danforth Core Competency 3 – Marshaling Resources & Improving Systems: Leads use of human, financial and technical resources in service of equity, excellence and achievement results. (Guaranteed as of June 2016)**

*Aligned with NELP Standard 3.2: Evaluate, Cultivate and Advocate for Equitable access to Educational Resources*

*Aligned with NELP Standard 4.2: Learning & Instruction*

*Aligned with NELP Standard 6.1 – 6.2: Data Informed Operations and Management*

*Aligned with NELP Standard 8.1: Utilize internship experiences to develop & refine professional skills*

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Element	Knowledge	Application	In Practice and/or Collaboration With Others (EXIT EXPECTATION)	Cultivation of Leadership in Others
3.1 Aligns Resource Allocation to Learning Needs	__ Articulates the need to place equitable student learning outcomes at the center of all resource decisions (DF 2014) and demonstrates understanding of procedures necessary for management and maintenance of a safe and orderly learning environment. (WA Res 3.4, AWSP 6.1 Proficient)	__ Identifies the responsibilities related to financial, human, and material resources as required by state law, Board policy, and employee contracts and conducts audits of organizational systems and use of resources, researches aligned practices and makes recommendations to support equitable student learning outcomes. (WA Res 3.4 adjusted)	__ Engage in the creation and/or implementation of plans to ensure responsible and equitable management of resources ((hiring process, professional development, program evaluation, master schedule, teacher assignment, budget, campus improvement planning). (WA Res 3.4)	__ Designs processes to build capacity with others to examine, refine and assess organizational systems and use of resources (hiring process, professional development, program evaluation, master schedule, teacher assignment, budget, campus improvement planning) to support equitable student learning outcomes.



Element	Knowledge	Application	In Practice and/or Collaboration With Others (EXIT EXPECTATION)	Cultivation of Leadership in Others
3.2 Secures and Develops Human Resources	<p>__ Demonstrates knowledge of research supported hiring, retention and development practices. (DF 2014)</p>	<p>__ Analyzes hiring and resource allocation plans (master schedule, student and teacher assignment) with evidence from student learning outcomes as well as alignment to stated vision, established organizational goals (DF 2014)</p>	<p>__ Participates in, and/or contributes to, selection process for aspiring leaders, teachers, and/or master schedule development, teacher/student assignment or other authentic human resource support area (DF 2014).</p>	<p>__ Places students' needs at the center of human resource decisions and decisions regarding hiring, retention and placement of staff; conducts a rigorous hiring process when choosing staff; focuses energy on ensuring productivity through staff placement. (AWSP 6.1 Proficient)</p>
3.3 Utilizes Fiscal Resources	<p>__ Explores and identifies federal, state, and local funding sources</p>	<p>__ Examines scenarios and/or actual documents of resource allocations, analyzes alignment of resources to stated vision, established organizational goals and student learning, or other outcomes. Makes researched recommendations supported by evidence.</p>	<p>__ Participates in, and/or contributes to, fiscal resource process through internship or other authentic experience.</p>	<p>__ Engages others in dialogue on budget decisions based on data, School Improvement Plan, and district priorities that support learning; makes fiscal decisions that maximize resources and supports improved teaching and learning; uses defined process to track expenditures; (AWSP 6.3 Proficient)</p>
3.4 Evaluates Progress & Outcomes	<p>__ Demonstrates understanding of knowledge and skills necessary for effective building-wide operations, including, including awareness of legal and ethical issues, problem-framing and problem-solving, bargaining and other contractual agreements, and group process and decision-making. (WA Res 3.3)</p>	<p>__ Applies a continuous and repeating cycle of analysis for evaluating the effectiveness of school programs, systems, and issues. The continuous cycle of analysis includes problem framing, data collection and interpretation, synthesis, use of data to outline options for action, implementing chosen action, and gathering evidence to check progress and to judge effectiveness. (WA Res 3.1)</p>	<p>__ Uses a continuous and repeating cycle of analysis in practice for evaluating the effectiveness of school programs, systems, and issues. The continuous cycle of analysis includes problem framing, data collection and interpretation, synthesis, use of data to outline options for action, implementing chosen action, and gathering evidence to check progress and to judge effectiveness. (WA Res 3.1)</p>	<p>__ Use the continuous cycle of analysis for evaluating multiple programs, systems, and school/program issues. Model and inspire others in the learning community to use the cycle of analysis to examine difficult school/program issues and to improve student learning. (WA Pro 3.1)</p>

