**Community Grounded Praxis Quarterly Report**

(*Program Administrator or Superintendent* *Certification* *Students*)

Quarter: [insert here]

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| **Student Name:** | **Location of Practicum:** | **Faculty Name:** | **Mentor Name/Email:** |
| **Instructions:** Students must complete this quarterly report that provides an overview of hours spent and brief reflections for each EdD student learning goal. Along with quarterly-updated activity logs, this must be submitted to practicum faculty at the end of each quarter. Insert additional lines or use additional sheets as needed. | | | |

**Overview of Hours**

**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.)*

**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.)*

**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.)*

**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.)*

**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.)*

**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.)*

**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.)*

**Areas of Growth or Future Opportunity**

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|  |  |
| Mentor Signature | Date |

Faculty Advisor Signature Date