

# Big Foot High School

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## Professional Reference Form

Candidate: \_\_\_\_\_ Position Applying for: \_\_\_\_\_

**Notice to reference writer:** The above candidate has applied for a position with the Big Foot High School District. We are asking you to evaluate the applicant on the checklist below. The information on this form is confidential.

**What was/is your official relationship to the applicant? Check one.**

Administrator Supervisor/Evaluator \_\_\_\_\_ How Long? \_\_\_\_\_ Where \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ How Long? \_\_\_\_\_ Where \_\_\_\_\_

University/College Supervisor \_\_\_\_\_ How Long? \_\_\_\_\_ Where \_\_\_\_\_

Other \_\_\_\_\_ How Long? \_\_\_\_\_ Where \_\_\_\_\_

**Note:** Please rate this applicant in each of the following categories by comparing the individual with others you have observed or for whom you have evaluative responsibility. Check only one column per line.

Top 10%	Upper 25 % (but not top 10%)	Upper 50 % (but not top 25%)	Lower 50% (but not lower 10%)	Lowest 10%	No Basis for Judgment	Category
						<b>Knowledge of Subject Matter</b> Extensive depth and breadth of subject knowledge is evident in lesson plans and class activities.
						<b>Discipline/Class Management</b> Establishes clear parameters for student behavior. Develops strategies to prevent discipline problems. Responds appropriately when problems occur.
						<b>Clarity of Expression</b> Understands, presents and discusses concepts precisely. Answers questions clearly. Writes effectively using appropriate grammar, spelling and legible penmanship.
						<b>Flexibility/Versatility</b> Learns new concepts or ways of doing things willingly. Cooperates with youth and adults. Responds to constructive comments and supervision. Works well with others in a team, faculty or parent situation.
						<b>Enthusiasm</b> Displays overall optimism and zeal. Participates in district, building projects and committee work. Uses facial expressions, body language and presentation skills that demonstrate an enthusiasm for the subject of learning.
						<b>Instructional Skills</b> Plans and implements effective lessons. Has knowledge of current approaches to teaching. Applies new ideas and skills. Uses a variety of styles/methods when presenting lessons which reflect planning and pacing skills appropriate to the student.
						<b>Commitment to Accomplishment</b> Exerts effort to attain goals. Desires production results. Organizes ideas, time, material and space in a way that accomplishments occur.
						<b>Rapport</b> Develops favorable relationships with students, staff and parents. Exhibits empathy for others. Listens for understanding of the concerns, needs and ideas of others.
						<b>Ability to Meet Individual Needs</b> Responds to student needs. Demonstrates an ability to utilize learning strategies appropriate to students of varying socio-ethnic backgrounds, learning styles and disabilities.