**Danforth Core Competency 4 – *Advocating with Students, Families & Communities: Engages students, families and communities and creates partnerships so that all young people graduate ready for college and careers. (Guaranteed as of June 2016)***

*Aligned with NELP Standard 3.3: Equity, Inclusiveness & Cultural Responsiveness*

*Aligned with NELP Standard 4.1 & 4.2: Learning & Instruction*

*Aligned with NELP Standard 5.1: Engage Diverse Families in Strengthening Student Learning*

*Aligned with NELP Standard 5.2: Engage & Cultivate Relationships with Diverse Community Members*

*Aligned with NELP Standard 7.1: Develop school’s professional capacity through engagement in recruiting, selecting & hiring staff*

*Aligned with NELP Standard 8.1: Utilize internship experiences to synthesize & apply content knowledge, & develop & refine professional skills*

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Element	Knowledge	Application	In Practice and/or Collaboration With Others (EXIT EXPECTATION)	Cultivation of Leadership in Others
4.1 Engages with Students and Families in Processes of Individual and School-wide Learning	<p>___ Demonstrates understanding that family participation in education affects individual and school-wide student success and articulates a rationale incorporating culturally responsive leadership practices for equitable collaboration with students and families in teaching and learning. (WA Res 4.1 &amp; DF 2014)</p>	<p>___ Applies understanding that deficit approaches and power asymmetries pose barriers to sustaining successful family collaboration, and prioritizes student, family, and community voice, needs, and leadership in inquiry and improvement processes. (WA Res 4.1 &amp; DF 2014)</p>	<p>___ Demonstrates <i>communication and</i> collaboration skills <i>in practice</i> with diverse students and families in support of student academic performance. Moves beyond traditional involvement practices to proactively develop relationships, use culturally responsive means of communication, and actively engage families and communities in learning and teaching (WA Res 4.1 adjusted &amp; AWSP 7.1 Distinguished)</p>	<p>___ <i>Collaborates with</i> the diverse family groups within the school/program community in the education of their children. Fosters family knowledge and efficacy, relationships, and collective agency and leadership to advocate for their child, participate authentically in school/program decision-making, and contribute family expertise to benefit of student growth and improve teaching and learning school-wide.</p>

Element	Knowledge	Application	In Practice and/or Collaboration With Others (EXIT EXPECTATION)	Cultivation of Leadership in Others
4.2 Ensures An Inclusive Learning Community	<p>__ Understands that knowledge is socially constructed and reflects the personal experiences and the social, political, and economic contexts in which students live and work. (WA Res 4.2)</p>	<p>__ Demonstrates understanding of the importance of each student having opportunities to participate in co-curricular activities that are congruent with the academic and interpersonal goals of the school. (WA Res 4.2)</p>	<p>__ Guides others to recognize the diversity within the school and the district <i>in order to</i> understand the complex characteristics of ethnic, racial, and cultural groups and improve educational practices to better meet the needs and priorities of these groups. (WA Res 4.2 adjusted)</p>	<p>__ Builds capacity of staff to leverage &amp; integrate “funds of knowledge” to improve teaching &amp; learning. Ensures that the school/ program is an inclusive learning community that develops mutual respect among students, staff, families, &amp; all other stakeholders. Ensure students &amp; educators understand how stereotyping and other related biases negatively affect racial and ethnic relations and teaching and learning. (WA Pro 4.2 abridged, AWSP 7.2 Proficient)</p>
4.3 Enlists Community Resources and Expertise	<p>__ Recognizes the importance of funding and distribution of resources to ensure that each student has equal opportunities to access learning. (WA Res 4.3)</p>	<p>__ Investigates potential community resources (WA Res 4.3)</p>	<p>__ Engages in the creation and/or implementation of plans to obtain adequate resources, including technology. (WA Res 4.3)</p>	<p>__ Identifies and nurture relationships with community leaders. Prioritizes high visibility, active involvement, and regular communication, using technology, to facilitate the school/program and community serving one another as resources. (WA Pro 4.3)</p>
4.4 Commits to Eliminating Disparities	<p>__ Demonstrates complete knowledge and understanding of the existence of opportunity gaps and education debt; the impact that racial and language bias have on learning outcomes and accepts responsibility for impacting these gaps (AWSP 8.1 Proficient adjusted)</p>	<p>__ Devises an entry plan for an authentic or hypothetical organization that identifies and addresses barriers to closing gaps including development of culturally responsive personnel and improvement of instructional practices for eliminating disparities (AWSP 8.1 Proficient adjusted)</p>	<p>__ Monitors and adjust efforts to effectively make progress toward reducing gaps; models and builds the capacity of school personnel to be culturally competent and to implement socially just practices (AWSP 8.2 Proficient)</p>	<p>__ Focuses attention of school community on the goal of closing gaps; systematically challenges the status quo by leading change, based on data, resulting in beneficial outcomes; builds capacity among community to support the effort to close gaps (AWSP 8.1 Distinguished)</p>

