



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.