



St. Mary's Parish School Professional Reference Form

The applicant named below has agreed that s/he shall not have access to this information. The applicant noted in this form has authorized St. Mary's Parish School in Moscow Idaho to obtain information from listed references. Please fill in refence and mail to: St. Mary's Parish School 412 North Monroe Moscow, Idaho 83843. Thank you!

Applicant's name: _____ has applied for a certificated position with St. Mary's Parish School in Moscow, Idaho. Please evaluate the applicant candidly as follows.

- How long have you known this applicant? _____
- What school year(s) did you observe this applicant? _____
- At which school? _____
- What capacity did the applicant work with you? _____
- What was your title at the time? _____
- In what capacity do you evaluate this applicant?
 As supervisor/evaluator _____ How long? _____
 As colleague _____ How long? _____

REFERENCE WRITER PLEASE NOTE: Rate this applicant on a scare of 1 to 7 with 1 being low and 7 being high in each area. Compare this person to all others you have observed. Check only one box per factor. You may receive a telephone call to confirm your responses. Thank you.

Teaching Areas	1	2	3	4	5	6	7	Not observed
1. Classroom management: effectively manages large and small groups, and individual: creates an atmosphere conducive to learning by developing routines and procedures to increase learning.								
2. Behavior management/discipline: Establishes and uses appropriate behavior management procedures: recognizes conditions which may lead to discipline problems; establishes clear parameters student behavior; develops strategies to prevent discipline problems; responds appropriately when problems occur; assists students toward self-discipline.								
3. Flexibility: Willing to learn new concepts and ways of doing things; cooperates with youth and adults; effectively uses various teaching styles; successfully teaches a variety of assignments; adapts to others in a team, staff, or parent situation.								
4. Instructional Skills. Plans, implements, and evaluates instructional activities; has knowledge of, and applies current approaches to teaching, new ideas and skills; uses a variety of styles methods which reflect planning and pacing skills appropriate to students; monitors results and takes appropriate action; assesses needs of students, prescribes programs, and provides strategies appropriate to age, background and intended learning of students.								

Teaching Areas	1	2	3	4	5	6	7	Not observed
5. Commitment to Accomplishment to Self and Others. Establishes high expectations for self and situations; exerts effort to attain goals; organizes, predicts, and monitors ideas, time, materials, and space to cause achievement to take place.								
6. Relations to Students. Develops favorable relationships with student; exhibits empathy and response to student needs; listens, has patience, and demonstrates caring; accepts students as they are; is consistent open and approachable by students; works collaboratively with students in decision-making.								
7. Understands/Appreciates Multicultural and Diverse Populations. Relates positively to youth and adults of varying socioeconomic, cultural, racial/ethnic backgrounds, different learning styles, and various disabilities; adjusts classroom activities to reflect the diversity of students.								
8 Scholarship and Conceptual Skills. Demonstrates ability to learn new ideas and skills for substantive and methodological aspects of teaching, for learning and initial information necessary to function in the local setting, for applying new concepts during teaching, as the job changes, and in solving problems.								
9. Enthusiasm. Exhibits appropriate overall optimism and zeal, using them to motivate student learning; uses facial expressions, body language, and presentation skills that demonstrate a caring and warmth toward students and an enthusiasm for learning.								
10. Professional Orientation/Collaboration. Possesses an awareness of current education developments and their application, including learning, child development and approaches to teaching; demonstrates a willingness to work collaboratively at the building level, effectively building relationships and responding positively to constructive comments and supervision; holds a strong belief in the importance of education; sincerely interested in the welfare of all students and in solving problems by consensus.								
11 Technological Literacy. Makes appropriate uses of available technology in relation to planning activities, learning activities, and record keeping; integrates technology into the learning process.								

Print name: _____ Signature: _____

Address: _____ Date: _____

Office phone: _____ Message Phone: _____

Please make any comments below you believe would be helpful for us to know below.