Element	Knowledge	Application	In Practice and/or Collaboration With Others (EXIT EXPECTATION)	Cultivation of Leadership in Others
4.5 Aligns Practices to Diverse Learning Needs	<p>___ Demonstrates deep knowledge of best instructional practices for diverse populations and how to align these with curricula, instruction and assessments (AWSP 4.2 Proficient adjusted)</p>	<p>___ Devises an entry plan for an authentic or hypothetical organization that identifies and addresses barriers to closing gaps including alignment of curriculum, instruction and assessment to diverse learning needs (AWSP 8.1 Proficient adjusted)</p>	<p>___ Locates, reads and shares research and other forms of knowledge with others that fosters an ongoing, school wide discussion on best practices for non-proficient to above proficient students (AWSP 4.2 Proficient adjusted)</p>	<p>___ Has teacher teams cooperatively plan aligned units, that demonstrates deep knowledge of best instructional practices for diverse populations and how to align these with curricula, instruction and assessments reviews them and then gives teachers feedback; (AWSP 4.2 Proficient adjusted)</p>

**Danforth Core Competency 5 – Driving Improvement through Inquiry: utilizes data to influence, build urgency, identify problems of practice and provide actionable feedback (Guaranteed as of June 2015)**

*Aligned with NELP Standard 5.2: Engage & Cultivate Relationships with Diverse Community Members*

*Aligned with NELP Standard 7.1: Develop school’s professional capacity through engagement in recruiting, selecting & hiring staff*

*Aligned with NELP Standard 8.1: Utilize internship experiences to synthesize & apply content knowledge, & develop & refine professional skills*

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5.1 Recognizes and seeks out multiple data sources	<p>__Seeks multiple sources of data to guide decision making; knowledge of what constitutes valid &amp; reliable sources of data &amp; data integrity such as state, district/building level std. learning, teacher practice, org. health, attendance, etc. (AWSP 3.1 Basic)</p>	<p>__Through coursework, systematically collects valid and reliable data from at least three sources to be used in problem solving and decision making; (AWSP 3.1 Proficient)</p>	<p>__Through practice, systematically gathers and shares with others data on grades, attendance, behavior and other variables to inform efforts (AWSP 3.1 Proficient)</p>	<p>__Builds capacity with others to develop and use a wide variety of monitoring and data collection strategies (both formal and informal) to triangulate data; responds to an identified need for timely data by putting new data collection processes in place to collect reliable and valid data (Modified AWSP 3.1 Distinguished)</p>
5.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts	<p>__Recognizes information as data, identifies and understands numerous data analysis methods (modified AWSP 3.2 Basic)</p>	<p>__Analyzes at least 3 years of data including state, district, school and formal and informal classroom assessments; interprets available data at the subscale level to make informed decisions about strengths and areas of need (AWSP 3.2 Proficient)</p> <p>__Conducts and interprets equity audits of teacher quality, program quality and student performance.</p> <p>__ Designs visual representations and processes to communicate analysis.</p>	<p>__Leads others in data interpretation, analysis, and communication; ex: provides teacher teams with previous year’s data and asks them to assess students’ current needs (AWSP 3.2 Proficient)</p>	<p>__Builds capacity of staff to understand and use their data for improved teaching and learning; practices a high standard for data reliability, validity and fairness and keeps these concepts in the forefront of conversations with staff (AWSP 3.2 Distinguished)</p>

