



## **Applicant for an Administrative Position**

Dear Applicant:

The following Confidential Reference Report must be completed by a person who knows you in a work context (preferably, your immediate supervisor) and be able to attest to your ability to do the job for which you are applying. The completed document should then be sent by the person providing the confidential reference to:

Associate Superintendent -Human Resources  
Vancouver School Board  
1580 West Broadway  
Vancouver, BC V6J 5K8

Thank you for your interest in serving in this leadership role in the District.

Paul Wlodarczak,  
Associate Superintendent - Human Resources



**CONFIDENTIAL REFERENCE REPORT FOR AN ADMINISTRATIVE APPLICANT**

**To: The Confidential Reference Provider for an Administrative applicant**

As part of the application procedure for individuals seeking promotion to serve as an administrator, applicants are required to provide a copy of this Confidential Reference Report to their immediate supervisor or to a person knowledgeable about their work in administration and in the school. As the person selected to provide that reference, you are asked to complete this report and submit it to the Associate Superintendent - Human Resources, no later than the closing date shown below for that competition.

**Due: 2009 October 26**

Your reference report is exceedingly important in this process. As the applicant's knowledgeable reference or immediate supervisor, you are in the best position to provide the first-hand evidence needed to demonstrate that the applicant possesses the skills/knowledge/abilities required to be successful in this leadership role. Responses should be based on the applicant's work as an employee/administrator plus evidence of his/her contribution to the leadership of the school. On a number of items, written comments are requested in addition to rating the applicant's development level.

The reference report that you provide, plus the applicant's resume and other information will be considered by the Short-Listing Committee in determining which applicants will be interviewed for Administrative positions.

When completed, the form should be sealed in an envelope and sent in confidence to:

Associate Superintendent - Human Resources  
Vancouver School Board  
1580 West Broadway  
Vancouver, BC V6J 5K8

Thank you for your assistance in this important process.

Paul Wlodarczak,  
Associate Superintendent - Human Resources



**Performance Rankings:**

**Unable to Assess:**

Insufficient evidence to make a valid judgment

**Rudimentary:**

Little evidence of skill/knowledge/ability being applied in school

**Satisfactory:**

Consistent evidence of skill/knowledge/ability being applied (not embedded)

**Strong:**

Evidence that skill/knowledge/ability is well developed and applied

**Exceptional:**

Performance meets or exceeds the norm for those in Administrative positions

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Below are a number of skills/abilities required by individuals in leadership roles. Based on your observations of the applicant's performance, you are asked to **comment on** and **rank** the performance you have observed using the **Performance Indicator** scale.

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1. *Comment on and rate the applicant's professional relationships with others at the school/worksite.*

Comment:

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<input type="checkbox"/>	UTA
<input type="checkbox"/>	Rudimentary
<input type="checkbox"/>	Satisfactory
<input type="checkbox"/>	Strong
<input type="checkbox"/>	Exceptional

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2. *Comment on and rate the applicant's social skills at the school/worksite.*

Comment:

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<input type="checkbox"/>	UTA
<input type="checkbox"/>	Rudimentary
<input type="checkbox"/>	Satisfactory
<input type="checkbox"/>	Strong
<input type="checkbox"/>	Exceptional

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3. *Administrators are often called upon to deal with conflicts/crises. How has the applicant dealt with or responded under pressure?*

Comment:

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<input type="checkbox"/>	UTA
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<input type="checkbox"/>	Satisfactory
<input type="checkbox"/>	Strong
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4. *Goal Setting Ability*

Comment:

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5. *Willingness and Ability to Take Initiative*

*Comment:*

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<input type="checkbox"/>	Satisfactory
<input type="checkbox"/>	Strong
<input type="checkbox"/>	Exceptional

6. *Follow Through on Commitments*

*Comment:*

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<input type="checkbox"/>	UTA
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<input type="checkbox"/>	Exceptional

7. *Overall Quality of Administrative Work*

*Comment:*

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<input type="checkbox"/>	UTA
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<input type="checkbox"/>	Satisfactory
<input type="checkbox"/>	Strong
<input type="checkbox"/>	Exceptional

8. *Time Management*

*Comment:*

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<input type="checkbox"/>	UTA
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<input type="checkbox"/>	Exceptional

9. *Priority Setting Ability*

*Comment:*

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10. *Decision-Making Ability*  
 Comment:

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\_\_\_\_\_

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- UTA
- Rudimentary
- Satisfactory
- Strong
- Exceptional

11. *Overall Organizational and Administrative Skills*  
 Comment:

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- UTA
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- Satisfactory
- Strong
- Exceptional

12. *Promotion of a Climate of Respect, Cooperation and Inclusion*  
 Comment:

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- UTA
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- Strong
- Exceptional

13. *Conflict Resolution Skills*  
 Comment:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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14. *Please comment on and rate the applicant's leadership and support for staff development.*

*Comment:*

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<input type="checkbox"/>	Exceptional

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15. *Please comment on and rate the applicant's efforts to provide success in learning for all students*

*Comment:*

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<input type="checkbox"/>	Satisfactory
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<input type="checkbox"/>	Exceptional

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16. *Applicant's Two Major Strengths*

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17. *To what extent is the applicant viewed as potential principal by staff?*

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18. *Skills/Abilities/Knowledge Needing Improvement*

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19. **Overall Leadership Potential**

Please rate this applicant's **potential** in the role of school principal.

\_\_\_\_\_ Outstanding

\_\_\_\_\_ Excellent

\_\_\_\_\_ Above Average

\_\_\_\_\_ Average

\_\_\_\_\_ Developing

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20. *Additional Comments for the Short-Listing Committee*

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**CONFIDENTIAL REFERENCE REPORT FOR AN ADMINISTRATIVE APPLICANT  
PART 2**

**School Leadership Profile-Attributes (check rating that applies)**

	UTA	Rudimentary	Satisfactory	Strong	Exceptional
<b>Dedication:</b> Commitment based on a strong set of beliefs and a willingness to work toward a vision or set of goals					
<b>Flexibility</b> Able to work in a complex environment and to shift readily amongst a variety of tasks and challenges					
<b>Innovative</b> Values change, encourages creativity and questions current practices					
<b>Integrity</b> Standing for something important in a forthright, consistent, honest and reliable manner					
<b>Intelligence</b> The ability to comprehend the essential factors of a complex situation					
<b>Judgement</b> Reaches conclusions, thinks critically, makes high quality decisions based on intuition, logic, information, experience					
<b>Knowledge</b> Keeps up-to-date on major developments, policies, programs and trends relevant to one's position and responsibility					
<b>Openness to Change</b> Views change as a challenging and stimulus rather than as problematic					
<b>Patience</b> Able to listen and observe while others grapple with an issue that he/she has already internalized					
<b>Political Astuteness</b> Able to identify,					

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	UTA	Rudimentary	Satisfactory	Strong	Exceptional
understand, respond to, influence and obtain the support of local and provincial political forces					
<b>Persistence/Stamina</b> Has the mental and physical stamina to persevere against odds and to follow several tasks through to completion					
<b>Self-Confidence</b> Believe in yourself and what you are doing and respond to opposition without becoming defensive					
<b>Sensitivity</b> Able to perceive the needs, concerns and personal problems of others and to deal with emotional issues					
<b>Stress Tolerance</b> Able to perform under opposition or stress and to think on one's feet					
<b>Tolerance of Ambiguity</b> Able to tolerate ambiguity and work in an environment with constantly shifting and competing imperatives					
<b>Vision</b> The capacity to see the big picture, to articulate a clear philosophy and to envision and work toward a better educational future. To take risks					

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