

Ohio Valley Educational Cooperative/University of Louisville

Aspiring Principals' Academy for 2010-2011-Superintendent Recommendation Form

Candidate: _____

School District: _____ Current Position: _____

Superintendent: _____

Directions: This form is completed by the Superintendent to assist him/her in the recommendation of candidates for the Aspiring Principals' Academy. For those candidates recommended to participate in the Academy, this form would be submitted to Tina Tipton at OVEC by March 5, 2010.

Please circle the number that corresponds with the best descriptor of the candidate's credentials.

1. Professionalism

1	2 3 4	5 6 7	8 9	10
Major concerns about candidate's ability to complete the academic program.	Some concerns about candidate's ability/willingness to ever become a principal.	Candidate will probably accept a principal position, but not sure if it will be right away nor how long s/he will remain in the position.	Candidate seems committed to becoming a principal upon completion of the program.	Candidate has as a career goal to become a principal and is totally committed to becoming one upon completion of the program.

Comments:

1	2 3 4	5 6 7	8 9	10
Candidate seems unable/unwilling to give the necessary energy required for the position.	Candidate has an unrealistic understanding of demands and time needed for the position.	Candidate understands some of the routine demands of the position, but not the time needed to do job.	Candidate understands the demands of the position and is eager to try to give enough energy to the position.	Candidate understands the demands upon the work life of the position and is able to provide energy to the position.

Comments:

1	2 3 4	5 6 7	8 9	10
Candidate has a history of alienating parents and/or community members	Candidate has little/no experience seeking support from parents and/or the community	Candidate has average experience soliciting parent and community support	Candidate has a proven ability to solicit parent support but average in the community arena.	Candidate has a proven ability to solicit parent and community support.

Comments:

2. Instructional and Managerial Leadership

1	2 3 4	5 6 7	8 9	10
Candidate makes frequent errors matching teaching style with student learning ability level.	Candidate has attempted teaching students with similar levels of learning abilities.	Candidate has demonstrated success teaching students with similar learning abilities.	Candidate has demonstrated success teaching students with similar learning abilities and attempted with varying levels of learning abilities.	Candidate has demonstrated success teaching students with varying levels of learning abilities.

Comments:

1	2 3 4	5 6 7	8 9	10
Candidate has not expressed knowledge or understanding of how to foster safe, orderly, or equitable learning environments.	Candidate has knowledge of principles and issues relating to school safety and security.	Candidate has demonstrated ability to foster a safe learning environment in her/his classroom.	Candidate has demonstrated ability to foster safe and orderly learning environments in her/his classroom.	Candidate has built a school/classroom culture which demonstrates ability to foster safe, orderly, and equitable learning environments.

Comments:

1	2 3 4	5 6 7	8 9	10
Candidate does not express a clear vision or direction for school initiatives.	Candidate has an end goal for school initiatives but vague plans for accomplishment of the goal.	Candidate has an end goal and clear plans but no measure of success delineated.	Candidate has a clear vision and a measurable end goal.	Candidate has a clear vision and can discuss a specific measurable and meaningful goal s/he has led to accomplishment.

Comments:

1	2 3 4	5 6 7	8 9	10
Candidate unable/unwilling to communicate with and motivate others in controversy.	Candidate is able to communicate with and influence multiple audiences (teachers, staff, and students) by demanding one-sided allegiances.	Candidate has an average ability to communicate with and influence sections of a school community given enough time and/or resources.	Candidate is able to communicate with and influence students by building collaborative processes, but little/no experience with other audiences.	Candidate is able to communicate with and influence multiple audiences (teachers, staff, and students) by building collaborative processes.

Comments:

1	2 3 4	5 6 7	8 9	10
Candidate has shown little interest in learning how to plan or allocate resources to remove barriers to learning.	Candidate has expressed interest in learning how to plan and allocate resources to remove barriers to learning.	Candidate has theoretical knowledge of how to plan and allocate resources to remove barriers to learning.	Candidate is able to plan resources to remove barriers to learning, but no experience allocating resources.	Candidate is able to successfully plan and allocate resources to remove barriers to student learning.

Comments:

1	2 3 4	5 6 7	8 9	10
Candidate has no evidence of school leadership experience.	Candidate proved successful in the one leadership experience that was assigned and required by supervisor.	Candidate has evidenced success at multiple supervisor-assigned leadership experiences.	Candidate has evidenced success at multiple supervisor-assigned leadership experiences and one self-initiated leadership experience.	Candidate has evidenced success at multiple self-initiated and substantial leadership experiences (e.g., SBDM, Dept. Chair, Team Leader, Curriculum Coord., and DLT.)

Comments:

1	2 3 4	5 6 7	8 9	10
Candidate doesn't see setting performance expectations as part of the principal's job.	Candidate is able to maintain current performance levels for the teachers, staff, and students.	Candidate sees need for high performance expectations but doesn't know how to create them for teachers, staff, and students.	Candidate is able to create high performance expectations for students but not for teachers or staff.	Candidate is able to create high performance expectations for the teachers, staff, and students.

Comments:

1	2 3 4	5 6 7	8 9	10
Candidate needs to be taught how to disaggregate data for use in decision making to meet the needs of a diverse population and incorporate the data into the school's plan.	Candidate has rudimentary knowledge of how to disaggregate data for use in decision making to meet the needs of a diverse population in relation to the school's plan.	Candidate has average knowledge of how to disaggregate data for use in decision making to meet the needs of a diverse population in relation to the school's plan.	Candidate is able to disaggregate data for use in decision making to meet the needs of a diverse population but needs more experience on how to incorporate the data into the school's plan.	Candidate is able to disaggregate data for use in decision making to meet the needs of a diverse population and incorporate the data into the school's plan.

Comments:

1	2 3 4	5 6 7	8 9	10
Candidate needs to be taught how to monitor school organizational performance and modify structures to match the school's improvement agenda.	Candidate has rudimentary knowledge of how to monitor school/organizational performance in relation to the school's improvement agenda.	Candidate has average knowledge of how to monitor school/organizational performance and modify structures to match the school's improvement agenda.	Candidate knows how to monitor school/organizational performance but needs more experience on how to modify structures to match the school's improvement agenda.	Candidate knows how to monitors school/organizational performance and modify structures to match the school's improvement agenda.

Comments:

3. Please indicate any strengths and/or weaknesses of this candidate:

Strengths

Weaknesses:

Superintendent's Signature: _____ Date _____