



LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

***Administrator's Guide to Managing the
Recommendation of Readiness (RoR) Process***

As the demand for qualified school leaders/administrators increases, input and professional feedback from principals and principal leaders play a greater role in identifying individuals who are ready for school leadership positions. Your role in the Recommendation of Readiness (*RoR*) process is to determine whether those assigned to the eligible list possess the knowledge, skills and abilities necessary to advance to the next level administrative position. This determination should be made based on your past observations and assessments of the individual's work performance, as well as their abilities as they pertain to the *Success Indicator* statements included in this packet. Those individuals who receive a positive recommendation, and who are successful on the written examination, will be eligible for placement within the respective administrative position. It is the District's expectation that principals and principal leaders work collaboratively to accomplish this important goal in a manner that serves the best interest of the District's students.

To assist administrators in completing the *RoR* process, detailed questions designed to gauge the candidate's readiness to advance to the next level position are included in this packet. These statements are referred to as *Success Indicators*.

The *Success Indicators* are classified by behavioral dimensions and are reflective of the *California Professional Standards for Educational Leaders*. The *Success Indicators* represent key characteristics that District instructional leaders identified as necessary for success in school administration. The *Success Indicators* are not minimum requirements for administrative positions. Candidates that are recommended for placement on the eligible list should embody characteristics reflected in the *Success Indicators*.

As a key component of the *RoR*, candidates should prepare a *Certificated Administrative Candidate Portfolio* that documents their leadership experiences that relate to the core competencies of the position for which they are applying. The candidate's supervisor and second-level administrator should both have the opportunity to review this *Portfolio* and discuss the experiences and readiness of the candidate.

KEY RESPONSIBILITIES FOR THE FIRST-LEVEL SUPERVISOR:

- 1) Review the *Success Indicator* statements to determine whether the candidate's experiences reflect his/her readiness to further influence student outcomes and achievements in the administrative position. Also, review the online Supervisor Guide to the Recommendation of Readiness process. The *Portfolio* should be utilized in determining the proficiency levels (refer to Appendix).
 - a. When reflecting on the candidate's ability to perform effectively, consider your personal observation of the work habits, patterns of job related behavior and the experiences that have positively influenced students and school success described by the candidate in his/her *Portfolio*.
 - b. When determining the candidate's proficiency level for the *Success Indicators* in each dimension area, also consider the candidate's use of data in the effort to increase student successes. Specifically, consider the following:
 - i. How has the candidate demonstrated the ability to analyze data, draw conclusions and respond effectively?
 - ii. How has the candidate guided and instructed staff in using data to solve problems and drive instructional-based decisions?
 - c. The proficiency levels are to help you reflect on the candidate's level of development, experience, and effectiveness in each of the dimensions and will not be used to score the candidates.



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KEY RESPONSIBILITIES FOR THE FIRST-LEVEL SUPERVISOR (Cont'd):

- d. After reviewing the *Success Indicators* and *Portfolio*, if you decide that an individual needs further development in any dimension, it is advised that this candidate obtain further professional development, and pursue promotional opportunities at a later time.
- 2) Provide comments that substantiate your decision whether or not the candidate is ready to advance to the next level administrative position at any school, including your own. You may use the *Success Indicators* to guide you in writing your comments for areas of "No Evidence" or "Needs Further Development."
- 3) Meet with the second-level administrator. Please set aside sufficient time to discuss each candidate. The second level administrator's signature certifies that he or she supports your recommendation. The second level administrator will then forward the RoR form(s) to the Local District Superintendent.
- 4) After the appropriate signatures are obtained, meet with the candidate and return the completed and signed *RoR* packet to him/her. If needed, discuss areas needing future development, and collaboratively consider a professional development plan that provides the candidate with the appropriate experiences.

KEY RESPONSIBILITIES FOR THE SECOND-LEVEL ADMINISTRATOR:

The purpose of your participation in the *RoR* process is to provide checks and balances to assure fairness and objectivity. Some candidate recommendations may be easy, others difficult. In certain situations, you may be the voice of reason that the current supervisor will rely on to support a very difficult decision. We are asking second-level administrators to ensure that the decision to recommend or not recommend a candidate is made justly, impartially, and in consideration of the *Success Indicators* and other relevant performance-based information. Second-level administrators should ensure that decisions are made in the best interest of our schools and students.

