**Updated – November 2019**

**Principal/Superintendent**

**Joint Recommendation Form**

# Applicant Name:

# Position Being Applied For:

⃞ Elementary Principal ⃞ Secondary Principal

# School/Department:

# Current Learning Network/Education Office (e.g., LN03):

# Principal/Supervisor Referee:

# Superintendent Referee:

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| --- | --- | --- | --- |
| Leadership Capacities and Practices | No Evidence | Not Prepared | Prepared |
| PERSONAL LEADERSHIP RESOURCES |
| Cognitive |  |  |  |
| Psychological |  |  |  |
| Social |  |  |  |
| SETTING DIRECTIONS |
| Setting directions using an equity lens and an anti-oppressive stance |  |  |  |
| Building a shared vision |  |  |  |
| Identifying specific, shared short-term goals |  |  |  |
| Creating high expectations  |  |  |  |
| Communicating the vision and goals |  |  |  |
| **BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE** |
| Building relationships and developing people using an equity lens and an anti-oppressive stance |  |  |  |
| Providing support and demonstrating consideration for individual staff members. |  |  |  |
| Stimulating growth in the professional capacities of staff |  |  |  |
| Modeling the school’s values and practices |  |  |  |
| Building trusting relationships with and among staff, student and parents |  |  |  |
| Establishing productive work relationships with teacher federation representatives |  |  |  |
| **DEVELOPING THE ORGANIZATION TO SUPPORT DESIRED PRACTICES** |
| Developing the organization to support desired practices using an equity lens and an anti-oppressive stance |  |  |  |
| Building collaborative cultures and distributing leadership |  |  |  |
| Structuring the organization to facilitate collaboration |  |  |  |
| Building productive relationships with families and the community |  |  |  |
| Connecting the school to the wider environment  |  |  |  |
| Maintaining a safe and healthy environment |  |  |  |
| Allocating resources in support of the schools vision and goals. |  |  |  |
| IMPROVING THE INSTRUCTIONAL PROGRAM |
| Improving the instructional program using an equity lens and an anti-oppressive stance |  |  |  |
| Staffing the instructional program |  |  |  |
| Providing instructional support |  |  |  |
| Monitoring progress in student learning and school improvement |  |  |  |
| Buffering staff from distractions in their work |  |  |  |
| **SECURING ACCOUNTABILITY** |
| Securing accountability using an equity lens and an anti-oppressive stance |  |  |  |
| Building staff members’ sense of internal accountability |  |  |  |
| Meeting the demands for external accountability |  |  |  |

**OUTCOME -- Readiness for Position:** **⃞**  **Not Ready** **⃞** **Ready** Comments for debriefing:

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