

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 application packet, 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, 310 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 taught the applicant in college.
- I am/was the applicant's supervisor.
- I am/was a colleague of the applicant.
- Other (Please Explain)
- I am/was the applicant's adviser in college.
- I am/was the superintendent, assistant superintendent, principal or in some other way the supervisor of the applicant in a school or school system.

Applicant Recommendation Form

SECTION B: STANDARDS KNOWLEDGE

Please indicate the degree to which the applicant demonstrates the following Aspiring Tennessee Instructional Leadership Standards (TILS).

Standard A: Continuous Improvement: - An effective instruction leader implements a systematic, coherent approach to bring about the continuous growth in the academic achievement of all students.					
	Low 1	2	3	4	High 5
Is able to identify parent, community, and other groups that can enhance the continuous improvement process at the school level.					
Espouses the belief that all students can be academically successful.					
Has an understanding of the school wide improvement planning process for the purpose of continuous school improvement.					
Standard B: Culture for Teaching and Learning - An effective instructional leader creates a school culture and climate based on high expectations conducive to the success of all students.					
	Low 1	2	3	4	High 5
Is able to identify components related to establishing a school culture that values/honors ethics, diversity, equity, and collaboration.					
Is able to identify "best practices" related to school safety and security and student discipline.					
Recognizes the importance of establishing strong lines of communication with teachers, parents, students, and stakeholders.					
Recognizes the value of protecting instructional/learning time.					
Is able to identify "best practices" and methods/structures related to the development of a school culture that is focused on student learning.					
Recognizes the importance of examining recruitment practices, conducting effective interviews, and offering retention options which help maintain a strong workforce of teachers.					
Demonstrates the human relations skills to work with the school community and beyond that result in a productive learning environment.					
Is able to identify components related to establishing a school culture that values/honors ethics, diversity, equity, and collaboration.					
Standard C: Instructional Leadership and Assessment - An effective instructional leader facilitates instructional practices that are based on assessment data and continually improve student learning.					
	Low 1	2	3	4	High 5
Has an understanding of the value of a rigorous curriculum and its relationship to high expectations for all students.					
Has an understanding of various types of student assessments and program evaluation using both qualitative and quantitative data.					
Has an understanding of what a professional learning community is and its impact upon improving curriculum and instruction.					
Has an understanding of various types of student work samples and assessments needed to coach teachers to raise student achievement.					

Applicant Recommendation Form

Standard D: Professional Growth: - An effective instructional leader improves student learning and achievement by developing and sustaining high quality professional development.					
	Low 1	2	3	4	High 5
Has an understanding of supervision and evaluation processes and the impact supervision and evaluation has on the effectiveness of the school faculty and staff.					
Has an understanding that professional development should be aligned with student learning, and works with others to identify high quality professional development.					
Has an understanding that a leader should engage in professional learning that is focused on continuous learning.					
Standard E: Management of the School: - An effective instructional leader facilitates learning and teaching through the effective use of resources.					
	Low 1	2	3	4	High 5
Demonstrates the organizational skills to be aware of daily operations and its impact on student achievement.					
Has an awareness of potential problems and issues in school management and a working knowledge of strategic planning.					
Is able to identify standard operating procedures and routines that should be in place to assure effective school management.					
Has an understanding of the community and the media's impact and involvement in school success. Is able to identify ways to positively impact such relationships.					
Standard F: Ethics - An effective instructional leader facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy including political action when appropriate.					
	Low 1	2	3	4	High 5
Is able to identify and discuss examples/non-examples of when school leaders have made decisions that revealed an attention to the ethical context while respecting the dignity of all.					
Understands the legal, moral and ethical implications related to school based decisions.					
Recognizes the impact of integrity and fairness in a professional setting.					
Is learning about federal and state constitutional provisions, statutory standards and regulatory applications.					
Standard G: Diversity – An effective instructional leader responds to and influences the larger personal, political, social, economic, legal, and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.					
	Low 1	2	3	4	High 5
Has an understanding of diversity issues related to recruitment, hiring, and retention of school employees.					
Is able to identify cultural, learning and personal differences as a basis for academic decision-making.					
Has an understanding of the required communication skills for interaction with diverse individuals/groups.					

Applicant Recommendation Form

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 knowledge and a 5 to represent a high degree of knowledge of the skills required in the question.

Explain how you have	Low 1	2	3	4	High 5
Implemented innovative learning strategies in your classroom(s).					
Shown good communication, human relations, and organizational skills.					
Used student data and work samples to make instructional decisions.					
Demonstrated high ethical standards.					

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

I will agree to serve as this applicant's mentor as s/he 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 s/he progresses through the program of study at the University of Tennessee at Martin but will assign the following person to serve in this capacity.

Name: _____ Position: _____ Institution: _____

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

SECTION E: FINAL RECOMMENDATION

I recommend this applicant for admission to the University of Tennessee at Martin Educational Leadership Program.

Please contact me for additional information regarding this applicant.

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 _____