Element	Knowledge	Application	In Practice and/or Collaboration With Others (EXIT EXPECTATION)	Cultivation of Leadership in Others
5.3 Implements data driven plan for improved teaching and learning (Inquiry)	<p>__ Identifies and understands processes for developing a data driven plan for improved teaching and learning that addresses stakeholder involvement and ongoing evaluation. (AWSP 3.3 Basic)</p>	<p>__ Develops a data driven plan for improved teaching and learning that intentionally addresses stakeholder involvement, ongoing monitoring and evaluation and models data-driven conversations (AWSP 3.3 Basic)</p> <p>DF Inquiry Process: analyzing data, surfacing claims, gathering evidence, generating additional data sources, examining research-informed approaches, setting goals, establishing success criteria, designing and enacting action plans, evaluating outcomes and monitoring and adjusting in future cycles</p>	<p>__ Through a collaborative inquiry process (see application), creates and deploys a clearly articulated plan that includes action steps and progress monitoring strategies, strategies in the plan are directly aligned with the data analysis process and are research based; leads ongoing review of progress and results to make timely adjustments to the plan (AWSP 3.3 Proficient)</p>	<p>__ Creates a school or program culture of using data for decisions and continuous improvement in aspects of school life; orchestrates high-quality, low-stakes action planning meetings after each round of assessments; data driven plan specifically documents examples of decisions made on the basis of data analysis and results are documented to inform future decisions; provides coaching to other school administrators to improve their data driven plan and analysis (AWSP 3.3 Distinguished)</p>
5.4 Assists staff to use data to guide, modify and improve classroom teaching and learning	<p>__ Identifies multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction (AWSP 5.4 Basic)</p>	<p>__ Compiles and analyzes multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction (AWSP 5.4 Basic)</p>	<p>__ Collaborates with and assists others to compile and analyze multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction (AWSP 5.4 Basic)</p>	<p>__ Builds capacity with others to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction (highly achieving as well as non-proficient) and to determine whether re-teaching, practice or moving forward with instruction is appropriate at both the group and individual level; strategies result in clear relationship between the actions of teachers and the impact on student achievement; (AWSP 3.4 Proficient)</p>

**Danforth Core Competency 6 – *Committing to Ethical Practice: Adheres to core values and actions demonstrate congruence with achieving equity and excellence for each and every learner.***  
**(Guaranteed as of June 2016)**

*Aligned with NELP Standard 2.1: Reflect on Professional Dispositions & Norms*

*Aligned with NELP Standard 2.2: Evaluate, Communicate about & Advocate for Ethical & Legal Decisions*

*Aligned with NELP Standard 2.3: Model Ethical Behavior in Personal Conduct & Relationships*

*Aligned with NELP Standard 5.3: Communicate Effectively to Advocate for the Needs of the School & Community*

*Aligned with NELP Standard 6.3: Evaluate, Communicate about & Implement Laws, Rights, Policies & Regulations*

*Aligned with NELP Standard 8.1: Utilize internship experiences to synthesize & apply content knowledge, & develop & refine professional skills*

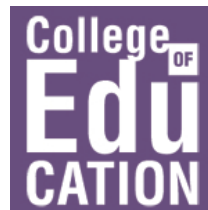
**Rubric Process:** Evaluate coursework products, internship observation(s) &/or portfolio artifacts for evidence. Begin at Knowledge. If there is evidence of all indicators at this level, move to next level (Application) and so on. It is the intent to develop each Danforth graduate to at least the In Practice/Collaboration with Others level.

Element	Knowledge	Application	In Practice and/or Collaboration With Others (EXIT EXPECTATION)	Cultivation of Leadership in Others
6.1 Engages in Self Reflection & Personal Growth	<p>___ Understands and articulates the standards, responsibilities, and indicators for the principal's role in a democratic school. (WA Res 5.1 adjusted)</p>	<p>___ Regularly engages in self-analysis of own values, behaviors, and dispositions, including awareness of own ethnicity/culture as it relates to others. (WA Res 5.1)</p>	<p>___ Creates <i>and deploys</i> a professional growth/internship plan, identifies needed growth, plans professional growth activities, and gathers evidence to document that professional growth leads to school improvement and increased student learning. (WA Res 5.1 adjusted)</p>	<p>___ Leads others in the continuous cycle of analysis to assess personal progress and revise professional growth plans to include increasingly complex goals. Continually gather evidence that professional growth has led to increased student learning. Seeks feedback from others about professional leadership and performance. (WA Pro 5.1 adjusted)</p>