Please follow these steps, which provide you flexibility in deciding how to proceed:

- 1) Meet with the candidate's first-level immediate supervisor and have an open discussion about the candidate's readiness for a higher administrative position.
 - a. Listen and review the supervisor's assessment of the candidate's readiness to assume the responsibilities of the position. You are encouraged to reference and review the candidate's *Portfolio* in this meeting.
 - b. Listen to the supervisor's rationale behind the recommendation and determine whether the decision was made fairly and impartially, in consideration of the *Success Indicator* statements, and the candidate's consistent on-the-job demonstration of skills necessary for the next-level administrative position.
- 2) Sign the *RoR* form to confirm your support of the immediate supervisor's recommendation.
- 3) Forward the *RoR* form to the Local District Superintendent. The Local District Superintendent's signature on the *RoR* form certifies that he or she supports the recommendation of the first level supervisor.
- 4) Prior to the examination filing deadline, the first-level immediate supervisor must meet with and return the signed *RoR* form to the candidate. The candidate will be responsible for submitting the completed *RoR* packet to the Human Resources Division.

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POSITION TITLE:

NAME OF CANDIDATE:

EMPLOYEE NUMBER:

SUCCESS INDICATORS

The following statements are intended to guide you in assessing the candidate's readiness for the next level administrative position. These statements reflect the areas of experience, knowledge, skill and ability deemed critical for entry into an administrative position. When completing the following worksheets, it is essential that you consider your observations and assessment of the candidate's job performance as it relates to each statement. Think of specific behavioral examples of when the candidate displayed evidence of the competency in question, as well as the scope and depth of the related experience. Finally, it is critical that you consider the candidate's *Portfolio* when responding to these statements.

SUCCESS INDICATORS	No Evidence	Needs Further Development	Successful	Exemplary
1. ANALYSIS: <i>Identifies issues, secures relevant information, relates and compares data from different sources and identifies cause/effect relationships.</i>				
Guides staff in review of multiple sources of data to identify and address the academic weaknesses and strengths of students (e.g., prepares improvement plans, academic intervention activities, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interprets and applies quantitative and qualitative data to positively affect school community (e.g., improving attendance, suspension, school discipline issues, school safety, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitors MyData Reports and works to develop a plan to assist teachers with analysis and associated modification of curricular and intervention methods (e.g., establish goals and expectations for data use in an on-going professional development plan, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. DEVELOPMENT OF STAFF: <i>Develops the skills and competencies of staff members; assesses career potential; provides development and training activities to enhance performance in current and future jobs.</i>				
Sets performance expectations that support the school's overall mission for all staff and provides the developmental activities necessary to meet expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops and implements strategies for grade-level collaboration and sharing of best practices to influence student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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SUCCESS INDICATORS	No Evidence	Needs Further Development	Successful	Exemplary
2. DEVELOPMENT OF STAFF (Cont'd):				
Differentiates professional development and training techniques to support the unique learning styles of teachers and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assures staff implements applicable methodology learned in professional development sessions in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Builds capacity of instructional staff by providing them opportunities to participate in leadership activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. EXTRA-ORGANIZATIONAL SENSITIVITY: <i>Recognizes the needs and perceives the impact of decisions on various cultural, economic, disability, parent and community groups.</i>				
Creates a culture of respect for all parents, students, and staff (regardless of economic status, physical/mental disabilities, language, gender, age, ethnicity, etc...).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protects the rights and confidentiality of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engenders strong working relationship with parents, community members and agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes action to motivate parent participation in the instructional program (e.g., parent center on campus, classroom involvement, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. INITIATIVE & INNOVATIVENESS: <i>Takes action beyond what is necessarily called for in order to achieve desired goals.</i>				
Initiates innovative learning environments (e.g., small learning communities, Beyond the Bell intervention, etc.) that support the individual needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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EMPLOYEE NUMBER:

SUCCESS INDICATORS	No Evidence	Needs Further Development	Successful	Exemplary
4. INITIATIVE & INNOVATIVENESS (Cont'd):				
Secures resources that are not readily available (e.g., time, space, money and personnel) to address student's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes initiative to address instructional challenges that lead to staff and student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. INSTRUCTIONAL LEADERSHIP: <i>Assesses needs, develops and implements an instructional program that responds to the identified needs and goals, leading to the academic achievement of students.</i>				
Promotes a standards-based instructional program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holds staff accountable for implementing District instructional initiatives (e.g., Response to Instruction and Intervention [RTI ²]), Culturally Relevant and Responsive Education, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leads staff in differentiating instruction to increase the academic achievement of subgroups (e.g., English Learners, Gifted and Talented, Special Education students).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guides programs geared toward helping at-risk students meet the required standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses multiple sources of data to guide curricular goals and decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates opportunities for staff to collaborate and articulate with teachers of matriculating students (e.g., Fifth grade teachers with sixth grade teachers and vice-versa).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies goals and supports the needs of teachers specific to each grade-level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes and adheres to a structured methodology for conducting classroom observations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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NAME OF CANDIDATE:

EMPLOYEE NUMBER:

SUCCESS INDICATORS	No Evidence	Needs Further Development	Successful	Exemplary
6. JUDGMENT & DECISIVENESS: <i>Makes sound decisions, reconciles differences, and suggests improvements.</i>				
Adheres to relevant District policies, laws (federal, state, and local), California Education Code, and Collective Bargaining Agreements when making decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drives decision making processes that will have a positive school-wide impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models integrity, ethics and fairness when making decisions, and holds staff accountable for behaviors demonstrating these same standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to stakeholders' concerns and brings them to a definitive resolution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborates with staff, using various data and information, to determine allocation of monetary, personnel, and instructional resources to meet students' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. LEADERSHIP & INFLUENCE: <i>Facilitates collaboration with stakeholders on identifying goals, developing and implementing strategies, and assessing progress toward meeting goals.</i>				
Develops and implements strategic plans for increasing student learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops and implements action plans in collaboration with school personnel and stakeholders to assess progress in achieving school-wide goals and initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models techniques to remove barriers to academic achievement for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inspires and motivates staff to hold a strong commitment to student achievement and success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Provide constructive comments regarding your recommendations to candidates for areas indicated as "No Evidence" or "Needs Further Development":

1. ANALYSIS:

Identifies issues, secures relevant information, relates and compares data from different sources and identifies cause/effect relationships.

2. DEVELOPMENT OF STAFF:

Develops the skills and competencies of staff members; assesses career potential; provides development and training activities to enhance performance in current and future jobs.

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NAME OF CANDIDATE:

EMPLOYEE NUMBER:

3. EXTRA-ORGANIZATIONAL SENSITIVITY:

Recognizes the needs and perceives the impact of decisions on various cultural, economic, disability, and parent and community groups.

4. INITIATIVE & INNOVATIVENESS:

Takes action beyond what is necessarily called for in order to achieve desired goals.

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Human Resources Division

POSITION TITLE:

NAME OF CANDIDATE:

EMPLOYEE NUMBER:

5. INSTRUCTIONAL LEADERSHIP:

Assesses needs, develops and implements an instructional program that fully responds to the identified needs and goals, leading to the academic achievement of students.

6. JUDGMENT & DECISIVENESS:

Makes sound decisions, reconciles differences, and suggests improvements.

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POSITION TITLE:

NAME OF CANDIDATE:

EMPLOYEE NUMBER:

7. LEADERSHIP & INFLUENCE:

Facilitates collaboration with stakeholders on identifying goals, developing and implementing strategies, and assessing progress toward meeting goals.

APPENDIX: Success Indicator Benchmark Definitions

Exemplary:

- *Consistently* demonstrates this *Success Indicator* in his/her daily work behaviors and habits.
- Efforts have *consistently* generated positive outcomes which have had a *significant* impact on student achievement and/or school operations.
- Serves as an *expert* with regard to the knowledge, skills and abilities necessary for implementation of the *Success Indicator*.
- Tends to focus on long-term sustainability by mentoring and empowering others to develop their competencies as they relate to the respective *Success Indicator*.

Successful:

- *Regularly* demonstrates this *Success Indicator* by engaging in the behavior when the situation warrants.
- Efforts have resulted in positive outcomes, which have had *considerable* impact on student achievement and/or school operations.
- *Possesses* the knowledge, skills and abilities necessary to demonstrate this *Success Indicator*.
- This individual has shown *proficiency* in this area, and does not require mentoring or guidance to achieve success.
- This level describes an individual who addresses school and student needs proactively and considers long-term and school-wide consequences.

Needs Further Development:

- The candidate may show the *potential* to achieve the qualities embodied in the success indicators, but has shown *minimal evidence* in his/her daily work.
- The candidate *attempts* to engage in best practices but may not demonstrate desired results.
- Can be considered to be in a learning mode for this *Success Indicator*.
- Individuals at this level tend to see issues from a narrow standpoint rather than seeing issues broadly with a school-wide focus.
- May achieve results but often does so with *considerable assistance* from his/her direct supervisor and must expend considerable effort learning and developing skills.

No Evidence

- Individual does not demonstrate the behavior that constitutes this *Success Indicator*.
- Demonstration of this *Success Indicator* is infrequent and/or unsustainable.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division
Personnel Research and Analysis

POSITION TITLE:

NAME OF CANDIDATE:

EMPLOYEE NUMBER:

RECOMMENDATION OF READINESS (RoR) SIGNATURE PAGE

1. CURRENT FIRST-LEVEL SUPERVISOR(S):

Checking "YES" means that I, as the undersigned immediate supervisor of the above-named candidate, unequivocally support this candidate's ability to assume the responsibilities of the next level position, without further development.

Checking "NO" means that I, as the undersigned immediate supervisor of the above-named candidate, believe that, at this time, this candidate *needs further development* before successfully assuming the responsibilities of the next level administrative position.

This decision has been made on the basis of my observations and assessment of the candidate's job performance, my review of the candidate's *Portfolio*, and in consideration of the *Success Indicator* questions. Comments that substantiate my decision are provided on page two. I certify that I have met with the candidate and discussed my recommendation. I also certify that I have reviewed the online *Supervisor's Guide to the Recommendation of Readiness Process*.

YES, I DO RECOMMEND

NO, I DO NOT RECOMMEND

SIGNATURE: _____

DATE:

Name:

Phone:

Title:

E-mail:

Location:

Support Unit Administrator would sign for individuals who are currently in an AP, EIS assignment

YES, I DO RECOMMEND

NO, I DO NOT RECOMMEND

SIGNATURE: _____

DATE:

Name:

Title:

Phone:

E-mail:

Location:

Please see attached Appendix A for guidance on signature designations for candidate classifications.



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POSITION TITLE:

NAME OF CANDIDATE:

EMPLOYEE NUMBER:

RECOMMENDATION OF READINESS (RoR) SIGNATURE PAGE

2. CURRENT SECOND-LEVEL ADMINISTRATOR:

My signature certifies that I fully support the immediate supervisor's (first-level) decision regarding the candidate's ability to assume the responsibilities of the next level position. My signature certifies that I have discussed the candidate's readiness with the immediate supervisor and that the above recommendation has been made fairly, impartially, and in consideration of the *Success Indicator* questions. I also certify that I have reviewed the online *Supervisor's Guide to the Recommendation of Readiness Process*.

 **SIGNATURE:** _____ **DATE:**

Name:

Title:

Phone:

E-mail:

Location:

3. LOCAL DISTRICT SUPERINTENDENT:

 **SIGNATURE:** _____ **DATE:**

I certify that I am aware of and support the immediate supervisor's decision regarding this candidate's ability to assume the responsibilities of the next level position.

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Personnel Research and Analysis

POSITION TITLE:

NAME OF CANDIDATE:

EMPLOYEE NUMBER:

Please see attached Appendix A for guidance on signature designations for candidate classifications.

Current First-Level Supervisor's Behavioral Comments:

Current Second-Level Administrator Behavioral Comments (as needed):

**Recommendation of Readiness (RoR)
 Signature Protocol Summary**

Candidate Classification	Supervisor Signature Requirements		
	First-level	Second-level	Third-level
Principal appointed by AR 4213/14	Principal Leader	Local District Superintendent	N/A
Assistant Principal, Elementary Instructional Specialist (AP, EIS)	Principal <i>(choose one if working at multiple sites)</i> AND Support Unit Administrator	Principal Leader (overseeing the selected Principal)	Local District Superintendent

Candidates from Charter and Partnership Schools must acquire the following three signatures on the RoR Signature Page: the first signature must be obtained from their first-level supervisor (Principal-level administrator or equivalent.); the second-level supervisor signature should be from the first-level supervisor's administrator; and the third-level supervisor signature should be from the second-level supervisor's administrator.