

Iowa State University
Doctor of Philosophy—Educational Administration

Candidate Support Form – Graduate School Professor

_____ has applied for admission to the ISU program to pursue a Doctor of Philosophy degree in education with a specialization in educational administration. Program faculty are committed to recruiting, selecting, and preparing the best possible candidates for becoming educational leaders and scholars.

References from a **graduate school professor, immediate supervisor, a colleague, and a person supervised by the candidate** are a vital part of the candidate selection process because only the most talented educators will be selected for participation in the program. Applicants considered for participation should demonstrate:

- superior teaching performance
- commitment to children and learning
- sound educational values
- intellectual curiosity
- strong achievement orientation
- effective interpersonal skills with children and adults
- effective written and oral communication skills
- high energy level
- effective problem solving skills
- willingness to take risks
- high level of involvement
- decisiveness
- good judgment
- integrity
- creativity
- initiative
- desire to conduct research
- mathematical competence

Your assistance is requested to help the selection team with assessing ten of the above characteristics or qualities as they relate to this applicant. The other characteristics will be assessed in other ways throughout the selection process. Please complete the information requested on the following pages to help support this applicant for consideration for the ISU PhD Program in education with a specialization in educational administration.

For each of the nine qualities or characteristics listed below, please read the possible responses and **circle the response** that best fits your perception of that quality or characteristic as it relates to this candidate.

Please use “Specific evidence” section after each item to give specific examples of the candidate’s actions or accomplishments which you considered in rating this candidate. Your comments will be a very important part of the rating this candidate receives on this support form. Your responses and comments will be considered confidential. Thank you for your assistance.

1. **Superior teaching performance: uses a variety of effective strategies to ensure all students not only achieve, but also enjoy learning.**

4	3	2	1
Consistently helps all students be successful and feel good about themselves.	Usually helps all students succeed and usually makes learning fun.	Haphazardly attends to all students.	Presents material and expects students to “learn if they want to.”

Specific evidence:

2. **Commitment to children and learning: child advocate; believes and acts upon belief all children can and MUST learn.**

4	3	2	1
Always committed to students; expresses and acts upon belief ALL children can learn.	Usually committed to children and expresses belief MOST children can learn.	Usually committed to children, but expresses belief that ALL children CANNOT learn.	Lacks commitment to students.

Specific evidence:

3. **Effective interpersonal skills with children and adults: perceives and is sensitive to needs, concerns and diversity of others; resolves conflicts; helps others to grow and contribute; listens.**

4	3	2	1
Always recognizes individual differences; sensitive listener; helps others grow; works well with most people.	Usually sees individual differences; usually establishes positive working relationships.	Sometimes sensitive to individual differences; inconsistently establishes positive relationships.	Disliked by many children and adults.

Specific evidence:

4. High Energy Level: functions efficiently in a role which is fast-paced and diverse and requires long hours.

4	3	2	1
Consistently efficient and effective while working at a fast pace on several projects even with frequent interruptions.	Usually effective while working on several activities at a fast pace.	Sometime effective working on several projects at once.	Unable to work on projects simultaneously or with interruptions.

Specific evidence:

5. Problem-solving skills: seeks relevant data; analyzes complex information; determines important elements; generates alternatives; assesses/projects consequences; and suggests solutions.

4	3	2	1
Consistently demonstrates effective use of the problem-solving process.	Usually demonstrates effective use of the problem-solving process.	Sometime able to define a problem, inconsistently able to generate alternatives or project consequences.	Unable to recognize a problem situation.

Specific evidence:

6. Judgment/decisiveness: reaches logical conclusions and produces high quality decisions; recognizes when a decision is necessary and acts quickly on important issues; uses good “common sense.”

4	3	2	1
Consistently makes good decisions; demonstrates good judgment and “common sense.”	Frequently makes good decisions; demonstrates good judgment and “common sense.”	Usually makes good decisions, but is sometime illogical or demonstrates poor judgment.	Often makes poor decisions; seldom uses good “common sense.”

Specific evidence:

7. Integrity: adheres to professional code of values.

4	3	2	1
Readily shares values; demonstrates uncompromising adherence to professional code of values	Acceptably adheres to professional code of values.	Inconsistently adheres to professional code of values.	Lacks professional values.

Specific evidence:

8. Creativity: generates and recognizes innovative solutions in work-related situations; demonstrates originality by thinking and acting “outside the lines.”

4	3	2	1
Exceptionally creative; frequently suggests both innovative solutions and processes to develop situations.	Sometimes suggests innovative and creative processes to develop solutions.	Seldom suggests innovations but usually ready to act upon ideas expressed by others.	Frequently reluctant to consider non-traditional alternatives; seldom suggests innovations.

Specific evidence:

9. Initiative: self-starter; recognizes needs, suggests action, willing to take action.

4	3	2	1
Consistently recognizes needs and takes action; always dependable.	Dependable; seldom has to be asked to take action.	Sometimes needs encouragement or urging to act.	Willing to act only if given specific directions.

Specific evidence:

In the space below, please write a confidential statement about the applicant's potential for rigorous advanced graduate study and for success as a school district leader.