Element	Knowledge	Application	In Practice and/or Collaboration With Others (EXIT EXPECTATION)	Cultivation of Leadership in Others
6.2 Acts with Integrity & Courage	__ Understands <i>and articulates</i> the career expectation for leading within legal, ethical, and moral frameworks. (WA Re adjusted)	__ Demonstrates the use of personal values and beliefs to guide actions. (WA Res 5.2 adjusted)	__ In practice with others, acts responsibly within legal, ethical, and moral frameworks. Responds to moral dilemmas using personal values and beliefs to guide actions. Treats people fairly, equitably, and with respect and dignity. (WA Pro 5.2)	__ Serves as a role model of fairness, equity, and respect to the educational community and the community at large. Responds to moral dilemmas in a manner that inspires others to demonstrate integrity and exercise ethical behavior. (WA Career 5.2)
6.3 Builds a Culture of Respectful and Collaborative Discourse in Service of High Expectations for All Students	__ Demonstrates understanding of the principles of effective communication and conflict resolution. (DF 2014)	__ Demonstrates skill at resolving conflicts, mediating between competing interests, and establishing a shared vision for action. (DF 2014)	__ In practice with others, utilizes skills of resolving conflicts, mediating between competing interests, and establishing a shared vision for action. (DF 2014)	__ Creates an environment of shared distributed leadership that results in a community engaged in continuous organizational learning in pursuit of greater student achievement. (DF 2014)
6.4 Influences the Field	__ Demonstrates understanding of the role of education in renewing a democratic society and the leader's responsibility in influencing the larger political, social, economic, legal, and cultural context. (WA Res 6.1)	__ Advocates for equitable and inclusive policies that benefit children, families, and caregivers. (WA Res 6.1)	__ Acts to influence local, state, and national decisions affecting learning. Adapts leadership strategies to reflect emerging trends and initiatives. (WA Res 6.1)	__ Establishes equitable systems within the school/program that value diversity and prepare citizens for participation in a democratic society. Supports district efforts to ensure fairness throughout the school/program system. Participates actively in political and policy-making contexts at the local level (e.g., levy, community organizations, and PTSA within the district). (WA Pro 6.1)



Element	Knowledge	Application	In Practice and/or Collaboration With Others (EXIT EXPECTATION)	Cultivation of Leadership in Others
6.5 Fulfills legal responsibilities	<p>__ Demonstrates basic knowledge and understanding of legal responsibilities; identifies behaviors and policies that conflict with the vision of improved teaching and learning and with law; does not tolerate illegal behavior from self, staff and/or students (AWSP 6.4 Basic)</p>	<p>__ Engages in oral and written discourse that demonstrates deep and thorough knowledge and understanding of the intent of relevant laws and/or district policies, grant requirements and collective bargaining agreements (AWSP 6.4 Proficient)</p>	<p>__ In practice, ensures the protection of Constitutional rights; keeps student and staff well-being at the forefront of legal responsibilities; approaches problems proactively; and tolerates no behavior outside of the law. (AWSP 6.4 Proficient)</p>	<p>__ Develops systems that communicate and support staff in upholding legal responsibilities; creates a culture of shared legal responsibility among students and staff; involves stakeholders in the creation of a school culture that thrives upon and benefits from addressing legal responsibilities (AWSP 6.4 Distinguished)</p>
6.6 Designs Systems Aligned to Safety & Student Needs	<p>__ Demonstrates understanding of developmentally appropriate behavior expectations and discipline policies that are balanced with students' emotional and personal needs. (WA Res 3.2)</p>	<p>__ Use organizational theory to create and support structures within a building that promote school safety, behavior management, and other site-specific issues. (WA Res 3.2)</p>	<p>__ Assures that school policies and practices result in equitable treatment of each student, by analyzing data regarding student discipline, placement in Special Education, Gifted Programs, etc., and taking actions to ensure equity. (WA Res 3.2)</p>	<p>__ Design and implement structures for effective and efficient operations and create a School/Program Improvement Plan that provides for monitoring and supporting these structures. Monitor the effective implementation of the school/program safety plan. (WA Pro 3.2 Abridged)</p>



\*The Danforth Core Competencies have been developed by UW K12 Professional Educators Advisory Board, UW Instructors, as well as, educational leaders from the following school districts: Bellevue, Bremerton, Federal Way, Highline, Kent, Lake Washington, Marysville, Nooksack Valley, North Shore, Puyallup, Renton, Seattle, Tacoma and Tukwila.