



LOS ANGELES UNIFIED SCHOOL DISTRICT

*Human Resources Division*

*Personnel Research & Assessment Section*

***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 directors play a greater role in identifying candidates that are ready for school leadership roles. Your role in the *RoR* process is to ensure that the individuals admitted to the exam process are ready, at the present time, to perform successfully in the position for which they are applying. It is the District's expectation that principals and directors work collaboratively to accomplish this important goal.

To assist administrators in completing the *RoR* process, questions designed to gauge the candidate's readiness to advance to the next level position are included in this packet. These questions 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 to participate in the exam process 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 dimensions and 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.

***INSTRUCTIONS TO THE PRINCIPAL-LEVEL SUPERVISOR:***

- 1) Review the *Success Indicator* questions for each dimension to determine whether or not the candidate is ready to be a successful administrator at the current time.
  - a. When reflecting on the candidate's ability to perform effectively, consider your personal observation of their work habits, patterns of job related behavior and the experiences described by the candidate in their *Portfolio*.
- 2) Indicate whether the candidate can perform effectively in the targeted position, with regard to each dimension.
  - a. These ratings will not be scored or used in the exam process. These ratings are to help you reflect on the candidate's level of experience in each of the dimensions.
  - b. 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 take the exam at a later time.
- 3) In making your decision whether or not to recommend, consider whether you would feel comfortable with the candidate assuming the position s/he is applying for today, at any school.
- 4) Provide comments that substantiate your decision whether or not to recommend the candidate and sign the *RoR* form. You may use the *Success Indicators* to guide you in writing your comments.
- 5) Meet with the second-level administrator (e.g. local district director). Set aside sufficient time to discuss each candidate.

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*INSTRUCTIONS TO THE PRINCIPAL-LEVEL SUPERVISOR: (Continued)*

- 6) After meeting with the second-level administrator, meet with the candidate and return the completed and signed *RoR* to him/her. If needed, discuss areas needing future development, and collaboratively design a professional development plan that provides the candidate with the appropriate experiences.

*INSTRUCTIONS TO THE SECOND-LEVEL ADMINISTRATOR*

The purpose of your participation in the *RoR* process is to provide checks and balances to assure fairness in the process. 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 whether or not to recommend a candidate is made justly, impartially, and in consideration of the *Success Indicator* questions and other related 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 principal-level immediate supervisor and have an open discussion about the candidate's readiness for a higher administrative position.
  - a. Listen to 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 their recommendation and determine whether the decision was made fairly and impartially, and in consideration of the *Success Indicator* questions.
- 2) Sign the *RoR* form to indicate your support of the immediate supervisor's recommendation.

Prior to the examination filing deadline, the principal must meet with and return the signed *RoR* form to the candidate.

*Please note that involving the Local District Superintendents in this process will make them aware of the candidates who will be competing in the administrative examination and potentially filling future school leadership roles.*

LOS ANGELES UNIFIED SCHOOL DISTRICT  
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**Guide to Managing the RoR Process: Success Indicators**

**EXAM TITLE:** \_\_\_\_\_

**NAME OF CANDIDATE:** \_\_\_\_\_ **EMPLOYEE NUMBER:** \_\_\_\_\_

The following questions are intended to guide you in assessing the candidate’s readiness for the next level position. These questions reflect the areas of experience, knowledge, skill and ability deemed critical for entry into an administrative position. When responding to each of the questions below, it is essential that you consider your observations and assessment of the candidate’s job performance as it relates to each question. Think of specific behavioral examples of when the candidate embodied the competency set forth in each question, as well as the overall frequency in which the candidate displays evidence of the competency in question. Finally, it is critical that you consider the candidate’s *Portfolio* when responding to these questions. After answering each question, make an overall determination regarding whether the candidate meets the criteria set forth in that specific dimension.

**LEADERSHIP & INFLUENCE**

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

<b>Success Indicators</b>	<b>Seldom</b>	<b>Occasionally</b>	<b>Regularly</b>
Does this person demonstrate the interpersonal skills necessary to generate trust and support from subordinates and the community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person demonstrate leadership (or take on leadership roles) among his/her peers and/or grade level?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person effectively set performance expectations for staff and provide the guidance and support necessary to meet those expectations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person successfully establish and maintain effective relationships with students, staff and community members?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*After reviewing the above questions, please check one of the following:*

**Needs Further Development**  **Meets Dimension Criteria**

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**JUDGMENT & DECISIVENESS**

*Makes sound decisions, reconciles differences, and suggests improvements.*

Success Indicators	Seldom	Occasionally	Regularly
Has this person demonstrated that s(he) is capable of being in charge of the school while you are off-campus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has this person successfully made decisions that impact school operations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person appropriately adhere to relevant District policies and procedures when making decisions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person show that s(he) is capable of handling emergency and/or urgent situations in an effective manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person fully substantiate their decisions by research and data, when appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person take full responsibility for his/her decisions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**EXTRA-ORGANIZATIONAL SENSITIVITY**

*Understands and shows sensitivity to various ethnic, cultural, linguistic, economic, and disability groups.*

