

# Recommendation Information

Thank you for your willingness to provide a recommendation for an applicant to CSU Fullerton's [MS Educational Administration/PASC program](#)! Your input will be valuable to our admissions committee when making admission decisions.

Please see the recommendation form located on the following pages of this document.

This form is PDF fillable and will require you to have Adobe reader or Adobe Acrobat installed. Please download the form and it will be automatically fillable.

We appreciate your time and value your feedback!



## Instructions for Submitting Recommendation Part 1:

### RECCOMENDER Information

Name (print) \_\_\_\_\_

E-Mail \_\_\_\_\_ Phone \_\_\_\_\_

Position \_\_\_\_\_

Employer \_\_\_\_\_

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### Applicant Information

Applicant Name: \_\_\_\_\_

Dear Recommender:

Your comments and evaluation are extremely valuable. Please place the completed recommendation in an envelope, seal it, and sign across the seal to ensure confidentiality. Then return the sealed envelope to the applicant, mail it directly to our office, or submit a scanned copy by email to [edleadership@fullerton.edu](mailto:edleadership@fullerton.edu).

- 1) In what capacity and for how long have you known the applicant?
  
- 2) From the disposition indicators on the following page, select two indicators that, in your opinion, are *most evident* for the applicant. Explain and provide examples of how the applicant has demonstrated these dispositions.



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- 3) From the disposition indicators on the following page, identify two indicators that, in your opinion, remain as *growth areas* for the applicant. Explain why the applicant has yet to demonstrate these dispositions, if possible.

### **Overall Assessment (check the most appropriate)**

This applicant will be a game changer in the district or county.

This applicant will make a significant impact to the school or district.

This applicant will be a good administrator.



## Part II: Evaluation of Applicant's Dispositions

Thank you for your thoughtful evaluation of the applicant's disposition. Please rate applicant on all indicators using the following scale:

- 0 = **Not evident** at all
- 1 = **Rarely Evident** - Evidence is present infrequently or seldom and is associated with *ineffective* performance.
- 2 = **Sometimes Evident** - Evidence is present now and then or occasionally and is associated with *developing* performance.
- 3 = **Usually Evident** - Evidence is present often or many times and is associated with *effective* performance.
- 4 = **Consistently Evident** - Evidence is present to the greatest possible extent or in every instance and is associated with *highly effective* performance.

Indicators		Rating
<b>A</b>	<b>Promote Diversity</b>	
1	Communicates expectations that all students can learn at high levels	
2	Promotes equity, fairness and respect among all members of the school community	
3	Supports the equitable success of all students and all subgroups of students and is understands how to mobilize and leverage support services toward that goal	
4	Recognizes and respects the goals and aspirations of diverse family and community groups	
5	Assists or seeks support for English language communications and interpretations	
<b>B</b>	<b>Engage in Collaborative Endeavors</b>	
6	Values opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility	
7	Is patient and flexible when working with others	
8	Demonstrates responsiveness to diverse community and constituent views	
9	Listens and responds thoughtfully to diverse perspectives	
<b>C</b>	<b>Think Critically</b>	
10	Is able to think critically and conceptually when effectively solving problems	
11	Makes and communicates decisions based upon relevant data and research about effective teaching and learning, leadership, and equity	
12	Reflects upon his/her leadership practices and recognizes their impact on the performance of others	
13	Utilizes multiple assessments to evaluate teaching and learning	



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Indicators		Rating
<b>D</b>	<b>Maintain Professional and Ethical Standards</b>	
14	Models personal and professional ethics, integrity, justice, and fairness and expects the same behaviors from others	
15	Exhibits respect for self and others in all behaviors and interactions	
16	Values diverse stakeholder groups and treats all with fairness and respect	
17	Is able to ensure that the school consistently operates within the parameters of federal, state, and local laws, policies and regulations, both statutory and fiscal	
<b>E</b>	<b>Value Life Long Learning</b>	
18	Understands the leader's role in supporting the long-term professional development of all staff	
19	Uses reflection and assessment to facilitate learning as an ongoing process	
20	Seeks opportunities for personal and professional growth	
<b>F</b>	<b>Aptitude</b>	
21	Shows evidence of strong communication skills orally and in writing	
22	Knowledge and ability to use technology	
23	The applicant consistently exhibits a high quality of work in relation to others with the same job title.	
<b>G</b>	<b>Leadership Potential</b>	
24	Can organize and direct activities involving people and help others to accomplish tasks through direction and example	
25	Ability to facilitate groups	
26	Has earned the confidence of colleagues in areas of shared responsibilities, consensus building, and problem solving	