

**Los Angeles Unified School District
Human Resources Division
Recommendation of Readiness: Frequently Asked Questions**

Making Recommendations

Q: Do I have to write comments for each behavioral dimension?

A: You only need to provide comments for the overall recommendation. However, recording comments on each behavioral dimension will likely assist you in collecting your thoughts and structuring professional development meetings with your staff.

Q: I have a teacher who has a great personality and is well liked by the staff. However, they have not had several of the experiences outlined on the *Success Indicators*. Should I recommend them for the Assistant Principal exam?

A: While people skills are important for success in administrative roles it is critical that people entering the position have acquired a baseline level of job-specific knowledge, skills and abilities. If you see potential in this individual, work on providing them with opportunities to build the skills outlined in the *Success Indicators* and suggest that they apply for the next exam administration.

Q: I have a staff member who is doing a great job in their current role, but needs more experience before advancing to a role in administration. I am reluctant to give the candidate a negative recommendation because I am worried that they will perceive it as a criticism of their work. What should I do?

A: It is important to view the preparation and recommendation for administrative roles as a process. Be sure to emphasize that they are performing well in their current position. Communicate that such a recommendation reflects the need to gain more experience in specific areas indicated by the *Success Indicators*, and is not a criticism of their performance or work ethic.

Q: I am reluctant to give a candidate a negative recommendation because I'm concerned that doing so will create an awkward work environment. What should I do?

A: In such cases, it is essential to act in the best interest of students and the District. It is critical that all incoming administrators possess the key characteristics needed to lead schools in meeting student needs and increasing academic achievement. In your conversations with the candidate, emphasize their strengths as well as areas in need of development. Frame future performance evaluation cycles around this individual's desire to pursue a career in administration.

Q: I am uncertain whether a candidate embodies all the characteristics outlined in the *Success Indicators*. Should I recommend this candidate, and then let the exam process determine whether they are truly prepared for the next level administrative position?

A: It is more beneficial for the candidate to wait and gain additional experiences, rather than enter the process and potentially be placed on an eligible list unprepared to handle the situations encountered by an administrator.

Documentation and Submittal of Forms

Q: Do I have to turn in the pages that contain the *Success Indicators*?

A: No, this document is purely for your reference. Your *Success Indicator* assessment of the is not scored or collected by Human Resources.