<b>Success Indicators</b>	<b>Seldom</b>	<b>Occasionally</b>	<b>Regularly</b>
Does this person have high expectations for all students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person treat all students, parents and staff with respect, regardless of economic status, language, gender, age, ethnicity, physical/mental disabilities, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has this person successfully collaborated with diverse stakeholders, agencies and organizations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person protect the rights and confidentiality of all students and staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person model personal and professional ethics, integrity and fairness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person promote equity, tolerance, and respect among all members and groups comprising the school community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Meets Dimension Criteria**

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**INSTRUCTIONAL LEADERSHIP**

*Assesses needs, develops and implements an instructional program that fully responds to the identified needs and goals, and monitors its effectiveness.*

Success Indicators	Seldom	Occasionally	Regularly
Does this person demonstrate extensive knowledge of the curriculum and the ability to articulate and skillfully implement/monitor the curriculum? Is the above response supported by student data?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do the teachers and staff at your school readily turn to this person for instructional advice and recognize this person as an instructional leader?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has this person effectively monitored instructional programs targeted towards specific subgroups (e.g. English Learners, Gifted and Talented, Special Education students)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has this individual been successful in involving parents in school activities and programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has this person successfully led students in improving academic performance; as supported by data?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person demonstrate a comprehensive knowledge of the appropriate standards for all grade levels and subjects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**ANALYSIS**

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

Success Indicators	Seldom	Occasionally	Regularly
Has this individual successfully reviewed and analyzed multiple sources of data to identify and address the academic weaknesses of students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has this individual successfully interpreted and applied qualitative data to initiate improvements in the school community (e.g. improving attendance, suspension, school discipline issues, school safety)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has this individual demonstrated an <i>extensive</i> knowledge of the budget process (e.g. the process of making the school budget transparent, creating a contract and starting a new employee, general budget vs. categorical budget, knowledge of timelines for expenditures)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**INITIATIVE & INNOVATIVENESS**

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

Success Indicators	Seldom	Occasionally	Regularly
Does this person seek opportunities outside the normal scope of their everyday work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person readily participate in professional development opportunities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person readily take the lead in offering solutions to problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has this person shown the ability to successfully complete a task in a creative or new way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this individual go above and beyond what is required when completing tasks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is this person proactive? Does s(he) take action before action is absolutely necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**PLANNING AND ORGANIZING**

*Establishes a course of action for self and/or others to accomplish specific goals.*

Success Indicators	Seldom	Occasionally	Regularly
Does this individual prioritize and use their time efficiently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this individual arrive at work on time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person demonstrate the capability to align fiscal, human and material resources to support student learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person put in extra time and effort to meet the demands of the school site, even if this means working beyond normal scheduled work hours?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this individual maintain a high quality of work when faced with multiple demands and unexpected schedule changes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**WRITTEN & ORAL COMMUNICATION**

*Uses correct vocabulary, grammar, and sentence structure.*

Success Indicators	Seldom	Occasionally	Regularly
Does this individual communicate in a professional tone, incorporating correct vocabulary, grammar and sentence structure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this person write and distribute correspondence to stakeholder groups in a timely manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has this person had experience speaking extemporaneously, before large and small groups, effectively and concisely?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has this person been effective in communicating his/her expectations to parents and teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is this person capable of having a difficult conversation in a positive and constructive manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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RECOMMENDATION OF READINESS

EXAM TITLE: \_\_\_\_\_

NAME OF CANDIDATE: \_\_\_\_\_ EMPLOYEE NUMBER: \_\_\_\_\_

**RECOMMENDATION OF READINESS (RoR)**

**CURRENT IMMEDIATE PRINCIPAL-LEVEL SUPERVISOR OF CANDIDATE:**

Checking the "YES" box means that I, as the undersigned supervisor of the above-named candidate, unequivocally support this candidate's ability to assume the responsibilities of the next level position, without further development. 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. I certify that I have met with the candidate and discussed my recommendation.

Checking the "NO" box 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 position. This decision has been made on the basis of my observations and assessment of their job performance, my review of the candidate's *Portfolio*, and in consideration of the *Success Indicator* questions. I certify that I have met with the candidate and discussed my recommendation.

YES, I DO RECOMMEND       NO, I DO NOT RECOMMEND

**SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Title: \_\_\_\_\_ E-mail: \_\_\_\_\_ Location: \_\_\_\_\_

*Current Immediate Principal-Level Supervisor, please provide comments on the next page.*

**CURRENT SECOND-LEVEL ADMINISTRATOR OF CANDIDATE:**

My signature certifies that I fully support the immediate supervisor's 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.

**SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Title: \_\_\_\_\_ E-mail: \_\_\_\_\_ Location: \_\_\_\_\_

**LOCAL DISTRICT SUPERINTENDENT (if applicable)**

**SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_



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RECOMMENDATION OF READINESS

**EXAM TITLE:** \_\_\_\_\_

**NAME OF CANDIDATE:** \_\_\_\_\_ **EMPLOYEE NUMBER:** \_\_\_\_\_

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.

Current Immediate Principal-Level Supervisor's Behavioral Comments: