



*Tulsa Leadership Challenge  
Leadership Aspirant Academy  
Peer/Self Recommendation*

TPS is committed to identifying, recruiting, and developing leadership from within. Research supports the philosophy that one important aspect of school leadership involves Teacher Leaders within a district or building. If you have recognized leadership potential in one or more TPS educators, we would like to consider them for inclusion in our leadership development opportunities. Please complete this form that is based upon the data-driven indicators of school leadership that are associated with high levels of student achievement.

\_\_\_\_\_  
Name of the educator that you are recommending                      School where this teacher is currently assigned                      Current Assignment (grade/subject)

\_\_\_\_\_  
Their telephone number                      Their email address                      Their mailing address

\_\_\_\_\_  
Yrs Exp      Yrs in TPS      Does this teacher currently have a degree in school administration? \_\_\_\_\_ Yes \_\_\_\_\_ No

If not, how many hours have they completed? \_\_\_\_\_ \*Anticipated completion? \_\_\_\_\_  
\*Preferred anticipated completion by May of 2008

Please identify briefly behaviors that this individual demonstrates that exemplify some of the following indicators.

1. Supports a safe and orderly school environment \_\_\_\_\_
2. Focuses classroom vision/goals on high levels of student learning \_\_\_\_\_
3. Holds high expectations for all students in the learning process \_\_\_\_\_
4. Portrays self-confidence, responsibility, and perseverance \_\_\_\_\_
- 5. Demonstrates initiative acting as a self-starter** \_\_\_\_\_
6. Maintains visibility and accessibility to students, parents, and peers \_\_\_\_\_
7. Actively participates in professional development \_\_\_\_\_
8. Promotes a positive and supportive school climate \_\_\_\_\_
9. Provides emotional/interpersonal support to students/peers \_\_\_\_\_
- 10. Demonstrates an exemplary work ethic** \_\_\_\_\_
- 11. Models value for continuous improvement among colleagues** \_\_\_\_\_
12. Encourages parent/community outreach/involvement \_\_\_\_\_
13. Exhibits rituals/routines, ceremonies, and symbolic actions \_\_\_\_\_
- 14. Engenders respect/confidence based upon skills related to job responsibilities** \_\_\_\_\_
15. Participates effectively in shared leadership/decision making \_\_\_\_\_
- 16. Exhibits creative, innovative, and "out-of-the-box" solutions** \_\_\_\_\_
17. Empowers students by providing clear and appropriate choices \_\_\_\_\_
18. Collaborates effectively with others \_\_\_\_\_
- 19. Maintains consistent two-way communication with all parties in school** \_\_\_\_\_

The un-bolded indicators are based upon *Principals and Student Achievement: What the Research Says* by Kathleen Cotton (ASCD, 2003) ISBN: 0-87120-827-X. **Items that are bold are additional indicators valued or clarified by TPS administration.**

Additional Comments (Please feel free to attach a letter to elaborate if you desire to do so):

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of the individual making the recommendation                      telephone number                      email address