Signature	Print/Type Name	Date
Position		
Address		
City	State	Zip
Phone (Office)	Phone (Home)	

Please double-check this form, ensuring that you provided a rating on each of the nine questions.

The completed form may be mailed to: ISU PhD Program in Educational Administration, c/o Judy Weiland, Record Analyst, N247 Lagomarcino Hall, Iowa State University, Ames, IA 50011. You also may fax the form to Judy Weiland at 515-294-4942.

Thank you for your assistance with this process.

Iowa State University
Doctor of Philosophy—Educational Administration

Candidate Support Form – *Immediate Supervisor*

_____ has applied for admission to the ISU program to pursue a Doctor of Philosophy degree in education with a specialization in educational administration. Program faculty are committed to recruiting, selecting, and preparing the best possible candidates for becoming educational leaders and scholars.

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- superior teaching performance
- commitment to children and learning
- sound educational values
- intellectual curiosity
- strong achievement orientation
- effective interpersonal skills with children and adults
- effective written and oral communication skills
- high energy level
- effective problem solving skills
- willingness to take risks
- high level of involvement
- decisiveness
- good judgment
- integrity
- creativity
- initiative
- desire to conduct research
- mathematical competence

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For each of the nine qualities or characteristics listed below, please read the possible responses and **circle the response** that best fits your perception of that quality or characteristic as it relates to this candidate.

Please use “Specific evidence” section after each item to give specific examples of the candidate’s actions or accomplishments which you considered in rating this candidate. Your comments will be a very important part of the rating this candidate receives on this support form. Your responses and comments will be considered confidential. Thank you for your assistance.

1. **Superior teaching performance: uses a variety of effective strategies to ensure all students not only achieve, but also enjoy learning.**

4	3	2	1
Consistently helps all students be successful and feel good about themselves.	Usually helps all students succeed and usually makes learning fun.	Haphazardly attends to all students.	Presents material and expects students to “learn if they want to.”

Specific evidence:

2. **Commitment to children and learning: child advocate; believes and acts upon belief all children can and MUST learn.**

4	3	2	1
Always committed to students; expresses and acts upon belief ALL children can learn.	Usually committed to children and expresses belief MOST children can learn.	Usually committed to children, but expresses belief that ALL children CANNOT learn.	Lacks commitment to students.

Specific evidence:

3. **Effective interpersonal skills with children and adults: perceives and is sensitive to needs, concerns and diversity of others; resolves conflicts; helps others to grow and contribute; listens.**

4	3	2	1
Always recognizes individual differences; sensitive listener; helps others grow; works well with most people.	Usually sees individual differences; usually establishes positive working relationships.	Sometimes sensitive to individual differences; inconsistently establishes positive relationships.	Disliked by many children and adults.

Specific evidence:

4. High Energy Level: functions efficiently in a role which is fast-paced and diverse and requires long hours.

4	3	2	1
Consistently efficient and effective while working at a fast pace on several projects even with frequent interruptions.	Usually effective while working on several activities at a fast pace.	Sometime effective working on several projects at once.	Unable to work on projects simultaneously or with interruptions.

Specific evidence:

5. Problem-solving skills: seeks relevant data; analyzes complex information; determines important elements; generates alternatives; assesses/projects consequences; and suggests solutions.

4	3	2	1
Consistently demonstrates effective use of the problem-solving process.	Usually demonstrates effective use of the problem-solving process.	Sometime able to define a problem, inconsistently able to generate alternatives or project consequences.	Unable to recognize a problem situation.

Specific evidence:

6. Judgment/decisiveness: reaches logical conclusions and produces high quality decisions; recognizes when a decision is necessary and acts quickly on important issues; uses good “common sense.”

4	3	2	1
Consistently makes good decisions; demonstrates good judgment and “common sense.”	Frequently makes good decisions; demonstrates good judgment and “common sense.”	Usually makes good decisions, but is sometime illogical or demonstrates poor judgment.	Often makes poor decisions; seldom uses good “common sense.”

Specific evidence:

7. Integrity: adheres to professional code of values.

4	3	2	1
Readily shares values; demonstrates uncompromising adherence to professional code of values	Acceptably adheres to professional code of values.	Inconsistently adheres to professional code of values.	Lacks professional values.

Specific evidence:

8. Creativity: generates and recognizes innovative solutions in work-related situations; demonstrates originality by thinking and acting “outside the lines.”

4	3	2	1
Exceptionally creative; frequently suggests both innovative solutions and processes to develop situations.	Sometimes suggests innovative and creative processes to develop solutions.	Seldom suggests innovations but usually ready to act upon ideas expressed by others.	Frequently reluctant to consider non-traditional alternatives; seldom suggests innovations.

Specific evidence:

9. Initiative: self-starter; recognizes needs, suggests action, willing to take action.

4	3	2	1
Consistently recognizes needs and takes action; always dependable.	Dependable; seldom has to be asked to take action.	Sometimes needs encouragement or urging to act.	Willing to act only if given specific directions.

Specific evidence:

In the space below, please write a confidential statement about the applicant's potential for rigorous advanced graduate study and for success as a school district leader.

Signature	Print/Type Name	Date
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Iowa State University
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Candidate Support Form – Colleague

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• strong achievement orientation
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Specific evidence:

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Candidate Support Form – *Person Supervised*

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