

This is a fillable form. You may need to download it to enable the form.

Applicant's Name: _____	Position: _____
Name of Person Providing Reference: _____	Position: _____
How long have you known this person? _____	In what capacity? _____

Our M.S. Ed. in Educational Leadership is designed specifically for educators who wish to become leaders in their classrooms, schools, districts, or other educational settings. We are looking for educators with the potential to become leaders; and who would benefit from a program designed to build these skills and characteristics.

Leadership Capacity						
N= Not Observed 1= Not yet present 2= Emerging 3= Progressing 4= Applying 5= Innovating	N	1	2	3	4	5
Fostering a Collaborative Culture to Support Educator Development and Student Learning The applicant is well versed in adult learning theory and uses that knowledge to create a community of collective responsibility within his or her school. In promoting this collaborative culture among fellow teachers, administrators, and other school leaders, the applicant ensures improvement in educator instruction and, consequently, student learning.						
Accessing and Using Research to Improve Practice and Student Learning The applicant keeps abreast of the latest research about teaching effectiveness and student learning, and implements best practices where appropriate. He or she models the use of systematic inquiry as a critical component of teachers' ongoing learning and development.						
Promoting Professional Learning for Continuous Improvement The applicant understands that the processes of teaching and learning are constantly evolving. The applicant designs and facilitates job-embedded professional development opportunities that are aligned with school improvement goals.						
Facilitating Improvements in Instruction and Student Learning The applicant possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues. The applicant works collaboratively with fellow teachers to constantly improve instructional practices.						
Promoting the Use of Assessments and Data for School and District Improvement The applicant is knowledgeable about the design of assessments, both formative and summative. He or she works with colleagues to analyze data and interpret results to inform goals and to improve student learning.						
Improving Outreach and Collaboration with Families and Community The applicant understands the impact that families, cultures, and communities have on student learning. As a result, the applicant seeks to promote a sense of partnership among these different groups toward the common goal of excellent education.						
Advocating for Student Learning and the Profession The applicant understands the landscape of education policy and can identify key players at the local, state, and national levels. The applicant advocates for the teaching profession and for policies that benefit student learning.						

Please rate his/her capacity for graduate work by selecting the appropriate number on the scale below.						
N indicates not observed, 1 indicates need for improvement and 5 indicates an area of strength.	N	1	2	3	4	5
Written and oral communication						
Capacity for graduate work						
Receptive to feedback						
Commitment to lifelong learning						

Caring Teachers						
N= Not Observed 1= Not yet present 2= Emerging 3= Progressing 4= Applying 5= Innovating	N	1	2	3	4	5
Examine educational cultures from multiple perspectives						
Create shared visions for teaching and learning; build mutually beneficial partnerships, and engage with colleagues, families, and communities to address educational needs						
Use knowledge of child and adult development to create respectful, inclusive, supportive, and challenging learning environments						
Competent Educators						
N= Not Observed 1= Not yet present 2= Emerging 3= Progressing 4= Applying 5= Innovating	N	1	2	3	4	5
Translate knowledge of learning theory into practices that demonstrate cultural competence and values of inclusive education						
Design and differentiate curriculum, instruction, and assessment for all learners						
Leverage digital tools to support teaching and learning						
Investigate practices through engagement with educational research						
Challenge themselves and colleagues to expand and enrich their professional development						
Collaborative Professional Leaders						
N= Not Observed 1= Not yet present 2= Emerging 3= Progressing 4= Applying 5= Innovating	N	1	2	3	4	5
Communicate effectively with diverse audiences						
Demonstrate leadership skills of strategic thinking, collaboration, consensus building, and the ability to create change while sustaining effective practices						
Understand politics and organizations and advocate for students, colleagues, and the profession						
Create positive outcomes for children, families, and the profession while sustaining evidenced-based practices						
Incorporate ethical practices into a reflective and responsible leadership style						

To submit the recommendation, please:

- Print, sign, and mail/fax to the address below OR
- Save PDF, attach, and send directly to gradstudies@maine.edu from your email address, this acts as a digital signature for the form

Is there anything else you would like to share regarding the applicant's candidacy for the University of Maine at Farmington's Master of Science in Education in Educational Leadership program? *Feel free to use the box below or additional sheet of paper.*

Signature _____ Date _____