

University of Washington
DANFORTH EDUCATIONAL LEADERSHIP PROGRAM

PROFESSIONAL REFERENCE

To Applicant: You will need to obtain **3 reference Forms AND 3 reference Letters**

___ a reference form and letter from your current, immediate supervisor (Principal and/or Program Administrator)

___ two reference forms and letters from an alternate supervisor(s) or co-worker(s) who can speak to your ability to collaborate, facilitate, & work with others.

(Applicant's Name)_____ is applying to the University of Washington's Danforth Educational Leadership Program seeking principal and/or program administrator certification. Please provide the selection committee with your assessment of the applicant on each of the qualities listed below.

To the Applicant: Check the appropriate box, sign and date

☐

I do not waive the right to view this reference

☐

I waive the right to view this reference (I agree that this information may be held in confidence)

Date _____

(Signature) _____

To the Respondent:

Public Law 98-380, the Family Educational Rights and Privacy Act of 1974, requires that letters of recommendation on behalf of applicants for admission to graduate study be placed in open files available for review by the student unless the student waives the right to review the recommendation. An applicant signature above indicates that your reference will not be available to the student for review and will be treated as confidential.

Please return this form by February 1

Reference's Name (please print): _____ (Date) _____

Reference's Title: _____ Building/Department: _____

School District: _____ Daytime Phone: _____

Please indicate in what capacity you have worked with this applicant **AND attach a letter of reference** highlighting the applicant's future leadership potential, specific contributions and impact as well as strengths and areas of growth for leadership.

[] School Principal/Assistant Principal/Supervisor

[] Fellow Teacher/Colleague

[] Other* (please specify): _____

___ **Total Score from attached reference rubric (Total 6 to 24 points)**

Additional Comments regarding your belief in the applicant's future leadership potential.

Reference's signature

Please Return To:

Danforth Admissions
UW College of Education
Box 353600; Miller 313
Seattle, WA 98195-3600

Applicant Name:

Reference's Signature:

Check the box in each row that best describes the candidate. Each box is awarded the number of points indicated at the top of each column. Enter the number for each row (1-4) in the column to the right. Add the final column together for a total out of 24 possible points.

NOTE: Applicants are not expected to score 24 on this reference rubric.

	Not Yet Ready	Approaching Readiness for Leadership Development	Ready for Leadership Development	Significant Prior Development as an Educational Leader	#
	1	2	3	4	
Self Knowledge	___ Has done little self-reflection, and/or has difficulty demonstrating integrity and/or building and maintaining trust with colleagues and supervisors.	___ Demonstrates integrity, builds relationships and trust with colleagues and supervisors. May need to further develop, or temper, confidence in own leadership ability.	___ Demonstrates integrity, builds relationships and trust with colleagues and supervisors. Aware of own strengths and areas of need to more effectively lead others.	___ Demonstrates integrity, builds relationships and trust with colleagues/supervisors. Self-reflective, describes specific personal strengths and actively works to improve as a leader.	
Equity & Excellence	___ Reflects deficit thinking regarding students' ability to achieve and/or displays inability to make a difference in education of traditionally marginalized students.	___ Aware of inequities. Able to plan and deliver instruction to meet diverse learning needs of students traditionally marginalized because of race, language, economic status, gender, etc.	___ Addresses inequities by working with others to analyze teaching and learning environments and creates inclusive classrooms through professional development, instructional systems, etc.	___ Leads others to examine institutional systems that have traditionally marginalized students and/or adopts strategies incorporating culturally responsive leadership through awareness, advocacy and action.	
Teaching & Learning	___ Does not apply elements of effective teaching and learning that support student learning such as a coherent curriculum aligned to standards, pedagogy, assessment, learning environment, student engagement.	___ Applies elements of effective teaching and learning that support student learning in own classroom. (coherent curriculum aligned to standards, pedagogy, assessment, learning environment, student engagement).	___ Works alongside other educators to strengthen and apply elements of effective teaching and learning (coherent curriculum aligned to standards, pedagogy, assessment, learning environment, student engagement).	___ Leads others to examine problems of learning/practice. Uses data to drive instructional improvements. Efforts have the potential to improve teaching and student learning outcomes.	
Approach to Leadership	___ Inconsistent in demonstrating skills of listening to others, taking risks, critical thinking and/or problem solving.	___ Consistently demonstrates ability to listen to others, take risks, think critically and problem solve.	___ Works collaboratively with others to take risks, think critically, and problem-solve.	___ Leads and builds capacity with others to create shared vision and systems for collaboration and problem solving.	
Contributions & Impact	___ Contributions have focused primarily on own students in the classroom	___ Has participated in school-level or district-level committees such as Social Committee, PTSA, School Improvement Team, textbook adoption, etc.	___ Actively leads other adults as team leader, department chair, student teacher supervisor, mentor teacher, and/or professional development facilitator to address school and/or district level systems.	___ Has demonstrated leadership contributions by positively impacting teaching practice, student learning, across a school/district.	
Self-Management	___ Has difficulty consistently arriving on time, performing under stress, following through on projects, setting priorities, meeting due dates, etc.	___ Requires some direction and/or re-direction to follow through on projects, determine priorities and meet due dates. May need to develop greater balance under stress.	___ Initiates projects and determines priorities, develops timelines for completion and delivers within agreed upon time frames. Able to maintain composure under stress.	___ Leads others to initiate new projects, set priorities, develop timelines for completion, evaluate progress and meet project goals. Helps others to maintain composure under stress.	
TOTAL (OUT OF 24 POSSIBLE POINTS)					