

**Boise Independent School District**  
**APPLICANT CONFIDENTIAL REFERENCE FORM**

**NOTE TO APPLICANT:** If you have supplied an email for your reference in the online application an online form will automatically be sent. If you have not supplied an e-mail address, it is your responsibility to distribute this form to current professional references a supervisor/principal (current and former), supervising teacher, or college professor. Please complete Section 1, and then forward to the individual you have selected to provide your confidential reference. This person should then fax or mail the reference form to the contact information listed at the bottom of this form.

**SECTION 1 – TO BE COMPLETED BY ALL CERTIFIED APPLICANTS**

Applicant: I authorize any current or former employer, person, firm, corporation, educational or vocational institution, or government agency to provide to Boise Independent School District information they have regarding me. I hereby release and discharge those who provide information and the District from any and all liability as a result of furnishing and receiving this information. I agree that references and personal information which become a part of this application will be regarded as confidential and shall not be revealed or disclosed to me.

Applicant Candidate Name: \_\_\_\_\_  
(Please Print)

Candidate Signature \_\_\_\_\_  
(Please Print)

Desired Position: \_\_\_\_\_

**SECTION 2 – TO BE COMPLETED BY REFERENCE**

**NOTE to Respondent:** This form is used for all certified and administrative applicants. Please fill out any other sections that apply to the position for which the applicant is applying and/or the position the person held during the time that they worked with you, regardless of the type of position that the applicant is applying for, PLEASE BE SURE TO FILL OUT THE OVERALL RATING SECTION FOLLOWING THE FINAL ATTRIBUTES SECTION.

<b>Attribute</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>No Basis for Judgment</b>
<b><u>General Questions</u></b>					
<b>Ethics/Integrity</b> – Performs duties with integrity; is honest and ethical.					
<b>Cooperation/Attitude</b> – Is cooperative with administrators, supervisors, and co-workers; maintains a positive attitude.					
<b>Interpersonal Relations</b> – Develops mutual respect with co-workers; and students, parents, and outside community members as appropriate.					
<b>Sensitivity/Human Relations</b> – Sensitive to individual differences, i.e. culture, ethnicity, race, socioeconomic, gender, disability, etc.					
<b>Adaptability</b> – Able to change and be flexible in varying capacities; adjusts quickly.					
<b>Dependability/Initiative</b> – Amount of work is consistent with job expectations; can be relied upon to complete work with minimum supervision; accepts additional responsibilities.					
<b>Attendance/Punctuality/Use of Time</b> – Infrequently absent or late; utilizes time wisely on the job.					
<b>Organizational Skills</b> – Organizes and prioritizes workload and resources.					
<b>Judgment/Resourcefulness</b> – Able to assess problems, determine priorities, and reach practical solutions; appropriately creative.					
<b>Technical Knowledge/Skills</b> – Possesses job-related knowledge and skills to perform the job.					
<b>Quality of Work</b> – Accurately, thoroughly, and effectively performs job responsibilities.					
<b>Communication</b> – Able to exchange information appropriately; uses both written and oral communication appropriately and effectively.					
<b>Confidentiality</b> – Maintains confidential information and communications in an ethical manner.					
<b>Customer Service</b> – Responds courteously and promptly to staff, students, and the public, as appropriate.					

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<b><u>Questions for Certified Candidates and Certified Substitutes only</u></b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>No Basis for Judgment</b>
<b>Instructional Skill</b> – Demonstrates a variety of instructional strategies; aligns instruction with state, district and building goals; skilled in designing, implementing, individualizing effective lessons; students engaged in lessons.					
<b>Diagnosing and Evaluating Learning</b> —Observes, diagnoses, evaluates and adjusts instruction to students’ learning; links assessment and evaluation to the creation of future objectives and activities; varies evaluation processes to assess learning.					
<b>Creating Positive Environments</b> —Teaches all students; creates positive environment conducive to learning; organizes ideas, time, materials and space to accomplish goals.					
<b>Enthusiasm</b> —Displays overall optimism and zeal for student learning; willing to be involved. Develops positive interpersonal relationships with others; maintains sense of humor.					
<b>Sensitivity to Diversity</b> – Demonstrates cultural proficiency and engages students of diverse backgrounds effectively.					
<b>Flexibility</b> —Demonstrates interest in new concepts and adopts new methods of providing instruction; accepts new ideas and constructive criticism; committed to self-directed professional growth.					
<b>Professional Relationships</b> —Able and willing to develop professional relationships with students, staff and parents; exhibits listening skills, patience and caring for all members of the learning community.					
<b>Communication and Collaboration</b> —Exhibits professional behaviors and develops positive, collaborative relationships with colleagues; maintains confidentiality.					
<b>Modeling Appropriate Behavior</b> —Professional in appearance, poise, conduct and is an appropriate role model for the educational environment.					
<b>Commitment to Accomplishment</b> – Shows initiative; exerts efforts to attain goals; demonstrates a desire for producing results; exhibits strong work ethic.					
<b><u>Questions for Administrative Candidates only</u></b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>No Basis for Judgment</b>
How would you rate this person's ability to plan for and lead organizational change?					
How would you rate this person's ability to facilitate a collaborative process in decision-making?					
How would you rate this person’s ability to model and lead curriculum, instruction and assessment?					
How would you rate this person's ability to organize and manage data for decision-making?					
How would you rate this person's ability to make high quality decisions regarding personnel?					
How would you rate this person's ability to use the supervision and evaluation process with staff to support continuous improvement?					
How would you rate this person's ability to establish and maintain a safe and positive environment for students?					
How would you rate this person's interpersonal relationships with supervisors and colleagues?					
How would you rate this person's ability to communicate effectively with staff, parents, and community?					
How would you rate this person's ability to prioritize work and manage the workflow?					
How would you rate this person's ability to effectively allocate fiscal, human and material resources to achieve goals?					
How would you rate this person's ability to promote school climate that is positive and effective for culturally diverse students?					

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When and under what circumstances have you been acquainted with this applicant?

**Required:** Summary statement regarding the applicant's strengths and areas needing improvement (or attached additional comments):

Would you rehire this individual?  Yes  No  N/A

**Overall Rating of this candidate (check one)**  Excellent  Good Fair  Poor  No Basis for Judgment

Signature: _____	Print Name: _____
Organization/School: _____	Position/Title: _____
Address: _____	_____
Phone Number: _____	Date: _____
Email: _____	_____

**IMPORTANT: Completed form can be mailed or faxed directly to:**

**Employment & Benefits Department**  
**Boise School District**  
**8169 W. Victory Rd**  
**Boise, ID 83709**  
[Employment@boiseschools.org](mailto:Employment@boiseschools.org)  
**Fax 208-854-4010**  
**Phone: 208-854-4074, Opt 2**