

INSTRUCTIONS:

Applicant: The applicant completes Part 1 of this form and then gives it to the person who will write the recommendation. If your reference returns the form to you, [1] leave it sealed, [2] place it with the other documents in your candidate application portfolio, and [3] mail it to Graduate Studies Office, The University of Tennessee at Martin, Martin, TN 38238.

Reference: The person providing the recommendation is to complete Part 2 of this form, and **mail it to Graduate Studies Office, 227 Administration Building, The University of Tennessee at Martin, Martin, TN 38238.**

PART 1: APPLICANT INFORMATION (PLEASE PRINT OR TYPE)

Applicant's Name _____
Last First Middle Initial

Name if records appear under a different name _____

Email Address _____ Phone No. _____

Check one of the following statements and sign your name:

- I WAIVE my rights to see my evaluation and therefore recognize that it will remain confidential.
- I DO NOT WAIVE my rights of confidentiality and therefore will be able to see my evaluation.

Applicant's Signature _____ Date _____

PART 2: TO BE COMPLETED BY THE PERSON MAKING THE RECOMMENDATION

SECTION A: RECOMMENDING PERSON'S CONTACT INFORMATION (PLEASE PRINT OR TYPE)

Name: _____ Position: _____ Institution: _____

E-Mail Address: _____ Phone Contact: (Day): _____

In what way(s) have you come to know the applicant (check all that apply).

- I am/was the applicant's supervisor.
- I am/was the superintendent, assistant superintendent, principal or in some other way the supervisor of the applicant in a school or school system.
- I am/was a colleague of the applicant.
- Other (Please Explain)

SECTION B: STANDARDS KNOWLEDGE

Please indicate the degree to which the applicant demonstrates the following:

Standard A: Instructional Leadership for Continuous Improvement – An ethical and effective instructional leader facilitates professional practice that continually improves student learning.					
	Low 1	2	3	4	High 5
Collaborates with stakeholders to establish and communicate a clear, compelling vision of continuous improvement.					
Builds capacity of educators to provide all students a rigorous curriculum, aligned with adopted state standards.					
Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.					
Leads educators to develop and execute interventions to address all students’ learning needs, grounded in multiple sources of data (academic, social, and/or emotional).					
Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.					
Standard B: Culture for Teaching and Learning – An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.					
	Low 1	2	3	4	High 5
Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.					
Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.					
Fosters a safe, respectful and orderly environment for all.					
Takes measures to actively involve families in the education of their children.					
Models and communicates expectations for individual and shared ownership of student, educator, and school success.					
Recognized and celebrates improved educator and student performance related to school vision and goals.					
Standard C: Professional Learning and Growth - An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.					
	Low 1	2	3	4	High 5
Collaborates with stakeholders to establish, communicate, and facilitate a clear, compelling vision for professional learning and growth.					
Implements and monitors a rigorous evaluation system using an approved evaluation model.					
Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.					
Engages faculty and self in data-informed, differentiated professional learning opportunities for educators.					
Collaborates with others to induct, support, retain, and grow/extend effective educators based on evidence of student and educator outcomes.					
Identifies and supports potential teacher-leaders and provides growth opportunities.					
Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.					

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Standard D: Resource Management: An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.					
	Low 1	2	3	4	High 5
Strategically utilizes community resources and partners to support the school's mission, vision and goals.					
Includes a diverse set of educators and stakeholders in school improvement decisions.					
Establishes, communicates and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.					
Performs all budgetary responsibilities with accuracy, transparency, and in the best interest of students and staff.					

SECTION C: ORAL INTERVIEW QUESTIONS

Please conduct an oral interview of this applicant and ask the following questions. Rate the person's answers using a scale of 1 to represent a low degree of achievement and a 5 to represent a high degree of achievement of the skills required in the question. Please write the candidate's response in the space provided.

	Low 1	2	3	4	High 5
How have you demonstrated the ability to improve student achievement in your classroom? Please give a specific example.					
Response:					
How have you demonstrated the ability to work with and coach other teachers to improve student achievement in their classrooms? Please give a specific example.					
Response:					
How have you demonstrated the ability to collaborate and build relationships with students, colleagues, superiors and parents? Please give a specific example.					
Response:					
How have you demonstrated the potential to be an effective instructional leader? Please give a specific example.					
Response:					
Why do you want to become an instructional leader?					
Response:					

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After interviewing this applicant I believe that s/he demonstrates effective oral communication skills as well as an acceptable degree of knowledge in these areas. Yes No If no, indicate areas of concern.

SECTION D: MENTOR AGREEMENT

- Click link for required criteria to qualify as Mentor. (Mentor Qualifications and LEA Recommendation)
- I will agree to serve as this applicant’s mentor as he/she progresses through the program of study at The University of Tennessee at Martin.
- I do not agree to serve as this applicant’s mentor as he/she progresses through the program of study at The University of Tennessee at Martin but will assign the following person who meets the above criteria to serve in this capacity.

Name: _____ Position: _____

Institution: _____

Email address: _____ Phone Contact (day): _____

SECTION E: FINAL RECOMMENDATION

- I am verifying that the applicant has at least three years of successful education working experience.
- I recommend this applicant for admission to the University of Tennessee at Martin Educational Leadership Program.
- You may contact me for additional information regarding this applicant if you have further questions.
Phone number: _____

On this form, please provide any additional comments that you feel might be helpful in the evaluation of the applicant for admission to The University of Tennessee at Martin.

Signature of Reference _____ Date _____

Please submit confidentially.
You may place in a sealed and signed envelope and give it to the candidate OR
Fax, email, OR mail to

Office of Graduate Studies
227 Administration Building
UT Martin
Martin, TN 38238
731-881-7012
Fax: 731-881-7499